Guidelines for the Training and Evaluation of Counseling Psychology Students

Faculty and Staff

PhD Counseling Program Core Faculty

Silvia Sara Canetto, Ph.D.
Professor of Psychology

Office: BSB 213
Phone: 970-491-5415

Ernie Chavez, Ph.D., L.P.
Professor of Psychology

Office: BSB 341
Phone: 970-491-1354

Bradley Conner, Ph.D., L.P.
Professor of Psychology
Director, Addiction Counseling Program

Office: BSB 345
Phone: 970-491-6197

Bryan Dik, Ph.D.
Professor of Psychology
Associate Chair, Director of Online Instruction

Office: BSB 209
Phone: 970-491-3235

Noah Emery, Ph.D.
Assistant Professor of Psychology

Office: BSB 344
Phone: 970-491-5905

Hollis Karoly, Ph.D.
Assistant Professor of Psychology

Office: BSB 347
Phone: 970-491-3677

Mark Prince, Ph.D., L.P.
Associate Professor of Psychology
Associate Director, Addiction Counseling Program

Office: BSB 343
Phone: 970-491-1377

Michael Steger, Ph.D.
Professor of Psychology
Director of Training

Office: BSB 215
Phone: 970-491-7324

Director of the Psychological Services Center

Michael Brinker, Psy.D., L.P.

Office: Sage 100E
Phone: 970-491-5009

Staff

Sara Anne Tompkins, Ph.D.
Graduate Programming Coordinator

Office: BSB 236
Phone: 970-491-6784

1.0 Introduction

These guidelines, "the guidelines," provide program information for graduate students in the Counseling Psychology Doctor of Philosophy (Ph.D.) program, "the program," at Colorado State University (CSU). The guidelines outline a set of general guidelines to support students' progress through the program, as well as the policies and procedures of evaluation, and processes of appeal of the program, among others.

The guidelines are not a contract; core program faculty reserve the right to make changes.

Graduate degree requirements, courses, and policies and procedures are frequently updated to improve the program and to be in compliance with department, university, and/or accreditation requirements of the American Psychological Association (APA). Students should expect changes in accordance with changing regulations by the department, university, and APA during their enrollment in the program. Under ordinary circumstances, students are expected to meet new requirements and conform to new policies and procedures. However, when a change in requirements, procedures, or policies would interfere significantly with the quality of the student's training or increase the time needed to obtain a degree, the student may request an exemption from any of these. A written request for exemption should be sent to the Director of Training (DOT). The DOT will share the request with core program faculty. The core program faculty will review and approve or decline, by 2/3 vote, the student's requested exemption.

2.0 Program Philosophy and Goals Statement

The doctoral program in Counseling Psychology at CSU is based on the Scientist-Practitioner model with emphasis on the integration of empirical evidence and practice in health service psychology (HSP). The primary goal of the program is to produce students who are capable of advancing psychology as a science by creating and disseminating scholarly research and who are proficient in the use of a variety of clinical techniques in HSP. Students are trained to engage in both research and clinical work, and to use a critical analysis of the empirical literature to inform their clinical interventions. Graduate students receive entry-level training in Counseling Psychology; are prepared to function in a complex, diverse, and pluralistic world; are expected to develop knowledge and skills about individual, group, and cultural differences; and are urged to advocate for marginalized and oppressed individuals and groups.

3.0 Program Faculty, Students, and Graduate School

3.1 Program Faculty

Education and training of graduate students are provided primarily by the core program faculty in conjunction with affiliated program faculty. Core program faculty spend 50% of their effort towards the graduate program, teaching foundational courses, supervising students in research and clinical practice, and mentoring students' research, teaching, and clinical progress and professional development throughout the students' time in the program. Affiliated program faculty contribute to the program by teaching courses and/or supervising students in clinical practice. Upon admission into the program or during the first year of study, students will be assigned an advisor, "the advisor," based on the student's expressed research interests. Only core program faculty can serve as a student's primary advisor. The student's primary advisor will have a mentor and advocate role

throughout the student's progress in the program, including guiding the master's thesis and dissertation process. Although students are assigned a primary advisor upon entering the program, they may choose/switch to another advisor for any reason. Students are encouraged to consult the Psychology Department's Graduate Student Manual for guidance on navigating the change of advisors in a professional manner. The program is under no obligation to assign a new primary advisor at any point during the student's enrollment in the program.

The program is led by the DOT. The DOT provides overall program leadership internally and externally. Internally, the DOT oversees the program's curriculum, students' progress and evaluations, students' funding, budget matters, program policies and procedures, grievances, and accreditation requirements. The DOT chairs meetings of the core program faculty and ensures that proper program procedures are followed. The DOT also provides higher level oversight of clinical training, including coordinating internal and external practicum sites, overseeing students' clinical evaluations from practicum sites (see Appendix C), tracking students' internship preparation and applications, and coordinating students' clinical professional development. Externally, the DOT represents the program in the department (e.g., Executive Committee), university, professional leadership committees, and the greater professional world (e.g., APA, Commission on Accreditation, APPIC).

3.2   Graduate Students

The program accepts bright, capable students who are expected to progress satisfactorily to the Ph.D. degree. The program recognizes that students: (a) grow and develop at different rates and in different ways; (b) possess different personal, professional, and cultural characteristics; and (c) function in varying role and commitment structures. In admitting a diversity of students, the core program faculty is responsible for nurturing the development of a diversity of students. At the same time, the core program faculty have the obligation to the student, the university, and the profession to ensure that students make timely and quality progress through the program to degree completion. Consistent with the profession's expectations for student- faculty relations, the program recognizes the rights of students and faculty to be treated with courtesy and respect. To maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff are expected to be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession. Students are encouraged to regularly communicate with the program about their training, including when relevant matters are not solicited by the program. Student's communication with the program should occur verbally or in writing primarily through their advisor, followed by the DOT when appropriate (e.g., formal petition to the core program faculty for a vote on a student's training matter). Students concerned about differential treatment should bring it directly to the attention of their advisor, the DOT, and the Department Chair, who will investigate to determine proper action to remediate the concerns, including involving campus resources from the Office of Equal Opportunity or the office of Conflict Resolutions and Student Conduct.

3.3   The Graduate School

Graduate degrees are awarded by CSU as an institution of higher education. Accordingly, the University has specified that certain academic practices and procedures shall apply to all graduate degrees regardless of the departments and colleges in which study is undertaken. As is the case in most quality universities, some consistency of requirements has been found desirable. The Graduate

School is the unit that applies and administers these requirements. This activity involves several discrete functions.

First, the Graduate School monitors all students' progress through the entire graduate career, from sending out preliminary information on admissions to graduation. It maintains student records on application, admission, credits earned, formal programs of study, academic standing, progress toward the degree, and graduation. The Graduate School also provides a regular flow of information to students and faculty regarding these practices so that necessary steps can be taken as easily and conveniently as possible. Graduate students in the Counseling Psychology program are expected to be knowledgeable of and adhere to all the policies, procedures, and requirements of the Graduate School during their graduate studies at CSU. Graduate students are responsible for meeting deadlines, completing and filing the required degree forms, and following the procedures of the Graduate School available at http://www.graduateschool.colostate.edu/.

4.0   Professional and Ethical Expectations

Faculty and students are expected to act in a professional manner, and in accordance with the APA ethical code (see http://www.apa.org/ethics/code/index.aspx), department and university policies, and policies at research and clinical practicum and internship sites. Students, faculty, and staff have the right to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff are expected to be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA Ethical Principles of Psychologists and Code of Conduct). The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise (see Section 3.2).

From the point of admission into the program, graduate students are expected to conduct themselves in an ethical, professionally responsible manner. In the course of development, students can be expected to make errors in judgment. As these come to light, faculty involved are expected to encounter the student, discuss the issues, and work with the student to teach professional principles and behaviors designed to prevent reoccurrence of the error. If such faculty/student interactions fail to correct these errors, if the student is convicted of a felony, or if there is evidence of serious professional misconduct or a series of less serious incidents suggesting that the student is not functioning as an ethical or professionally responsible psychologist, the program will seek appropriate recourse (see Sections 8 and 9), including dismissal of the student from the program.

When an unprofessional or unethical incident or incidents occur, the core program faculty must review the student's behavior at the next available program meeting or call for an emergency meeting. Prior to this meeting, the DOT will notify, in writing, the affected student as to the issues and concerns. The student may choose to work with their advisor or another faculty member to present information to the core program faculty prior to the meeting. Information may be in either verbal or written form. Upon request, the student may receive time to appear before the faculty to present their information.

After presentation of information by all parties involved, the core program faculty will first establish whether unethical or unprofessional behavior is present. If a 2/3 vote of the core program faculty does not support a judgment that unethical or unprofessional behavior is present, the issue will be dismissed without prejudice to the student, and no reference to the behavior will be made in the student's record. If the core program faculty votes that there is evidence of unethical or

unprofessional behavior by 2/3 vote, then they will next vote to determine whether said behavior warrants dismissal. A 2/3 vote of the core program faculty is necessary to dismiss the student. If the student is not dismissed, the core program faculty must specify the contingencies for retention including the behavioral changes necessary, the criteria and processes to be used in evaluating progress, and the dates by which change must be evidenced in writing within one week of the vote (see Sections 8 and 9 and Appendix E). The student's advisor or a designated "remediation coordinator" will be responsible for monitoring the remediation plan and bringing information back to the faculty within the guidelines and timelines established. Failure of the student to satisfactorily complete the remediation plan may result in dismissal of the student from the program.

The program and/or the Department of Psychology can, and in certain cases has the obligation to refer the case to the university's office of Conflict Resolution and Student Conduct Services: http://www.conflictresolution.colostate.edu/.

5.0   Program Aims and Objectives

The overarching goal of the program is to provide broad graduate education and training for entry-level research and practice in HSP focused in Counseling Psychology. Thus, graduates must demonstrate entry level knowledge, skills, and competencies in Counseling Psychology. The primary aims and objectives in the scientist-practitioner training of the program's students include:

Aim 1: To train entry-level psychologists who are competent producers and consumers of scholarly research.

> **Objective 1A:** To demonstrate discipline-specific knowledge and integration across areas of scientific psychology.

> **Objective 1B:** To demonstrate knowledge and skills in research methods, statistical analysis, and psychometrics.

> **Objective 1C:** To demonstrate knowledge and skills in the creation and dissemination of scholarly research.

> **Objective 1D:** To demonstrate knowledge and skills in the use of evidence-based information as a foundation for practice.

Aim 2: To train entry-level psychologists who are competent practitioners of psychology.

> **Objective 2A:** To demonstrate the knowledge and skills to practice within legal bounds and ethical principles and code of conduct.

> **Objective 2B:** To demonstrate knowledge and skills about individual, group, and cultural diversity.

> **Objective 2C:** To demonstrate knowledge and skills in professional values, attitudes, behaviors, communication, and interpersonal relationships.

> **Objective 2D:** To demonstrate knowledge and skills in assessment, intervention, supervision, and consultation.

Objective 2E: To demonstrate knowledge and integration of profession-wide competencies in their clinical practice.

6.0   Program Requirements

In achieving its goals and objectives, the program implements a clear and coherent curriculum that provides the means whereby all students can acquire and demonstrate knowledge and skills in the profession's competency benchmarks. The program's courses and requirements, organized in 5 content areas (see Section 6.1), are built into the curriculum to provide training in knowledge, research and practice that is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training (see order of courses in Appendix A).

6.1   Courses, Clinical, Research, and Comprehensive Exams Requirements[1]

1. Foundations of Psychology: Students must complete the department's Foundations of Psychology course (Psy 692F, all modules*) plus PSY 600K (Measurement) to cover the following domain-specific knowledge areas:

    a. Biological aspects of behavior (PSY 692F biological foundations module)
    b. Cognitive aspects of behavior (PSY 692F cognitive foundations module)
    c. Affective aspects of behavior (PSY 692F affective foundations module)
    d. Developmental aspects of behavior (PSY 692F developmental foundations module)
    e. Social aspects of behavior (PSY 692F social foundations module)
    f. History and systems of psychology (PSY 692F history and systems module)
    g. Psychological measurement (PSY 600K)

    *Students may replace a module with a corresponding core psychology course offered by the department (600A-H).

2. Counseling Psychology Courses: Students must complete each of the following courses:

PSY 670	Psychological Measurement: Personality
PSY 672	Psychological Assessment: Intelligence
PSY 675	Ethics and Professional Psychology Practice
PSY 720	Psychopathology
PSY 727	Theories of Vocational Development
PSY 722	Empirically Supported Therapies
PSY 775	Diversity Issues in Counseling
PSY 792C	Counseling Supervision Seminar

3. Clinical Practice Courses: Students must complete each of the following courses:

PSY 610	Clinical Skills: Theory and Practice I
PSY 611	Clinical Skills: Theory and Practice II
PSY 686A	Practicum I: CSU Health Network or PSC practicum (2 semesters)

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[1] All courses are 3 credits, unless specify otherwise. See Appendix A for a schedule of courses for the fall and spring semesters of each academic year.

PSY 786A	Practicum II: PSC practicum (2 semesters)
PSY 786E	Practicum III: PSC and/or External practicum
PSY786J	Advanced Practicum: Vocational Assessment
PSY787	Internship (1 year)

4. Research Courses: Students must complete each of the following courses:

PSY 652	Methods of Research in Psychology I: Statistics (4 credits)
PSY 653	Methods of Research in Psychology II: Statistics (4 credits)
PSY 655	Research Issues and Models
PSY699A	Master's thesis
PSY799A	Doctoral dissertation (3-6 credits)

5. Comprehensive Exams: Students must complete each of the following exams/projects:

a. Master's Thesis Exam
b. Clinical Comprehensive Exam (CCE)
c. Doctoral Dissertation Exam

6.2　Clinical Practica

The program will provide students with clinical practica experience throughout their training. In accordance with the Association of Psychology Postdoctoral and Internship Centers (APPIC), the program has the goal of each student achieving a minimum of 500 direct services hours (intervention and assessment hours), for a total of about 1000-1200 total practicum hours (counting additional support activities, supervision, and consultation) in preparation for application to the doctoral internship. Primary clinical practica is provided in-house (at CSU). The goal of the primary clinical practica is to provide students with close supervision and training to lay a sound generalist foundation of training for entry level practice. Students must complete a minimum of 4 consecutive semesters of primary clinical practica (Practicum I and II). Secondary clinical practica is optional and provided by external agencies, but can be completed independently or concurrently with primary clinical practica during Practicum III. The goal of secondary clinical practica is to provide students additional clinical and/or assessment skills and to expand their experiences in terms of competencies, client populations, and/or work settings. The practicum sequence (Practicum I, II, and III) outlined below is structured to be sequential, cumulative and graded in complexity, and designed to prepare students for further organized training.

Practicum I (PSY 686A) – To be eligible for the Practicum I, students must successfully complete in their first year the following functional courses (or have them waived per Section 11.1): PSY 610 and PSY 611. Upon meeting these requirements, students will be eligible for entry-level clinical practicum experience at the CSU's Health Network, which houses the University's Counseling Center (UCC), or equivalent internal practicum. Students must examine into the UCC prior to initiating their Practicum I experience. The exam consists of an oral interview with a UCC clinical examiner. The minimum hours requirement set by the program for Practicum I include: (a) 100 hours of direct services (at the UCC these are individual therapy hours); and (b) 90 hours of clinical supervision (at the UCC these include group and individual supervision hours). To pass Practicum I, the above minimum hours of direct services and supervision must be completed and competency must be demonstrated by "meeting expectations" at 95% for each of the competency domains of the Profession-Wide Competencies on the student's final evaluation (Appendix C).

Practicum II (PSY 786A) – To be eligible for the Practicum II, students must successfully complete the requirements of Practicum I (or have them waived per Section 11.1) and complete the following functional courses (or have them waived per Section 11.1): PSY670 and PSY 672. Upon meeting these requirements, students will be eligible for entry-level clinical practicum experience at CSU's Psychological Services Center (PSC) or equivalent for their Practicum II experience. The minimum hours requirement set by the program for Practicum II include: (a) 200 direct service hours; and (b) 90 hours of clinical supervision (individual and group supervision hours). Students must also complete a minimum of eight full psychological assessment batteries, including scoring, interpretation, and formal write-up. Students can fulfill the assessments requirement by conducting co-assessments, but are expected to complete at least four independent assessments. To meet the minimum total of 200 direct service hours, students shall average 7-8 direct service hours per week (any combination of individual/group therapy, assessments, and diagnostic services). If the minimum hours required are met before the end of the academic year, the student is expected to continue with a client load of about 6 direct service hours per week. To pass Practicum II, the minimum hours of direct services and supervision must be completed as well as the eight psychological assessment batteries. In addition, to pass Practicum II competency must be demonstrated by "meeting expectations" at 95% for each of the competency domains of the Profession-Wide Competencies on the student's final evaluation (Appendix C).

Practicum III (PSY 786E) – To be eligible for Practicum III, students must successfully complete the requirements of Practicum II (or have them waived per Section 11.1) and complete the PSY 675 (Ethics) functional course (or have it transferred or waived per Section 11.1). Upon meeting these requirements, students will be eligible for entry-level clinical practicum experience at the CSU's PSC and/or at an external practicum for their Practicum III experience. The minimum hours requirement set by the program for Practicum III include: (a) 200 direct service hours (of direct individual or group therapy and/or direct assessment services); and (b) 50 hours of clinical supervision (individual and/or group supervision hours). If the minimum hours required are met before the end of the academic year, the student may continue with a client load or terminate their placement as agreed upon or determined by their PSC or external practicum supervisor. To pass Practicum III, the minimum hours of direct services and supervision must be completed and competency must be demonstrated by "meeting expectations" at 95% for each of the competency domains the Profession-Wide Competencies on the student's final evaluation (Appendix C).

External Practicum – Students may seek an external practicum experience to either obtain a broad range of clinical experience or more experience in a particular area of emphasis. Students on external practica must register for 3 credit hours under PSY 786E, and may combine external practica with PSC practica to fulfill the requirements for Practicum III. Students may request to pursue external practica prior to completing Practicum II, but must demonstrate completion of all requirements for Practicum II (or have them waived per Section 11.1) prior to starting the external practicum. For students in Practicum II, progress toward completing Practicum II requirements will be evaluated during the student's annual evaluation, along with general program progress (i.e., academic, clinical, and research). Students who have completed (or waived) or are making satisfactory progress in Practicum II, who have completed (or waived) or are currently enrolled in Psy 675 (Ethics), who have proposed their master's thesis, and who are in good standing and making adequate progress within the program will be permitted to apply for external practica. If permitted to apply, students, the core program faculty, and the external practicum site supervisor understand that these requirements (i.e., Practicum II, Ethics, thesis proposal) must be completed, and the student must remain in good standing and be making adequate progress, before the student can begin the external practicum.

The following steps should be followed by students who are interested in an external practicum placement:

(1) As part of their annual evaluation process, students must confirm they are permitted by the core faculty to apply for external practica.
(2) Students can then apply for, and attempt to secure, an external practicum placement.
(3) Once they are offered a position, students must work with the DOT and the practicum site supervisor to ensure that all of the paperwork required by the external practicum site and CSU are in place prior to beginning the external practicum. This includes at least the following:
   a. The program's External Practicum Agreement form.
   b. CSU's legal service agreement (if one is not in place).
   The service agreement includes the arrangements for training experiences, supervision from a licensed supervisor, and the estimated number of clock hours to be completed. Some external practicum agencies require that their agency's contract or agreement be used instead of CSU's Service Agreement. In that case, the contract should be sent to the DOT who will submit it to CSU's contracts office for approval. Because Colorado follows "employment-at-will," due process/grievance procedures are not included in the Service Agreement. Instead, the program follows an internal process to resolve issues of concern that includes bringing the issues of concern to the DOT, who will mediate a resolution of the issues between the student and the external practicum site prior or after the student's termination at the external site.

The practicum supervisor will provide an evaluation of the student's work at the end of each semester, and at the completion of the practicum (if this does not occur when the semester ends). The student is responsible for (a) providing the external clinical supervisor with the program's evaluation form (see Appendix C); (b) making sure that the evaluation occurs; and (c) submitting the external practicum evaluation to the DOT within the required timeframe. Prior to submitting the evaluation to the DOT, the supervisor must discuss and review the evaluation with the student. Evaluations must be submitted to the DOT by the Friday of the final week of classes. Semester grades for external practica will be determined by the DOT based on the student's evaluation. Late or missing evaluations may result in a failing grade.

6.3   Thesis and Dissertation Exams

In consultation with their advisor, students must plan Master's thesis and dissertation research projects as well as the composition of their examination committee. The committee must be identified on the program of study form (GS-6 form) to be filed with the Graduate School before the time of the fourth semester registration. All students must complete or examine out of a Master's thesis research project. The Master's thesis should be completed no later than the end of the third year. Subsequently, students must complete a dissertation of original empirical research that makes a significant contribution to the field. The dissertation proposal must be defended and approved by the committee before the end of spring semester prior to applying to the doctoral internship.

Thesis and dissertation final exams will be judged as "Pass" or "Fail." Before proceeding with the defense, the student's advisor and thesis or dissertation committee chair (if applicable) must approve the document in writing (e-mail is fine), at which point the document can be circulated to the committee. This should occur at least two weeks prior to the scheduled defense meeting. To Pass the thesis or dissertation exam, a student must obtain a minimum of 3.0 on each part of the exam by the majority of committee members. All committee members should submit their ratings to the oral exam chair at least two business days prior to the scheduled defense meeting. In the event of a split vote (i.e., the same number vote to Pass as vote to Fail) on either part of the exam the majority rule is not met and the student fails the thesis or dissertation exam. The two parts of the exam (see Appendix D) are the written document, which is either Approved or Not Approved by committee members, as documented on the Graduate School GS-30 Thesis/Dissertation Submission Form, and the oral defense of the written document, which is evaluated as Passed or Failed at the time of the oral defense meeting of the exam. The Pass or Fail vote is documented on the Graduate School GS-16: Report of Preliminary Examination for the Ph.D. Degree Form (for the defense of the thesis exam) and GS-24: Report of Final Examination Results Form (for the defense of both the thesis and dissertation exams). At the end of the oral exam meeting, the committee members are expected to sign a GS-24 form and, for thesis defenses, the GS-16 form indicating whether they vote to Pass or Fail the student on the exam. Both the GS-24 and GS-16 forms must be submitted to the Graduate School Office within two working days of the original oral examination meeting. Approving the written document is recorded on the GS30 form. This document should be signed when all or the majority of the committee members agree that the written document is approved for submission to the Graduate School. This form does not need to be signed at the end of the oral defense meeting. It should be signed when all or the majority of committee members approve the written document for submission to the Graduate School.

If a student earns a Fail on either part of the exam, the oral exam chair (usually the advisor) will provide clear, written feedback regarding the deficits in the exam criteria. Such feedback shall be provided no later than one week after the oral defense meeting. The written remediation plan shall be signed by the student and the committee meeting chair and placed in the student's records. The committee may choose to allow the student to retake the exam within a 1-year timeframe (per Graduate School policy). Satisfactory remediation is achieved by a minimum score of 3.0 on each of the exam criteria and within the limits of the Department and the Graduate School policies and timeline. However, if the majority of committee members do not agree to allow the re-examination, the student Fails the exam and is expelled from the Graduate School. If the committee agrees to allow the student to retake the exam and the student fails a second time, the student is expelled from the Graduate School.

Students and committee members should work to revise the written document until all or the majority of the committee Approve the document for submission to the graduate school. All committee members and the department chair must sign the GS-30. Majority rules (e.g., if three members of the student's committee vote to accept the thesis/dissertation but one member does not approve, the student's thesis/dissertation will be accepted). If there is a tie between the number of members Approving and Not Approving the thesis/dissertation, the document is not Approved for Submission to the Graduate School. If the document is Not Approved, the student will need to make editorial changes before getting the necessary signatures, submitting the GS-30 to the Graduate School, and submitting the thesis/dissertation to ProQuest/UMI.

6.4   Clinical Comprehensive Exam

Core program faculty and university faculty can serve as clinical comprehensive exam (CCE) supervisors or committee members. If a student earns a failing evaluation, the comp supervisors will provide clear, written feedback regarding the deficits in need of attention. Such feedback shall be provided no later than one week after the CCE evaluation. A copy of a written plan shall be signed by the student and the CCE committee chair and placed in the student's record. Deficits shall be remediated to committee's satisfaction and within the time lines and processes defined by the plan.

Clinical Comprehensive Exam (CCE): All students must have successfully defended their thesis and been advanced to doctoral candidacy before they will be allowed to complete their CCE. Students must also satisfactorily complete the CCE before October 1 during the year they plan to apply for the doctoral internship. The CCE serves as a developmental step to provide students with feedback in preparation for internship. Students' competency on the CCE will be determined by a committee of three faculty, which includes (a) a core program faculty as the CCE committee chair, (b) a student's current or previous clinical supervisor, and (c) a core program or affiliate faculty. When there is overlap in roles (e.g. the student's clinical supervisor is the student's advisor), the student will ask another core program faculty member to substitute the committee member with whom there is an overlap in roles. The CCE will be evaluated on a pass/fail basis. A student may "pass" the CCE completely or may "not pass" certain portions of the CCE, in which case the specific deficiencies shall be specified by the committee for completing the CCE. A student may "not pass" the CCE completely, in which case it must be retaken in its entirety. Details about the CCE written and oral components and evaluation criteria can be found in the PSC's training manual.

6.5   Grade Standing

Students in the program must earn a B- or better in all courses required for their doctoral degree in counseling psychology, as this is the program's minimal level of achievement (MLA) indicative that the student has demonstrated the minimum competencies that are assessed in that course. The exception to this standard is in the practicum (PSY 610, 611, 686A, 786A, 786E) sequence in which the student must receive a passing grade. Any student who obtains a grade below a B- will need to retake the course or remediate any deficiencies needed to achieve a grade no lower than a B-. Similarly, failure to earn a passing grade in a practicum course requires retaking the practicum or remediating any deficiencies needed to achieve a passing grade. Failure to meet these academic standards after retaking a course or practicum will result in dismissal of the student from the program for academic reasons. However, by a 2/3 vote, core program faculty may act to retain the student. Under such a vote, the core program faculty must prepare a developmental or remedial plan specifying the contingencies for retention, including necessary behavioral changes, the procedures and criteria to be used in evaluating progress, and the specific dates by which change is to be evidenced (see Appendix E). A copy of this written plan shall be signed by the student and their advisor and placed in the student's record. The student's advisor will be responsible for monitoring the progress of this plan and bringing information back to core program faculty within the timelines specified for evaluation.

7.0   **Evaluation**

7.1   Definition

The program abides by the Department of Psychology's Graduate Student Manual policies and procedures for evaluating students: http://www.colostate.edu/Depts/Psychology/Gradmanual.pdf. Accordingly, written annual evaluations from the core program faculty will be provided to each

student by their advisor (see Appendix B). The core program faculty will evaluate all students in the program with respect to their academic, clinical, research and professional performance. Since there are slight variations in the timing and procedures for different groups of students, five types of evaluations will be conducted: (1) end-of-year evaluations of all students; (2) mid-year evaluations of first year students; (3) evaluation of students who are off campus; (4) evaluation of students for whom the program or their committees have developed specific time lines and/or developmental/remedial plans; and (5) evaluation of doctoral candidacy. Evaluation of possible cases of unethical and/or unprofessional behavior are dealt with in accordance with the procedures outlined in Sections 8 and 9 below. For evaluation meetings, a quorum shall be defined as 2/3 of the core program faculty as previously defined. Majority and 2/3 votes described refer to votes of those core program faculty who are present at a given meeting.

7.2   Policy

Written annual evaluations and related documentation will become part of the student's record. These encompass a range of aspects of the student's progress toward the degree, performance in course work, research, clinical work, and teaching, involvement in the program/department, general professionalism, adherence to ethical guidelines and university policies, sensitivity to cultural and individual diversity, and the student's general ability to work in an effective, cooperative, organized, and timely manner.

Interpersonal skills, including the ability to accept and respond to feedback, capability for self-awareness and self-evaluation, responsibility for identifying needs and seeking additional training or supervision, personal maturity, motivation, professional communication and follow-through, and freedom from behavioral problems that could interfere with functioning in a professional capacity will also be evaluated.

7.3   Procedure

At the beginning of the spring semester of each year (generally in January and early February), the core program faculty will discuss each student's academic progress and professional development over the course of the previous calendar year. All faculty will come prepared to discuss student performance, but the student's advisor is responsible for seeking the broadest range of information, which typically includes, but is not limited to: (1) class performance; (2) clinical development; (3) paid and unpaid research experience including thesis and dissertation; (4) paid and unpaid teaching experience; (5) paid and unpaid psychological practice activity; and (6) other professionally relevant behavior. Individual faculty will not be identified as sources of specific feedback.

Within one week of the meeting, the student's advisor will summarize, in writing, the feedback from the core faculty in aggregate ratings on the annual evaluation and in general feedback sections. The advisor will provide their advisee with a copy of the summary. An attempt will be made for this feedback to be both descriptive and evaluative. Where relevant, the evaluation will be phrased in terms of specific decisions, procedures, time lines, and contingencies as they apply to the student. The student's advisor will meet with the student to discuss their annual evaluation. Students will sign their evaluation acknowledging receipt and processing of the evaluation. The evaluation will also be signed by the student's advisor and the DOT, who will be responsible for filing the advisee's evaluation in the main psychology office. If the student disagrees with or wishes to add material to the evaluation, they may add a letter as an addendum. A copy of the letter will be placed in the student's record. If the student seeks further clarification of the evaluation, they may request time to appear before the core

program faculty or a relevant subgroup (e.g., practicum supervisors) in order to clarify feedback. If the letter contains notification of Specialized Developmental, Probation, or Dismissal with which the student disagrees, they may initiate procedures for review and appeal of decisions (see Section 10).

When areas needing improvement are identified but deemed to be subthreshold for formal Specialized Developmental Plan, Probation, or Dismissal, feedback to students may include the following:

a) identification of the area of concern needing improvement
b) identification of the area of concern needing improvement and specific suggestions for improving in this area
c) identification of the area of concern needing improvement, specific suggestions for improving in this area, and methods for relevant faculty to monitor improvement
d) identification of the area of concern needing improvement, specific suggestions for improving in this area, methods for relevant faculty to monitor improvement, and a system and timeline for evaluating progress in this area.

Feedback, and the specific recommendations for each level of feedback, will be documented in the student's annual evaluation. If no timeline for monitoring improvement is specified, the annual evaluation in subsequent years will include a re-evaluation of areas needing improvement noted in prior evaluations. Students are still considered to be in good standing in the program when these subthreshold areas of concern are noted. If the areas of weakness are substantive, then the student will be designated to Specialized Developmental, Probation, or Dismissal. These designations are independent, determined by the severity of the concerns noted, and may not necessarily follow a stepwise progression from Specialized Developmental to Dismissal. In this case, the annual evaluation will refer and cede to these formal designations (i.e., the annual evaluation will note the existence of formal designations and refer the reader to them) and remedial plan (see Appendix E).

8.0   Specialized Development Plan

8.1   Definition

A Specialized Development Plan (SDP) is a formal process for students about whom the core program faculty have substantive concerns regarding competence, performance, or behavior that warrant corrective measures but are not yet meeting the threshold for Probation (see 9.0). The purpose of implementing an SPD is to clearly define problems with the student's performance and to clearly state the goals necessary to demonstrate appropriate remediation. Because SDPs are intended to provide support for students in need of additional guidance, students given an SDP are still considered to be in good standing in the program.

8.2   Policy

Students will receive a personalized SDP if their academic and/or professional performance or behavior are not considered to be developmentally appropriate for their current position in the program. Such performance may include, but is not limited to, such matters as violation of the APA's Code of Ethics and Code of Conduct, poor academic work, poor attendance in classes and/or at practicum sites, other behaviors that appear to have adverse effects on performance as a clinician, student, researcher, or instructor/teaching assistant, or any other concerns by program or department faculty, teaching, research,

and/or practicum supervisors. The actionable nature of such performance or behavioral concerns is determined through review and at the discretion of the core program faculty.

8.3   Procedure

Any faculty member, administrator, CSU employee, supervisor, or student having concerns about a student's behavior or performance may bring this concern to the attention of that student's advisor or the DOT. If the student's advisor believes that the situation is of sufficient concern, they will refer the matter to the DOT. If the DOT believes that the concern is serious enough that the student would benefit from an SDP, the DOT will bring this information to the core program faculty for consideration. If the core program faculty decide, by 2/3 vote, to provide the student a SDP, the planned SDP period is given a definite beginning and ending date and the targeted goals and criteria for completion of the plan are clearly specified to the student and to the advisor(s) in writing by the DOT.

The DOT will appoint a core program faculty designee responsible for overseeing the SDP (see Appendix E), along with other relevant faculty (if appropriate) who may be well-positioned to support the plan (e.g., research advisor or clinical supervisor). This SDP team, under the direction of the faculty designee, is responsible for reporting progress and goal attainment of the student. The student may request specific faculty if they have preferences, though the final appointment(s) will be made at the discretion of the DOT. The student may also choose or request another faculty and/or staff member (e.g., from another program, department, or university office) to serve in a support or advocacy role. After the faculty designee is appointed, the SDP team will draft the SDP, then seek input from the student (and support or advocate, if desired). Any agreed-upon changes will then be made to the SDP, after which the student and SDP team will acknowledge the finalized SDP via signatures.

Although students are expected to follow their SDP as initially structured, in the case that new information regarding the student (related to the original or any new concern) is communicated to the core program faculty the student may be placed on Probation. If any event casts reasonable doubt on the success of the SDP terms, the terms of the plan can be changed, the student may be placed on Probation, or the student may be considered by the core program faculty as a candidate for Dismissal from the program. At the end of the SDP period, the core program faculty can decide whether the student's performance or behavior is considered developmentally appropriate for their position in the program. If the goals of the SDP have not been met, the faculty can elect to provide an extension to the timeframe of the SDP, with specific time limits and specifications for remediation, or to place the student on Probation.

If, at any time while the student is on an SDP, the core program faculty determine that the concerns regarding the student are not remediable or are sufficiently severe in frequency or nature, and that the student is thus not appropriate to continue in the program, they can recommend to the department and the Graduate School that the student be dismissed. Such circumstances would include, but not be limited to such things as gross neglect of meeting the terms of SPD, or new/additional information regarding problems with the student's behavior or performance.

9.0   Probation

9.1   Definition

The term Probation as used in the present policy refers to a status that may be assigned to a graduate student for different reasons related to markedly deficient or in clear violation of ethical, academic and/or professional performance standards. The purpose of students being placed on Probation is to alert students that core program faculty have serious concerns about their performance so that a remediation program can be prescribed and implemented for a student. A student placed on probation loses the status of good standing. Moreover, any history of probationary terms may be required by professional bodies (e.g., APPIC) to be disclosed by the student during evaluative periods (e.g., Submission of the APPIC Application for Psychology Internship). Students who complete a probationary period satisfactorily are returned to the status of being in good standing when the probationary period ends as specified by the core program faculty.

9.2   Policy

Graduate students may be placed on probationary status if their behavior is judged at the discretion of the faculty, by 2/3 vote, to be markedly deficient or in clear violation of ethical, academic and/or professional performance standards. Such inadequate performance may include, but not be limited to, such matters as violation of the code of Ethics and code of Conduct of the American Psychological Association, poor academic work, poor or insufficient attendance in classes and/or at practicum sites, psychological difficulties that interfere with professional and ethical performance, or valid concerns by program or department faculty, teaching, research, and/or practicum supervisors.

According to Graduate School rules, when a graduate student's cumulative GPA in course work applied to the graduate degree falls below 3.0, the Graduate School places the graduate student on academic probation. The probationary period extends for one semester beyond the one in which this status is acquired. During this probationary period, the student must register for traditionally graded courses that affect the grade point average. With permission of the DOT, the student may register for continuous registration instead of traditionally graded courses. Continuous registration may be used to extend the probationary period for a maximum of two semesters, after which traditionally graded courses must be taken. Students on probation are subject to dismissal by the academic department or the Dean of the Graduate School at the end of the probationary semester unless good academic standing has been regained. This requires adequate improvement in cumulative grade point averages (3.00) and/or satisfactory progress. The student may also be subject to immediate dismissal from the program if any special conditions imposed by the program for removing probation are not met, *even if the GPA requirements are met*.

9.3   Procedure

Any faculty member, administrator, CSU employee, supervisor, or fellow student having concerns about a student's behavior or performance may bring this concern to the attention of that student's advisor or the DOT. If the student's advisor believes that the situation is of sufficient concern they will refer the matter to the DOT. If the DOT believes that the concern is serious enough that the student might warrant being on Probation, the DOT will bring this information to the core program faculty for consideration. If the core program faculty decide, by 2/3 votes, to place the student on probation, the probationary period is given a definite beginning and ending date, and the remediation terms and criteria for successful completion of the period are clearly specified to students and to their advisor(s) in writing by the DOT. The DOT will appoint a core program faculty designee responsible for overseeing the remediation plan (see Appendix E), and for reporting progress/goal attainment of the student to the core program faculty. The student may also choose or request another faculty and/or staff member (e.g., from another program, department, or university office) to serve in a

support or advocacy role. After the faculty designee is appointed, the SDP team will draft the SDP, then seek input from the student (and support or advocate, if desired). Although the period of probation is usually expected to run its course as initially structured, in the case that new information regarding the student is communicated to the core program faculty which casts reasonable doubt on the success of the remediation terms of the probation, the terms of the probation can be changed, or the student may be considered by the core program faculty as a candidate for dismissal from the program. At the end of the probation period, the core program faculty can decide to end the probationary status of the student or to set a new, extended period of probation, with time limits and specifications for remediation. If at any time during the probationary period the core program faculty determine that the deficiencies of the student are not remediable or are sufficiently severe in frequency or nature, and that the student is thus not appropriate to continue in the program, the core program faculty can recommend and decide by 2/3 vote that the student be dismissed from the program. Such circumstances would include, but not be limited to such things as gross neglect of meeting the terms of the probationary period, or new or additional information concerning acts of inadequate performance. Once this recommendation is made by the core program faculty the process of dismissal/appeals will be referred to current College, Graduate School, and CSU policies and procedures.

10.0   Complaints, Grievances, and Appeals

10.1   Definitions

A complaint is distinct from a grievance. A complaint is any oral, unwritten accusation, allegation, or charge involving another student, faculty member, or staff regarding academic or non-academic disagreements, misunderstandings, behavior, or decisions. It should be a timely expression of a problem when individuals believe it has affected them negatively, regardless of whether any violations of policy or conduct have occurred. A complaint dealing with unlawful discrimination and sexual harassment that falls under a Title IX complaint is not included in this definition (see policy in section 10.2). The program defines a grievance as a specific action against a decision by faculty member(s) or committee that deviates from the standard procedures and policies that should govern such actions and decisions. A grievance may arise when a student believes that their status as students, or a University appointment based on student status, have been adversely affected by a specific incorrect or inappropriate decision or behavior. The grievance must specify in writing the deviations and violations that are the substance of the grievance. Examples include, but are not limited to, the following: (a) having a program policy applied inappropriately; (b) being required to complete inappropriate tasks as part of an assistantship; (c) being improperly terminated from a student-based appointment (e.g., teaching or research assistantship); (d) being required to meet unreasonable requirements for the degree that extend the normal requirements established by the program; (e) being the subject of retaliation for exercising their rights under this definition or participating in the exercise of another student's rights under this definition; (f) being the subject of professional misconduct by a student's advisor, supervisor or other faculty or staff member; (g) being the subject of inappropriate withholding of opportunities for training and professional development; or (h) being forced by a faculty member to participate in acts that constitute professional misconduct, among others.

10.2   Policy

The scope of complaints and grievances under the program's policy is limited to the matters listed under Section 10.1. The scope does not include complaints or grievances regarding student records, grades in courses of instruction, student employment, student discipline, and auxiliary student services (e.g., office accommodations) that fall under the Department of Psychology, Graduate School, and University policy. The program policy also excludes actions based solely on faculty evaluation of the academic quality of a student's performance, professional, or ethical behavior, and evaluation of a student's appropriate academic progress or qualifications, unless the student alleges that the actions were influenced by non-academic criteria. The program's policy does not to apply to complaints about any forms of discrimination, misconduct, and/or harassment (including gender and sexual harassment) that must be reported to the Office of Equal Opportunity (OEO), as mandated by law (i.e., Title IX of the Education Amendments of 1972; Title VII of the Civil Rights Act of 1964, as amended). The policy also does not apply to disability-related complaints defined by the Americans with Disabilities Act (ADA) of 1990 that fall under the office of Resources for Disabled Students (RDS) jurisdiction. In the event that a student needs to make a report related to Title IX or the ADA, we advise a meeting first with the DOT and/or Department Chair to seek procedural direction, but such a meeting is not a required. Students can directly contact OEO (101 Student Services Building, 970-491-5836, oeo@colostate.edu). Students wishing to address complaints related to reasonable accommodation, limitations or health conditions, should contact the RDS (100 General Services Building, 970-491-6385, V/TDD).

10.3   Procedures

The program strongly encourages all students, faculty, and staff who believe they have a complaint or grievance to pursue an informal resolution before initiating a formal complaint or grievance. If deemed reasonable, students are encouraged to discuss the issue with the student, faculty or staff member with whom the problem has arisen. If a satisfactory solution is not forthcoming, students should use all appropriate avenues, including, but not limited to, discussing the issue with their advisor, the DOT, and/or the Department Chair, in that order. If the student's advisor believes that the situation is of sufficient concern they shall refer the matter to the DOT. The DOT, in consultation with the Department Chair, the student, and perhaps other program or departmental faculty or students as appropriate, will attempt to find a resolution acceptable to all parties. If the aggrieved student(s) are not satisfied with the informal results, the student(s) may continue to pursue a formal resolution in writing, following the Departments' Appeal Process and Grievance Policies set forth in the Graduate Student Manual (http://psychology.colostate.edu/Gradmanual.pdf):

"The student must make the request for review in writing to the Program Director/Coordinator/ Director of Training (PD). Working with the student, the advisor or co-advisor, and/or representatives(s), the PD will schedule and structure the review meeting. Typically, the PD will chair the review meeting. If the PD is unable to do so, another faculty member will be elected by the program faculty to chair the meeting. If necessary or appropriate to maintain objectivity and fairness, the program may include a representative member of another program in the Psychology department on the review panel or as chair of the review meeting. The level of inclusion may depend on the nature of the appeal and the members involved. Prior to the meeting, if the student chooses to have legal representation, they must notify in writing the PD of this desire. The PD shall consult with University Legal Counsel on the allowable role of the student's attorney in the review process, including the review meeting. Prior to the meeting, the student, any representatives, and the faculty will be informed, in writing, of the meeting format and procedures. At the meeting, the student individually, through their advisor or co-advisor, and/or through a representative selected by the student may provide additional or new information in written and/or verbal form. Following

presentation of additional information, faculty may ask questions of the student, the advisor or co-advisor, representatives, and/or other involved individuals. After the presentations and questions, individuals other than faculty will be excused from the meeting. The faculty will then discuss and vote on the appeal. A 2/3 vote is necessary to reverse an initial decision. The outcome of the appeal meeting will be summarized, in writing, within one week after the appeal meeting. If the student wishes to appeal the decision further, then they can follow the procedure as outlined in Section XI of the Departmental code."

Lack of satisfactory resolution at the Department level should be followed by appeal to the Graduate School Dean. If all Departmental and Graduate School grievance procedures have been followed, and the student continues to view the matter as unresolved, the student may seek assistance from the office of Conflict Resolution and Student Conduct Services: http://www.conflictresolution.colostate.edu/home.

11.0   Academic Requirements Policies

11.1   Transfer or Waiver of Course Credit and Master's Thesis

The program allows students to transfer course credit from another institution or to waive a required course or clinical practicum. If the transfer of credit is approved, the credit is applied towards the degree's credit requirements. If a waiver is approved, academic credit is not awarded, so a waiver does not reduce the total number of credits that must be earned for the degree (a minimum of 72 credits for the PhD degree). In the program, a waiver is granted after a student demonstrates a certain level of proficiency via examination set by the course instructor.

The process of requesting a transfer of credit or waiver of a course or practicum requires the student to submit their course syllabus to the DOT first. The DOT will make an initial decision as to whether the course is adequate for transfer or requires examination to be waived. This procedure ensures that the program is aware and approves the student's intent to transfer or waive courses. As deemed appropriate, the DOT will allow the student to request further approval to transfer or waive a course or practicum from the course instructor(s). If transfer credit is requested for Core Courses, the Graduate Committee must also approve such transfer.

Students may request the transfer of course credit for required courses (listed under Section 6.1), but not for elective courses that are not required by the program to complete the PhD degree. The transfer of course credit must follow the Graduate School's "Transfer of Credit from Other Institutions" policies and procedures. Accordingly, per the Graduate School policy, a maximum of 10 credits earned for graduate courses at another university may be accepted for transfer towards your program of study (listed in the GS-6 form) if approved by the program, course instructor or Graduate Committee, and the Graduate School.

Students may not request the transfer of course credit for applied clinical courses or research courses. However, they can request a waiver for such courses but must examine out of the course or examine into a practicum per the requirements set by the instructors and supervisors of: Clinical Skills: Theory and Practice I & II (610 & 611); Methods of Research in Psychology I: Statistics (652); Methods of Research in Psychology II: Statistics (653); Psychological Measurement – Personality (670); Psychological Assessment – Intelligence (672); and clinical practica (686AV, 786AV). Successful passing of the entry practica (686AV or 786AV) exams automatically constitutes the waiving of

PSY610 and PSY611 courses. However, students who wish to complete the PSY610 and PSY611 courses are still allowed to take such courses.

Students entering having completed a Master's thesis from another university may petition to have the Master's thesis requirement waived. They must submit the petition with a copy of the Master's thesis to the DOT. The DOT and a committee of two core program faculty members will determine if the thesis meets the program's expectations for a Master's thesis and can thus be waived by the student.

11.2   Doctoral Internship

Although the doctoral internship training is not provided by the program, an internship is required of all students and is the capstone of clinical training in the doctoral program. Thus, students must complete a 12-month, full-time doctoral clinical internship, preferably at an APA-accredited site. Only students who have advanced to doctoral candidacy, passed their dissertation proposal defense before the end of the spring semester, and passed their CCE prior to October 1 in the year they plan to apply, may apply for internship. If a student decides to complete an unaccredited internship, students must submit in writing a request to the DOT and the core program faulty for approval to proceed. The student's request is approved with a 2/3 vote from the faculty in favor to proceed to complete an unaccredited internship. The request from the student must include the following sections: i. the nature and appropriateness of the training activities; ii. frequency and quality of supervision; iii. supervisor credentials; iv. how the internship evaluates students' performance; and v. how interns demonstrate the appropriate level of competencies at the internship site. This document will be reviewed by core program faculty prior to voting to insure that the student will have an internship experience comparable in all critical elements to an APA-accredited internship.

The application process for the national match is time-consuming. It includes completing the various applications, cover letters, and required essays. Students should work closely with the DOT, their advisor, and faculty who are licensed to ensure submission of high-quality applications for this competitive process. Students who obtain an internship will need to register for PSY787 for course credit, and all students will be evaluated by their clinical supervisor(s) and/or the internship training director at the end of each rotation and at the conclusion of the internship. These evaluations are sent to the DOT directly from the internship training director.

11.3   Advancement to Candidacy and Graduation Requirements

Within four weeks (or the first regularly scheduled meeting after a prolonged break) after the successful completion of the Master's degree, the student's advisor will request from the DOT the nomination of the student for doctoral candidacy. The DOT will request that the core program faculty provide a vote for one of three recommendations: (1) advancement to doctoral candidacy; (2) a specific plan which needs to be successfully completed by the student prior to full approval to continue in the doctoral program (following the remediation plans described under Sections 8 and 9); or (3) dismissal from the program with the Master's degree. A recommendation achieving 2/3 vote will be assigned to the student.

Prior to faculty submitting a student's final grades in the graduating semester, students are required to provide evidence that they have successfully presented or published their scholarly work in peer-reviewed outlets. Scholarly work is defined as presentations and publication in a field of study for sharing original research or to contribute to ongoing scholarly debate. Students most demonstrate a

minimum performance level of at least one peer-reviewed poster, oral presentation, or publication before graduating from the program. Poster or oral presentations can be disseminated at local, national, or international professional scientific meetings. Publications can be in peer-reviewed journals, book chapters, and other professional publication outlets. Students shall provide evidence of meeting this requirement through a letter of acceptance of their poster, presentation, or publication issued by the professional outlet. Students will not be confirmed for graduation unless they have completed the presentation or publication requirement. Students should attach a copy of the letter of acceptance and send it electronically to their academic advisor and to the DOT.

12.0   Other Policies

Any exceptions to, or variations of, the program requirements may be granted at the discretion of the DOT upon petition by the student. The DOT can request that the petition be made in writing. The request may also need to be approved by the core program faculty and Department Chair.

12.1   Different Abilities

If a student has a physical, psychiatric, medical, or learning disability that will make it difficult to complete assigned course work or that will require extra time on examinations, the student must contact and be registered with the office of Resources for Disabled Students (RDS, 100 General Services Building, 970-491-6385 V/TDD). RDS will review the student's concerns and determine what accommodations are necessary and appropriate. If the student chooses not to accept the accommodations set forth by RDS, the student must complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those recommended by RDS. University policy does not allow professors to give any form of aid unless it is formally mandated by RDS. All information and documentation of disability will be kept confidential.

12.2   Impairment or Distress

Students experiencing a temporary impairment in their ability to function competently as graduate students in training should contact the DOT to obtain assistance or referral information. It is important that the DOT and the student's advisor(s) be aware of issues that may affect professional performance. It is ethically necessary to determine whether a student's abilities are compromised in a significant manner that may meaningfully affect their professional conduct. Although effort will be made to keep this information confidential, it may be necessary to inform other faculty members or supervisors. Therapy may be recommended to help resolve issues interfering with personal or professional functioning. Although the program and the PSC do not offer clinical services to current graduate students, there are various campus and community resources which may be appropriate for students seeking such services.

12.3   Leaves of Absence

The DOT, with a 2/3 vote from the core program faculty, may approve and grant a leave of absence of up to one academic year in exceptional circumstances. The student must submit a written petition for a leave of absence to the DOT for consideration and vote by the core program faculty. Leaves of absence that exceed one year will not be approved except under extraordinary circumstances. According to the Graduate School, program-approved leaves of absence do not automatically extend

the time limits for earning a degree. Thus, students must register for 1 credit of Continuous Registration (CR) each semester of the year of leave of absence to remain enrolled in the program and Graduate School: http://www.graduateschool.colostate.edu/current-students/student-resources/continuous-registration-policy.aspx. If students do not enroll for CR and do not enroll in any other courses for a semester, then they are classified as having withdrawn (left) from the University, and will need to go through a re-application process.

Students who are absent for longer than one full academic year cycle (i.e., a continuous period of Fall, Spring and Summer) will be considered to have withdrawn from the program and will be required to reapply for admission. Students considering, or involved in, any period of leave from the program should be in regular contact with their advisor during this year of absence.

12.4 Graduate Student Parental Leave

Graduate students in the Program are eligible for parental leave in accordance with the Graduate School Policy (http://policylibrary.colostate.edu/policy.aspx?id=743). It is the student's responsibility, in consultation with their advisor and the DOT, to secure approval for Parental Leave.

12.5 Continuous Registration Requirement

All students admitted to a graduate program at CSU are required to be continuously registered in the fall and spring semester throughout their degree programs. This policy applies from the time of first enrollment through the graduation term. Students may fulfill this requirement by registering for any graduate credit-bearing course (regular or non-regular) or for a Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for courses. Section ID numbers appear in the class schedule under the CR prefix. Students registering for CR will be assessed a fee for each semester of CR registration. Students graduating in summer term are required to be registered for at least one cred it or CR. See the Graduate Enrollment Requirement: http://www.graduateschool.colostate.edu/current-students/student-resources/continuous-registration-policy.aspx Students who do not register will need to apply for readmission for their next semester of enrollment. The credit registration requirement for graduate assistantships applies to all students appointed to these positions.

12.6   Time Limits for Degree Completion

According to Graduate School rule, doctoral degree students have a maximum of 10 years from the date of the start of course work after admission to the program to complete all degree requirements. Students who fail to complete the degree in this 10-year period are subject to dismissal from the Graduate School upon the recommendation of the DOT (in consultation with the core program faculty and Department Chair) and concurrence of the Graduate School Dean. For a student to continue beyond the time limit, the student must provide a written petition to the DOT and include 1) reasons why the student believes s/he should be allowed to continue in the program and 2) an anticipated timeline for completion of the degree. If the DOT (in consultation with the core faculty and department chair) approves the extension, the student must petition the Graduate School Dean for an extension and include 1) reasons why the core program faculty believes the student should be allowed to continue in the program and 2) an anticipated timeline for completion of the degree. Approved leaves of absence do not automatically extend the time limits for earning a degree, but they may be used as a reason to request an extension.

13.0   Funding

13.1   Financial Services

The University offers a variety of financial services to students, parents, visitors, faculty and staff. If you are seeking information about financial aid, tuition and fees, internships. Scholarships postdoctoral, and fellowship opportunities, University and non-University awards opportunities, and graduate assistantships, consult the Graduate School Financial Services website: http://www.graduateschool.colostate.edu/financial-resources/

13.2   Assistantships

Contingent upon the availability of program funds and grant money, the program and department may offer graduate research assistantships (GRAs) to qualified students. Typically, faculty members who have research funding through start-up funds, contracts, or grants extend an offer to a graduate student(s) to work in their research lab as a full-time or part-time GRA. Stipends may vary depending on the funding source. Students should contact the faculty member for information and to make arrangements related to a GRA position.

On a funds-available basis, the psychology department offers graduate teaching assistantships (GTAs) each semester for doctoral students in its graduate programs, including the Counseling Psychology program. Funding from the department and/or working on a faculty member's grant is a privilege not a right. Continued employment requires satisfactory evaluations, timely program progress, and meeting other criteria established by the funding source and the program. The Graduate and Professional Bulletin requires that all university graduate students receiving funding in the form of a graduate assistantship must meet the requirements for graduation and maintain good academic standing, including maintaining a cumulative GPA of 3.0 in all course work (please refer to the Graduate and Professional Bulletin at: http://www.graduateschool.colostate.edu/documents/bulletin/Bulletin.pdf). The Graduate School and the psychology department also aim to help pay tuition and fees for qualified students.

In the Counseling Psychology program, first to third year students will be given funding priority, although GTA and GRA funding is typically also available for more advanced students. Priority is also given to students who are particularly qualified to assist with certain courses or projects. Students in the program must apply for Colorado residency as soon as possible. Out-of-state tuition will not be paid for students advanced to the second year or beyond, except under circumstances that will be considered on a case-by-case basis. While enrolled, students are allowed to receive GRA or GTA assistantships for a combined maximum of 20 hours a week.

While the Department Chair makes final decisions about GTA funding and assignments, students and faculty have the opportunity to notify the DOT of their interest in being or having a particular student as a GTA for a particular course. The DOT, in consultation with the course instructor, recommends GTAs for courses and will make efforts to recommend students according to their preferences and qualifications. However, funding or particular course assignments are not guaranteed to any student in the department. The DOT will notify the department of recommended GTA course assignments for the all the graduate students in the program needing this type of funding.

13.3   Student Employment

Graduate study is very demanding and should be considered a full-time professional endeavor. Thus, while enrolled, additional employment (e.g., paid research or clinical practica) that is equivalent to a GRA or GTA assistantship will be counted towards the combined maximum of 20 hours a week. For example, a student working 20 hours per week at a paid practicum site will not be allowed any GRA or GTA hours. Similarly, a student working 20 GRA/GTA hours cannot also hold employment. However, students conducting clinical work at the PSC, ACoR, CSU Health Network, or for a research project may receive payment in addition to the 20 hour limit.

Students wishing to pursue additional employment that exceeds the combined maximum of 20 hours per week while a graduate student in the program must be granted and approved by the core program faculty by 2/3 vote. The core program faculty will decide on a case-by-case basis if additional employment is granted. The student must submit to the core program faculty a request through a formal letter outlining the duties to be performed and indicating the reasons why such employment needs to exceed the allowed maximum of 20 hours of total employment.

Appendices

Appendix A – Counseling Psychology Program's Schedule of Courses per Year

COURSE NUMBER	COURSE	CR	COURSE NUMBER	COURSE	CR
FALL I			**SPRING I**		
PSY 596C	Orientation	1	PSY 596C	Orientation	1
PSY 720	Psychopathology	3	PSY 611	Clinical Skills: Theory and Practice II	3
PSY 610	Clinical Skills: Theory and Practice I	3	PSY 653	Methods of Research in Psychology II (Statistics)	4
PSY 652	Methods of Research in Psych. I (Statistics)	4	PSY 655	Research Issues and Models - Counseling	3
PSY 692F	Foundations of Psychology*	3	PSY 692F	Foundations of Psychology*	3
FALL II			**SPRING II**		
PSY 670	Psychological Assessment: Personality	3	PSY 672	Psychological Assessment: Intelligence	3
PSY 686A	Practicum I--Counseling and Diag. I (UCC)	3	PSY 686A	Practicum I--Counseling and Diag. I (UCC)	3
PSY 727	Theories of Vocational Development	3	PSY 775	Diversity Issues in Counseling	3
PSY 699A	Thesis-Counseling	3	PSY 600K	Measurement	3
			PSY 699A	Thesis-Counseling	3
FALL III			**SPRING III**		
PSY 675	Ethics and Professional Practice	3	PSY786 A	Practicum II--Counseling & Diag. II (PSC)	3
PSY 722	Empirically Supported Therapies	3	PSY 699A or PSY 799A	Thesis--Counseling Dissertation--Counseling	3-6
PSY 786A	Practicum II--Counseling & Diag. II (PSC)	3	PSY 786J	Advanced Practicum-Vocational Assessment	3
PSY 699A or PSY 799A	Thesis--Counseling Dissertation--Counseling	3-6			
FALL IV			**SPRING IV**		
PSY 786E	Practicum III -- PSC and/or External	3	PSY 786E	Practicum III--PSC and/or External	3
PSY 799A	Dissertation--Counseling	3-6	PSY 792C	Counseling Supervision Seminar	3
			PSY 799A	Dissertation--Counseling	3-6
FALL V			**SPRING V**		
PSY 787	Internship	1	PSY 787	Internship	1
PSY 799A	Dissertation--Counseling	3	PSY 799A	Dissertation--Counseling	3
*Students may elect to replace Modules in the Foundations of Psychology course with corresponding core courses offered by the department (600A-H).					

Counseling Psychology
Doctoral Program

Colorado State University

Department of Psychology
1876 Campus Delivery
Fort Collins, CO 80523-1876
970-491-6363 Phone
970-491-1032 Fax

Student Evaluation

Student Name:
Evaluation Date:

Academic Performance

- ☐ Meets Expectations
- ☐ Minor Concerns Identified
- ☐ Moderate Concerns Identified
- ☐ Major Concerns Identified
- ☐ Formal Remediation Plan Needed
- ☐ Unacceptable

Comments:

Clinical Skills

- ☐ Meets Expectations
- ☐ Minor Concerns Identified
- ☐ Moderate Concerns Identified
- ☐ Major Concerns Identified
- ☐ Formal Remediation Plan Needed
- ☐ Unacceptable

Comments:

Research Skills

- ☐ Meets Expectations
- ☐ Minor Concerns Identified
- ☐ Moderate Concerns Identified
- ☐ Major Concerns Identified
- ☐ Formal Remediation Plan Needed
- ☐ Unacceptable

Comments:

Professional Development

☐ Meets Expectations
☐ Minor Concerns Identified
☐ Moderate Concerns Identified
☐ Major Concerns Identified
☐ Formal Remediation Plan Needed
☐ Unacceptable

Comments:

Student meets expectations given current level of training:

Emotional stability to handle the challenges of graduate training?
☐ Yes
☐ No

Awareness of, and practices according to, the current ethical guidelines?
☐ Yes
☐ No

Ability to receive constructive criticism and modify behaviors in response to feedback?
☐ Yes
☐ No

Program Progress

☐ Meets Expectations
☐ Minor Concerns Identified
☐ Moderate Concerns Identified
☐ Major Concerns Identified
☐ Formal Remediation Plan Needed
☐ Unacceptable

Comments:

Areas of Further Development

Comments:

Progress:

Describe progress towards goals and steps taken towards areas of further development addressed in previous evaluations:

Goals:

_____   _____
Advisor   Date

_____   _____
Student (Acknowledgement of Receipt)   Date

_____   _____
Director of Training   Date

An addendum may be attached if student disagrees with or wishes to add material to this evaluation.

Appendix C – Clinical Competencies Evaluation Form

Counseling Psychology PhD Program
Colorado State University

3.4 Supervisor's Evaluation of Supervisee

3.5 *To be completed by the primary supervisor with input from secondary supervisors and seminar leaders

Name of Supervisee: Click here to enter text. Date: Click here to enter a date.

Name of Supervisor: Click here to enter text. Evaluation Period: Select.

Location of Practicum Click here to enter text. Supervisee's Position Click here to enter text.

The eight competencies evaluated on this form are based on the 2016 APA standards of Accreditation (SoA) and are essential for competent practice in Health Service Psychology.

Methods of Assessment Used: ☐direct observation ☐discussion of clinical interaction ☐videotape ☐review of written work ☐other: Click or tap here to enter text.

Level of training: ☐CSUHN Practicum (Prac I) ☐PSC Practicum (Prac II) ☐External Practicum (Prac III)

Rating Scale. *Trainees must meet all competencies at Level 4 or above by the end of the practicum.*

0= performance at an unacceptable level for a trainee at this placement

1= performance below entry level for a trainee at this placement

2= performance at entry level for a trainee at this placement

3= performance at mid-year level for a trainee at this placement

4= performance at exit level for a trainee at this placement

5= performance notably exceeding the exit level for a trainee at this placement

N/A = not enough information to assess at this time/not applicable to this site

<u>Note</u>. The trainee's performance should be evaluated based on what would be expected for <u>this point</u> in their practicum. Thus, <u>below a 3</u> for any trainee would be below the expected level and <u>above 3</u> would be above the expected level.

I. Research. Trainees must demonstrate the ability to critically evaluate research or other scholarly activities and to incorporate recent literature on evidence-based practices into their clinical work.

---

1. Remains current with advances in the practice of psychology (e.g., reads relevant literature, attends professional trainings)

Choose a rating

---

2. Articulates a developmentally appropriate level of scientific knowledge in, and respect for, theory, research, and practice in professional psychology (e.g., origins of behavior, evidence-based practices) in supervision, seminars, and presentations

Choose a rating

3. Applies evidence-based practices, relevant research literature, and other theoretical viewpoints to case conceptualization and treatment interventions
Choose a rating
4. Demonstrates critical thinking in seminar presentations, case conceptualization, and other scholarly endeavors
Choose a rating
Recommendations and Comments Regarding Research:
Areas of Strength
Areas for Growth
Other Comments
II. Ethical and Legal Standards. Trainees are expected to recognize ethical dilemmas and to apply sound and ethical decision-making processes in increasingly complex situations across levels of training. Trainees must demonstrate knowledge of APA Ethical Codes, Colorado Mental Health Statutes, and guidelines governing Health Service Psychology.
5. Demonstrates concern for client welfare   **Choose a rating**
6. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct
Choose a rating
7. Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing Health Service Psychology at the organizational, local, state, regional, and federal levels
Choose a rating
8. Identifies the appropriate ethical and legal dilemmas inherent within each situation
Choose a rating
9. Discusses ethical dilemmas and decision-making in supervision, staff meetings, and presentations; discloses ethical concerns when appropriate and follows-through when a course of action is agreed upon.
Choose a rating
10. Uses an ethical decision-making process; demonstrates an ability to think critically about ethical and legal dilemmas including relevant risk issues, and conducts self in an ethical manner in all professional activities as evidenced by consultation and clinical documentation
Choose a rating
Recommendations and Comments Regarding Ethical and Legal Standards:
Areas of Strength
Areas for Growth
Other Comments
III. Individual and Cultural Diversity. Trainees must demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse clientele. They must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals' characteristics, and a commitment to engagement with the process of self-examination and ongoing learning required for continued growth in this area.

11. Is aware of and sensitive to the potential impact of one's *own* cultural identity on work with others (e.g., demonstrates accepting attitudes, recognizes how one' own personal/cultural history and biases may impact one's understanding of and interactions with others)
Choose a rating
12. Is sensitive to the impact of the cultural identities of *others* (e.g., considers values, worldview, biases, group membership)
Choose a rating
13. Articulates understanding of the impact of privilege and oppression on targeted individuals, groups, and communities
Choose a rating
14. Demonstrates a developmentally appropriate level of understanding of the current theoretical and empirical knowledge-base relevant to addressing diversity across a range of professional roles, and seeks culture-specific knowledge relevant to work with individuals, groups, and communities (e.g., attends cultural events, reads culture-specific literature, consults)
Choose a rating
15. Uses knowledge of cultural issues to modify professional behavior in order to work effectively with areas of individual or cultural diversity not previously encountered.
Choose a rating
16. Discusses important cultural identities when working with others (e.g., clients, colleagues, etc.), including ongoing assessment of relevant diversity issues and consistent attention to important identities in clinical and professional work.
Choose a rating
Recommendations and Comments Regarding Individual and Cultural Diversity:
Areas of Strength
Areas for Growth
Other Comments
IV. Professional Values, Attitudes, and Behaviors. Trainees must demonstrate a maturing professional identity that includes awareness of their own professional values as well as their strengths and growth edges. Trainees must demonstrate integrity, accountability, self-reflection, openness to feedback, and a commitment to ongoing learning and growth. Trainees must also engage in appropriate self-care.
17. Demonstrates a professional identity through behavior that reflects the values of Health Service Psychology (e.g., acts with integrity, demonstrates concern for the welfare of others, accepts personal responsibility for action, engages respectfully with colleagues, takes appropriate initiative, demonstrates appropriate grooming and attire
Choose a rating
18. Clearly articulates professional values and knowledge of one's areas of expertise during supervision, seminars, and presentations
Choose a rating
19. Actively seeks and demonstrates openness to feedback; evaluates feedback from others and implements change as appropriate **Choose a rating**

20. Identifies supervision needs and prepares to optimally utilize supervision or consultation
Choose a rating
21. Demonstrates openness to ongoing growth, including engaging in self-reflection and exploration of personal issues that impact professional functioning
Choose a rating
22. Assessment of own strengths and limitations is congruent with the assessment of other professionals
Choose a rating
23. Recognizes when new competencies are required for effective practice and develops a plan to attain them
Choose a rating
24. Models self-care, including self-identifying disruptions in professional functioning and taking appropriate self-care action
Choose a rating
25. Demonstrates awareness of one's personal contribution of the therapeutic process and is able to address this in session or supervision, as appropriate
Choose a rating
26. Appropriately manages boundaries in all professional settings
Choose a rating
27. Understands and adheres to agency policies and goals
Choose a rating
Recommendations and Comments Regarding Professional Values, Attitudes, and Behaviors:
Areas of Strength
Areas for Growth
Other Comments
V. Communication and Interpersonal Skills. Trainees are expected to demonstrate effective communication skills, including the ability to develop and maintain successful professional relationships, negotiate difficult interactions, give and receive feedback, and respectfully communicate differing viewpoints.
28. Develops and maintains effective relationships with a wide range of individuals including but not restricted to clients, colleagues, supervisors, organizations, and professionals from other disciplines
Choose a rating
29. Demonstrates a developmentally appropriate understanding of professional language and concepts through clear oral, nonverbal, and written communication
Choose a rating
30. Demonstrates understanding of how cultural factors may be impacting professional relationship and interpersonal communication.
Choose a rating
31. Provides constructive feedback to supervisors and peers, initiating conversations when appropriate
Choose a rating

32. Articulates own viewpoint respectfully and listens respectfully to differing points of view	
Choose a rating	
33. Acknowledges own role in difficult or conflictual interactions in professional contexts and takes appropriate steps to problem-solve and repair relationship ruptures	
Choose a rating	

Recommendations and Comments Regarding Communication and Interpersonal Skills:

Areas of Strength

Areas for Growth

Other Comments

VI. Assessment. Trainees must develop competence in evidence-based psychological assessment, including gathering relevant data using multiple sources and methods, assigning accurate diagnoses, attending to relevant cultural factors, and communicating results effectively.

34. Applies current research and professional standards to inform diagnosis and case conceptualization

Choose a rating

35. Establishes rapport with client and develops relationship appropriate to assessment task

Choose a rating

36. Utilizes diagnostic clinical interviewing skills and additional assessment measures (e.g., SCID, SID-P, MMPI, etc.) to accurately assign multiaxial diagnoses

Choose a rating

37. Appropriately modifies diagnostic impressions as additional information becomes available

Choose a rating

38. Integrates information from clinical interviews, behavioral observations, historical data, and medical records in developing case conceptualizations and treatment recommendations

Choose a rating

39. Demonstrates developmentally appropriate ability to assess high risk situations (e.g., potential harm to self or others, child abuse, grave psychological disability), consulting with others when appropriate

Choose a rating

40. Shares assessment results clearly and accurately in spoken and written communication; this includes writing concise intake assessments and client notes that convey essential information and are sensitive to the needs of a range of audiences

Choose a rating

41. Considers cultural and contextual factors in assessment and uses these to inform diagnosis, case conceptualization, and treatment recommendations.

Choose a rating

Recommendations and Comments Regarding Assessment:

Areas of Strength

Areas for Growth

Other Comments

VII. Intervention. –For items 42-51, Fill out items <u>corresponding to trainee's level of practicum (i.e., EITHER Prac I or Pracs II and III)</u>. The other section may be deleted or left blank.

OPTION 1 – Prac I Intervention Skills

VII. Intervention. Trainees must demonstrate developmentally-appropriate competence in clinical interventions. This includes establishing a therapeutic alliance, use of basic counseling skills, competent use of evidence-based/common factors treatments as appropriate for specific presenting issues, developing appropriate client conceptualizations and treatment plans, adapting intervention strategies to client needs and cultural identities, and effectively terminating therapy.

---

42. Provides basic structure to therapy sessions by giving information about confidentiality, taping, session limits, fees, and by opening and closing sessions

Choose a rating

---

43. Use of basic counsling skills: summarization, open-ended questions, reflection of feelings and content, use of language appropriate to client's level of sophistication, concreteness, communication of respect

Choose a rating

---

44. Awareness of and ability to handle the phases of therapy.

For first semester: ability to establish and empathic, genuinge, professional relationship with clients.

For second semester: all the previous, plus: ability to conduct a working phase of therapy and ability to handle termination.

Choose a rating

---

45. Ability to work with different realms of client's experience dependent upon client's needs: consider ability to explore and work with affect, cognitions, and behaviors

Choose a rating

---

46. Handles crisis situations with appropriate consultation

Choose a rating

---

47. Use of advanced counseling skills (second semester): immediacy, self-disclosure, confrontation, timing, use of process in therapy sessions, attention to client non-verbal behaviors and their congruence or incongruence to verbal behavior.

Choose a rating

---

48. Establishes and maintains an effective therapeutic alliance with clients

Choose a rating

---

49. Appropriately identifies and addresses ruptures in the therapeutic alliance.

Choose a rating

---

50. Maintains timely, accurate, comprehensive, culturally sensitive, and concise client notes
Choose a rating

Recommendations and Comments Regarding Intervention:

Areas of Strength

Areas for Growth

Other Comments

OPTION 2 – Prac II and Prac III Intervention Skills
VII. Intervention. Trainees must demonstrate developmentally-appropriate competence in clinical interventions. This includes fluent use of basic counseling skills, competent use of evidence-based treatments as appropriate for specific presenting issues, developing appropriate client conceptualizations and treatment plans that are consistent with theoretical framework, adapting intervention strategies to client needs and cultural identities, and effectively terminating therapy.
42. Establishes and maintains an effective therapeutic alliance with clients
Choose a rating
42. Articulates conceptualization of client concerns based on theoretical framework and uses this to guide treatment
Choose a rating
43. Articulates treatment goals and intervention strategies (based on grounding in theory, common therapeutic factors, and evidence-based practices) during supervision
Choose a rating
44. Demonstrates fluent use of microcounseling skills (e.g., feeling reflection, paraphrasing, summarization, questioning, immediacy, confrontation, and self-disclosure)
Choose a rating
45. Effectively address the affective, cognitive, and behavioral needs of clients
Choose a rating
46. Flexibly and effectively identifies and implements intervention strategies consistent with client and agency goals, theoretical framework, common therapeutic factors, current literature and research, cultural identities, and evidence-based practices
Choose a rating
47. Assesses progress of therapy using appropriate measures or methods and modifies treatment interventions in response to client needs
Choose a rating
48. Terminates individual therapy appropriately (i.e., attending to timeliness, review of progress, identification of future plans, provision of appropriate referrals)
Choose a rating
Recommendations and Comments Regarding Intervention:
Areas of Strength
Areas for Growth
Other Comments

Signatures:

_____ _____

Supervisee Signature   Date   Supervisor Signature   Date

_____ _____

Name (printed)   Name (printed)

THESIS AND DISSERTATION COMPREHENSIVE EXAM EVALUATION

Counseling Psychology Program, Colorado State University

Instructions: This evaluation (rubric) is designed to evaluate graduate students' ability to demonstrate the research competencies necessary to pass their comprehensive thesis and dissertation exams. There are two parts to the exam, the written exam and the oral exam. Written exam scores (items 1-5 in the rubric) should be assigned and communicated to the chair at least two business days prior to the oral defense meeting by every member of the committee. This part of the cover page should be completed by the oral exam chair, and a Pass or Fail should be determined, prior to proceeding with the oral exam. **To Pass a student must obtain a minimum of 3.0 in each of the criteria by the majority of the committee members**. In the event of a split vote (i.e., the same number vote to pass as vote to fail) the majority rule is not met and the student Fails the exam. After the oral exam, the committee members are expected to sign a GS-24 form indicating whether they vote to Pass or Fail the student on the exam. For the Master's Thesis, the GS-16 Report of Preliminary Examination for the PhD Degree must also be signed based on the vote to Pass or Fail the exam. Both the GS-24 and GS-16 forms must be submitted to the Graduate School office within two working days after the results of the examination are known. A copy of the exam's scores (p. 1) should be turned in to the Department of Psychology's Main Office to be placed in the student file within one week following the student's oral exam/defense. The evaluation form ratings will be used in the evaluation of the graduate student's research competencies and learning outcomes assessment of the program.

If a student Fails the exam, the oral exam chair will provide clear, written feedback regarding the deficits in the criteria. Such feedback shall be provided no later than one week after the scheduled date of the defense meeting. The written plan shall be signed by the student and the oral exam chair and placed in the student's records. The committee may choose to allow the student to retake the exam within a 1-year timeframe (per Graduate School policy). Satisfactory remediation is achieved by a minimum score of 3 by a majority of the committee members in each of the exam criteria and within the Department's and the Graduate School's time lines and processes.

The manuscript signoff (for the written exam) is recorded on the GS30 Thesis/Dissertation Submission form. Committee members sign the signature page of the manuscript if they approve the student to submit to the document to the Graduate School. If a committee member does not approve the document and wants changes, the committee member should not sign the signature page until the appropriate changes have been made. In the case where a committee member withholds a signature to submit the manuscript and chooses not to sign regardless of what changes are made to the document, but the majority of the committee approves the submission of the manuscript, the student is able to submit it.

Student Name: _____ **Date of Oral Defense:** _____ **Master's Thesis** _____ **PhD Dissertation** _____

Tally of Scores and Committee Member Signatures:

1:_____ 2: _____ 3: _____ 4. _____ 5. _____6. _____ Advisor/Committee Chair: _____

1:_____ 2: _____ 3: _____ 4. _____ 5. _____6. _____ Department Committee Member: _____

1:_____ 2: _____ 3: _____ 4. _____ 5. _____6. _____ Committee member (& Oral Exam Chair, if Advisor is not serving in this role): _____

1:_____ 2: _____ 3: _____ 4. _____ 5. _____6. _____ External Committee member: _____

Form approved April 22, 2020

Competencies	4=Substantially Competent	3= Sufficiently Competent	2=Insufficiently Competent	1=Unacceptable	Score
Written Exam (Thesis or Dissertation Document)					
Literature Review					
1. Demonstrates ability to identify existing and current relevant **theory, knowledge, and literature** in the field as it applies to the research study.	Used appropriate and scientifically sound sources to identify what is known about the problem/topic. Relates theory, knowledge, and research literature in the field to various aspects of the problem/ topic. Provided cohesive overview and integration to the problem/ topic, and also demonstrates ability to synthesize and critically evaluate the studies' meaning, value, and contribution to the field.	Used appropriate sources to identify what is already known about the problem/topic. Relates theory, knowledge, and/ or research literature in the field to various aspects of the problem/topic. Provided cohesive overview and integration to the problem/topic.	Uses some appropriate sources to identify what is already known but lacks key source. Minimally relates theory, knowledge, and/or research literature in the field to aspects of the problem/ topic. Lacks a cohesive overview and integration to the problem/topic.	Lacks the appropriate sources to identify what is already known. Does not relate theory, knowledge, and/or research literature in the field to aspects of the problem/topic.	
2. Demonstrates ability to identify **problem and research questions and/or hypotheses** to be investigated.	Uses literature to identify a question to be studied. Connects research questions or hypotheses to the literature beyond expected for level of training. Identifies complexities and nuances in the problem/ question at a superior level.	Used literature to identify a question to be studied. Connects research questions and/or hypotheses to the literature. Identified complexities and nuances in the problem/ question at an appropriate level.	Has identified a topic to be studied, but lacks clearly stated research questions or hypotheses. Organized as a catalog of information rather than clearly leading to the research question/hypotheses.	Question identified is too broad or vague. Lacks a connection to the literature via a research questions or hypotheses. Lacks a coherent thesis.	
Methods					
3. Demonstrates ability to identify **sample** and to utilize the appropriate **measures procedures, and design** for the research study.	Identifies the population and how to appropriately draw a sample (e.g., non-probability, probability sampling). Describes procedures and measures (e.g., interviews, observations) to collect data, including their validity, reliability, and norms. Implements most appropriate research design (quantitative or qualitative designs). Makes additional contributions with creative or innovative methods.	Identifies the population and how to appropriately draw a sample (e.g., non-probability, probability sampling). Describes procedures and measures (e.g., interviews, observations) to collect data, including their validity, reliability, and norms. Implements most appropriate research design (quantitative or qualitative designs).	Has identified the sample needed but not how to draw it (e.g., non-probability, probability sampling). Lacks sufficient description of procedures and measures to collect data. Has identified a research design (quantitative or qualitative designs) but lacks justification for its appropriateness.	Inappropriate sample or description of how to draw it. Lacks the proper or insufficient procedures and measures. Lacks a research design or is inappropriate.	

Competencies	4=Substantially Competent	3= Sufficiently Competent	2=Insufficiently Competent	1=Unacceptable	Score
4. Demonstrates ability to identify and conduct appropriate **data analyses** based on the research questions, hypotheses, and design of the study.	Uses the correct data analysis and methodology to answer the research question and test hypotheses based on the design. For quantitative studies, conducts appropriate descriptive statistics and inferential statistical tests. For qualitative studies, conducts the appropriate data coding and interpretative procedures. Has an advanced ability to identify strengths and weakness in interpretation.	Uses the correct data analysis and methodology to answer the research question and test hypotheses based on the design. For quantitative studies, conducts appropriate descriptive statistics and inferential statistical tests. For qualitative studies, conducts the appropriate data coding and interpretative procedures.	Limitations in data analysis and methodology to answer the research question and test hypotheses per the design. For quantitative or qualitative studies, the analytic approach is unclear or lacking the necessary or appropriate procedures.	Data analysis is inappropriate and/or uses incorrect methodology; Demonstrates a lack of ability to conduct data analysis procedures.	
Findings and Conclusions					
5. Demonstrates ability to **interpret findings** and draw reasoned **conclusions and implications** for advancing the field forward.	Demonstrates the ability to appropriately interpret data based on analyses conducted. Draws sound conclusions and communicates a logical path from the data to the conclusions. Articulates the limits and strengths of findings and implications for advancing the field at a superior level.	Demonstrates the ability to appropriately interpret data based on analyses conducted. Draws sound conclusions from the data and communicates a logical path from the data to the conclusions. Recognizes the limits and strengths of findings and implications for advancing the field forward.	Limitations in the interpretation of the data based on analyses conducted. Conclusions drawn are limited or not entirely supported by the findings. Deficiencies recognizing the limits and strengths of findings and/or implications for advancing the field.	Interpretation of the data is incorrect based on analyses conducted. Conclusions not supported by findings. Fails to recognize limitations of findings for advancing the field.	
Oral Exam (Defense presentation and responses to questions)					
6. Oral presentation and defense of thesis/dissertation	Masterfully presents and defends study by providing clear, informed, and insightful answers to questions. Uses presentation resources as a guide, is easily understandable, and provides explanations above expectations at a superior level. Makes appropriate verbal and eye contact with the audience.	Competently presents and defends study by providing clear and informed answers to questions. Uses presentation resources as a guide, is easily understandable, and makes appropriate verbal and eye contact with the audience.	Deficiencies in presenting or defending the study. Lacks at times clear and informed answers to questions. Over or under utilizes presentation resources. Deficiencies making appropriate verbal and eye contact with the audience.	Does not adequately [resent or defend study; does not answer questions or provides uninformed answers. Reads presentation to or is uncomfortable communicating with the audience.	

COMMENTS:

Appendix E - Competency Remediation Plan

Date of Competency Remediation Plan Faculty Vote:
Name of Trainee:
Primary Supervisor/Advisor:
Names of All Persons that Voted:
All Additional Pertinent Supervisors/Faculty:
Date for Follow-up Meeting(s):

Competency domains in which the trainee's performance does not meet the benchmark (highlighted):

Foundational Competencies: Professionalism, Reflective Practice, Self-Assessment, Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems.

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

FOUNDATIONAL COMPETENCIES

Professionalism:
A – Integrity-Honesty
B – Deportment
C – Accountability
D – Concern for the Welfare of Others
E – Professional Identity

Reflective Practice/Self-Assessment/Self-care:
A – Reflective Practice
B – Self-Assessment
C – Self-Care

Scientific Knowledge and Methods:
A – Scientific Mindedness
B – Scientific Foundation of Psychology
C – Scientific Foundation of Professional Practice

Relationships:
A – Interpersonal Relationships
B – Affective Skills
C – Expressive Skills

Individual and Cultural Diversity Awareness:
A – Self as Shaped by Individual and Cultural Diversity
B – Other as Shaped by Individual and Cultural Diversity

C – Interaction of Self and Others as Shaped by Individual and Cultural Diversity
D – Applications based on Individual and Cultural Context

Ethical Legal Standards and Policy:
A – Knowledge of Ethical, Legal, and Professional Standards and Guidelines
B – Awareness and Application of Ethical Decision Making
C – Ethical Conduct

Interdisciplinary Systems:
A – Knowledge of the Shared and Distinctive Contributions of Other Professions
B – Functioning in Multidisciplinary and Interdisciplinary Contexts
C – Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes
D – Respectful and Productive Relationships with Individuals from Other Professions

FUNCTIONAL COMPETENCIES

Assessment:
A – Measurement and Psychometrics
B – Evaluation Methods
C – Application of Methods
D – Diagnosis
E – Conceptualization and Recommendations
F – Communication of Findings

Intervention:
A – Knowledge of Interventions
B – Intervention Planning
C – Skills
D – Intervention Implementation
E – Progress Evaluation

Consultation:
A – Role of Consultant
B – Addressing Referral Questions
C – Communication of Findings
D – Application of Methods

Research/Evaluation:
A – Scientific Approach and Knowledge Generation
B – Application of Scientific Knowledge to Practice

Supervision:
A – Expectations and Roles
B – Processes and Procedures
C – Skills Development
D – Awareness of Factors Affecting Quality
E – Participation in Supervision Process
F – Ethical and Legal Issues

Teaching:
A – Knowledge
B – Skills

Management-Administration:
A – Management
B – Administration
C – Leadership
D – Evaluation of Management and Leadership

Advocacy:
A – Empowerment
B – Systems Change

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Competency Remediation Plan:

I, _____, have reviewed the above competency remediation plan with my remediation plan coordinator, academic advisor, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are attached (*PLEASE NOTE: If you disagree or would like to provide comments, please provide a detailed description of your rationale for disagreement).*

_____   _____
Students Name   Date   Director of Training   Date

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

_____

Academic Advisor   Date