Counseling Psychology Specialization
Doctoral Student Handbook

August 2017

Accredited by the American Psychological Association

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 2002
Phone: 202-336-5979/ E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accrediation
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Program Educational Philosophy, Training Model, and Aims

The Counseling Psychology Program at Cleveland State University prepares health service psychologists with a focus in counseling psychology. It is based on a scientist-practitioner model that integrates empirical evidence and practice. The program emphasizes counseling psychology as a scientific discipline that is based in the tradition of studying individual differences and the social and cultural context of human behavior. It provides extensive study of multicultural aspects of human behavior with particular emphasis on the impact of urban environments. Its mission is to educate counseling psychologists with strong professional identification with the discipline and with the knowledge, skills, and attitudes to work effectively with diverse populations of clients. In the tradition of counseling psychology, the program’s mission is also to educate students who are skilled not only to intervene with clients experiencing psychological dysfunction, but also to facilitate healthy development. Its training model is largely interdisciplinary, integrating knowledge in urban studies and educational psychology with core content in research design, foundations of psychology, and counseling psychology courses. Counseling psychology students are enrolled in Urban Education courses with doctoral students in related disciplines in several courses to foster an interdisciplinary understanding of human behavior in urban contexts.

The program seeks to prepare students who have already completed a Master’s degree in counseling or clinical psychology or closely related field. Counseling psychology students enroll in 23-24 semester hours of urban education courses in quantitative and qualitative research, cultural foundations, organizational development, and urban studies. They also are required to complete 19 hours in the general psychology core, 38 semester credits in counseling psychology courses and field placements, and complete an empirical dissertation (10 semester credits). To complete the doctorate, students in the program must demonstrate understanding of theories and research in each of these disciplines, not only through competent performance in each course but also through successful completion of comprehensive examinations in research, urban education core content, advanced integrative discipline-specific knowledge of basic content in psychology (for students entering in or after the 2016-2017 academic year), and counseling psychology (i.e., psychological assessment, intervention, and career development). Students are required to be actively involved in faculty research throughout the program. Students complete a doctoral dissertation that represents independent research that advances scholarly knowledge.

Training is cumulative, sequential, graded in complexity, and designed to prepare students for practice or further training. The program aims include preparing students for careers in practice, research, and teaching.

The program endorses the Counseling Psychology Model Training Values Statement Addressing Diversity, provided below. This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006, and published in a special issue of The Counseling Psychologist (2009), volume 37(5). All students are required to familiarize themselves with this statement, and the APA Ethical Standards and Code of Conduct for Psychologists, and sign the Verification of Ethics Code and Counseling Psychology Model
Training Values Statement Addressing Diversity (Appendix A) in their first semester in the doctoral program.

**Counseling Psychology Model Training Values Statement Addressing Diversity**

Respect for diversity and for values different from one’s own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein “training programs”) in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members’ openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their
interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with counseling psychology’s core values, respect for diversity and for values similar and different from one’s own.

1This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.
Discipline-Specific Knowledge, Profession-Wide Competencies, and Program-Specific Competencies

Consistent with the APA Standards of Accreditation that went into effect in 2017, the doctoral program trains students to develop discipline specific knowledge (DSK) and 8 profession-wide competencies (PWCs). The program also includes two program-specific competencies (PSCs). Information on the DSK, PWCs, and PSCs follows. Examples of measures for the DSK, PWCs, and PSCs include grades in courses, scores on comprehensive examinations, scores on practicum evaluations, ratings on annual evaluations, and successful defense of dissertation. Minimum thresholds of achievement for individual measures of competencies include: a grade of B in individual courses; ≥ 2 on CERF; ≥ 3 on OETC; a 3 on comprehensive examinations, a rating of “mostly” on relevant items on the Practicum Evaluation in Practicum II or the last practicum taken, and a rating of Yes on relevant items on Annual Evaluation by 4th year. Minimum thresholds of achievement for other measures are noted below. Successful attainment of DSK, PWCs, and PSCs is defined as meeting at least 80% of the minimum levels of achievement associated with the individual measures for that competency, with the caveat that the minimum level of achievement for comprehensive examinations must also be met to graduate, and university regulations for minimum grades/GPA must be met.

I. Discipline Specific Knowledge

1. History and Systems
   a. Measured by grade in PSY 588 or equivalent

2. Basic content areas
   a. Affective – measured by grade in PSY 562
   b. Biological – measured by grade in PSY 677
   c. Cognitive – measured by grade in PSY 562
   d. Developmental – measured by grades in PSY 591 and 592
   e. Social – measured by grade in PSY 525

3. Advanced, Integrative Discipline Specific Knowledge (ADSK)
   a. Measured by ADSK Counseling Psychology comprehensive exam

4. Research Methods
   a. Measured by CERF – Research; EDU 800, 801, 807, 802 or 808; Research Comprehensive Examination

5. Quantitative Methods
   a. Measured by EDU 800, 801; Research Comprehensive Examination

6. Psychometrics
   a. Measured by EDU 800 and 801
II. Profession-Wide Competencies

1. Research
   a. Demonstrates the substantially independent ability to formulate research or other scholarly activities (critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to contribute to the scientific, psychological or professional knowledge base
      1. Measured by CERF-Research; dissertation proposal defense
      2. Minimum level of achievement = passed by majority of committee
   
   b. Conducts research or other scholarly activities
      1. Measured by dissertation defense
      2. Minimum level of achievement = passed by majority of committee
   
   c. Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local, regional, or national level
      1. Measured by scholarly presentation at regional/national conference
      2. Minimum level of achievement = 1 presentation

2. Ethical and legal standards
   a. Is knowledgeable of and acts in accordance with
      1. current version of APA Ethical Principles and Code of Conduct
         a. Measured by CERF – Ethics; CNS 765, 780, 781; Practicum Evaluation item; Intervention Comprehensive Examination; Assessment Comprehensive Examination
      2. relevant laws, regulations, rules, and policies governing HSP at the organizational, local, state, regional, and federal levels
         a. Measured by CERF-Ethics; grades in CNS 765, 780, 781; Practicum Evaluation item
      3. relevant professional standards and guidelines
         a. Measured by grades in CNS 765, 780, 781; Practicum Evaluation item
   
   b. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve dilemmas
      1. Measured by grades in CNS 780, 781; Practicum Evaluation item
   
   c. Conducts self in an ethical manner in all professional activities
      1. Annual Evaluation item
3. Individual and Cultural Diversity (ICD)

a. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
   1. Measured by CNS EDU 806; Practicum Evaluation item; Annual Evaluation item

b. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
   1. Measured by CNS 826, EDU 800; EDU 806; Practicum Evaluation item; Annual Evaluation item

c. Demonstrates the ability to integrate awareness and knowledge of ICD in the conduct of professional roles, including a framework for working effectively with areas of ICD not previously encountered, and the ability to work effectively with individuals whose group membership, demographic characteristics or worldviews create conflict with their own.
   1. Measured by CNS 765; CNS 780 Assignment; Practicum Evaluation item; Annual Evaluation item
   2. Minimum level of achievement = B on 780 assignment

d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work
   1. Measured by Practicum Evaluation item; Annual Evaluation item

4. Professional Values and Attitudes

a. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

   1. Measured by OSCE – 1st year; OETC professionalism item; Grade in CNS 765, 780, 781; Practicum Evaluation item; Annual Evaluation item
   2. Minimum level of achievement = 3 on professionalism item

b. Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness

   1. Measured by CNS 765, 780, 781; Practicum Evaluation item; Annual Evaluation item
c. actively seeks and demonstrates openness and responsiveness to feedback and supervision
   1. Measured by Grade in CNS 765, 780, 781; Practicum Evaluation item; Annual Evaluation item

d. responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
   1. Measured by Practicum Evaluation item; Annual Evaluation item

5. Communication and Interpersonal Skills

   a. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
      1. Measured by Practicum Evaluation item; Annual Evaluation item

   b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
      1. Measured by Grade in CNS 780, 781; Practicum Evaluation item; Annual Evaluation item

   c. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
      1. Measured by Grade in CNS 780, 781; Practicum Evaluation; Annual Evaluation item

6. Assessment

   a. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
      1. Measured by CNS 781; Practicum Evaluation item; Assessment Comprehensive Exam

   b. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
      1. Measured by CNS 781; Practicum Evaluation item; Assessment Comprehensive Exam
c. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences
   1. Measured by CNS 781; Practicum Evaluation; Assessment Comprehensive Exam

7. Intervention - Demonstrates the ability to

   a. establish and maintain effective relationships with the recipients of psychological services
      1. Measured by OSCE – 1st year; CNS 780; CNS 781; OETC; Practicum Evaluation items

   b. develop evidence-based intervention plans specific to the service delivery goals
      1. Measured by OETC; Practicum Evaluation item; Intervention Comprehensive Exam

   c. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
      1. Measured by OETC; Practicum Evaluation item; Intervention Comprehensive Exam

   d. apply the relevant research literature to clinical decision making
      1. Measured by OETC; Practicum Evaluation item; Intervention Comprehensive Exam

   e. modify and adapt evidence-based approaches effectively when a clear evidence base is lacking
      1. Measured by CNS 780; CNS 780 Assignment; Practicum Evaluation; Intervention Comprehensive Exam
      2. Minimum level of competency = B on 780 Assignment

   f. evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation
      1. Measured by Practicum Evaluation item; Intervention Comprehensive Exam

8. Supervision

   a. Demonstrate knowledge of supervision models and practices
      1. Measured by CNS 826 Exam 1
      2. Minimum level of competency = B
9. Consultation and interprofessional/interdisciplinary practice

   a. Demonstrate knowledge of and respect for the roles and perspectives of other professions
      1. Measured by Practicum Evaluation item

   b. Demonstrate knowledge of consultation models and practices
      1. Measured by CNS 826 Exam 2
      2. Minimum level of competency = B

III. Program Specific Competencies

   1. Advanced knowledge of vocational development
      a. Measured by grade in CNS 825; Career Comprehensive Exam

   2. Knowledge of issues affecting diverse urban populations
      a. Measured by UST 716, EDU 806, CNS 780 or CNS 781 (depending on which was their urban site)
July 20, 20xx

Dear Incoming Student:

We are most pleased to welcome you to the Cleveland State University Counseling Psychology Specialization in the Urban Education Doctoral Program. We are writing to give you information on the courses you should take for the 20xx-20xx Academic Year.

Entering students must complete the attached form to indicate when they completed the prerequisites for the doctoral program. Please return it to Dr. Phillips and your advisor as soon as possible, or by Oct 1st at the latest. Students who have not completed all requirements as part of their master’s courses may take courses this year or may be asked to delay the following sequence of courses for the doctoral program. Entering students must also complete their Plan of Coursework (attached) with their advisor by Oct 1st.

Tentative Schedule

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 800  Research Design</td>
<td>EDU 801  Inferential Stats</td>
<td>EDU 715  Applied Prog</td>
</tr>
<tr>
<td>CNS 765  Professional Issues</td>
<td>PSY 592 Lifespan Dev II*</td>
<td>EDU 806  Cultural Fnd 2</td>
</tr>
<tr>
<td>CNS 703  Personality Assess</td>
<td>or PSY 562 Learning</td>
<td></td>
</tr>
<tr>
<td>PSY 591  Lifespan Dev I**</td>
<td>CNS 712 Theories of Personality</td>
<td></td>
</tr>
<tr>
<td>or Prereq or EDU 807</td>
<td>CNS 702* IQ or CNS 738** Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite or PSY 525</td>
<td></td>
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</tbody>
</table>

*offered every other year, odd years  **offered every other year, even years

Timeline:

Oct 1: Return completed Master’s Course Checklist and Plan of Coursework to your advisor.

We expect your involvement on faculty research teams. During the Professional Issues in Counseling Psychology Course, you will have an opportunity to hear about the research areas of the entire faculty, and will hear about the times and locations of research team meetings. Please contact your advisor if you have further questions about his/her research. Additionally, we expect students to be involved with leadership and professional service. Please discuss opportunities for such activities with your advisor and the Co-Directors of Training. Again, we want to welcome you to our program! We look forward to the new academic year.

Sincerely,

Julia Phillips, Ph.D., Co-Director of Training, Counseling Psychology

Donna E. Schultheiss, Ph.D., Co-Director of Training, Counseling Psychology
Checklist for Doctoral Students entering with a Master’s Degree
Please indicate which of the following courses you have taken, the semester of completion, and the institution where you completed the course. The course descriptions may be accessed through the Graduate School Bulletin, located at http://catalog.csuohio.edu/ From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Course descriptions."
Please attach catalogue course descriptions, course syllabi, and graduate transcripts. Course equivalency will be determined by the degree of overlap in course content, readings, goals, objectives, and assignments. This review will be completed by the advisor in consultation with the Training Directors and program faculty.

Social and Cultural Foundations (CNS 604)
Equivalent Course Number and title _________________
Equivalent Course Taken: Semester _____________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

Appraisal in Counseling (CNS 611)
Equivalent Course Number and title _________________
Equivalent Course Taken: Semester _____________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

Legal and Ethical Issues in Counseling (CNS 617)
Equivalent Course Number and title _________________
Equivalent Course Taken: Semester _____________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

Laboratory in Counseling Techniques (CNS 620)
Equivalent Course Number and title _________________
Equivalent Course Taken: Semester _____________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

Theories of Counseling (CNS 622)
Equivalent Course Number and title _________________
Equivalent Course Taken: Semester _____________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________
**Group Counseling (CNS 623)**
Equivalent Course Number and title ____________________________
Equivalent Course Taken: Semester ___________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

**Career Development (CNS 624)**
Equivalent Course Number and title ____________________________
Equivalent Course Taken: Semester ___________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

**Psychopathology and Diagnosis for Counselors (CNS 706)**
Equivalent Course Number and title ____________________________
Equivalent Course Taken: Semester ___________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

**Educational Research (EDB 601)**
Equivalent Course Number and title ____________________________
Equivalent Course Taken: Semester ___________ Year_____________
Name of Institution: ___________________________
Grade Obtained ________ Number of credits ________

**Student Signature** __________________________________________

**Training Director Signature** __________________________________

**Date** __________________
Doctor of Philosophy in Urban Education  
PLAN OF COURSEWORK

Complete and return this form to your academic advisor for his/her approval and signature by **October 1st during the first semester of study.** Your advisor will then forward it through the proper channels for final approval. Your copy will be returned when all approvals have been obtained. **Please type or print in ink.**

Name _____________________________  Student ID # ______________________
Address _____________________________ City/State/Zip  Email ____________________________
Home Phone ________________________  Cell Phone ____________________________  Year Admitted ______________________

**Specialization:** (Check one)

[ ] Counselor Education  [ ] Learning and Development
[ X ] Counseling Psychology  [ ] Policy Studies
[ ] Adult, Continuing, & Higher Educ  [ ] School Administration

**I. Program Core -- 23-24 Total Hours** (Date completed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 800</td>
<td>3</td>
</tr>
<tr>
<td>EDU 801</td>
<td>3</td>
</tr>
<tr>
<td>EDU 807</td>
<td>4</td>
</tr>
<tr>
<td>EDU 802 OR EDU 808</td>
<td>3 or 4</td>
</tr>
<tr>
<td>EDU 806</td>
<td>2</td>
</tr>
<tr>
<td>UST 716</td>
<td>4</td>
</tr>
<tr>
<td>EDU 715</td>
<td>4</td>
</tr>
</tbody>
</table>

**II. Specialization -- Min. 20 Hours** (List course and number of credits) (Date Completed) If a pre-approved course equivalent was taken in place of any course below, please provide the equivalent course number and university at which the course was taken. Add below any prerequisite courses not completed prior to enrollment in the doctoral program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CNS 765</td>
<td>3</td>
</tr>
<tr>
<td>CNS 738</td>
<td>3</td>
</tr>
<tr>
<td>CNS 888</td>
<td>4</td>
</tr>
<tr>
<td>CNS 782</td>
<td>2</td>
</tr>
<tr>
<td>CNS 702</td>
<td>3</td>
</tr>
<tr>
<td>CNS 825</td>
<td>4</td>
</tr>
<tr>
<td>CNS 780</td>
<td>6</td>
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<tr>
<td>CNS 712</td>
<td>3</td>
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<tr>
<td>CNS 703</td>
<td>3</td>
</tr>
<tr>
<td>CNS 826</td>
<td>4</td>
</tr>
<tr>
<td>CNS 781</td>
<td>6</td>
</tr>
<tr>
<td>PSY 562</td>
<td>3</td>
</tr>
<tr>
<td>PSY 525</td>
<td>3</td>
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<tr>
<td>PSY 677</td>
<td>3</td>
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<tr>
<td>PSY 588</td>
<td>3</td>
</tr>
<tr>
<td>PSY 591</td>
<td>2</td>
</tr>
<tr>
<td>PSY 592</td>
<td>2</td>
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</tbody>
</table>

**III. Electives (if any)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
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**IV. EDU 895: Doctoral Research/EDU 899: Dissertation Credit -- Minimum 10 Hours**

(List course number and credit)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
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</table>

**Total Research/Dissertation Hours**

**V. Transferable Credits From Another Institution -- 16 hours maximum** (List institution, course number and credit hours). **Note:** Only post-master’s courses are transferable.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
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</table>

**Total Program Hours (67 minimum)**

<table>
<thead>
<tr>
<th>Student's Signature</th>
<th>Date</th>
<th>Advisor's Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Signature of Program Director: __________________________________________________________________

Revised 05/2015
CURRICULUM PLAN:
REQUIREMENTS FOR THE DOCTORAL DEGREE IN URBAN EDUCATION WITH
A SPECIALIZATION IN COUNSELING PSYCHOLOGY
(Total semester hours = 90-91)

REQUIRED PRE-REQUISITE MASTERS COURSE EQUIVALENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDB 601</td>
<td>Educational Research</td>
</tr>
<tr>
<td>CNS 604</td>
<td>Social and Cultural Foundations</td>
</tr>
<tr>
<td>CNS 611</td>
<td>Appraisal in Counseling</td>
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<td>CNS 617</td>
<td>Ethical and Legal Issues in Counseling</td>
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<td>CNS 620</td>
<td>Laboratory in Counseling Techniques</td>
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<td>CNS 622</td>
<td>Theories of Counseling</td>
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<td>CNS 623</td>
<td>Group Counseling</td>
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<tr>
<td>CNS 624</td>
<td>Career Development</td>
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<tr>
<td>CNS 706</td>
<td>Psychopathology and Diagnosis for Counselors</td>
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URBAN EDUCATION CORE DOCTORAL SEMINARS AND DISSERTATION
(23-24 semester hours)

**Research**
- EDU 800: Advanced Research Design and Measurement (3)
- EDU 801: Inferential Statistics and Hypothesis Testing (3)
- EDU 807: Introduction to Qualitative Research (4)
- EDU 802 Quantitative Research (3) or EDU 808 Advanced Qualitative Research (4)
- EDU 715 Applied Programming and Statistical Packages (4)

**Urban Core**
- UST 716: Systems & Processes of Policy Development (4)
- EDU 806: Cultural Foundations of Education and Human Services II: Race and Ethnicity (2)

**Dissertation**
- EDU 895 & EDU 899 Dissertation Research (10)
SPECIALIZATION COURSES IN COUNSELING PSYCHOLOGY WITHIN THE DOCTORAL PROGRAM IN URBAN EDUCATION

Required of all Ph.D. student with counseling psychology specialization
(57 specialization semester hours)

**General Psychology Core** (19 Credits)
- PSY 525 Social Psychology (3)
- PSY 562 Learning, Memory and Cognition (3)
- PSY 588 History of Psychology (3)
- PSY 591 Lifespan Development I (2)
- PSY 592 Lifespan Development II (2)
- PSY 677 Foundations of Cog and Beh Neuroscience (3)
- CNS 712 Theories of Personality and Counseling (3)

**Professional Core in Counseling Psychology** (38 Credits)
- CNS 765 Professional Issues in Counseling Psychology (3)
- CNS 702 Individual Intelligence Testing (3)
- CNS 703 Personality Assessment (3)
- CNS 738 Family Counseling (3)
- CNS 825 Advanced Career Development: Theory and Practice (4)
- CNS 826 Fundamentals of Supervision and Consultation (4)
- CNS 888 Research & Evaluation in Counseling (4)
- CNS 780 Doctoral Practicum in Counseling Psychology I (6)
- CNS 781 Doctoral Practicum in Counseling Psychology II (6)
- CNS 782 Predoctoral Internship in Counseling Psychology (2)
**Additional Requirements** (See Urban Education Doctoral Student Handbook for additional information on requirements)

**Residence Requirement**
The Counseling Psychology Specialization requires Full Time study for five consecutive years until degree completion.

**Dissertation Research** (10 semester hour minimum)*
- EDU 895  Doctoral Research (Dissertation hours taken before an approved prospectus)
- EDU 899  Dissertation (Dissertation hours taken after the formal approval of the prospectus)
*Refer to the CSU Graduate Catalog for dissertation requirements including the continuous registration requirement. [http://catalog.csuohio.edu/index.php](http://catalog.csuohio.edu/index.php)

**Comprehensive Examination:** Research
Urban Education Core
- Advanced Integrative DSK of Basic Content in Psychology
Area of Specialization: Counseling Psychology
The comprehensive examination consists of four components covering the urban education core doctoral courses, research courses (part of the core doctoral seminars), advanced integrative discipline-specific knowledge of basic content in psychology, and area of specialization: Counseling Psychology (Assessment, Intervention, Career Development).
# Sequence of Courses for Counseling Psychology Specialization

**Revised 8/17**

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<th>FALL</th>
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<td><strong>Year 1</strong></td>
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<tr>
<td>EDU 800 Advanced Res Des TH 5:00</td>
<td>EDU 801 Inferential Stats TH 5:00</td>
<td>EDU 715 App Prog/Data Anal</td>
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<tr>
<td>CNS 765 Professional Issues in CP T 1:00</td>
<td>PSY 592 Lifesp Dev I* T 4-6 or PSY 562 Learning** T/TH am</td>
<td>EDU 806 Cult Fnds: II</td>
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<tr>
<td>CNS 703 Personality Assessment T 5:00</td>
<td>CNS 712 Personality W 5:00 or PSY 525 Soc Psyc** T Th 2-3:15</td>
<td>Pre-requisite (if needed)</td>
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<tr>
<td>PSY 591 Lifesp Dev I** W 3-4:50 or Pre-requisite or EDU 807 W</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>EDU 807 Qualitative Research W 5:00</td>
<td>UST 716 Urban Policy W 5:00</td>
<td>Pre-requisite (if needed)</td>
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<td>CNS 780 Doc Prac I Th 2-5</td>
<td>CNS 780 Doc Prac I T 1-4</td>
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<tr>
<td>CNS 825 Adv Career* OR PSY 591: Lifesp Dev I**</td>
<td>PSY 592: Lifesp Dev II* or PSY 562 Learning** or PSY 525 Soc Psyc**</td>
<td>Comp Exam: Urban Core</td>
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<td>CNS 888 Research* Th OR PSY 588 Hx of Psych** Prerequisite</td>
<td>CNS 738** Family M or CNS 702* Ind Intell M or Pre-requisite</td>
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<td>CNS 825 Adv Career* or EDU 807 W 5:00</td>
<td>CNS 826 Supervision* T or EDU 808 Adv Qual Research</td>
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<td>CNS 888 Research* or PSY 588 Hx of Psych**</td>
<td>PSY 525 Soc Psyc**</td>
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<td>PSY 677 Neuro*</td>
<td>EDU 895 Dissertation (1)</td>
<td>Comprehensive Exam: Research</td>
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<td>EDU 802 Quantitative Research T 5:00</td>
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<td>EDU 895 Dissertation (1)</td>
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<td>Comprehensive Exam – Advanced Integrative DSK in Psych</td>
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<td><strong>Year 4</strong></td>
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<td>PSY 677 Neuro*</td>
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<td><strong>Year 5</strong></td>
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<td>CNS 782 Pre-doc Internship</td>
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<td>EDU 899 Dissertation (1)</td>
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<td>Degree is conferred upon successful completion of all degree requirements including internship (typically August)</td>
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Plan of Coursework
A plan of coursework needs to be completed, signed by the training director, and filed in the doctoral studies office by Oct. 1st of the student's first semester of doctoral study.

Advisement in the Program
Faculty advisors have been assigned to closely match the student’s research and practice interests with those of a core counseling psychology faculty member. An advisor is a great resource for doctoral students in developing as a professional psychologist and students who maintain frequent contact with their advisor have much to gain from that mentoring relationship. If a student’s interests change during the program a change of advisor is not difficult to arrange; in fact, the faculty encourage students to pursue mentoring relationships with the faculty whose interests most closely match theirs. If a change of advisors is arranged, the Training Directors should be notified and the proper form completed in the Office of Doctoral Studies. At the time of the dissertation proposal, a student may keep the same advisor or may elect to work with another counseling psychology faculty member as chair of the dissertation committee, depending on the topic.

Time Limit for the Degree
It is expected that a student will complete all the requirements for the Ph.D. in a maximum of five - six years. Under extraordinary circumstances, petitions may be submitted for extension of the College of Education and Human Services six-year limit based upon extenuating circumstances and evidence of a firm plan for completion within a one-year extension. Petitions can be obtained from the Office of Doctoral Studies and must be submitted to the Directors of Training and the Doctoral Studies Committee.

Leaves of Absence
Leaves of absence shall be granted for no longer than a one-year period whether during the core or dissertation phases of the program. A formal petition must be submitted to the Directors of Training and the Doctoral Studies Committee for a leave of absence to be considered. The petition must include the following: a) Statement of reason for the leave, b) Documentation from medical personnel (if appropriate), c) Detailed Plan for resuming study and completing the program, and d) Endorsement by the student's advisor. Student will be notified in writing of the Committee's decision. Due dates are as follows: Nov 30 for Spring Semester, March 30 for Summer, April 30 for Fall Semester.

Information on Practicum I and II
Practicum Policies and Procedures
Practicum matters are fully described in the Practicum Student Handbook available on the CSU Counseling Psychology website. Students are routinely provided with a copy during CNS 765 Professional Issues, but any student may request a copy from the Practicum Coordinator at another date. Please note that at least one of the two years of practicum must be completed in a diverse or urban setting. All placements must be approved by the Practicum Coordinator and the Training Directors.
Counseling Psychology Doctoral Practicum 1: Focus on Psychotherapy

Department of Counseling, Administration, Supervision and Adult Learning
College of Education and Human Services
Cleveland State University

Course Description:

The purpose of this practicum class is to gain supervised experience in counseling/psychotherapy at the doctoral level with clients at community sites. It is designed to help students understand the relationship between clinical assessment/diagnosis, the therapeutic relationship, treatment planning, and treatment intervention in psychotherapy. This course is designed to help students monitor the effectiveness of therapy as it is occurring so that they can modify their interventions and/or improve the therapeutic alliance. Practicum students are expected to comply with all ethical and legal standards in professional practice and to demonstrate understanding of multicultural influences on each client. A major goal of this class is to help trainees refine their multicultural competence in diagnosis and treatment of clients from diverse backgrounds. The fundamental goal of the experience is to help trainees develop sound clinical judgment about client needs and skill in developing professional therapeutic relationships using evidence-based practice as outlined by the APA Presidential Task Force on Evidence-Based Practice (2006).

This course contributes to the objectives of the Counseling Psychology Doctoral Program by enabling students to acquire competencies necessary for the practice of counseling psychology and by enhancing students’ professional identities as counseling psychologists-in-training. Furthermore, this course supports the Doctoral Program’s scientist-practitioner training model at it provides a platform for the integration of practicum experiences with the research and theoretical components of our program.

Practicum I and II are designed to help students further understand the relationships between diagnosis, testing, treatment planning, evidence-based treatment, and the process of psychotherapy. After discussion with the Practicum Coordinator and interviewing with the Site, students are placed in a practicum site in which they assess and counsel individual and group clients under the supervision of a licensed psychologist. Typically, 780 and 781 practicum placements take place in different sites to provide students with broad experience with a diverse client population. Exceptions to this practice (i.e., placement at the same site for two years) must be approved by the counseling psychology Co-Directors of Training. Students must complete each semester successfully before embarking on the next semester of practicum.

It should be understood that your practicum site supervisor has the legal responsibility for all aspects of your cases. That is, you will be on your site supervisor’s license. Your site supervisor is therefore the “final authority” with respect to the interventions you use with your clients. Needless to say, however, the CSU faculty member teaching this course provides substantial input into your work with clients, and acts as the final arbiter in the assignment of a grade and the determination of your readiness for the next clinical level of training.

Course Objectives

This course helps students gain the following competencies:

1. Demonstrate effective therapeutic relational and interpersonal skills with clients/patients.
2. Develop therapeutic relationships with diverse clients representing majority, minority and intersecting sociocultural identities and statuses (male/female/transgender individuals, ethnic minorities and White persons of varying ethnicity, heterosexual/LGBTQ, people across the developmental lifespan, people from different nations and of varying immigration statuses, people with disabilities, people from
different religious or spiritual persuasions, etc.) and who have a variety of diagnoses and therapeutic goals.

3. Assess client needs and their biopsychosocial contexts while integrating information from various sources (intake forms, formal assessment data, client verbal expression, client non-verbal behavior, therapist response, etc.).

4. Demonstrate ability to utilize critical thinking, resources, and research in clinical setting.

5. Formulate working client case conceptualizations and assign appropriate diagnoses in a multicultural context.

6. Identify evidence-based treatments appropriate to client concerns and utilize treatment planning to implement those intervention strategies to accomplish therapeutic goals.

7. Monitor and evaluate therapeutic relationship, therapy outcomes and client progress throughout therapy and modify interventions and/or therapeutic alliance as needed.

8. Demonstrate professionalism in clinical writing, personal and professional deportment, and adhering to agency policy and procedures.

9. Demonstrate skill in handling the termination process competently.

10. Demonstrate effective relational and interpersonal skills with supervisors, peers, support staff, and other professionals.

11. Develop skill in using supervision and peer consultation and become familiar with group process dynamics as they are enacted in the practicum class.

12. Demonstrate growing multicultural competency and cultural humility.


14. Demonstrate awareness of ethical and legal issues in practice settings and methods to resolve ethical dilemmas.

Requirements

1. **Required Hours:** This is the distribution of weekly hours students need to meet course requirements. Please keep in mind that this is only a minimum guideline; some sites may require more hours, for example, or some weeks may require more hours than other weeks.

<table>
<thead>
<tr>
<th>Weekly Per Semester (16 weeks)</th>
<th>On-Site</th>
<th>Other (including class time)</th>
<th>Total</th>
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<td>15</td>
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- Class Time: 3 hours 48
- Supervision*: 2 hours 32
- Face-to-face Patient/Client Contact (Intervention/Assessment): 6 hours 96
- Professional Development: 1 hours 16
- Support Activities**: 8 hours 128

Total: 20 hours 320

* Minimum of 1 hour per week of face-to-face individual supervision provided by a psychologist. If you are not getting the quality or quantity of supervision that you need please bring this information to the attention of the faculty member teaching your practicum.
• ** Support activities include case conferences, case management, consultation, didactic training/seminars, progress notes, chart review, psychological assessment scoring, interpretation and report-writing, video-audio recording review

2. Discussion of interactions with clients each week with site supervisor, faculty and peers during practicum class. **Video recording** of client sessions is required whenever the client/site gives permission for such recording. You are permitted to bring only audio recordings to class, but video recording is required onsite. Recordings should have no identifying information on them and security measures should be taken to ensure confidentiality is not compromised. If you cannot video record your sessions, your supervisor must provide live observation of your work. In the case of live observation, you must transcribe sessions exactly, including information on nonverbal communication between yourself and the client. Asking your supervisor to take detailed notes of the session will assist you in doing so. Bringing recordings to class each week for informal review will improve the feedback I and your peers are able to give to you on your work and is indicative of your commitment to your own training. Please choose one or more recordings of the same client by the fifth week of class to be evaluated by the professor for program competency and class purposes using the Observed Evaluation of Therapeutic Competencies form. **You must demonstrate the use of evidence based practice, appropriately address crisis/lethality/ethical concerns, and integrate multicultural counseling skills.**

1. Include a 1-2 page single spaced summary of your conceptualization of and treatment approach with the client and explicitly describe how you demonstrate the use of evidence based practice, appropriately address crisis/lethality/ethical concerns, and integrate multicultural counseling skills in this recording(s). The recording(s) and summary will be evaluated for the course and is worth 10 points.

2. For students in their first practicum, if your skills are not at the expected level, you will be given feedback with which to remediate the concerns during the semester. You will then be required to bring another recording by the fourteenth week of the semester to be further evaluated before applying for Practicum II. If your skills are below expected levels at this second evaluation, you will be expected to work on these during Spring Semester and must demonstrate the relevant competencies, prior to being cleared for Practicum II.

3. Complete readings as listed and come prepared for 30 minute in-class activities and discussion of readings as they relate to your practicum experience. Keep a reading journal with written reflections (1/2 – 1 page, double spaced for each article or chapter) about how the material you read directly relates to your experiences in practicum throughout the semester. Each article/chapter should have a written reflection done prior to class discussion. You will turn in the reading journal on October 27th, the last day that we have assigned reading. Your journal is worth 15 points and your contributions to class discussions are worth an additional 10 points. Full credit will be given to those whose journals and participation makes it clear that they have thoughtfully considered the material in the assigned readings.

4. Complete mypsychtrack.com or time2track.com on monthly basis, preferably on a weekly basis. Bring weekly stats to class for review. Have your site supervisor verify your hours at end of semester, and turn in end of the semester summary report of your hours via a printout.

5. Keep all cases up-to-date and active. Follow agency protocol and professional standards of care regarding follow up with clients when sessions are cancelled/rescheduled or clients no show. Prompt attention to all clients is professional courtesy and immediate attention to clients with lethality concerns is standard of care. Attend to professional obligations regarding administrative duties associated with practicum experience.

6. On a weekly basis, make informal case presentations in class. Early in your work with clients, be prepared to offer information on the client’s background, presenting concerns, how you have begun to develop a working alliance, challenges you have with the client, as well as questions you have for your colleagues. As you move forward with your work with clients, also be prepared to discuss your conceptualization of the client’s concerns
in a multicultural context, your therapeutic approach and treatment plan, therapy outcomes to date (including data from outcome measures), and any concerns related to transference/countertransference or ethical issues. Please share clips from your recordings (or transcripts at sites that don’t allow taping) that illustrate both your strengths and your areas for growth.

7. Once per semester as identified in class, make a Formal Case Presentation during the semester. These written, integrative case presentations will use clinical data, historical data, one or more assessment tools and a diagnostic framework (such as DSM-IV-TR/DSM-5 or ICD-10) to compile a complete biopsychosocial understanding of the client in a multicultural context, conceptualize the client's concerns, describe your treatment plan and the empirically based practices utilized, review therapeutic outcomes to date; and identify questions for your colleagues. Please also note any and all ethical issues that emerge over the course of treatment and how you managed or are managing them. Your case presentation is worth 30 points. Your contributions to your peers’ case presentations is worth an additional 10 points. The case presentation write ups are due the day of the presentation. You may submit a rough draft to the instructor for feedback two weeks prior to your case presentation. Feedback will be provided within one week.

- During these presentations, you should allow 15-20 minutes for students to review your write up, 10 minutes for you to give a brief overview of the highlights of the case (practice for internship interviews), and you should have two 10 minute clips of recordings that illustrate your work. Ideally, one of these clips should be an exemplar of your therapy skills at this point in time and one should present a difficult or challenging moment with the client. Finally, 30 minutes will be spent receiving feedback from your peers and discussing the case.
- Provide copies of your case presentation for your instructor and peers. These case presentations should be 6-8 pages single spaced. You should strive for conciseness in your clinical writing. Your writing should reflect both depth and breadth in your analysis and understanding of the case. Shorter case presentations should reflect excellence in writing concisely, rather than incomplete and superficial analysis. After your case presentation, you will collect and shred the materials to preserve confidentiality with the exception of the case presentation given to the professor who will provide written feedback on your work. Pseudonyms should be used in all case conceptualization write-ups and presentations.

Case presentations should have the following sections:

1) Demographic Data
2) Presenting Concerns and Referral Sources, if any
3) Background Information/History. Developmental information, family information, peer relationships, romantic relationships, social support, contact with legal system, work/education, mental health history (symptoms and treatment history), medical history/current medical concerns (including medications used), alcohol/substance use/abuse and history, self-care practices, etc. Note that you may have little to say about some of these areas and more to say about others. In all cases, you should note if something doesn’t apply rather than leave it out (e.g., “client denies any current or past use of alcohol, tobacco, and other substances”).
4) Behavioral Observations. What do you observe of the client in session?
5) List of Assessment Tools and Outcome Measures Utilized. You must utilize at least one outcome measure (e.g., OQ series, CCAPS, ORS/SRS) over time to monitor client progress. If your site does not have a standard measure in use for all clients, discuss with the class and your supervisor how you can do so.
6) Assessment Results and Interpretation. This section should include data from measures that are reliable and valid. Results should be presented using standard scores and any concerns regarding validity should be noted. Interpretation of outcome measures is essential to monitoring client progress.
7) DSM-5 diagnosis. Complete information about the client’s symptoms and mental health history should be included to provide a rationale for your diagnosis. Also provide a rationale for how you made a differential
diagnosis. For example, why was a diagnosis of personality disorder given or not given? Or, when symptoms of anxiety and depression are present, how did you decide which diagnosis to make?

8) **Theoretical Case Conceptualization.** You can use more than one theory to provide a full and complete explanation of the client. Please fully describe how the client’s problems originated and why they are maintained using theoretical concepts. These concepts may be from developmental theories, multicultural theories, behavioral/cognitive-behavioral theories, humanistic theories, psychodynamic theories, or most likely, some combination of these theories.

9) **Influence of Sociocultural Factors** in the client’s life, on the client’s problems, and as they affect the therapeutic relationship. These factors include but are not limited to: gender and gender identity, sexual orientation, race, ethnicity, immigration/generational status, social class, religious affiliation, spirituality, ability/disability, and the intersections of these identities. Issues of power, oppression, and privilege should be addressed as they affect the client and the therapeutic relationship. While family relational dynamics are part of the sociocultural analysis of the client, they are more appropriately addressed in the theoretical case conceptualization section so that your analysis in this section can be on multicultural issues in counseling.

10) **Course of Treatment and Treatment Plan to Date of Presentation.** What has happened in the course of treatment? What stages or phases of treatment can you identify? What interventions have you utilized in each of these stages/phases and how has the client reacted to them? What has your treatment plan been to this point in time? What long-term and short-term SMART goals have you worked on with the client? How has empirically based practice informed how you have provided treatment – reference the APA (2006) definition? What do the results of your outcome measures suggest about whether or not therapy has been effective or ineffective? How have you or how will you adjust your therapeutic approach if measures suggest that the client is not benefitting?

a) Students must cite at least 3 empirical articles that inform their treatment of the client and integrate these citations into the case presentation.

b) Students must also cite and bring in a copy of current practice guidelines document for one population that the client belongs to. Please include a brief reference to how these practice guidelines informed your treatment of the client.

11) **Treatment Plan and Prognosis.** What is your treatment plan from here i.e., what do you plan to do? What does the client need from therapy? What is the prognosis for this client?

12) **Case Questions.** At least 3 substantive questions that you have for the class to address.

8. Demonstrate continuing awareness of relevant ethical principles, Ohio Psychology Law, and professional standards and guidelines for work with diverse populations.

9. Be open to constructive feedback from your supervisors and peers and work consistently to develop your counseling skills. Provide supportive and constructive feedback to your peers and contribute to a productive learning environment in class and at practicum site.

10. Participate in evaluation meeting each semester with site supervisor and CSU faculty instructor.

**Grading**

A letter grade will be assigned for this course.

Nota Bene: The APA Code of Ethics (2002) states:

7.04 Student Disclosure of Personal Information

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

Because of the effect of clinicians’ personal experiences and perspectives on their work with clients, this course includes experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapist-client relationship. In addition, you will be asked to explore your worldview as it affects the counseling/psychotherapy process. Supervision with faculty and practicum supervisors will also require you to do a certain amount of personal sharing.

**Confidentiality, Evaluation, and Multiple Roles:**

Issues of confidentiality, evaluation, and multiple roles in supervision can be confusing to beginning supervisees. You will find that, at times, your supervision sessions will involve process that, though not therapy, involve self-disclosure and often have therapeutic results. Typically, supervisors who believe that your personal issues are impinging on your therapeutic work will raise questions with you to help bring these issues to your awareness. Sometimes awareness is sufficient to correct any problems. Other times, you may seek or even be encouraged by your supervisor to seek therapy. Your supervisor is also your evaluator and has responsibilities to the University and to the Counseling Psychology Program. Thus, your progress and, to some extent, your personal issues, may be discussed between your supervisors; at supervision consult; with relevant staff at CSU (e.g., practicum instructor or training director); or with Counseling Psychology faculty. Those in charge of your practice training follow a “need to know” policy, which means no more detail will be shared than necessary, and with no more people than necessary, to accomplish the goals of protecting clients and insuring that you receive the best possible guidance, training, and supervision.
Course Description: The purpose of this course is to gain supervised field experience in assessment and treatment planning as well as to continue to acquire competence in intervention with diverse client populations presenting with psychiatric disorders and adjustment/developmental issues. It is designed to help students further understand the relationships between assessment, testing, diagnosis, treatment planning, empirical approaches to treatment, and the process of psychotherapy. The class will emphasize acquisition of testing and evaluation skills. In addition, students will refine their psychotherapy skills and case conceptualization. Practicum students are expected to comply with all ethical and legal standards in diagnosis and testing and to demonstrate understanding of multicultural influences with each client. A major goal of this class is to help trainees refine their multicultural competence assessment, diagnosis, treatment planning and intervention with clients from diverse backgrounds. The fundamental goal of the experience is to help trainees develop sound intervention skills, assessment skills, including relational interpersonal skills, test administration and interpretation skills, clinical interviewing skills, integrative report writing skills, client feedback skills, consultative skills, and ability to make appropriate treatment recommendations using evidence-based practice as outlined by the APA Presidential Task Force on Evidence-Based Practice (2006).

This course contributes to the objectives of the Counseling Psychology Doctoral Program by enabling students to acquire knowledge and skills for competent practice within a multicultural diverse urban society and competencies in assessment necessary for the practice of counseling psychology. Furthermore, this course supports the Doctoral Program’s scientist-practitioner training model as it provides a platform for the integration of practicum experiences with the research and theoretical components of our program.

In addition to acquiring competency in intervention, Practicum I and II are designed to help students further understand the relationships between diagnosis, testing, treatment planning, evidence-based treatment, and the process of psychotherapy. After discussion with the Practicum Coordinator and interviewing with the Site, students are placed in a practicum site in which they assess and counsel individual and group clients under the supervision of a licensed psychologist. Typically, 780 and 781 practicum placements take place in different sites to provide students with broad experience with a diverse client population. Exceptions to this practice (i.e., placement at the same site for two years) must be approved by the counseling psychology Co-Directors of Training. Students must complete each semester successfully before embarking on the next semester of practicum.

It should be understood that your practicum site supervisor has the legal responsibility for all aspects of your cases. That is, you will be on your site supervisor’s license. Your site supervisor is therefore the “final authority” with respect to the interventions you use with your clients. Needless to say, however, the CSU faculty member teaching this course provides substantial input into your work with clients, and acts as the final arbiter in the assignment of a grade and the determination of your readiness for the next clinical level of training.

Course Objectives:
This course helps students gain the following competencies:
1. Demonstrate effective therapeutic relational and interpersonal skills with assessment clients/patients/families.
2. Develop professional relationships with diverse clients representing majority, minority and intersecting sociocultural identities and statuses (male/female/transgender individuals, ethnic minorities and White persons of varying ethnicity, heterosexual/LGBTQ, people across the developmental lifespan, people from different nations and of varying immigration statuses, people with disabilities, people from different religious or spiritual persuasions, etc.) and who have a variety of diagnoses and therapeutic goals.

3. Administer, score, and interpret standardized assessment measures for personality, intelligence, academic achievement, and psychosocial functioning with clients, demonstrating a thorough understanding of psychometric characteristics of the measures and appropriate use with diverse populations.

4. Assess client needs and their biopsychosocial contexts while integrating information from various sources (intake forms, formal assessment data, client verbal expression, client non-verbal behavior, therapist response, etc.).

5. Plan and implement intervention that will effectively serve diverse populations in urban settings.

6. Conduct and incorporate outcome assessment into psychotherapy when appropriate.

7. Understand how assessments can inform treatment and integrate into intervention.

8. Utilize critical thinking, resources, and research related to assessment in clinical setting.

9. Formulate working client case conceptualizations and assign appropriate diagnoses in a multicultural context.

10. Identify evidence-based treatments appropriate to client/patient/family concerns and make recommendations to address their concerns.

11. Monitor and evaluate the therapeutic relationship throughout the assessment process and modify intervention/assessment strategies as needed.

12. Demonstrate skill in providing assessment results and feedback in a therapeutic manner, as well as in handling the referral/termination process.

13. Demonstrate growing multicultural competency and cultural humility.
   a. Integrate self-awareness, knowledge and skills in urban multicultural issues into assessment practice.
   b. Engage in diagnostic and assessment work, treatment programming, and research planning that is culturally responsive to diverse and urban populations.
   c. Plan and implement culturally responsive interventions (e.g., individual and group therapy, consultation, and program evaluation).

14. Demonstrates professionalism in clinical writing, personal and professional deportment, and adhering to agency policy and procedures.

15. Demonstrate effective relational and interpersonal skills with supervisors, peers, support staff, and other professionals.

16. Demonstrate skill in using supervision and peer consultation and become familiar with group process dynamics as they are enacted in the practicum class.

17. Demonstrate self-reflectiveness and metacognition regarding personal and professional development as a counseling psychologist-in-training, including one’s own intersecting identities, theoretical orientation, sense of self as a therapeutic agent, means of self-care for maintaining personal balance, and commitment to life-long learning.

18. Demonstrate awareness of and adherence to ethical and legal issues in practice settings focused on assessment.

19. Demonstrate the capacity to make reasoned judgments about ethical practice in assessment and methods to resolve ethical dilemmas.

**Course Requirements:**

1. **Required Hours:** This is the distribution of minimum weekly hours students need to meet course requirements.

<table>
<thead>
<tr>
<th>On-Site</th>
<th>Weekly</th>
<th>Per Semester (16 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>240</td>
</tr>
<tr>
<td>Other (including class time)</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>
Class Time: 3 hours
Supervision*: 2 hours
Face-to-face Patient/Client Contact (Intervention/Assessment)**: 6 hours
Professional Development: 1 hours
Support Activities***: 8 hours
Total: 20 hours

* Minimum of 1 hour per week of face-to-face individual supervision provided by a psychologist
**Note that you should typically schedule more than 6 hours per week in order to meet this minimum. Your support hours will decrease accordingly, should more than 6 hours of clients show up in any given week.
** Support activities includes case conferences, case management, consultation, didactic training/seminars, progress notes, chart review, psychological assessment scoring, interpretation and report-writing, video-audio recording review

2. Practicum Hour Logs. Students will track their hours on a weekly basis and report in class. On a monthly basis, students will enter hours into www.mypsyctrack.com or www.time2track.com and then they will submit a summary of their total activity hours at the end of each semester. It is the student’s responsibility to immediately inform the faculty practicum instructor if weekly hours fall short of the required hours stated in #1 above.

3. Class attendance and participation. This seminar will be based on dialogue, feedback, and critical discussion. It is therefore important to attend class in a punctual and consistent manner, and actively contribute to discussion. Repeated absences or tardiness without a valid reason will result in a failing grade. Students are expected to come to each class ready to discuss an assessment case or intervention case, including any available assessment data, they have been assigned at their site. Typically 2-3 cases are discussed in class each week. Presenting recordings of client interactions on a weekly basis is ideal, if sites allow. Please present exemplars of your work, as well as difficult interactions with clients. That is, please present both your strengths and areas for growth.

4. Ethical Behavior. Demonstrate continued awareness of relevant ethical principles and standards and guidelines for work with diverse populations. Bring copies of documentation of insurance, supervision arrangements, and agreements with practicum sites as outlined in the CSU Practicum Handbook.

5. Readings. Students will complete all readings assigned and come prepared for in-class discussion. Students also will incorporate into class their own specialized readings that they find useful in their training. Students will be expected to discuss and present these in class.

6. Case Presentation. Students will make at least one formal case presentation each semester. Please refer to “Format for Case Presentations and Integrative Assessment Report” for requirements and expectations. Again, please review Lichtenberger et al. (2004) Chapter 2 (Technical Aspects of Writing), prior to this write-up. Typically, this is the same case that is written up for the Integrative Test Report described next. It will be due on the date you present, TBD. Students will sign up for a date to present.
7. **Integrative Assessment Report.** Students will write at least two integrative test reports that use clinical evaluation data and all psychological tests given (e.g., personality, neuropsychological, projective, intelligence; a minimum of 2 tests must be used) to compile an integrative assessment of the client, including a formal DSM-5 diagnosis, conceptualization, and treatment plan or recommendations. Please refer to “Format for Case Presentations and Integrative Assessment Report” for requirements and expectations. Again, please review Lichtenberger et al. (2004) Chapter 2 (Technical Aspects of Writing), prior to submitting your report. *Due on the day you present your case.*

8. **Evaluation and Site Visit.** Participate in evaluation meeting near the end of each semester with site supervisor and CSU faculty supervisor to discuss your development and to ensure that you are meeting the site’s requirements and the site is meeting your training needs.

**Format for Case Presentation and Integrative Assessment Report:** Each student will be responsible for one case to present. The main aims of the presentation are twofold: (a) to facilitate your conceptual formulation and diagnostic understanding of the client, *based on an assessment report* and (b) to facilitate your reflections on the course of treatment and future interventions, if they are applicable. The presentations are further intended to provide constructive feedback with reference to the questions and challenges that emerge from your case.

The format for the case presentation and Integrative Assessment Report is as follows:

1) *Demographic Data*
2) *Reason for Referral*
3) *Presenting Problems*
4) *Background Information/History.* Developmental, family, legal, work, education, mental illness, medical, etc.
5) *Behavioral Observations*
6) *List of Assessment Tools*
7) *Assessment Results.* Description of test batteries; test results; and interpretation of test results
8) *Diagnostic assessment.* Make a DSM-5 diagnosis based on assessment results and describe how your diagnosis logically flows from your results. Discuss differential diagnoses as applicable.
9) *Theoretical Case Formulation.* You can use more than one theory.
10) *Influence of Sociocultural Factors* in the client’s life, problems, assessment and treatment process, and therapeutic relationship. These factors include but are not limited to: gender and gender identity, sexual orientation, race, ethnicity, immigration/generational status, social class, religious affiliation, spirituality, ability/disability, and the intersections of these identities.
11) *Current Professional or Empirical Knowledge.* Empirical literature aids in your understanding of the case and informs your diagnostic evaluation, methods of treatment, and selection of interventions. Students must cite empirical articles and integrate them into the assessment report.
12) *Recommendations* Please make treatment recommendations based on your assessment, diagnosis, and case formulation. Both broad treatment approaches and specific behavioral goals/objectives should be offered.
13) *Case Questions.* At least 3 questions that you have for the class to address

The material should be written in report form (using the above outline with items in *italics* used as headings). The final report will be due on the same day as you present. The written report will be evaluated most heavily, but I will also assess the quality of your presentation. My evaluations are intended to provide constructive feedback. I will check, however, to see that all written requirements of the case presentation are satisfactorily met. I will expect that all writing in this report conforms to Lichtenberger et al.’s technical suggestions in Chapter 2.
Students will distribute copies of a condensed hard copy version of their report (i.e., sections 1 through 8) before they present, one week in advance. This report should have no identifying information on it and students are to treat it as confidential material. The class will need to have time to become familiar with your case, and come prepared with questions to ask or issues to raise during your case presentation. You also must distribute an empirical article that is relevant to your case, and at least 3 questions that you have for the class to address a week in advance.

The written report should follow these parameters:
1) Double spaced
2) 12 size font
3) Approximately 12 to 15 pages
4) Citations and references in accordance with APA style
5) Grading:
A letter grade will be assigned for this course.

Nota Bene: The APA Code of Ethics (2002) states:
7.04 Student Disclosure of Personal Information
Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Because of the effect of clinicians’ personal experiences and perspectives on their work with clients, this course includes experiential activities such as self-disclosure, group process, role plays, and exploration of personal issues as they affect the therapist-client relationship. In addition, you will be asked to explore your world view as it affects the counseling/psychotherapy process. Supervision with faculty and practicum supervisors will also require you to do a certain amount of personal sharing.

Confidentiality, Evaluation, and Multiple Roles:
Issues of confidentiality, evaluation, and multiple roles in supervision can be confusing to beginning supervisees. You will find that, at times, your supervision sessions will involve process that, though not therapy, involve self-disclosure and often have therapeutic results. Typically, supervisors who believe that your personal issues are impinging on your therapeutic work will raise questions with you to help bring these issues to your awareness. Sometimes awareness is sufficient to correct any problems. Other times, you may seek or even be encouraged by your supervisor to seek therapy. Your supervisor is also your evaluator and has responsibilities to the University and to the Counseling Psychology Program. Thus, your progress and, to some extent, your personal issues, may be discussed between your supervisors; at supervision consult; with relevant staff at CSU (e.g., practicum instructor or training director); or with Counseling Psychology faculty. Those in charge of your practice training follow a “need to know” policy, which means no more detail will be shared than necessary, and with no more people than necessary, to accomplish the goals of protecting clients and insuring that you receive the best possible guidance, training, and supervision.
APA Ethical Standards and Code of Conduct for Psychologists

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. The APA Ethical Standards can be found online at [http://www.apa.org/ethics/code.html](http://www.apa.org/ethics/code.html). No student or intern may use the title “Doctor” or “Psychologist” or allow others to refer to him or her as such. Students/interns should accurately describe their status as students in doctoral programs. The possession of a doctorate in another discipline (i.e. music or anthropology) does not allow for any variation from this rule. Students are encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

All students are expected to familiarize themselves with and adhere to the current APA Ethic Code, and to familiarize themselves and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity. The form available in Appendix A is to be signed by students at the start of their first semester of enrollment in the program.

Student Support Services

A number of services are available to students including:

Career Services; [http://www.csuohio.edu/offices/career/](http://www.csuohio.edu/offices/career/)

University Counseling and Testing Center, [http://www.csuohio.edu/offices/counselingtesting/](http://www.csuohio.edu/offices/counselingtesting/)


Center for International Services and Programs, [http://www.csuohio.edu/offices/international/](http://www.csuohio.edu/offices/international/)

Disability Services, [http://www.csuohio.edu/offices/disability/](http://www.csuohio.edu/offices/disability/)

Tutoring Center, [http://www.csuohio.edu/academic/advising/tutoring/sisla.html](http://www.csuohio.edu/academic/advising/tutoring/sisla.html)

Writing Center, [http://www.csuohio.edu/academic/writingcenter/](http://www.csuohio.edu/academic/writingcenter/)

Information Services and Technology, [http://www.csuohio.edu/offices/ist/](http://www.csuohio.edu/offices/ist/)

Office of Diversity and Multicultural Affairs [http://www.csuohio.edu/offices/odama/](http://www.csuohio.edu/offices/odama/)

GLBT Student Services [http://www.csuohio.edu/offices/odama/glbt/campusresources.html](http://www.csuohio.edu/offices/odama/glbt/campusresources.html)

Health and Wellness Services, [http://www.csuohio.edu/offices/health/](http://www.csuohio.edu/offices/health/)

Library Services, [http://library.csuohio.edu/](http://library.csuohio.edu/)

Office of Research and Sponsored Programs, [http://www.csuohio.edu/offices/spr/index.html](http://www.csuohio.edu/offices/spr/index.html)

University Ombudsperson, [http://www.csuohio.edu/offices/ombudsperson/](http://www.csuohio.edu/offices/ombudsperson/)
Recreation Center, http://www.csuohio.edu/services/recreationcenter/

Student Life, http://www.csuohio.edu/studentlife/

Veterans’ Services http://www.csuohio.edu/studentlife/vikingvets/links.html

U-Pass Program (allows students to ride free of charge on all Greater Cleveland RTA buses and rapid trains during a semester). http://www.csuohio.edu/services/u-pass/

In addition, the doctoral program maintains a statistics computer lab that is staff by an advanced doctoral student. For hours each semester contact r.grabowski@csuohio.edu

Counseling Psychology Doctoral Student Evaluation
Urban Education Ph.D. Program

(a) Annual Student Evaluation and Feedback
Students will be evaluated a minimum of once a year to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practicum and internship experiences, comprehensive exams, and research and dissertation progress will be used to evaluate the professional growth of the student. Progress toward timely completion of coursework, residence requirement, comprehensive exams, and dissertations will also be measured. Students must complete the Annual Evaluation – Student Form each year in April. Student progress is reviewed at a meeting of the counseling psychology faculty.

Evaluation of Competencies, Minimum Thresholds for Achievement, and Actions for Remediation
As outlined on pages 6-11, student progress toward attaining discipline-specific knowledge and each of the competencies is evaluated on an annual basis. To evaluate student progress, all measures of each competency are evaluated to determine if a student has demonstrated minimum levels of achievement on each of those measures. Students must attain DSK and competencies in order to graduate and doing so is demonstrated by successfully meeting 80% of the minimum thresholds of the individual measures for each competency. If the student has not met the minimum level of achievement for 80% of all individual measures for that competency, the student is determined to not have attained that competency. Departures from attaining each competency will be judged to be minor (75-79% of measures demonstrate minimum levels of achievement) or major (less than 75% of measures demonstrate minimum levels of achievement). A minor departure will lead to faculty discussion to determine whether informal discussion/advising or a letter of instruction is warranted based on the measure(s), the level of departure from the minimum threshold for that measure(s), and the context of the student’s performance on other measures of competency. A major departure will result in a letter of remediation.

For individual measures of competency, the following criteria are used to determine whether a minor or major departure from minimum levels of achievement. The outcomes for a minor and major departure for individual measures of competency are the same as for overall attainment of a competency. That is, a minor departure will lead to faculty discussion to determine whether informal discussion/advising or a letter of instruction is warranted based on the measure, the level of departure from the minimum threshold for that measure, and the context of the student’s performance on other measures of competency. A major departure will result in a letter of remediation.
- A minor departure for a grade in a course occurs if a student earns one B- in a course. If a student earns more than two B- in courses, it is a major departure. If a student earns lower than a B- in one course, it is a major departure. Please also see university policy on requirements for grades in the Graduate Catalog (http://catalog.csuohio.edu).
- On comprehensive exams, if a student does not pass an exam, it is a minor departure. If the student does not pass the exam on a second try, it is major departure.
- For evaluations on likert type scales (e.g., OSCE scores, OETC scores, practicum evaluation scores, or annual evaluations), a minor departure is a score that is 1-10% below or 1 rating below the minimum required score; and a major departure is a score that is more than 10% below or 2 ratings below the minimum required score.

Students will complete an **Annual Student Evaluation – Student Form** for the Counseling Psychology program (See Appendix B). This evaluation is submitted each April. Counseling Psychology Faculty formally review each student, and evaluate the student’s academic and professional progress at the end of each spring semester. Counseling Psychology Faculty provide the students with a written evaluation of their progress towards the doctoral degree at the beginning of the following year using the **Annual Student Evaluation – Faculty Form (See Appendix C)**. Student evaluations and feedback letters are reviewed with the student and placed in the student file.

**Criteria for Maintaining Satisfactory Status in Academic and Professional Competencies**
The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty look for excellence in scholarship, research potential, and professionalism.

**Exceptional:**
- Student demonstrates higher than minimum levels of achievement on all measures of each of the DSK and competencies.
- Student has completed coursework in a timely manner with high grades (A or A-). Student has submitted articles for publication or proposals for presentations.
- Student has been actively involved with research team projects in addition to his/her own dissertation project.
- Student’s practicum competency evaluations are “4 or 5” out of a scale from 1 to 5 as evaluated by practicum supervisors.
- Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.
- Student is an active member of the Society of Counseling Psychology of the American Psychological Association.
- Student has served in a leadership role in a professional or student organization.
- Student has attended a national conference/meeting, and has participated with either joint or sole presentation.
- Annual Student Evaluation report is clear, specific, and purposeful.

**Satisfactory:**
- Student demonstrates the minimum levels of achievement on 80% of measures for each of the DSK and competencies
- Student has completed coursework in a timely manner with at least a B+ average.
- Student has received at least “3” rating in all competencies in Practica/internship evaluations on a scale from 1(poor) to 5(excellent)
- Student has participated on a research team.
Student has made adequate and timely progress on dissertation and exams (comprehensive exams or oral dissertation defense).
Student has attended a local, state, or national conference/meeting.
Student is a member of the Society of Counseling Psychology of the American Psychological Association (APA)
Student has submitted Annual Student Evaluation.

**Unsatisfactory Progress:**
Student does not demonstrate the minimum levels of achievement on 80% of measures for one or more competencies and/or DSK.
Student has received has not maintained a B average
Student has received 1 or 2 on competency ratings in Practica settings on a scale from 1 (poor) to 5 (excellent).
Student has minimal or no attendance or active participation on a research team.
Student has not submitted any proposal for presentations.
Student is not a student affiliate of the Society of Counseling Psychology
Student has not made adequate progress on coursework, dissertation and/or exams (failed comprehensive exams or oral dissertation proposal defense).
Student has not been enrolled in her/his program of studies during the past semester.
Student has not submitted an Annual Student Evaluation.

(b) **Plan of Action when Unsatisfactory Ratings on the Annual Evaluation and/or Departures from Minimum Levels of Competence Occur**

If a counseling psychology doctoral student receives an unsatisfactory rating in their annual evaluation or other evidence of unsatisfactory levels of competence as previously identified for the evaluation of the DSK and competencies, the core counseling psychology faculty will meet and develop a plan to assist the student to remedy the deficiency. One of the following 2 steps will be taken:

1. If the unsatisfactory performance is a minor departure from minimum thresholds for attainment of a competency or a minor departure from minimum levels of achievement for a measure of competence, faculty will determine whether informal discussion/advising or a letter of instruction is warranted based on the measure, the level of departure from the minimum threshold for that measure, and the context of the student’s performance on other measures of competency. A **Letter of Instruction** will be written by the Training Directors and Faculty Advisor. In this letter the nature of the deficiency and the recommendations for improvement will be presented. A meeting will be scheduled with the student, Training Directors, and the Faculty Advisor to discuss the deficiency and the recommendations for improvement. A copy of the **Letter of Instruction** will be kept in the student’s file. Progress on the deficiency will be reviewed by the Faculty Advisor and Training Directors as stipulated in the Letter of Instruction and a notation of satisfactory progress will be made on the letter when the deficiency is remedied.

2. If the unsatisfactory performance occurs subsequent to the issuance of a **Letter of Instruction** for a prior deficiency, is a major departure from minimum threshold for achievement of one of the DSK or competencies, or is a major departure from minimum levels of achievement for one or more measures of the DSK or competencies, the core counseling psychology faculty will meet to develop a draft **Remediation Plan** for the student. The Training Directors will then schedule a meeting with the student to discuss the deficiency, the draft Remediation Plan, and the student’s willingness to remediate the deficiencies as noted in the plan. The Plan will include specific actions to be taken by the student and a time line for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student’s academic file. The Training
Directors and Faculty Advisor will be responsible for monitoring student progress at least once per year. A second meeting with the student, Training Directors will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a Letter of Satisfactory Remediation of Deficiencies will be placed in the student’s file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The core faculty will then meet to discuss the next steps. Depending on the situation the core faculty may vote any of the following options: extend the deadline, revise the remediation activities, act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties, or recommend dismissal from the university.

(c) Ongoing Evaluation of Student Progress
For the purposes of ongoing evaluation, the decisions and actions outlined above under Annual Student Evaluation and Feedback may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

(d) Readiness for Practicum I
Student readiness for Practicum I is assessed during the first year of the program. Methods of assessment include a) completion of Checklist for Doctoral Students entering with a Master’s Degree and Plan of Coursework that includes any required pre-requisite coursework, b) evaluations in CNS 765 Professional Issues in Counseling Psychology course (i.e., Competency Evaluation Rating Form - Scientific Knowledge, Competency Evaluation Rating Form - Ethics, OSCE, Comprehensive Competencies: First Year Students: Readiness for Practicum I, and c) Annual Report of Student Progress.

(e) Readiness for Practicum II
Student readiness for Practicum II is assessed during the second year of the program. Methods of assessment include: a) successful completion (B or better) of CNS 765 Professional Issues, CNS 702 Individual Intelligence Testing, CNS 703 Personality Assessment, b) Practicum I Evaluations (OETC Practicum I, Practicum Evaluation), and c) Annual Report of Student Progress.

(f) Readiness for Internship
1. Student readiness for Internship is assessed in the Spring semester prior to applying to pre-doctoral internship. Methods of assessment include: a) Completion or plan of completion of all coursework prior to the start of internship, b) successful completion of all comprehensive exams prior to application, c) Practicum I and II Evaluations, d) Annual Student Evaluation, and e) successful dissertation proposal hearing by the third Friday in October of the year of application.

   Students are expected to have a successful dissertation proposal hearing before they submit their internship applications through APPIC. The deadline for defending the dissertation proposal hearing is the third Friday in October.

2. Status of the dissertation at the start of Internship
   Students are expected to successfully defend their dissertations prior to the initiation of internship. This schedule allows for students to focus their attention on internship.

(g) Competencies in Practicum: Practicum Evaluation: Practicum I and II
A Student Practicum Competencies Evaluation related to the knowledge and skills targeted for Practica are used to determine the ‘match’ between training priorities and achieved competencies by students. A Student Practicum Competency Evaluation is completed by the field-based supervisors and faculty to monitor students’ acquisition of knowledge and skills. Hence, this evaluation provides concrete and ongoing documentation of student progress and serves as a major component in the determination of the student’s grade in doctoral practica.

(h) Comprehensive Examinations
Eligibility for candidacy will be determined on the basis of successful performance on comprehensive examinations. Comprehensive examinations consist of four components covering the urban education core courses, research courses, advanced integrative discipline-specific knowledge of basic content in psychology, and area of specialization in counseling psychology. Examinations are staggered and scheduled during Spring Semester and Summer. The urban education core and research examinations are typically taken in the summer following the second year of coursework. Students must have completed all urban education core and research coursework to be eligible to take these exams. The specialization exam in counseling psychology is typically taken in January in the third year of coursework. Students must have completed all of the coursework in the professional core in counseling psychology, and have a completed Plan of Coursework on file in the Office of Doctoral Studies. The take home advanced integrative discipline-specific knowledge in basic content in psychology is typically completed in the Spring of the third year. The majority of courses in basic content should be completed prior to taking this exam. Application for each examination must be made to the Office of Doctoral Studies four weeks prior to the examination date.

Urban Education Core and Research Components
The Urban Education Core Comprehensive Examination consists of four questions (two of which must be answered by the student) that must be answered within a four-hour period and are derived from the following courses: Cultural Foundations and Urban Studies. These questions, demand recall, application, and demonstration of knowledge. No notes or other materials may be used in answering these questions.

The Research Comprehensive Examination consists of four questions (two of which must be answered by the student) that must be answered within a three-hour period. No notes or other materials may be used in answering these questions. This portion will reflect the content of the first two quantitative courses, EDU 800 and EDU 801, and the content of the required qualitative course, EDU 807.

Both the Core and Research Comprehensive examinations may be taken in the Computer Laboratory for direct word processing. Students choosing to handwrite their examinations will be required to submit typed copy with no changes several days later. (Exams will be photocopied before removal from test site.)

1. Construction of the core examination is the responsibility of faculty representatives involved in instructing each of the four urban education core seminars, and faculty representatives responsible for the research sequence.
2. Urban Education Core examinations are evaluated by the same committee that constructed them and other qualified faculty, dividing the workload such that each question is scored by two readers with appropriate content expertise.
3. An orientation to the core comprehensive is held in advance of the exam. Notice of the orientation is mailed to all students eligible to take comprehensives.
4. Failure to attain the required level of competence on the core examination will result in the student’s need to undertake additional coursework and/or study in preparation for re-taking the examination.
5. The urban education core and research comprehensive components are graded separately. It is possible to pass one section and not the other. If a student fails either portion of the examination, he/she must
repeat that portion (i.e., urban education core and/or research). Students are permitted to take each portion of the examination four times. A fourth failure on any question will result in a recommendation for dismissal from the university.

**Comprehensive Examination in Counseling Psychology.**
The specialization exams are typically taken in January of the third year of coursework. It is expected that all of the professional core courses in counseling psychology will be completed prior to the time of the exam. The comprehensive exam for the counseling psychology specialization consists of questions in three areas. Students will be asked to choose one of two questions for each area (i.e., career, intervention, and assessment). Three and a half hours will be allotted for the completion of each question. No notes or other materials may be used in answering these questions. If the test is handwritten, upon completion of the exam, proctors will collect the written responses. They will be photocopied and returned to the student for typing on the Monday following the exam. Typed responses will be due in the Doctoral Studies office no later than that Friday. Each question will be written and scored by 2 content area faculty teaching these courses. The exam will go to a third reader if agreement is not reached by the initial readers. If a student fails a question, the student may attempt that question for a total of four times. A fourth failure on any question will result in a recommendation for dismissal from the university. Students will be required to retake only the question(s) that they fail.

**Comprehensive Examination of Advanced Integrative Discipline-Specific Knowledge of Basis Content in Psychology**
This take home essay examination requires the student to demonstrate advanced integrative discipline-specific knowledge of basic content in psychology, including graduate level knowledge of at least two of the following areas: affective, biological, cognitive, social, or developmental aspects of behavior. A study guide for the exam will be provided by the core faculty. Students will have 2 ½ weeks from the date of the examination to complete a thoughtful, comprehensive, and well-written essay that clearly shows advanced integration of content from two areas. In addition to demonstrating knowledge of theoretical literature, advanced integration of original empirical research across basic content in psychology is central to success on this exam. Questions will be written by core faculty members in consultation with faculty members who teach these courses and graded by 2 core faculty members. The exam will go to a third reader if agreement is not reached by the initial readers. If a student fails the exam, the student may attempt it for a total of four times. A fourth failure on any question will result in a recommendation for dismissal from the university.

(i) **Dissertation proposal hearing**
When the proposal is completed satisfactorily in the view of the Dissertation Advisor, an oral proposal hearing will occur. This hearing will be designed to evaluate the appropriateness of the plan, make such suggestions and revisions as are deemed necessary by the Committee and Advisor and serve as a further opportunity to evaluate the level of competence attained by the candidate in the counseling psychology specialization. More than two negative votes will be considered an unsatisfactory performance and constitute cause for repeating the hearing over such parts as the committee judges to be inadequate. A second unsatisfactory performance will normally be considered grounds for separation. Proposal hearings are closed to anyone other than the candidate and committee. After consulting with the chair, students will ask faculty members to serve on their committees. A majority of the committee members must be counseling psychology core faculty members. In order to apply for internship, a student must have successfully defended the dissertation proposal hearing by the third Friday in October. Committee members must receive a copy of the prospectus three weeks prior to the scheduled hearing date.

(j) **Oral Defense of Written Dissertation**
Students are evaluated on their research skills/competencies by passing a written and an oral defense of their dissertation. When the candidate has completed the dissertation with approval by the Dissertation Advisor, a final oral examination will be held before the Dissertation Committee. A committee will be comprised of 3 or 5 members, consisting of the Advisor, one or more additional faculty members, and a faculty representative from another College. In most cases, the Committee will consist of the same individuals approving the plan during the initial proposal hearing. Acceptance of the dissertation will be contingent upon majority Committee approval. Faculty members must have the final draft of the dissertation at least three weeks before the scheduled defense. Students will not schedule a proposal hearing or dissertation defense without the approval of their dissertation chair, who must alert the Office of Doctoral Studies to schedule the hearing/defense.

(k) Grade Point Average
Students must maintain a 3.0 average (4.0 point scale) throughout their program of studies. Students who obtain less than a B in major courses may be required to repeat course work. PLEASE NOTE: Incompletes are given only under exceptional circumstances at the Professor’s discretion; the course must subsequently be completed within one (1) semester. The Graduate Catalog is the official source of the university’s graduate academic programs, courses, and policies and should be referred to for requirements related to course grades. It can be found at http://catalog.csuohio.edu/

(l) Academic Misconduct
The University Policy on Academic Misconduct exists to resolve problems such as plagiarism, cheating on examinations, papers completed by someone other than the registered students, theft, mutilation of library materials, etc. The Policy details procedures for resolution of matters of conflict, channels of appeal, and penalties imposed, and can be found in the Cleveland State University Student Handbook. Copies are available from the Department of Student Life, Student Center, Room 319. The University Policy on Academic Misconduct can also be found on the University website at:
http://www.csuohio.edu/studentlife/conduct/index.html

The CSU Student Code of Conduct can be found at:
http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf

Additional information available in the Graduate School Bulletin, located at http://catalog.csuohio.edu/ From this link, one will need to choose, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Regulations and Requirements," and then choose "Regulations for Student Conduct" toward the top center of the page.

(m) Personal Difficulties with Personal/Interpersonal Competencies of Professional Psychologists

In the unlikely event that a student experiences personal or interpersonal difficulties that lead faculty to believe the student is not currently able to function as a competent psychologist-in-training, the core faculty will meet to discuss the issue and develop a plan for responding. For students with personal difficulties that are having a minor effect on competency, the faculty may elect to ask the advisor, training directors or course instructor to meet with the student and discuss the problem. The purpose of this meeting is to identify strategies that will help the student resolve the difficulty. The faculty member who meets with the student is responsible for monitoring student progress and reporting results to the core faculty and training directors.

Sometimes a student experiences a personal difficulty that significantly compromises competent professional functioning. Problems with competencies may include but are not limited to any of the following:

* An unwillingness to address a personal/interpersonal problem that has been identified by faculty and/or supervisors as a serious impediment to professional functioning
* An inability to change behaviors that compromise competent client service or risk damage to the public’s view of the agency in which he or she is seeing clients in spite of specific feedback for change
An unwillingness or inability to change behaviors that violate APA *Ethical Principles* (2002) or state and federal legal standards for professional psychologists (See additional procedures for responding to possible violation of APA *Ethical Principles* below.)

If any such problems are identified, the student will be asked to meet with the Training Directors and Faculty Advisor (and additional faculty as relevant) to discuss the problem and identify strategies for change. Together with the student a Remediation Plan and timeline will be developed. The Plan will include specific actions to be taken by the student and a time line for completion of the remediation activities. The final plan will be signed by all parties involved in the meeting and will be kept in the student’s academic file. The Faculty Advisor will be responsible for monitoring student progress at least once per semester thereafter. A second meeting with the student, Training Director, and Faculty Advisor will be held at the deadline for the Remediation Plan. If the student has complied with the plan and met its expectations, a *Letter of Satisfactory Remediation of Deficiencies* will be placed in the student’s file. If the student has not satisfied the requirements of the Remediation Plan, the student will be given an opportunity to explain the reasons for the incomplete results. The core faculty will then meet to discuss the next steps. Depending on the situation the core faculty may vote any of the following options: extend the deadline, revise the remediation activities, or act to recommend that the student take other action, such as requesting a leave of absence from the program in order to resolve the difficulties.

**Procedures for Responding to Possible Violation of APA *Ethical Principles***

All prospective and current students are responsible to adhere not only to all guidelines for academic honesty noted in the Graduate Bulletin, but also to comply with all provisions of the APA *Ethical Principles*. Within the first 6 weeks of student’s first fall enrollment into the program, they are required to review the APA Ethical Principles and are required to sign an Ethics Code Verification (Appendix D) indicating that they are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. When a student is suspected to have violated an ethical standard, the advisor, in consultation with other counseling psychology faculty members determines whether the suspected violation is amenable to resolution through informal intervention or whether it may be serious enough to warrant formal review. If the suspected violation appears to be less serious, the student is asked to meet with his or her advisor who discusses the matter with the student, asks for relevant information from the student, and collaborates with the student to develop a plan for remediation. A note of the meeting is placed in the student file and a oral report of the outcome of the meeting is presented to the counseling faculty.

If the violation appears more serious, the student receives a written notice of the suspected violation and is asked to meet with his or her advisor and two other faculty members to discuss the alleged misconduct. The student may present any relevant information he or she wishes to bring forward at that meeting, the purpose of which is to ascertain the likelihood that a serious violation occurred and to plan for remediation, suspension, or removal from the program.

**Student Appeal Process**

The Graduate College has established procedures for students to file grievances when they believe they have not been received an accurate grade in a course. These procedures may be accessed through the Graduate School Bulletin, located at [http://catalog.csuohio.edu/](http://catalog.csuohio.edu/) From this link, one will need to choose the current, "Graduate Catalog" from the upper right drop down, and then go to the dark green section on the left to choose, "Regulations and Requirements," and then choose "Regulations for Student Conduct" toward the top center of the page.

Students with grievances toward a faculty member or the program should refer to the Doctoral Studies Handbook for procedures to follow to resolve the concern.
Students seeking exemption from other program requirements may petition the Core Counseling Psychology Faculty. This body votes on the petition and forwards it to the Doctoral Studies Committee in Urban Education for their review and vote.

(o) Faculty Philosophy on Student Progress
The faculty is committed to student success and is prepared to work diligently to help students who have academic and personal obstacles succeed as counseling psychologists. We are optimistic that once identified most problems with academic, personal or interpersonal competencies can be resolved and students can continue their forward progress in the program. However, we feel equally responsible to ensure that if all efforts at remediation fail, that we do not represent an incompetent professional as competent.
Appendix A: Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

Cleveland State University
Ph.D. in Urban Education
Counseling Psychology

Verification of Ethics Code and Counseling Psychology Model Training Values Statement Addressing Diversity

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. This form is used to provide verification to the program that our students have (a) received a copy of the current APA *Ethical Standards and Code of Conduct for Psychologists*, (b) have familiarized themselves with it, and (c) have been advised and encouraged to consult with their program advisors, faculty and supervisors on issues of ethical and professional concern.

All students in the Counseling Psychology program are expected to familiarize themselves with and commit to respecting the Counseling Psychology Model Training Values Statement Addressing Diversity.

This form must be signed and returned to the program coordinator or director within the first 6 weeks of students’ first fall enrollment in the program.

My signature below indicates that I have received or obtained the current APA *Ethical Standards and Code of Conduct for Psychologists* and the Counseling Psychology Model Training Values Statement Addressing Diversity and have been advised to asked questions of my program advisor, faculty or supervisors about any ethical issues or concerns or issues concerning diversity that arise during my tenure in the program. This form will be kept in your official student file.

Student (please print)_____________________________________________ Date ____________

Signature __________________________________________________________
Appendix B: Annual Student Evaluation

Each year we will do an annual evaluation to monitor progress in the program and ensure that each student has the requisite competencies to graduate. To initiate this process, please complete the following form addressing your performance in the program, including coursework, comprehensive examinations, and research activities. Please then fully answer each of the short answer questions. Please include this form, your short answers, an updated cv and your most recent unofficial transcript and submit each of these items by hard copy to both your advisor and the Director of Training, Julia Phillips, by May 5, 2017. The faculty will then meet to discuss your progress and complete your annual evaluation. Feedback will be compiled and provided at the beginning of next Fall Semester.

1. Coursework
   1. Have you demonstrated the requisite knowledge in all course work to date by earning a B in each class? Yes _____ No _____
   2. What is your cumulative GPA at CSU? ______

2. Comprehensive Exams - Please indicate which comprehensive exams you have passed to date:
   - All Comps _____
   - Research Comps _____
   - Urban Comps _____
   - CP – Intervention _____
   - CP – Assessment _____
   - CP – Career _____
   - CP – Advanced Integrative Discipline Specific Knowledge _____ (2016-2017 and beyond)

3. Research
   1. Have you successfully defended your dissertation proposal? _____
   2. Have you successfully defended your dissertation? _____
   3. Number of scholarly presentations at regional/national conferences? _____

Short Answer Questions – please address each of these questions focusing on your behaviors this past year:

1. Please highlight the professional service and leadership positions you have been involved with:

2. Please discuss your involvement in research (including faculty research, collaborations with other students, and your own dissertation):

3. Please discuss in how you have conducted yourself in an ethical manner in all professional areas:
4. Please discuss how you have demonstrated cultural self-awareness, knowledge of diversity issues, and the ability to integrate diversity in professional roles.

5. Please discuss how you have behaved in ways that reflect the values and attitudes of the profession; engaged in self-reflection and activities to improve performance and maintain well-being; actively sought and demonstrated openness to feedback; and responded professionally in increasingly complex situations with greater independence over time.

6. Please discuss how you have developed and maintained effective relationships with a wide range of individuals; communicated effectively in oral, written, and nonverbal ways; and demonstrated effective interpersonal skills and the ability to manage difficult communication well.

7. Please discuss how you have demonstrated the expected assessment competencies for the level at which you are in the program.

8. Please discuss how you have demonstrated the expected intervention competencies for the level at which you are in the program.

9. Please discuss how you have demonstrated the expected supervision competencies for the level at which you are in the program (leave blank if you have not yet taken CNS 826).

10. Please discuss how you have demonstrated the expected consultation competencies for the level at which you are in the program (leave blank if you have not yet taken CNS 826).

11. Please discuss how you have demonstrated the expected interdisciplinary skills for the level you are in the program (e.g., respect for other people in other disciplines; working with professionals from other disciplines).

12. Please discuss your progress in the program. Please address the reasons for any difficulties you have experienced in making expected progress and how you plan to resolve those difficulties and make expected progress in the future.
Appendix C Annual Evaluation: Faculty Form

1. Academic Coursework
Student meets the minimum level of achievement (B or better in each course)  Yes  No

2. Comprehensive Examinations
Student meets minimum level of achievement and has passed all exams expected at this time  Yes  No

3. Research
Has the student made expected progress on dissertation for year in program?  Yes  No
Has the student successfully defended dissertation proposal?  Yes  No  N/A
Has the student successfully defended dissertation?  Yes  No  N/A
Has the student presented at a regional or national conference while in the program?  Yes  No

4. Professional Service and Leadership
Has the student done professional service/leadership at the local, regional, or national level while in the program?  Yes  No

Key for items 5-12:
CIRCLE YES if student has demonstrated competency at the level of readiness for internship
CIRCLE IP if student is at expected developmental level and is “in progress” toward readiness for internship
CIRCLE NO if student’s demonstration of competency is below that expected for their developmental level

5. Ethical Competency
Has student conducted self in an ethical manner in all professional activities?  Yes  IP  No

6. Individual and Cultural Diversity Competency
Does student demonstrate cultural self-awareness, knowledge of diversity issues, and the ability to integrate diversity in professional roles?  Yes  IP  No

7. Competency in Professional Values and Attitudes
Does the student behave in ways that reflect the values and attitudes of the profession; engage in self-reflection and activities to improve performance and maintain well-being; actively seek and demonstrate openness to feedback; and respond professionally in increasingly complex situations with greater independence over time?  Yes  IP  No
8. Competency in Communication and Interpersonal Skills
Does the student develop and maintain effective relationships with a wide range of individuals; communicate effectively in oral, written, and nonverbal ways; and demonstrate effective interpersonal skills and the ability to manage difficult communication well? Yes IP No

9. Assessment
Student has demonstrated the expected assessment competencies for the level at which they are in the program. Yes IP No

10. Intervention
Student has demonstrated the expected intervention competencies for the level at which they are in the program. Yes IP No

11. Supervision
Student has demonstrated knowledge of supervision models and practices. Yes IP No

12. Consultation and Interprofessional/Interdisciplinary Skills
Student has demonstrated knowledge of consultation models and practices. Yes IP No
Student has demonstrated knowledge of and respect for other professions. Yes IP No

13. Please indicate student readiness for:

_____ Practicum I
_____ Practicum II
_____ Internship
_____ Other, please specify ________________________

14. Student is making unsatisfactory, satisfactory, exceptional progress in the program (circle one).