

OKLAHOMA STATE UNIVERSITY



COUNSELING PSYCHOLOGY PH.D. PROGRAM

The content of this handbook applies to the students admitted to the doctoral program in Counseling Psychology in 2013. This handbook is distributed electronically. Please print a copy to keep in your files.

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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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TABLE OF CONTENTS

		Page
1	Introduction	5
1.1	Purpose of handbook	5
1.2	Overview and philosophy	5
1.3	Definition of terms and roles	7
1.4	Orientation	8
1.5	Advisement / Committee selection	9
1.6	Program sequence	10
1.7	Program sequence: post-bachelors track	11
1.8	Program sequence: post-masters	12
2	Program requirements	14
2.1	Academic coursework / plan of study	14
2.2	Transfer/waiver of coursework	15
2.3	Developmentally appropriate interventions	15
2.4	Practicum experiences	16
2.5	Practicum guidelines	17
2.6	Research experiences	20
2.7	Comprehensive exams	20
2.8	Doctoral dissertation	22
2.9	Required student-advisor meeting	24
2.10	Pre-doctoral internship	24
2.11	Graduation	24
3	Financial assistance	25
4	Remediation and dismissal procedures	25
4.1	University dismissal procedures	25
4.2	Annual review of student progress	26
4.3	Procedure for considering complaints by students	30
5	Procedures used to handle problems and complaints	31
6	Other pertinent information	31
6.1	Association membership and professional activity	31
6.2	Professional and research interests of core Counseling Psychology faculty	31
6.3	Accreditation and licensing	32

7	Plan of study	33
7.1	Post-masters plan of study	33
7.2	Post-bachelors plan of study for MS degree	36
7.3	Procedures for post-bachelors earning the MS in Educational Psychology	37
8	Forms	41
A	Annual student evaluation	41
B	Supervisor evaluation of student	45
C	Trainee evaluation of supervisor	52
D	Verification of completion of the creative component	54
E	Dissertation journal submission form	55
F	Program-sanctioned hours application	56
G	Verification of program-sanctioned hours	58
H	Committee approval of transfer/waiver of courses	60
I	Verification of receipt of handbook	62
J	Student file checklist for Internship / Graduation clearance	63

1. INTRODUCTION

1.1 Purpose of the Handbook

This handbook is intended to serve as a guide for doctoral students and faculty in the Counseling Psychology Program (CPSY) at Oklahoma State University (OSU). In addition, 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 your (hereafter your/you refers to the student) temporary advisor, committee chairperson, and/or dissertation director is recommended for further clarification of a specific issue. The Graduate College webpage (<http://gradcollege.okstate.edu/>) and OSU Catalog (<http://www.okstate.edu/registrar/Catalogs/Catalog.html>) 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 your 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 student in the counseling psychology PhD program is responsible for keeping up to date with program, graduate college, and university requirements and deadlines; not doing so can result in sometimes substantial financial and time consequences.

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.

Further, in line with culturally competent practice and social justice, current foci supplementing our scientist-practitioner approach is for students to develop sensitivity to the various cultures and contexts in which both psychologists and their clients exist. As Carter (2003) notes, “Psychologists and counseling psychologists need theory that combines scientific evidence and best practices for working with an ever-increasing complex and diverse set of life circumstances and environments coupled with diverse client issues and cultures” (p.8). Thus, a key component in applying the scientist-practitioner model in our program is the view that “Diversity is the Norm” (Espin, 1997). We believe it is incumbent on the scientist-practitioner to incorporate diversity in all its complexities at all levels of professional service

You are required to follow an organized sequence of study in which academic coursework and practicum experiences are integrated. You must also successfully complete the comprehensive examination, a doctoral dissertation, and a pre-doctoral APA-accredited internship in order to fulfill the requirements for the degree. Although certain specific requirements must be met by all students, your individual plan of study is developed around your particular goals as a developing counseling psychologist in consultation with your faculty advisory committee. Graduates of our

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 (see: <http://www.div17.org/>). 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 in a diverse society. 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, group, family, community, and cultural values as these affect the client, the counselor, and the therapeutic relationship.

The program places an emphasis on diversity, inclusion, and social justice consistent with the profession of counseling psychology and OSU's College of Education (COE):

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 competently in a wide variety of settings. 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 Definition of terms and roles

Advisor – An informal and somewhat ambiguous term, also known as Academic Advisor. Typically the Dissertation Director, but sometimes when used the person is referring to the Committee Chair.

Advisory Committee – Consists of five people. The committee chair is a full member of the Graduate Faculty of SAHEP and is a faculty member in Counseling Psychology; this person may or may not be the dissertation director. Three committee members must be from SAHEP. A fifth committee member must be from outside SAHEP and must hold graduate faculty membership.

Area Coordinator – Within SAHEP, there are different areas, such as Counseling, School Psychology, and Health Promotion. Each area has a leader or “coordinator.” These coordinators meet regularly and coordinate SAHEP classes, budget, and activities. Our current area coordinator is Dr. Carrie Winterowd. If a student has concerns about the Counseling program area, he or she may discuss these with the coordinator.

Chair – This term should refer to the committee chair. However, sometimes people are referring to the dissertation director. It is a good idea to clarify this in the context of the communication and use the appropriate term (e.g. either dissertation director or committee chair).

Committee Chairperson – Occasionally a student will have both a Dissertation Director and a Committee Chair. This typically occurs when the Dissertation Chair is a member of SAHEP but is not within the CPSY area or could occur when the Dissertation Director does not hold full graduate faculty status. The committee chair is responsible for working with the student to develop the student’s plan of study.

Comprehensive Exams – Also known as “comps.” Sometimes called Qualifying Exams. A set of three tests (one oral about practice, one written about theory, and one written about research), that students have to take before being allowed to apply for Internship. Comps are typically taken in the spring of second year post-MS.

CPSY – The OSU Counseling Psychology doctoral program.

Dissertation –Also sometimes called “thesis.” In CPSY, the dissertation looks like a manuscript ready for submission to a peer-reviewed journal, with an appendix that is titled “Review of the Literature”. This can be confusing if you compare your dissertation process to others’ at other institutions. Once you successfully propose your dissertation, then you are considered a “doctoral candidate.”

Dissertation Director – Can be different than committee chair. Must be a faculty member in SAHEP. Typically “advisor.”

Dissertation Chair – An informal term which isn't completely accurate; Dissertation Director is preferred.

Doctoral Candidate – A doctoral student who has successfully proposed dissertation and passed comprehensive exams.

Plan of Study – Also known as POS. Basically a schedule and list of all the courses you plan to take while you're enrolled here. Post-bac students will complete two plans of study. You complete this electronically but still have to put a hard copy in your file. Your POS can be changed prior to graduation if you end up taking different classes (for example, if a course is cancelled or you change an elective). Post-bacs submit a POS in fall of your first year or prior to completing 17 hours for your master's degree. Post-MS students submit a POS prior to completing 28 hours but no earlier than in the spring of your first year.

The POS is where you designate your committee chair and dissertation director ("advisor") to be officially recognized by the Graduate College. When you submit the POS, the Graduate College will change your advisor from your temporary advisor to the new one.

Qualifying Exams – Same as "comps."

School of Applied Health and Educational Psychology – Also SAHEP. One of three "schools" within the College of Education. Other schools are School of Educational Studies/SES and School of Teaching and Curriculum Leadership/STCL.

School Head – The leader of SAHEP, sometimes called "department head." Currently Dr. John Romans serves in this capacity. Students may address with the School Head any concerns they have related to the program that are not sufficiently addressed by the Training Director, individual faculty, or the Area Coordinator.

Temporary Advisor – When you are admitted to the program you will be assigned a temporary advisor. When you submit your POS, you may designate a change to a different "advisor" and list your Dissertation Director and Committee Chair.

Thesis – Same as dissertation (unless referring to a master's thesis).

Training Director – Faculty member responsible for the training process of doctoral students. Typically oversees doctoral training from start to finish, including doctoral admissions, assignment of advisors, assistantships and practica, preparation for comps and for internship, and post-graduation contact and data collection. Oversees the APA accreditation process including dissemination of data, annual reports, and self-study reports. Currently this position is held by Dr. Julie Koch.

1.4 Orientation

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 you to learn

the program expectations and goals and gain additional information about the training model, the curriculum, practicum and internship experiences, dissertation, research teams, comprehensive 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.

1.5 Advisement / Committee Selection

The Director of Training assigns you a temporary advisor. It is important that you get acquainted with this faculty member and meet with him or her regularly and also get to know other faculty members during your first year in order to make informed decisions about who you would like to serve on your doctoral advisory committee.

If you were admitted provisionally (and you will know this if you were), you must successfully complete the first fall semester to be considered for full admission in early January (see the criteria for advancement from provisional to full admission on the Graduate College webpage).

Those of you entering post-MS will select your Chair and doctoral advisory committee and complete a Plan of Study (POS) before completing 28 hours in the Program; for most students, this means by the end of spring or summer semesters of the first year but not before spring semester. Students admitted with a bachelor's degree should complete a POS for their Master's degree in Educational Psychology by the end of the fall semester of their first year in the program; you need to do so before earning 17 credits. The committee for the MS in Educational Psychology may or may not be the same as the doctoral committee and only requires two members besides the Chair. Post-bach students join their doctoral cohort their second fall semester. They select their Chair and doctoral advisory committee and complete the doctoral POS at the same time they do-- before completing 28 hours post-MS in the Program.

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 graduate faculty membership, and one faculty member from outside SAHEP who holds graduate faculty membership. It is possible for another SAHEP faculty member, who is not the Chair of your advisory committee, to direct your dissertation. Doctoral advisory committees typically meet on three occasions: (1) the plan of study meeting, which occurs as soon as possible after the committee is established and approved; (2) the dissertation proposal meeting, which is used to provide feedback and suggestions to the student regarding his/her dissertation proposal; and (3) the dissertation defense, which is when the student summarizes his/her dissertation research and receives feedback from committee members regarding the composition of the final version of the dissertation.

You should direct questions you have regarding enrollment in classes, drop and add forms, and the POS to your temporary advisor or your advisory committee chairperson.

The temporary advisor usually serves as the Chair of the MS in Educational Psychology Plan of Study for post bachelor's students the first year. Two other SAHEP faculty members serve on the advisory committee.

A student may change committee members, advisors or chairs at any time; however, it is important to first talk to all concerned. Such changes require filing and having signed necessary paperwork with the COE Graduate Studies office in 325v Willard (Sandi Ireland). We strongly suggest that students select their committee chairs during the spring semester of their first year post-MS.

1.6 Program Sequence

As a CPSY doctoral student, you are required to follow an organized sequence of study, including an integration of academic coursework, research activities, practicum experiences, comprehensive examinations, doctoral dissertation, and internship. Since the CPSY program is based on the Stillwater campus, most courses are in Stillwater. You are expected to take courses in Stillwater and participate in research groups and graduate assistantships or other supervisory activities in Stillwater and fit them into your schedule. You also at times may take other courses in and are expected, when asked, to participate as a graduate assistant for our Counseling program in Tulsa. This may require some careful planning on your part in consultation with your advisor/chair and the Training Director.

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. If you begin the program with a bachelor's degree, you are required to complete a year of prerequisite master's level counseling courses at OSU (see 7.1a for listing of prerequisite courses) and earn a MS in Educational Psychology. As a Post Bac student, you will also enroll in the Doctoral Ethics course (CPSY 6053) concurrently with prerequisite courses.

You, as a CPSY doctoral student, must complete a minimum of three years of study at OSU. Your program (post-master's) must include a minimum of one year in residency and two years of full-time graduate study at the OSU campus (defined by OSU as nine (9) credit hours per semester). Organized in semesters, the CPSY program is sequenced as follows (exceptions to this sequence must be approved by the CPSY faculty): You (post-master's) must complete 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, you must complete the prerequisite year of coursework at OSU prior to beginning this sequence of study. All courses that students enroll in are designed to be classroom-based learning opportunities. Two courses that are offered with options for either an on-line format or a classroom format are EPSY 6133 History and Systems of Psychology and EPSY 5103 Human Development in Psychology.

As a CPSY student, you must receive an "A" or "B" in all coursework on your POS to meet minimum competency standards. If you receive a "C" or lower in a course, you must retake the course.

1.7 Program Sequence for Doctoral Students Admitted Post-Bachelors Degree(s):

Prior to First Semester:

- Meet with temporary advisor
- Register for Summer and Fall classes

First Summer Semester:

- Attend orientation
- Academic coursework

First Fall Semester

- Academic coursework
- Internship in Counseling I
- Meet with faculty members
- Select MS in Ed Psychology advisory committee
- Submit POS prior to your 17th credit hour
- Get involved (research teams, departmental colloquia, professional associations)
- Purchase liability insurance: <http://www.apait.org/apait/products/studentliability/>
- Complete required RCR training
http://gradcollege.okstate.edu/faculty/RCR_grad_students.htm
This is an online module about the responsible conduct of research.
- Complete the required Human Subjects Protection Training/ CITI online. To access, go to the home page of the OSU Institutional Review Board (IRB)
<http://compliance.vpr.okstate.edu/IRB/training.aspx>
- Register for Spring Semester

First Spring Semester

- Academic coursework
- Internship in Counseling II
- Research
- Secure practicum placement for next year
- Consider attending conferences
- Apply for summer graduation

Second Summer Semester

- Academic coursework
- Complete Portfolio for MS, obtain signatures
- Signed copy must be given to Training Director for your file.

Second Fall Semester – Go to Program Sequence for students admitted post-MS

1.8 Program Sequence for Doctoral Students Admitted Post-Masters Degree(s):**Prior to First Semester:**

- Meet with temporary advisor
- Register for fall classes
- Arrange initial practicum placement with Director of Training

First Fall Semester

- Academic coursework
- Counseling Psychology Practicum I
- Meet with faculty members, discuss research interests
- Get involved (research teams, departmental colloquia, join professional associations)
- If you have not done so already, purchase liability insurance:
<http://www.apait.org/apait/products/studentliability/>
- Complete required RCR training
http://gradcollege.okstate.edu/faculty/RCR_grad_students.htm
- Complete the required Human Subjects protection Training) CITI online.
<http://compliance.vpr.okstate.edu/IRB/training.aspx>
- Register for Spring Semester

First Spring Semester

- Academic coursework
- Counseling Psychology Practicum II
- Research
- Attend conferences
- Select your Chair and Doctoral Advisory Committee
- Have POS meeting by the completion of the 28th credit hour
- Meet with chair to discuss dissertation topic and begin work on dissertation

First Summer Semester

- Academic coursework, perhaps Advanced Practicum
- Work on Dissertation proposal

Second Fall Semester

- Academic coursework
- Counseling Psychology Practicum III experiences
- Review literature and develop your idea for dissertation
- Continue involvement in research
- Begin reviewing for comprehensive exams

Second Spring Semester

- Academic coursework
 - Counseling Psychology Practicum IV
 - Continued research teams, attend/present at conferences
-

- 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
- Take comprehensive exams
- Meet with advisory committee to present, review, and further refine the dissertation proposal
- Hold dissertation proposal meeting

Second Summer Semester

- Academic coursework
- Begin preparing material for internship applications
- Hold dissertation proposal meeting
- If you already successfully proposed your dissertation, work on dissertation

Third Fall Semester

- Academic coursework
- Continue involvement in research teams
- Apply for Internship
- Hold dissertation proposal meeting (must be successfully proposed by Oct 15th)
- Work on dissertation
- Prepare for interviews with Internship interviews
- Consider furthering training through program-sanctioned training hours – apply with the Training Director

Third Spring Semester

- Academic coursework
- Continue research
- Internship site interviews. Find out if matched to internship site.
- Complete dissertation defense
- Submit final dissertation to Graduate College

Third Summer Semester

- Submit dissertation manuscript to a peer-reviewed journal
- Depart for internship year.

Fourth Fall Semester

- Internship: Enroll in at least 2 credit hours of Advanced Internship (CPSY 6560)

Fourth Spring Semester

- Internship: Enroll in at least 2 credit hours of Advanced Internship
- Complete graduation requirements with Grad College

Fourth Summer Semester

- Internship: Enroll in at least 2 credit hours of Advanced 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 (APA) 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 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, courses on health, sports, older adults and others.

Post-bachelor's students: you 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: you must obtain a minimum of 117 graduate credit hours; this includes related master's work (approved for transfer or substitution by the student's advisory committee), 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.

Your courses are primarily classroom-based or practicum-based learning opportunities. There are some courses that are offered with options for either an on-line format or a classroom format, e.g., EPSY 5103 Human Development in Psychology and some of the basic research courses in REMS (see class schedules). EPSY 5463 Psychology of Learning and EPSY 6133 History and Systems of Psychology are offered in a traditional course format or online at this time.

Area

- 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
- II. Counseling Psychology Core (60 credit hours)
 - A. Theories and Interventions
 - B. Professionalism and Ethics
 - C. Multicultural Counseling
 - D. Supervised Practicum Experiences (12 of the 15 credit hours of practicum required must be at the doctoral level and must be taken at OSU)
 - E. Internship
- III. Research Core (18 credit hours)
 - A. Statistics and Methods of Research and Evaluation
 - B. Doctoral Thesis (Dissertation)
- IV. Electives (9 credit hours)

2.2 Transfer/Waiver of courses

The specific courses offered at OSU that meet the requirements in each area are indicated in the attached POS Worksheets (see 7.3 and 7.4). You work with your chair and members of your advisory committee to determine the equivalence of related master's coursework for transfer into the doctoral POS. For courses transferred, please provide a syllabus from the work completed elsewhere and a copy of an email from an instructor at OSU indicating the course equivalency. This documentation, including the approval form (see 8.11), must be placed in your student file.

2.3 Developmentally appropriate interventions

It is a student's responsibility to be aware of developmental psychology and the developmental level and counseling needs of clients with whom he or she works.

If a student anticipates working with, or supervising students who work with, children or adolescents (or others) for whom interventions other than talk therapy will be most effective or appropriate, he or she should:

- A. Be aware of his or her own training, limitations, and professional competencies, AND:
- B. Prepare by taking CPSY 5533: Developmental Interventions class or CPSY 5720: Introduction to Play and Action Therapy class prior to seeing these clients, OR:
- C. Obtain appropriate training elsewhere, OR:
- D. Not take on clients, or supervise students who work with clients, whose age or developmental level would indicate the need for play/action therapy or child therapy.

A general guideline for this is work with children 13 or younger or in 8th grade or lower, although maturity and development are not synonymous with age.

2.4 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 is met when 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 of 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. You 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. It is expected that you will work at your practicum sites between 15 and 20 hours per week during each semester of enrollment in practicum in addition to a weekly practicum class for group supervision. For the four required practica, you must be at a site where you are able to engage in counseling with clients. The Director of Training assists students in acquiring practicum placements most suited to their professional goals and levels of experience. (See Counseling Psychology Practicum Guidelines below).

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

Off-campus placements have included community mental health centers, youth and family service centers, hospital mental health and health units, Indian Health Service centers, Veterans Administration Medical Center, and youth and adult prisons. Several practicum options are within a 75-mile radius of Stillwater, particularly in and around Tulsa and Oklahoma City. We welcome new ideas as well; however, the faculty must approve all practicum placements. For the most part, sites must have a licensed psychologist to provide your supervision. However, faculty may approve sites without this PhD level-supervision for social justice reasons; in those cases, Core program faculty provide additional individual supervision.

2.5 Counseling Psychology Practicum Guidelines

Application, selection, and placement

Doctoral practicum students in Counseling Psychology apply for, and secure, practicum sites with the approval of the Training Director, or are placed at practicum sites by the Training Director, 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.

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.

For paid practicum placements: The Director of Training sends to the practicum sites the names of students recommended 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. 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.

Site agreements

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.

Evaluation

The Director of Training maintains a record on each student (in the student's file) which contains on-site and/or off-site supervisor evaluations 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.

Evaluation of the student: 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 for your student file. Students should keep an original copy of the practicum evaluation forms and their practicum hour logs indefinitely.

Evaluation of the supervisor: Students have the opportunity to evaluate their site supervisors and faculty supervisors. A Supervisor Evaluation Form is provided to students, site supervisors, and faculty supervisors at the beginning of each semester. Each semester you also should give to the Training Director a copy of your evaluation of your supervisor, which you have discussed with that supervisor. (The Training Director does not receive a copy if your supervisor is a core

faculty member.) Student evaluations of supervisors may be completed after the students have received their end-of-semester evaluations. Students submit these evaluations to their site and faculty supervisors after final grades for the semester have been submitted.

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.

Practicum coursework and hours

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 45group). You should begin keeping a log of all practice hours right away. Refer to the form used by APPIC for internship applications for categories.

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. If a student has a practicum placement at one of the CPSY Clinics (Stillwater or Tulsa), the student must enroll in CPSY 6310 during the summer unless the student holds a Clinic GA position. Other students who wish to have their summer training experiences recognized for their Internship applications (AAPI) may submit an application for program-sanctioned hours with the Training Director for individual consideration (see below). 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.

Supervision

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. 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.

Length at practicum site

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.

Expectations and competencies

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

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.

Additional practica and program sanctioned hours

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

A student may apply for program-sanctioned training hours if Practica I, II, III, and IV have been successfully completed. Students are expected to apply for these hours with the Training Director using the Program-Sanctioned Hours Application and ensure that a Verification form has been submitted to the Training Director upon completion. Application for program-sanctioned hours does not guarantee approval of these hours; each application will be given individual, thoughtful consideration by the TD in collaboration with faculty.

2.6 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. You can learn about ongoing teams by coming to the CPSY colloquia and by visiting with faculty members. Faculty are also invited to classes to talk about their research interests. 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. It is also hoped that you will present or publish results of your research with your research team. Additional research experience is gained through coursework and through completing the dissertation.

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

<http://education.okstate.edu/index.php/counseling-psychology-faculty>

2.7 Comprehensive Examinations (Comps)

In general, post-master's students take these exams during the spring semester of their second year. Not taking them on this timeline will add an additional year to your program; some students decide to take an additional year for a variety of personal reasons.

You begin learning and integrating the material covered in these examinations from the moment you begin your studies at OSU. These examinations are cumulative, comprehensive examinations and not tests for which you cram to learn new material. You must pass comps in order to apply for internship. Passing your comps is something to feel good about and a validation of your increasing competency as you continue your training towards becoming a professional counseling psychologist.

Comps are offered each spring semester. They consist of:

- 1.) A written exam covering selected aspects of theory (four hours),
- 2.) A written exam covering selected aspects of research (four hours) and
- 3.) An oral practice exam (1 hour) covering practice knowledge.

Results of the comprehensive examinations may include a pass with honors with continuation in the program, a pass with continuation in the program, or a fail. If you fail one or more components of the exams, you will be required to either successfully pass remedial work as determined by the faculty or be required to retake the failed portion(s) of the comprehensive exam as determined by the faculty. If you fail one or more component(s) (i.e., theory, research, and/or practice) of the comprehensive examinations twice, you may be discontinued from the program. The results of the Comprehensive Examinations are reported by the chair of your advisory committee to the COE Graduate Studies Office which sees the results are delivered to the Graduate College. To receive a pass with honors for the comprehensive exams overall, you

must receive a pass with honors on all components of the exams (i.e., theory, research, and practice). You will receive the results of your comprehensive examinations by the end of the semester in which you took them.

Oral Exam:

- Typically, the practice portion of the comprehensive exam is scheduled as an oral exam a week or two before spring break.
- The practice portion will include questions (two or more) on the areas of Practice - Application of Theory, and Professionalism and Ethics

Written Exams on Theory and Research:

- Typically, written exams for the Theory and Research portions will be given on Monday, Tuesday or Wednesday, each in the morning for four hours.
- Students may sit both days or they may take only the Research portion or the Theory portion.
- All questions for the written examination days will be distributed at 8:00 a.m.
- Exams will be administered for four hours, usually from 8:00 a.m. to 12:00 p.m.
- There will be no scheduled breaks; however, students may take breaks as needed.
- The research exam will include a question or questions on the areas of Research, Statistics, and Measurement, and Research Applied to Counseling Psychology
- The theory will include a question or questions on the area of Theory
- Students may not listen to music or headphones during the exam
- Students' phones and other electronic devices should be turned off during the exam

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 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:

- 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-
 4. REMS 6373 - Program Evaluation
 5. REMS 6663 - Multivariate Statistics
 6. SCFD 6123 - Qualitative Research I
 7. REMS 6023 - Psychometric Theory
- Theory
 1. EPSY 5103 - Human Development
 2. EPSY 5463 - Psychology of Learning
 3. CPSY 6123 - Personality Theories
 4. CPSY 5503 - Multicultural Counseling
 5. CPSY 6313 - Advanced Group Interventions

6. CPSY 5543 - Career Development Theories
 7. CPSY 6083 - Principles of Counseling Psychology
 8. CPSY 6553 Adv Marital & Family Treatment
 9. Consultation as covered in Practicum III
- 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.

2.8 Doctoral Dissertation

The purpose of the dissertation is to provide an opportunity for you 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 your program, the formal work usually occurs during the year before internship. The dissertation proposal should be developed in consultation with your advisory committee chairperson and/or dissertation director. The proposal must consist of an introduction, review of the literature, methodology, 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 your advisory committee and prepared under the direction of the committee members and close supervision of the dissertation director. You 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 you propose your dissertation by the end of the second spring semester in the program for post-master's students.

You must successfully defend your dissertation proposal to your committee prior to applying for pre-doctoral internships. The specific deadline is set by the faculty. The current deadline is October 15, however it may be earlier in future years.

After your advisory committee has approved your proposal, you submit an application for approval of the research to the OSU Institutional Review Board (IRB). You are required to successfully complete or update on-line IRB research training (CITI) before you can submit the IRB application. After the IRB approves the proposal, you collect and analyze the data and complete the results and discussion sections of the dissertation. This should be written to be consistent with manuscript submission requirements for appropriate 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 you have with the advisory committee. Further details and deadlines regarding the dissertation are provided on the Graduate College webpage; you are responsible for knowing these and attending to appropriate deadlines.

Although the Graduate College indicates a chapter format, for our program, Chapter 1 is the manuscript used for the final defense; the Appendices are the literature review, IRB approval, and copies of any materials such as questionnaires used in your research. 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 submitted to a peer-reviewed journal (to be decided between the student and his/her advisor) before you can be cleared to graduate from the program. Documentation of manuscript submission must be provided to the advisor, and given to the Training Director for placement in your file before you can be cleared for graduation. (See 8.6 for the manuscript submission documentation form.)

Doctoral Candidacy

Once you have successfully passed your comprehensive exams and successfully defended your dissertation proposal, you become a doctoral candidate. Doctoral candidacy forms are available in the Graduate Studies Office in the College of Education in room 325 Willard Hall. This form should be completed by all members of your advisory committee at the end of the dissertation proposal meeting, assuming that you have already completed your comprehensive exams. You must have this form on file at least six months or more prior to graduation.

2.9 Required Advisor-Student Meeting Prior to Internship Year

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

The following information must be in your file BEFORE your 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)
- ___ Application for, and verification of, any additional program sanctioned hours
- ___ Summary information submitted for your AAPI
- ___ 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
- ___ Verification of submission of dissertation article to peer reviewed journal

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

2.10 Pre-doctoral Internship

After completing all coursework, practica, and comprehensive exams, students are then required to complete a 2000 hour pre-doctoral professional psychology internship as part of their field experience requirement. The pre-doctoral psychology internship 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). Sites must be APA accredited (or otherwise approved with documentation of the rationale for approval 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 indicated above, you must pass the comprehensive examinations and successfully defend your dissertation proposal prior to applying for internship.

The director of training schedules a series of 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 to which one should apply, cover letters, application forms including essays, letters of recommendation, 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.

Students enroll in CPSY 6560 Advanced Internship in Counseling Psychology for 2 credit hours for each of the three semesters of internship.

2.11 Graduation

It is a student's responsibility to be familiar with all University and Graduate College dates, deadlines, policies, and procedures regarding graduation planning and requirements. The Graduate College frequently holds workshops for students preparing for dissertation defense and graduation. See <http://gradcollege.okstate.edu/> for more information.

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. If you are interested in a departmental assistantship, you should complete an application for assistantship with SAHEP (see Marta Kochenower) and should inform the director of training and CPSY area coordinator of your interest.

Graduate assistantship assignment is a complex process; the area coordinator and training director work together and consider year in the program; geographic location; interest/preferences by students; and previous student work performance, including responsibility, maturity, and clinical skills. At this point, assistantships are only guaranteed to our first-year students.

Part-time employment opportunities both on and off campus are generally available, and paid practicum positions have been made available. 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: “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. Also see the Academic Integrity Handbook for Faculty and other instructional Personnel (Revised July 2010): <http://academicintegrity.okstate.edu/doc/OSUAIHandbook.pdf>

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 student 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 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 8.1 for a copy of the annual student evaluation form.

You are asked to meet with your academic advisor to review your annual progress in the program. After discussing your evaluation with your advisor and obtaining signatures, you will provide a copy of the evaluation and accompanying documents to your advisor and to the Training Director for review at the beginning of fall semester each year. You should keep a copy for yourself also.

In addition to your input and meeting with your advisor, you will receive a formal evaluation from the Counseling Psychology faculty group. Annual evaluation of doctoral students by faculty members will occur during the Fall semester 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 your annual review of progress in the program is provided by the Training Director before the end of Fall semester each academic year in the program except the first year. Unless you have indicated you do not want the feedback delivered electronically, you will receive it electronically.

Once you have received your summary of faculty feedback, you are responsible for arranging a meeting with your advisor or the Training Director for the specific purpose of obtaining faculty

feedback. Recommendations for improvement, if any, are discussed with you at the meeting with the advisor or Training Director. During this meeting or by email, we ask you to acknowledge receipt of the feedback and make any additional comments. A copy of these evaluations will be kept in your student file.

Note that while we engage in formal evaluations on an annual basis, at any time throughout the academic year or your tenure as a student at Oklahoma State University, if the faculty are made aware of any concerns regarding your progress, we will discuss this and make any decisions about necessary actions to be taken.

If the Counseling Psychology area faculty deem that you are not making appropriate progress, the faculty decide upon appropriate actions to be taken. Depending upon the severity of the deficiency(ies), the faculty may decide to:

1. Notify you 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 (with a formal remediation plan) including, but not limited to, repetition of a course or courses, counseling and/or psychotherapy to address personal issues that are impacting your professional behavior, additional supervised practica and/or supervision experiences, and so forth.
3. Notify you 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 or remediation plan 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. Suspension from the program for a specified period of time.
5. Dismissal 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 you disagree with the decision of the CPSY area faculty, you 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 CPSY area faculty will reconsider their decision within 30 days following the receipt of your written petition based upon any new information you provided. The final decision of the faculty will be forwarded to the Training Director who will provide a summary of this decision to you in writing.

If you are not satisfied with the outcome of the reconsideration of the original decision, you 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 you are not satisfied with the School Head's decision, you may make a formal grievance as outlined in the OSU Graduate Student Appeals Policy.

4.3 Procedure for Considering Complaints by Students

If you have concerns about the professional conduct of a fellow student or other program complaint and want to resolve this issue informally, you are to follow the APA Ethical Principles and Standards. If the complaint involves another person, you should attempt to inform the person directly of the alleged conduct problem, if at all possible. If this effort does not resolve the matter, you are encouraged to discuss this matter with the Training Director of the program if the alleged conduct problem continues.

In the event a specific allegation of professional misconduct is brought against a Counseling Psychology student at times other than the Annual Reviews, or if a student desires to file a complaint against the Counseling Psychology program, 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. (If the complaint is related to the Director of Training, the complaint should be delivered to the School Head).
2. The Director of Training investigates the complaint, with the investigation including a written response from the student involved or from the Director of Training if program related.
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. If related to student conduct, the student shall be given an opportunity to meet with the program faculty to discuss the complaint.
4. The program faculty will first make a determination as to the validity of the complaint. In cases where a student-related 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.

In cases where a program-related complaint is found to be valid, the faculty will discuss the matter and determine the best course of action to respond appropriately.

5. Consistent with CoA policies, the Training Director will maintain the record of any formal complaints in his/her files, with a copy in the School Head's files.

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)., Academic Integrity Handbook for Faculty and other Instructional Personnel (July 2010 revision)
<http://academicintegrity.okstate.edu/doc/OSUAIHandbook.pdf>

5. PROCEDURES USED TO HANDLE PROBLEMS AND COMPLAINTS

SAHEP 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

As indicated above, you are expected to join the American Psychological Association, including Division 17, Society of Counseling Psychology, of the American Psychological Association.

Other organizations you may want to join include the following: Oklahoma Psychological Association, American Association for Marriage and Family Therapy, the Association for Behavioral and Cognitive Therapies, Southwestern Psychological Association, American Counseling Association, and other associations related to your 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 Interests of Core Counseling Psychology Faculty

See Counseling Psychology web page:

<http://education.okstate.edu/index.php/counseling-psychology-faculty>

6.3 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.

7.1 PLAN OF STUDY WORKSHEET (post-master's)

Course number	Title of course	Semester	Semester taken /
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		recommended	plan to take
GENERAL PSYCHOLOGY CORE (30)			
History and Systems of Psychology (3)			
EPSY 6133	Seminar: History and Systems in Psychology	1 st summer	
Biological Bases of Behavior (3)			
EPSY 5320	Biological Bases of Behavior	3 rd fall	
OR			
PSYC 6483	Neurobiological Psychology		
Cognitive / Affective Bases of Behavior (3)			
EPSY 6163	Emotion and Cognition	2 nd spring	
Social Bases of Behavior (3)			
EPSY 5320	Theories of Social Psychology	2 nd summer	
OR			
EPSY 5813	Theories of Social Psychology		
OR			
PSYC 6563	Advanced Social Psychology		
Individual Behavior (9)			
CPSY 6153	Personality Theories	1 st fall	
EPSY 5103	Human Development in Psychology		
CPSY 5563	Conceptualization & Diagnosis		
OR			
PSYC 5113	Psychopathology		
Psychological Measurement and Assessment (9)			
CPSY 5523	Individual Appraisal		
EPSY 5320	Individual Intellectual Assessment	1 st summer	
CPSY 6123	Adult Personality Assessment	1 st spring	
COUNSELING PSYCHOLOGY CORE (60)			
Theories and Interventions (18)			
CPSY 5553	Principles of Counseling		

CPSY 6083	Principles of Counseling Psychology	1 st fall	
CPSY 5453	Vocational and Career Information		
CPSY 5583	Group Process		
CPSY 6543	Clinical Supervision	2 nd fall	
CPSY 6553	Advanced Practice in Marital and Family Treatment		
Professionalism and Ethics (3)			
CPSY 6053	Ethical and Legal Issues in Counseling Psychology		
Multicultural Counseling (3)			
CPSY 5503	Multicultural Counseling		
Supervised Practicum Experiences (15 minimum)			
CPSY 5593	Counseling Practicum		
CPSY 6413	Counseling Practicum I	1 st fall	
CPSY 6423	Counseling Practicum II	1 st spring	
CPSY 6433	Counseling Practicum III	2 nd fall	
CPSY 6443	Counseling Practicum IV	2 nd spring	
Doctoral Dissertation Hours (15)			
CPSY 6000	Doctoral Thesis	*Pay close attention to Graduate College & Financial Aid requirements	
Internship (6)			
CPSY 6560	Internship in Counseling Psychology	Fall, spring, summer (2 credits each)	
RESEARCH CORE (18)			
Statistics and Methods of Research and Evaluation (6)			
REMS 5013	Research Design and Methodology		
REMS 5953	Elementary Statistical Methods in Education		
Quantitative Statistics Core (9)			
REMS 6003	Analysis of Variance		
REMS 6013	Multiple Regression in Behavioral Studies		
REMS 6373	Program Evaluation		
OR			
REMS 6663	Applied Multivariate		

OR REMS 6023	Research in Behavioral Studies Psychometric Theory		
Qualitative Research Core (3)			
SCFD 5913 OR SOC 5273	Introduction to Qualitative Inquiry Qualitative Research Methods		
ELECTIVES (9)			
1.			
2.			
3.			
			Total Hours:

**7.2 PLAN OF STUDY WORKSHEET (post-bachelors)
For MS Degree in Educational Psychology, Counseling Psychology option**

Total Hours required: 36 (Total Hours required for PhD: 129 credit hours minimum)			
Course number	Title of course	Semester recommended	Semester taken / plan to take
Educational Psychology Core (6)			
EPSY 5103	Human Development in Psychology	2 nd summer	
EPSY 5463	Psychology of Learning	2 nd summer	
Research and Measurement (6)			
REMS 5013	Research Design and Methodology	1 st spring	
REMS 5953	Elementary Statistical Methods in Education	1 st spring	
Program Core (6)			
EPSY 6133	History and Systems of Psychology	2 nd summer	
CPSY 5553	Principles of Counseling	1 st summer	
Emphasis in Counseling Psychology (12)			
CPSY 5453	Vocational and Career Information	1 st summer	
CPSY 5563	Conceptualization and Diagnosis	1 st fall	
CPSY 5683	Internship I	1 st fall	
CPSY 5693	Internship II	1 st spring	
Electives (6)			
CPSY 5583	Group Process	1 st spring	
CPSY 5523	Individual Appraisal	1 st fall	
			Total Hours for MS Degree: (Should add to 36)
In addition, the following courses are prerequisite for beginning the post-masters Counseling Psychology work (for students admitted with a bachelor's degree):			
CPSY 5473	Introduction to Counseling Practice	1 st summer	
CPSY 6053	Ethics and Legal Issues in Professional Psychology	1 st fall	
			Total Hours to begin post-masters work: (Should add to 42)

7.3 PROCEDURES FOR POST BACHELORS TRACK STUDENTS EARNING THE MS

IN EDUCATIONAL PSYCHOLOGY

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.

Final Portfolio

Master's of Science Degree – Educational Psychology Counseling Psychology Option

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. A copy of the portfolio will be given to the Training Director for your file. 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)
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.

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. 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.

Form A: ANNUAL STUDENT EVALUATION

Student Name _____

Temporary Advisor or Chair _____

Years completed in Program _____

Academic Year _____

Annual Student Evaluation with Advisor Input

Instructions:

- 1.) Complete this form to the best of your ability
- 2.) Complete and attach Competencies and Professional Values form
- 3.) Attach any past Competencies and Professional Values forms completed in previous years
- 4.) Attach a current transcript
- 5.) Attach an up-to-date curriculum vita (Include practica, dates and supervisors, any GA experience, internship experience, other service or teaching experience, publications/presentations and honors. Include all professional membership and committees and all conferences attended.)
- 6.) Send to your advisor by September 1 for review.
- 7.) Meet with your advisor to go over together and make possible revisions.
- 8.) Obtain advisor signature on final copy; sign final copy.
- 9.) Return hard copy to Training Director by September 15.

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

1	2	3	4	5	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. *Discuss and list any areas of strength and/or needed growth in the psychology core:*

-Please indicate whether or not you have completed doctoral plan of study and if, not, when you plan to do so.

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.

_____ Successfully completed research portion of comprehensive 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.

Discuss and list any areas of strength and/or needed growth in this area.

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.

Discuss and list any areas of strength and/or needed growth in this area.

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-

Discuss and list any areas of strength and/or needed growth in this area.

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.

Discuss and list any areas of strength and/or needed growth in this area.

_____ 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.

Discuss and list any areas of strength and/or needed growth in this area.

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 comprehensive examination

Discuss and list any areas of strength and/or needed growth in this area.

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

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

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

_____ Successfully completed the comprehensive exam.

Discuss and list any areas of strength and/or needed growth in this area.

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.

Discuss and list any areas of strength and/or needed growth in this area.

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.

Discuss and list any areas of strength and/or needed growth in this area.

General Comments regarding your performance and goals for 2012-13

___ **Evaluation of Competencies and Professional Virtues attached**

___ **CV attached with all requested information**

___ **Current transcript attached**

Student Signature

Date

Advisor Signature

Date

Student Name _____ Date _____

**Student Self-Evaluation/Self-Reflection
of Competencies and Professional Virtues:**

RESEARCH SKILLS	Needs Improvement	Competent	Exemplary
COUNSELING SKILLS	Needs Improvement	Competent	Exemplary
KNOWLEDGE OF PSY	Needs Improvement	Competent	Exemplary
BEING RESPECTFUL	Needs Improvement	Competent	Exemplary
BEING INCLUSIVE	Needs Improvement	Competent	Exemplary
COLLABORATIVE/ COOPERATIVE	Needs Improvement	Competent	Exemplary
OPEN-MINDED	Needs Improvement	Competent	Exemplary
BEING INQUISTIVE	Needs Improvement	Competent	Exemplary
SELF-AWARE/ INTROSPECTIVE	Needs Improvement	Competent	Exemplary
CULTURALLY AWARE	Needs Improvement	Competent	Exemplary
SOCIALLY JUST	Needs Improvement	Competent	Exemplary
PROFESSIONAL GROWTH/SELF- IMPROVEMENT	Needs Improvement	Competent	Exemplary
PROACTIVE/TAKES INITIATIVE	Needs Improvement	Competent	Exemplary
LEADERSHIP SKILLS	Needs Improvement	Competent	Exemplary

**Form B: PRACTICUM AND FIELD PLACEMENT EVALUATIONS
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:

Site: _____ # of Semesters: _____ Approximate face-to-face contact hours: _____

Site: _____ # of Semesters: _____ Approximate face-to-face contact hours: _____

Site: _____ # of Semesters: _____ Approximate face-to-face contact hours: _____

Site: _____ # of Semesters: _____ Approximate face-to-face contact hours: _____

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

Harmful to Other's Welfare	Needs Improvement		Average for Level of Training & Experience		Clear Strength
0	1	2	3	4	5

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

COUNSELING AND THERAPY SKILLS:	
<i>Counseling skills:</i> 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.	<i>Observed Level:</i>
Basic case management (scheduling with client, following up on no shows, etc.)	
Active Listening (Attending)	
Tracking Content	
Restating Content (i.e., Paraphrasing and Summarizing)	

Information Giving	
Normalizing Client's Experience	
Rapport Building	
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:	

CRISIS MANAGEMENT:	
<i>Individual skills:</i>	<i>Observed Level:</i>

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

SENSITIVITY TO DIVERSITY:	
Individual skills:	Observed Level:
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	
Demonstrates theoretical knowledge and ability to employ effective techniques with special populations	
Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process	
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	
Comments:	

USE OF SUPERVISION/TRAINING:	
Individual Supervision:	Observed Level:
Consistently and punctually attends and is prepared for supervision	
Actively solicits, is open and responsive to feedback and supervisory suggestions	
Utilizes supervision to develop self-awareness of strengths and limitations as a therapist	
Demonstrates willingness to make purposeful changes in self	
Is appropriately assertive in articulating own training needs	
Is aware of limitations and recognizes the need for supervision, referral, or consultation	
Demonstrates a willingness to discuss and analyze own behavior as a therapist (e.g., countertransference issues, parallel process)	

Differentiates between supervision and personal therapy (e.g., maintains 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:	
Individual skills:	Observed Level:
Demonstrates a working knowledge of and adheres to APA ethical guidelines and standards	
Conducts self in a manner consistent with the professional standards in this setting (e.g., boundaries, dual relationships)	
Demonstrates an appropriate professional demeanor in appearance and behavior	
Establishes productive working relationships with peers, supervisors and staff	
Completes commitments in a prompt and professional manner	
Shows self-evaluation, self-direction, and motivation for professional growth	
Shows an awareness of and ability to cope with personal issues which might interfere with professional duties, services and/or relationships	
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.)	
Seeks consultation on ethical, legal, and medical matters concerning own clients and those of supervisee	
Keeps client appointments punctually	
Completes and turns in progress notes in a timely manner	
Completes paperwork (e.g., treatment plans) and turns in report in a timely manner	
Maintains clinical responsibility in a professional manner	
Regularly attends and is punctual for any required agency meetings or staffings	

Comments:	
------------------	--

OUTREACH AND CONSULTATION: (Specific Field Placement Sites Only)	
Individual skills:	Observed Level:
Demonstrates competence in preparing & presenting workshops	
Participates actively in opportunities to engage in outreach programming	
Presents programs in areas of expertise or seeks out appropriate supervision	
Responds as requested to questions from the university & local communities in areas of expertise	
Demonstrates knowledge of appropriate clinical and ethical concepts when offering consultation	
Comments:	

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

PROVISION OF SUPERVISION: (Specific Field Placement Sites Only)	
Individual skills:	Observed Level:
Demonstrates ability to provide constructive and timely feedback to supervisees	
Makes adequate use of clinical discussion, review of tapes, and review of documentation in supervision	
Understands own strengths and limitations in the role of supervision	

Form C: Trainee 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 the 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 uses.
- _____ C. Discusses theory-based techniques such as relaxation, open-chair, structured and unstructured fantasy, 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:

Form D: Verification of Completion of the Creative Component

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

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:

Faculty of Record Date

Graduate Adviser Date

**Form E: 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 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: _____

**Form F: Oklahoma State University Counseling Psychology Program
Practicum-sanctioned work experiences**
Approved by Program Faculty: 9/15/2009

The APPIC application form for pre-doctoral internships allows student applicants to count program-sanctioned work experience on the application. If you are planning to gain additional clinical work experiences beyond our counseling psychology practicum sequence, you can apply for these to be "program-sanctioned". If they are program-sanctioned, the hours will count on your internship applications. If they are not program-sanctioned, then these experiences can be listed in the supplemental materials you provide as part of your internship applications.

OSU CPSY Approved Definition of "program-sanctioned clinical work experience" beyond the required counseling psychology practicum sequence:

"Program-sanctioned clinical work experience would include clinical work experiences beyond the required program practica which is supervised by a professional whose credentials are consistent with the requirements of our program (doctoral degree in counseling psychology or related field) and are approved by the CPSY faculty members."

Process of applying for program-sanctioned clinical work experience:

"Students must submit an application to the CPSY program faculty members for approval, which includes their request for clinical work experiences to be considered program-sanctioned and a letter from their site supervisor verifying the types and amount of clinical work experiences provided by the student and the amount of individual and group supervision provided by the site supervisor."

**Application for Program Sanctioned Clinical Work
Oklahoma State University Counseling Psychology Program**

Date: _____

From: _____

To: OSU Counseling Psychology Program Core Faculty
c/o Training Director

Please list the site at which you are seeking additional sanctioned hours:

Note: If you are seeking sanctioned hours from multiple sites, include additional application(s) and verification material(s)

Supervisor and credentials:

Site and Contact information:

Dates for which seeking Program sanctioned hours:

Type and amount of clinical work experience (list congruent with APPIC application):

Amount of individual and group supervision received (list congruent with APPIC application):

I certify that these hours are accurate. Applicant Signature _____

**Form G: Verification of Supervised Clinical Work:
Hours Certification and Final Evaluation
Oklahoma State University Counseling Psychology Program**

Date: _____

From (Include supervisor name, degree, professional licenses):

Site: _____

To: OSU Counseling Psychology Program Core Faculty
c/o Julie Koch, Ph.D., Training Director

Re: Supervised Clinical Work of (Student's name): _____

This is to verify that the student completed the amount and types of clinical work experience hours indicated below during the following time period: _____

1. Intervention & Assessment Experience	Program Sanctioned Hours		Hours
(Face to Face)		G. Other Psychological Interventions	
A. Individual Therapy		1. Sport Psych/Performance Enhancement	
1. Older Adults (65+)		2. Medical/Health-Related Interventions	
2. Adults (18-64)		3. Intake Interview/Structured Interview	
3. Adolescents (13-17)		4. Substance Abuse Interventions	
4. School-Age (6-12)		5. Consultation	
5. Pre-School Age (3-5)		6. Other Interventions	
6. Infants/Toddlers (0-2)		H. Psychological Assessment Experience	
B. Career Counseling		1. Psychodiagnostic test administration	
1. Adults		2. Neuropsych Assessment	
2. Adolescents		3. Other	
C. Group Counseling		I. Other Psych Exp with Students &/or Org	
3. Adults		1. Supervision of other students	
4. Adolescents (13-17)		2. Program Development/Outreach	
5. Children (12 and under)		3. Outcome Assessment of programs	
D. Family Therapy		4. Systems Intervention / Consultation	
E. Couples Therapy		5. Other	
F. School Counseling Interventions		TOTAL INTERVENTION/ASSESSMENT (A-I)	
1. Consultation			
2. Direct Intervention			
3. Other			

Activity	Program Sanctioned Hours
2. SUPPORT ACTIVITIES (Case Conf, Case Mgmt / Cons, Didactic Train/Seminars/Grnd Rnds, Progress Note/Clinical Wrtnng /Chart Rev, Psych Assess Scoring/Interpret. Video-Audio-Digital Recording Review)	
3. Supervision Received	
A. Hours spent in one-on-one, face-to-face supervision	
i. Provided by Licensed Psych/Allied MH Prof	
ii. Provided by Adv Grad Stud Super by Lic Psy	
B. Hours spent in group supervision	
i. Provided by Licensed Psych/Allied MH Prof	
ii. Provided by Adv Grad Stud Super by Lic Psy	
TOTAL SUPERVISION HOURS	
TOTAL APPIC HOURS	

I further certify that during the above time period I provided _____ hours of individual supervision and _____ hours of group supervision.

Performance Evaluation: Strengths & Areas for Growth

At this time, I would say that clinical and/or professional strengths include:

At this time, I would like to see further development of the following clinical and/or professional skills:

Signature of supervisee: _____

Signature of supervisor with credentials: _____

**Form H: COMMITTEE APPROVAL
OF COURSE WAIVERS AND TRANSFERS**

The advisory committee for _____ met on _____ and approved the waiver/transfer of _____ graduate-level courses, for a total of _____ credit hours, from _____ (institution name).

These courses met the requirements for the following Oklahoma State University courses:

Oklahoma State University Courses	Equivalent Course	Request to:	
		Transfer	Waive
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Note: Approval to transfer will result in the transfer of credit hours from previous institution to OSU. Approval to waive the course means that the course is not required and credit will not be applied towards student transcript. Instead, student may take a more advanced course or take another elective.

Attach relevant course syllabi, email, and/or other verification of equivalency from OSU faculty teaching equivalent course

Advisor Signature

Committee Member Signature

Committee Member Signature

Approved On (Date)

(Example)
**COMMITTEE APPROVAL
 OF COURSE WAIVERS AND TRANSFERS**

The advisory committee for _____ Katie Smith _____ met on _____
 12/10/2010 _____ and approved the transfer of __ 3 __ graduate-level courses, for a
 total of __ 9 __ credit hours, from the University of Texas _____.

These courses met the requirements for the following Oklahoma State University
 courses:

Oklahoma State University Courses	Equivalent Course	Request to:	
		Transfer	Waive
REMS 5013: Research Design & Methodology	EDP 5592: Research Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EPSY5103: Human Development in Psychology	EDP 5591: Human Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CPSY 5320: Advocacy, Collaboration, and Leadership for Counselors	EDP 6032: Consultation in Counseling Psychology	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Note: Approval to transfer will result in the transfer of credit hours from previous institution to OSU. Approval to waive the course means that the course may not be taken, however credit will not be applied towards student transcript. Instead, student may take a more advanced course or take another elective.

Attach relevant course syllabi, email, and/or other verification of equivalency from OSU faculty teaching equivalent course

 Advisor Signature

 Committee Member Signature

 Committee Member Signature

 Approved On (Date)

Form I: OSU School of Applied Health and Educational Psychology

Student Handbook Verification

All students in the Counseling Psychology program are expected to familiarize themselves with the contents of their program handbook and to ask their advisors and/or other program faculty about any issues that are unclear to them. This form is used to provide verification to the program that our students have (a) received the appropriate handbook, (b) have familiarized themselves with it and with the program and policies it covers, and (c) have been advised and encouraged to consult with their advisors and /or other program faculty for clarification on program policies and related issues.

My signature below indicates that I have received and read the student handbook for my graduate program, have asked questions about any issues that are unclear to me, and know that I may ask additional questions as they may arise.

Student (please print) _____ Date _____

Signature _____

Permission to Send Evaluations Electronically

I give the OSU CPSY program/ Training Director permission to send my annual evaluations electronically. By giving my signature below I am indicating my consent.

Signature _____ Date _____

Form J: Doctoral Program Check List

CPSY doctoral program checklist

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 I evaluation forms and hour sheets
- Counseling Psychology II evaluation forms and hour sheets
- Counseling Psychology III evaluation forms and hour sheets
- Counseling Psychology 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 only)
- If applicable: Application for Program Sanctioned Hours
- If applicable: Verification of Program Sanctioned Hours
- Summary of information submitted for AAPI (part 2) Internship Application
- Internship Acceptance Letter
- Plan of study form
- Doctoral Candidacy form

Two additional documents must be in the students 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 file.