COUNSELING PSYCHOLOGY
PH.D. PROGRAM HANDBOOK

2016-2017

MARQUETTE UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION & COUNSELING PSYCHOLOGY
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MARQUETTE UNIVERSITY
COUNSELING PSYCHOLOGY PH.D. PROGRAM

The Counseling Psychology Ph.D. Program at Marquette University is offered by the Department of Counselor Education and Counseling Psychology, which is one of the departments in the College of Education. The Counseling Psychology Ph.D. Program was approved by the Marquette University Board of Trustees in 1994, and was approved as a designated doctoral psychology training program by the National Registry of Health Care Providers in 1995. The Counseling Psychology Ph.D. Program became an institutional member of the Council of Counseling Psychology Training Programs (CCPTP) in 1999, and the Counseling Psychology Ph.D. Program was initially accredited by the American Psychological Association in 2002 and re-accredited in 2005. The most recent re-accreditation site visit for the Counseling Psychology Ph.D. Program occurred in 2012: We were granted 7 years accreditation, the maximum time period that APA awards. Questions related to the program’s accredited status should be directed to the Commission on Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; 202-336-5979; apaaccred@apa.org.

PROGRAM PHILOSOPHY

The Counseling Psychology Ph.D. Program at Marquette University offers training in the scientific discipline of psychology and in counseling psychology as an area of professional specialization. It is based on an integrated scientist-practitioner approach to training professional psychologists, which emphasizes both scientific inquiry and professional practice. In this approach, the science and practice of psychology are viewed as complementary and interdependent, where each informs the other in a synergistic manner. This model was developed at the Boulder Conference on clinical psychology training in 1949 and was subsequently endorsed by Division 17, Counseling Psychology, of the American Psychological Association (APA) in 1954. The Counseling Psychology Ph.D. Program at Marquette University is also based on the Model Training Program in Counseling Psychology that was adopted by the Joint Writing Committee of the Council of Counseling Psychology Training Programs (CCPTP) and APA Division 17, Society of Counseling Psychology, in 1998 and updated in 2005.

In the Counseling Psychology Ph.D. Program at Marquette University (hereafter referred to as the “Program”), students acquire substantial understanding and competencies across the breadth of scientific psychology, including: a) history and systems of psychology, b) biological aspects of behavior, c) cognitive and affective aspects of behavior, and d) social aspects of behavior. Through course work and experiential training in quantitative and qualitative research methods, measurement, statistics, and data analysis, students develop the knowledge, competencies, and skills needed to critically evaluate and integrate the breadth of scientific psychology. All students are consistently and actively engaged in research teams throughout the Program to further develop their knowledge and competencies in developing and conducting research. The research education and training culminates in the successful defense of each student’s doctoral dissertation. Coursework and experiential training (including practicum and internship) regarding individual differences in behavior; cultural diversity; human development; functional and optimal behavior; dysfunctional behavior and psychopathology; theories and methods of assessment and diagnosis; theories and practices of individual, group, family, and larger-system interventions; evaluation and implementation of evidence-based practices and processes; evaluation and implementation of practice-based evidence; and professional standards and ethics provide students the necessary knowledge and skills to practice as competent entry-level professional psychologists. All students are consistently and actively engaged in practicum throughout the Program.
to further develop their knowledge and competencies in the practice of professional psychology. The clinical education and training culminates in the successful completion of each student’s pre-doctoral internship. Our Program’s developmental and integrated biopsychosocial approach to teaching, training, research, and professional practice of psychology culminates in the graduation of our students as scientist-practitioners of professional psychology.

Our Program utilizes a biopsychosocial approach to the integration of science and practice and is designed to be comprehensive, developmental, and integrative. Our training involves a sequential program of cumulative learning experiences that are graded in complexity. Our training program employs a hybrid generalist-specialty approach that aims to provide a generalist foundation on which students develop specialty areas in both research and practice. This model prepares students to competently engage in integrated psychological science and practice within a variety of systems including, but not limited to, health care systems, educational systems, employment systems, criminal justice systems, social service systems, and government systems. The Program is designed to maximize students’ preparation for obtaining quality predoctoral internships and postdoctoral positions and for successfully completing psychology licensure requirements. We believe that this model provides the best training for advancing students toward an array of rewarding career opportunities in such areas as colleges and universities, hospitals and health care organizations, university counseling centers, public and private clinics, community agencies, correctional systems, and other government and business organizations.

Our Program also emphasizes training in the substantive area of counseling psychology. Historically, this specialty has emphasized two perspectives, the first of which focuses on development. This perspective emphasizes normal growth and development, improving individuals’ quality of life, and focuses on strengths and resources as opposed to psychological deficits and problems. Donald Super, one of the pioneers in Counseling Psychology, noted that “Counseling Psychologists tend to look for what is right and how to help use it.” The ability to diagnose and treat psychopathology is an essential skill in our graduates, but our Program also emphasizes the assessment of strengths and resources, as well as the development of resource-focused interventions designed to maximize the healthy and optimal functioning of individuals and communities. In fact, we consider it an ethical obligation to focus on strengths and resources in addition to deficits and problems when conducting assessments and designing treatment plans for clients. Minimizing either one can result in an incomplete conceptualization that is likely to result in less effective interventions and potentially deleterious effects. Another implication of a developmental emphasis involves prevention and the need for proactive systems interventions. For example, fighting poverty, racism, and other destructive societal and community influences is more important in certain contexts than applying individualized counseling interventions.

Counseling Psychology historically has also emphasized understanding individuals in their sociocultural context. Earlier in our history, educational and occupational contexts were emphasized, while more recently individual and cultural diversity have received a great deal of attention. As noted above, our Program takes a biopsychosocial approach to understanding human behavior, and is based on the view that a comprehensive approach such as this results in the most complete understanding of human development and functioning. We believe that sensitivity to biological, psychological, social, cultural, and developmental influences on behavior increases students’ effectiveness both as practitioners and researchers, as well as the additional roles in which they are likely to engage (e.g., instructor, supervisor, consultant). This approach also helps students develop an appreciation for the importance of prevention with regard to behavioral as well as medical and social problems. Indeed, we view competence in
working with all of these factors as necessary for the successful practice of counseling psychology. Our departmental policies also clarify our commitment to diversity in our programs. Our policy on diversity reads as follows:

The Department of Counselor Education and Counseling Psychology, as well as Marquette University as a whole, are committed to social justice. These commitments are reflected in the Marquette University Statement on Human Dignity and Diversity, which reads, “As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class.” Our Department emphasizes the importance of diversity and multicultural influences on development in all of our programs, including our coursework and research, as well as throughout our practicum and internship training. The Department expects that all faculty and students will engage in respectful explorations of issues regarding diversity and multiculturalism as we develop more fully our commitment to social justice. In addition, faculty and students are all expected to explore their own attitudes, knowledge, and behaviors with regard to various forms of discrimination so that the quality of our research, teaching, and practice improves.

In addition, the Counselor Education and Counseling Psychology faculty fully endorse the Counseling Psychology Model Training Values Statement Addressing Diversity put forth by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society of Counseling Psychology (SCP).

Counseling Psychology Model Training Values Statement Addressing Diversity

Respect for diversity and for values different from one’s own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2007). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

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

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

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

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

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

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with counseling psychology’s core values, respect for diversity and for values similar to and different from one’s own.
This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document.

Our counseling psychology program at Marquette also exists within the context of the Jesuit educational tradition. This includes assisting students in developing a care and respect for self and others consistent with the Jesuit tradition of cura personalis, or care for the whole person, and service to others. This 450-year-old tradition emphasizes a care for the whole person and the greater community, a philosophy very consistent with the history and emphases of counseling psychology. This orientation is also consistent with the mission of the College of Education at Marquette University, which reads as follows: 

“Consistent with Jesuit tradition, the College of Education programs at Marquette University prepare teachers, school counselors, counseling psychologists, community counselors, and administrators to demonstrate a commitment to social justice through their work.”

Finally, it is important that students are aware of the environment and culture of our department and our Counseling Psychology Ph.D. program. A substantial amount of students’ learning about counseling psychology, and their professional development as new counseling psychologists, will occur outside of the traditional classroom. Thus, we expect that students will be fully engaged in the broad life of the Program, the department, the university, and the profession of psychology. Such involvement will take many forms, including ongoing participation on research teams; attending and participating in local, national, and international conferences; participating in the department’s Graduate Student Organization (GSO), etc. Clearly, then, we expect students to be fully involved in more than the required coursework. While it is possible to take classes on a part-time basis, given our expectations for involvement, it is important that students recognize that their commitment to this program in reality needs to be full time. Relatedly, students should live within proximity to the MU campus; if they choose to live more remotely, they should be aware that the expectations for departmental involvement do not change. Our department also highly values consistent self-reflection. Students need to be aware that self-reflection and self-knowledge are critical prerequisites to becoming a competent counseling psychologist and that many courses and program experiences require self-exploration.

PROGRAM GOALS AND OBJECTIVES

Based on the above philosophical perspectives, the goals of our Program are to produce counseling psychologists who: (1) have the requisite knowledge and skills for entry into the professional practice of psychology; (2) can contribute to the body of knowledge in counseling psychology; and (3) are skilled at integrating science and practice (i.e., the scientist-practitioner model) and applying that integration to their profession as counseling psychologists. Each of these goals is further associated with particular objectives, as outlined below.

Goal 1. To produce graduates who have the requisite knowledge and skills for entry into the
professional practice of psychology. To reach this goal, we expect that our students will...

Objective A. ...acquire knowledge of the scientific foundations of psychology.
Objective B. ...acquire knowledge of counseling psychology as an area of professional specialization.
Objective C. ...acquire the knowledge and skills needed to competently engage in the entry-level practice of professional psychology.
Objective D. ...develop an understanding of professional, ethical, legal, and quality assurance principles to be able to act as ethical practitioners, researchers, and instructors.
Objective E. ...acquire knowledge of individual and cultural diversity so as to be able to implement each of the above objectives competently with diverse individuals.

Goal 2. To produce graduates who can contribute to the body of knowledge in counseling psychology. To reach this goal, we expect that our students will...

Objective A. ...acquire knowledge of behavioral science approaches to research design, measurement, and statistical analysis, including qualitative analysis.
Objective B. ...evaluate psychological research with regard to the adequacy of the methods used, practical and clinical significance, and relevance to diverse populations.
Objective C. ...design and conduct empirical research.

Goal 3. To produce graduates who are skilled at integrating science and practice (i.e., the scientist-practitioner model) and applying that integration to their profession as counseling psychologists. To reach this goal, we expect our students will...

Objective A. ...apply the scientist-practitioner model to professional practice.
Objective B. ...apply the scientist-practitioner model to research.
Objective C. ...develop a professional identity as a counseling psychologist.
Objective D. ...develop attitudes that promote life-long learning and development as a professional.
Objective E. ...develop a respect and care for self and others as embodied in the Jesuit ideal of cura personalis (i.e., care for the whole person).

PROGRAM REQUIREMENTS

Our Counseling Psychology Ph.D. Program includes a variety of courses and other requirements designed to achieve the above goals and objectives. The Program includes foundational course work that is applicable across specialties within psychology, course work relevant to the specialty of counseling psychology, training, research training, a collaborative research project and a dissertation, and a predoctoral internship in professional psychology that is completed toward the end of doctoral studies. Before applying for their internships, students must also complete the portfolio doctoral qualifying examination and have their dissertation proposals approved.

The Program includes specific coursework in Psychological Foundations, the Professional Core, and 12 credits of Dissertation. Students must complete a minimum of 1600 hours of practicum (600 hours at
the master’s level, 1000 hours at the doctoral level) and 2000 hours of pre-doctoral internship. The following table outlines the Program requirements. Students who have completed some of these requirements within a different graduate program may petition to have certain courses recognized by the Marquette University Graduate School, including up to 600 hours of clinical experience (see the relevant sections below). Continuous enrollment is required of all students in the degree program, even during semesters when they are not taking courses (students are not required to continuously enroll during the summer, however). Note that the table below reflects minimal requirements; many students find it very helpful and sometimes critical to take further practica or coursework in order to gain additional skills before embarking on their internships and dissertations.

**PSYCHOLOGICAL FOUNDATIONS (27 credits required)**

**Biological Bases of Behavior - 3 credits required**

**Required Course:**
COPS 6050 Biological Bases of Behavior

**Cognitive/Affective Bases of Behavior - 3 credits required**

**Required Course:**
COPS 6060 Cognitive-Affective Bases of Behavior

**Social Bases of Behavior - 3 credits required**

**Required Course:**
COPS 6040 Social Bases of Behavior

**Life-Span Development - 3 credits required**

**Required Course:**
COUN 6020 Life-Span Human Development

**Individual Differences - 3 credits required**

**Required Course:**
COUN 6060 Psychopathology and Diagnosis

**Statistics, Research Design, and Psychometrics - 12 credits required**

**Required Courses:**
COPS 8310 Intermediate Research and Statistics
COPS 8320 Measurement and Evaluation
COPS 8311 Advanced Statistics and Research
COPS 8330 Qualitative Research Methods in Psychology

(The prerequisites for COPS 8310 are EDPS 6050, Introduction to Statistics, and COUN 6050, Research Methods in Counseling, or their equivalents.)
PROFESSIONAL CORE (52 credits required)

Theories and Techniques of Counseling and Psychotherapy - 9 credits required

Required Courses:
COUN 6000  Introduction to Counseling
COUN 6120  Group Counseling
COUN 6030  Theories of Counseling

Professional Issues in Counseling Psychology - 3 credits required

Required Courses:
COPS 8000  Introduction to Counseling Psychology [includes History and Systems of Psychology]

Legal and Ethical Issues - 3 credits required

Required Course:
COPS 8020  Professional Ethics and Legal Issues

Diversity Issues – 3 credits required

Required Course:
COUN 6040  Multicultural Counseling

Psychological Assessment - 6 credits required

Required Courses:
COPS 8210  Cognitive Assessment
COPS 8220  Personality Assessment

Vocational Psychology - 3 credits required

Required Course:
COUN 6080  Career Development & Counseling

Consultation - 3 credits required

Required Course:
COUN 6220  Consultation Strategies

Supervision and Training – 3 credits required

Required Courses:
COPS 8870  Foundations in Clinical Supervision [2 credits; Fall]
COPS 8970  Practicum in Clinical Supervision [1 credit; Spring]
Practicum – 10 credits required

Students are required to complete a minimum of 1000 hours of doctoral-level practicum. The standard semester of doctoral-level is ~300 hours in length (i.e., 20 hours per week times 15 weeks), so this is ordinarily a minimum of four semesters of doctoral-level (8965 Counseling Psychology). None of the 8965 requirements can be waived. We recognize that ~300 hours/semester x 4 semesters of doctoral practicum = ~1200 hours. We encourage students to seek to complete ~300 hours/semester to ensure that they meet the required thresholds.

PREREQUISITE to COPS 8965 Counseling Psychology: Completion of a minimum of 600 hours of masters-level counseling internship (may be termed “practicum” in some masters programs). A maximum of 600 hours of COUN 6986 Internship in Counseling (or equivalent) can be waived if students have completed a masters-level counseling internship.

Required Courses:
- COUN 6965 Counseling Practicum (3 credits)
- COUN 6986 Internship in Counseling (2 sem., 1-4 credits each)
- COPS 8965 Counseling Psychology (normally 4 semesters, 1 credit each)

Elective Courses – 6 credits required
- These courses cannot be used to satisfy a core and an elective requirement
- The following list includes courses which are preapproved to meet the elective requirement; students should use the Course Waiver and Substitutions procedure to receive approval for other courses not listed here

- COUN 6160 Counseling with Children and Adolescents
- COUN 6130 Family Counseling
- COUN 6150 Addictions Counseling
- COUN 6230 Psychopharmacology

Internship - 3 credits required

A 2000-hour pre-doctoral internship in a clinical setting is completed toward the end of students’ doctoral studies. Continuous enrollment is required (the pre-doctoral internship is normally completed in 12 months, consisting of 1 credit each long semester and 1 credit for the summer session).

Required Courses:
- COPS 8955 Internship Preparation Seminar (0 credit; taken Spring semester prior to applying for internship and Fall semester when applying for internship)
- COPS 8986 Internship in Counseling Psychology (3 credits; students must register for 1 credit of this course for each of 3 consecutive semesters of internship)
RESEARCH (12 credits required)

Collaborative Research Project - 0 credits required

Required Participation: (see section on Research Training below)

Dissertation - 12 credits required

Required Enrollment:
CECP 8999 Doctoral Dissertation

EXAMINATIONS (0 credits required)

Master’s Comprehensive Examination

Required unless students enter the program with an appropriate Master’s Degree

Portfolio Doctoral Qualifying Examination (PDQE)

Required: (see section on Research Requirements below)

Course Waivers and Substitutions

Students who have completed graduate coursework at other institutions or at other Marquette University departments that is equivalent to courses required in our Program may petition to have those course requirements recognized (substituted) by the Marquette University Graduate School as meeting specified program requirements. A Petition for Course Waiver or Substitution form (see Appendix A) must be completed for each course to be considered for a waiver. Students will need to submit to their advisors the course syllabi from the original course taken. Copies of course syllabi for our department that can be used for comparison purposes are available from the department secretary. The advisor and department chair both need to sign the form indicating their approval for the waiver to be accepted. In cases of disagreement between the advisor and chair, the petition will go to the full department faculty for a vote. Courses taken longer than six years ago normally will not be waived because the material that was covered is likely no longer current. This procedure does not need to be followed for courses that a new student previously completed within the department within the previous six years.

Students should also use this procedure for elective courses not already preapproved or for courses that they wish to take as a substitute for required program courses. Students need to obtain preapproval for substitute courses, however, because the faculty will not approve courses that may at first glance appear to be similar to our courses but which we judge as not meeting our standards.

Master’s Degree

The vast majority of the students we now admit enter the program having already earned a master’s degree in a mental health field. Those few students who are admitted to the doctoral program prior to receiving a master's degree must also complete the CECP Department’s Master of Arts in counseling degree as part of their doctoral program. Obtaining the master’s degree in Counseling along the way to completing the Ph.D. has important benefits, such as the accrual of post-master’s clinical experience
that can help meet the qualifications needed for various types of certification. If students discontinue their doctoral studies after earning the Master’s degree for any reason, they will also have a very useful degree for many kinds of human service occupations. The Program Requirements described above are based on a post-baccalaureate student.

Practicum and Internship Training

Students in the Counseling Psychology Program complete extensive practicum and internship training in a variety of mental health and educational agencies. Students are required to complete a minimum of 1600 clock hours prior to applying for internship (600 hours at the master’s level, 1000 hours at the doctoral level). Under ordinary circumstances, the requirement is met over six semesters (two during master’s program, 4 during doctoral program). Students may petition to waive a maximum of 600 hours of practicum if they have successfully completed 600 hours of master’s-level practicum/internship in counseling or a closely-related area. For full-time post-baccalaureate students, the counseling psychology pre-practicum usually begins in the first year of the program (called Master’s practicum), and practicum (called Master’s Internship) usually begins in the second year after they have completed the prerequisite coursework. Normally these 1600 hours of clinical training (master’s and doctoral practicum combined) are completed at a minimum of three different sites (often at least two consecutive semesters at each site), because doing so exposes students to a variety of sites, populations, assessment and treatment approaches, and supervisors.

The first 600 hours of clinical training (i.e., Master’s Internship) focus primarily on intake and intervention skills, while the following 1000 hours of counseling psychology practicum (i.e., Counseling Psychology practicum) add psychological evaluation responsibilities and more specialized training. The counseling psychology practicum experiences are supervised by a licensed psychologist* and include a developmentally-oriented curriculum that focuses on increasingly advanced topics and skills as students progress through their training. Emphasis is also placed on obtaining exposure to a variety of client populations and settings so that students are broadly prepared to begin professional practice. *Under extraordinary circumstances, students may petition to have the faculty consider approving up to 600 hours of practicum experience be supervised by a licensed mental health professional (e.g., psychiatrist, professional counselor, marriage and family therapist) or a post-doctoral (counseling psychology or clinical psychology) supervisor not-yet licensed, but who is receiving supervision of the supervision from a licensed psychologist.

In order to complete their program requirements, students must complete a minimum of 8 integrated psychological assessment reports (such a report includes a history, an interview, and at least two tests from one or more of the following categories: personality assessments [objective and/or projective], intellectual assessment, cognitive assessment, and/or neuropsychological assessment; these are synthesized into a comprehensive report providing an overall picture of the client; adapted from APPIC website), all of which must be completed prior to applying for internship. These reports may be completed across several practicum sites or at a single site. For example, students could complete all of their assessments and accompanying reports in a single assessment practicum, or the assessments and reports could be more evenly distributed across a number of different practicum experiences. Students should give serious consideration to the type of internship they seek as to whether additional assessment experiences (beyond the required 8 in the program) are warranted. Many internship sites, for instance, expect students to have completed far more than 8 such assessments. The APPIC directory provides information regarding internship sites’ expectations for assessments. Upon completion of each assessment report, students should place it in their portfolio.
Licensure requirements for professional psychologists also require that students complete a pre-doctoral internship. Students in our Program must complete a minimum of 2000 hours in an appropriate behavioral health setting as a psychology intern. The internship must be completed in no less than 12 months (i.e., working 40 hours per week for roughly 50 weeks) but in no more than 24 months (e.g., working 20 hours per week for 100 weeks). See the section on “Internship Requirements” below for details.

Students are evaluated for approval to begin practicum and the pre-doctoral internship by the advisor and the Director of Training (DOT), and both also monitor students’ performance in practicum. All practicum and internship placements must be approved by the advisor and DOT before students can begin a placement. All faculty participate in the Annual Student Evaluation each spring (see section on “Student Evaluation” below), which includes practicum-related activities. Before students are allowed to begin practicum, they must also complete the State of Wisconsin caregiver background check requirement. See the Practicum Handbook for details on the requirements of this law and how the department handles findings that emerge from the background check. Beginning with the class entering in Fall 2011, all students must also successfully complete the Internship Readiness Examination (see below) before they may apply for the predoctoral internship.

New requirement, as of Fall 2016: Per APA’s new Standards of Accreditation, students must now demonstrate advanced integrative knowledge of basic discipline-specific content areas (i.e., affective, biological, cognitive, developmental, and social bases of behavior). Toward that end, the case presentation in every semester of doctoral practicum, as well as the Internship Readiness Examination, will provide an opportunity for students to demonstrate their skills in this area. We expect that students’ final opportunity to demonstrative such integrative knowledge (whether in practica or on the IRE) will indeed reflect an advanced level of such integration. To complete this requirement satisfactorily, students must have integrated at least two of the identified areas (see above) in their conceptualization of the case.

Research Requirements

Our Counseling Psychology Ph.D. Program is designed to prepare graduates who are highly skilled at both research and practice. Therefore, research in addition to counseling practice training is infused throughout the Program, and students are expected to be active researchers throughout their doctoral studies. The Portfolio Doctoral Qualifying Examination (PDQE) is a primary mechanism to ensure continuous involvement in research prior to embarking on the dissertation.

We view the acquisition of research skills from a developmental perspective. As with counseling skills, students need to learn how to do research over time, starting with more elementary aspects and gradually undertaking more complex responsibilities. As students proceed through their coursework, cumulatively learning about and gaining experience with research methods and the field of counseling psychology, they will be able to engage in research more independently as they approach their dissertations. Learning how to do research starts in the first semester, and proceeds all the way through the end of students’ dissertations and internships.

All of our courses integrate research into the course activities in one way or another. Even our courses, which obviously focus a great deal on the development of counseling skills, require a consideration of
the reliability and validity of clinical assessments and the empirical support for any interventions that are considered in a particular case. We also have a sequence of classes that explicitly focuses on the development of research skills. Most of these focus on quantitative skills, and one focuses on qualitative skills. Most students entering the program post-master’s degree have taken the prerequisites for COPS 8310 Intermediate Research and Statistics (i.e., EDPS 6050 and COUN 6050 or their equivalents) in their previous coursework. On occasion, however, even students who have previously completed these classes retake one of them if a long time has passed or if for other reasons they do not feel confident about their ability to enroll in COPS 8310 at the beginning of their program.

The Portfolio Doctoral Qualifying Examination. Our Counseling Psychology Portfolio Doctoral Qualifying Examination (PDQE) is expressly tied to our scientist-practitioner model. Four components of the PDQE are aimed at developing, monitoring, and evaluating research competencies: The Collaborative Research Project; Conference Presentation; Journal Article; and the Comprehensive-Integrative Critical Literature Review (CICLR) of the student’s dissertation area. Details are provided in the PDQE section below.

Dissertation. Students’ dissertations are the capstone research experience of the program and aim to provide an original contribution to knowledge in counseling psychology. The dissertation is described in detail in a later section of this Handbook. Students are required to successfully complete all components of the PDQE before proposing their dissertations.

All research conducted at Marquette must follow the policies and procedures of the Office of Research Compliance. See their webpage (www.marquette.edu/researchcompliance/) for guidance on conducting research involving human or animal subjects.

Petitions for Exceptions to Program Requirements

The Department holds tightly to the Program requirements described in this Handbook, but exceptions to some requirements are granted if a compelling rationale is provided. Students should begin the process of submitting a petition by consulting with their academic advisors. Students can then initiate a petition for an exception to Program requirements by submitting a written request to the Department Chair. Most of these petitions will be decided by a vote of the department faculty at their next regularly scheduled meeting, though the Graduate School will decide issues related to their requirements.

Course Sequence

There is no single recommended course sequence for students, given that the vast majority enter the program already having completed a master’s degree in a mental health field. Thus, they waive a diverse range of pre-doctoral courses, and usually complete their remaining classes in the program in two years. Some courses may be offered in the Psychology Department at Marquette (often every other year); some courses may be available for COPS students through the Marquette University (MU) - University of Wisconsin-Milwaukee (UWM) Exchange Program. COPS students seeking to take a course through the MU-UWM Exchange Program must obtain prior approval by the Director of Training and the Department Chair before applying to the MU-UWM Exchange Program. In addition, they must notify the Graduate School before contacting UWM. Note that the PDQE and the dissertation proposal must be completed before applying for the pre-doctoral internship.
DEPARTMENT FACULTY FOR 2016-17 (* = COPS Core Faculty)

Titles, Research Interests, and Specializations

Alan W. Burkard, Ph.D. (Fordham University)
Professor and Department Chair; Licensed Psychologist; multicultural counseling and supervision, counselor training and development, school counseling

Jennifer M. Cook, Ph.D. (Virginia Polytechnic Institute and State University)
Assistant Professor; Licensed Professional Counselor, Nationally Certified Counselor; Multicultural counseling, social justice and advocacy, counselor development and supervision

Lisa M. Edwards, Ph.D. (University of Kansas)
Associate Professor and Director of Training for COUN Program; Licensed Psychologist; multicultural issues, strengths and optimal functioning

Robert Fox, Ph.D. (University of Wisconsin-Madison)*
Professor; Licensed Psychologist; children, families, parenting, psychopathology, evidenced-based treatment

Sarah Knox, Ph.D. (University of Maryland)*
Professor and Director of Training for COPS Program; Licensed Psychologist; therapy relationship, therapy process, supervision and training, qualitative research

Timothy P. Melchert, Ph.D. (University of Wisconsin-Madison)*
Associate Professor; Licensed Psychologist; child maltreatment and family influences on development, biopsychosocial approach to professional psychology education and practice

Sharron L. Ronco, Ph.D. (University of North Texas)
Adjunct Faculty; Educational Research and Statistics

Kevin A. Tate, Ph.D. (University of Florida)
Assistant Professor; Licensed Professional Counselor (LPC); group counseling and dynamics; counselor learning and development; social and economic justice; career development

Terrence Young, Psy.D. (Illinois School of Professional Psychology)
Adjunct Faculty; Licensed Psychologist; Neuropsychology
FACILITIES, SERVICES, AND SUPPORT

Advising

Students are admitted to the program to work with a specific advisor, and this admission decision is based upon the fit between the advisor’s and the student’s research interests, thereby fostering research mentoring of the student by the advisor. Thus, the advisor serves as both the student’s academic and primary research advisor, and agrees to work with the student throughout her/his doctoral program. The advisor’s role is to guide the student through all components of his or her doctoral program. The advisor also usually serves as the chair of the student’s collaborative research project, CICLR, and dissertation committee. The advisor is normally the first faculty member with whom a student consults about academic issues, problems that have emerged, and other areas of concern.

Students change advisors only in unusual circumstances, and only when there is a compelling reason to do so. In this sense, the model is one of mentorship in all aspects of the program. The possibility of such a change should be discussed with both the current and potential new advisors. If a change seems warranted, a formal request needs to be submitted in writing to the Department Chair. Approval by the Department Chair is needed for the change to be enacted.

Departmental Facilities

The Department of Counselor Education and Counseling Psychology is housed in the College of Education on the first floor of the Schroeder Health Complex. Most of the Department classes meet in the conference rooms and classrooms located on the first floor of the building. The Department has nine observation rooms equipped with one-way mirrors and audiovisual equipment used for training. In addition, there are various learning resources in the Education Computer Lab and the Hartman Literacy and Learning Center that are also utilized by department students. Finally, there are several offices for research and teaching assistants.

University Student Services

There are numerous offices at Marquette University that offer support services to graduate students. These include the Office of Student Financial Aid, the Graduate School, the Health Center, and the Office of Student Development. Housing and Residential Life at Marquette University includes the operation of on-campus apartment buildings reserved for graduate and married students or students with young children. These apartments vary in size from efficiencies to two bedrooms; most apartments come unfurnished yet have basic appliances such as refrigerators, stoves, and phone services connections. The Department of Intercollegiate Athletics and Recreational Sports also offers a wide range of facilities and activities to Marquette students.

The Counseling Center serves a wide variety of needs in the Marquette community. The center includes a professional staff of psychologists and professional counselors. The services provided by the counseling center include individual assistance for academic, personal, vocational, and psychological problems. The counseling center also administers several national standardized tests. The counseling center, in conjunction with the Counseling Psychology program, offers an advanced site for students.
Financial Support

Graduate student support may include research assistantships, tuition scholarships, and fellowships. The number of assistantships that are awarded each year varies; part-time students are ineligible to receive this type of support. For the 2016-17 year, we anticipate that the majority of counseling psychology students will receive half-time or full-time assistantships or fellowships. Some students may also receive a scholarship to cover the cost of part of their tuition. In addition, only students enrolled in the department are eligible for the Patricia Janz Scholarship and the GSO Minority Student Scholarship, which are awarded annually. The University also offers the Schmitt and Raynor Fellowships for which our advanced students are eligible to apply; over the past several years, our students have regularly earned Schmitt Fellowships. Tuition Scholarship Credits are awarded as follows: a) only required program courses are covered; b) only courses taken at Marquette are covered, unless otherwise specified; c) predoctoral internship credits are not covered; d) prerequisite courses are not covered. At the present time, we will likely not be able to cover tuition for summer courses.

Graduate Student Organization

The Graduate Student Organization (GSO) in the Department of Counselor Education and Counseling Psychology is a very active organization that serves a number of useful functions. In addition to offering various social activities for its members, it provides important opportunities for advancing the professional development of students, including gaining leadership experience, mentoring new students, organizing and advertising professional development information and activities, providing systematic student feedback to the faculty regarding the training programs, and representing students at departmental faculty meetings. Because of its important role in providing social and academic support and fostering students’ professional development, all departmental students are strongly encouraged to join and actively participate in the Graduate Student Organization.

An impressive annual event coordinated by the GSO is the Diversity Gala. The GSO has been concerned about the under-representation of minority counselors and therapists in the U.S., and wanted to help attract more minority students to the department and the profession. Therefore, in 2004 they began the process of creating an endowed Diversity Scholarship that is open to departmental students. The Gala is the main fund-raising event for this scholarship. We are happy to report that as of the 2010 Gala, the fund is now fully endowed.

Professional Organizations

Professional organizations play very important roles in the counseling psychology field, and becoming affiliated with these organizations provides vital opportunities for professional development. Therefore, all counseling psychology students in our program are strongly encouraged to become student affiliates of the American Psychological Association and APA Division 17, Society for Counseling Psychology, as well as other organizations that may be pertinent to their educational and career goals (e.g., American Counseling Association; Society for Psychotherapy Research). The Graduate Student Organization has more information about applying to these organizations.

In 2004, the department was also selected to host the APA Division 17 Student Affiliate Group, which is the national student organization for the Society of Counseling Psychology. As a result, the Executive Board of this organization was composed of students and faculty from our department, and students were highly involved in the remarkable opportunities that service on this board and its associated
committees offered. Our term as host of SAG ended in August, 2007.

Research Centers Associated with our Department

All of the department faculty are engaged in a variety of research projects with which students may become involved. In addition, department faculty are associated with specific research centers that provide a variety of excellent opportunities for research and professional training.

Behavior Clinic. The Behavior Clinic was founded in 2003 by Marquette University’s College of Education in partnership with Penfield Children’s Center, a large, community-based agency serving inner-city families with young children, many of whom also have developmental disabilities. The Behavior Clinic offers mental health services for children who are experiencing significant behavior and emotional problems. Graduate students receive specialized training and gain supervised clinical experiences working directly with the children and their families. The clinic also has an ongoing applied research program that regularly contributes new findings to the relatively new field of pediatric mental health. Dr. Fox is the founder and consulting psychologist at the Behavior Clinic.

Culture & Well-Being Lab. The mission of the Culture & Well-Being Research Lab is to conduct ongoing research about multicultural issues in psychology, with a particular focus on understanding individual, family, and community strengths that help individuals of diverse racial/ethnic backgrounds experience well-being. To this end, the lab provides a setting in which students, faculty, and other colleagues can engage in project development, implementation, and dissemination of findings about various topics. Dr. Edwards is the Director of the Culture & Well-Being Lab.

ADMISSION REQUIREMENTS

All applications to the Department of Counselor Education and Counseling Psychology must originate with the Graduate School. New students enter the program in the fall semester of each year, and the application deadline is December 1 of the preceding year—all application materials must be postmarked by this date, and materials not postmarked by this date will not be considered. The vast majority of our doctoral students now enter the program already having a master’s degree in a mental health field. All applicants must have at least attained a baccalaureate degree from an accredited college or university.

Materials to be submitted for Application

All of the following materials must be submitted to the Graduate School by December 1:

1. Graduate School Application Form and application fee.
2. Official transcripts from all undergraduate and graduate institutions except Marquette.
3. Test scores on the Graduate Record Examination (GRE) General Test and the Writing Test.
4. Three (3) letters of recommendation and the accompanying forms from individuals who can address the applicant’s academic and professional potential.
5. A current resume or vita.
6. A statement of purpose (i.e., why you are interested in counseling psychology, Marquette University, and our department in particular; how your research experiences and career goals are congruent with the scientist-practitioner model of our department; a ranking of up to three department faculty with whom you wish to work on research, as well as the reasons why you wish to work with these faculty; and how your counseling goals and aspirations fit with the program’s training model and training sites).

7. After all applications are reviewed, the highest ranking applicants will be contacted for an interview that is required for admission. International applicants and others for whom an in-person interview would be prohibitively expensive are invited to interview over the phone. These interviews normally are held on the last Friday in January.

**Applicant Evaluation by the Departmental Faculty**

The department faculty reviews applicant files comprehensively, emphasizing all aspects of applicants’ backgrounds. Academic transcripts, test scores, letters of recommendation, statements of purpose, writing samples, and professional backgrounds receive special attention in the first phase of the application process. Those applicants who are judged to show good potential for graduate study in our department, and who demonstrate a strong fit with at least one faculty member’s research interests, are then invited for an interview with the department faculty. Potential for graduate study and the fit between the applicant and the advisor/Program are the focus of these interviews. After the interviews have been completed, the entire faculty again reviews each application and makes decisions about whom to offer admission. As noted earlier, students are admitted to work with a particular faculty member, and this match is based upon the advisor’s and the student’s shared research interests.

Once students enter the program, they are required to use their Marquette-provided email for all program-related communications. Students should be aware that department communications are sent regularly to their Marquette-provided email address; as such, it is presumed that students regularly monitor these communications and are held accountable for all information sent.

**MINIMUM GRADES, CONTINUOUS ENROLLMENT, TIME LIMITATIONS, RESIDENCY REQUIREMENT, APPEALS, AND GRIEVANCES**

Minimal levels of acceptable achievement in graded courses. Per Graduate School policy (see the Graduate Bulletin), students enrolled in the doctoral program are expected to maintain a minimum cumulative grade point average (GPA) of at least a 3.000 in all Marquette coursework. Students who fail to maintain, after completing at least 9 credits, a cumulative GPA of at least 3.000 will be dismissed from the program.

Students in the Department of Counselor Education and Counseling Psychology also must obtain grades of “BC” or higher in each course in order for that course to count for credit in their program of study. Courses may be repeated once if grades of “C” or lower are earned the first time the course is taken. In addition, students must earn a grade of “BC” or higher in each of the prerequisite courses. A student receiving the grade of “F” in any course (or a “C” in a repeated course) will be reviewed by the department faculty, and such performance may also be grounds for termination from the program.

Minimal levels of acceptable achievement on other evaluations. Students are expected to achieve
ratings of at least a 2 (i.e., a focus for growth) on every item of every such evaluation. When a student’s performance falls below this minimally accepted threshold, the department adheres to the following policy:

- On the Professor Evaluation of Student Form, which is completed for every course the student takes in the department, any item rated as a 1 (i.e., improvement definitely needed) will trigger a required meeting between the student, the student’s advisor, and possibly also the course instructor. The purpose of the meeting will be to explore the nature of the student’s difficulty, and also to discuss what measures can be taken to aid the student’s development in the area(s) in which s/he needs to improve. [This form has been temporarily discontinued.]

- On the Supervisor Evaluation of Student Form, which is completed at midterm and end-of-term for every semester in which a student is engaged in clinical activities, any item rated as a 1 (i.e., far below expectations, needs much improvement, a concern), will trigger a required meeting between the student, the site supervisor, the student’s advisor, and possibly also the course instructor. The purpose of the meeting will be to explore the nature of the student’s difficulty, and also to discuss what measures can be taken to aid the student’s development in the area(s) in which s/he needs to improve.

- If a student’s performance repeatedly falls below minimally accepted thresholds (i.e., several “1” ratings), the student, the advisor, and the Director of Training are to address the performance concerns in the annual self- and faculty evaluation. A pattern of such performance might also be cause for the institution of a remediation plan.

Continuous enrollment. Students must maintain continuous enrollment during their graduate studies at Marquette. They must enroll in coursework, or internship, dissertation credits, or one of the “continuation courses” each of their Fall and Spring semesters (Summers are exempt from this requirement). Students who fail to enroll through one of these mechanisms are technically withdrawn from the University, so it is very important that students enroll in “continuation courses” if they are not taking other credits during the Fall and Spring semesters.

Agreement must be reached between students and their advisors about the activities that will be completed during the continuation course. These activities must also be described briefly on the Continuation Course form (available online at the Graduate School website). These activities are then graded by advisors at the end of the semester on an S/U basis.

Time limitations. At Marquette, the deadline for completing a graduate degree is eight years. Extensions may be granted for students who are making satisfactory progress toward meeting program requirements (see the Graduate Bulletin). Students must submit a completed “Request for Extension of Time” form (available online through the Graduate School website) to the department chair so that the request can be considered at the next regularly scheduled faculty meeting. All of these requests need to receive a majority vote from the program faculty before the requests are forwarded to the Graduate School for their approval. The Graduate School normally accepts the program’s recommendation for approval or disapproval of these requests.

Residency requirement. The Marquette University Graduate School residency requirement provides students with the opportunity to concentrate on their graduate studies intensively. The requirement specifically states that nine credits of coursework or its equivalent are required per semester for two semesters or summer sessions within an eighteen month period, or by completing six credits of coursework in each of three consecutive sessions (e.g., Fall, Spring, and Summer). There are a number of
options available for the student to complete the residency requirement, each of which is described in the Graduate Bulletin (see the section on “Doctoral Degree Program”). Students entering with a mental health-related master’s degree must also establish residency (as above), and must spend at least two full-time academic training years (or the equivalent thereof) in the program.

Grade appeals. Students may appeal course grades that they believe are in error by following the grade appeal policy established by the College of Education. Students must first attempt to resolve their disagreement regarding the grade received with the relevant course instructor. If not resolved, the student may initiate an appeal by writing the Department Chair no later than the final day for removing incompletes for the semester in which the grade was received (approximately four weeks into the next term), stating the reasons why she or he believes the grade is in error. The Chair will then make a decision regarding the appeal. If the student believes that decision is in error, she or he can appeal the decision to the Dean of the College of Education. The Dean makes the final decision regarding appeals.

Other appeals. Other possible matters of appeal include, but are not limited to, decisions regarding termination from a program, disenrollment from a course, a graduation decision, and accusations of academic dishonesty. Please see the section below entitled “CECP Appeal Conditions and Procedures.”

Grievances. Student grievances might include sexual harassment, racial discrimination, or other unprofessional or inappropriate behavior on the part of full- or part-time faculty, staff, or supervisors. Following APA (2002) ethical guidelines for the informal resolution of ethical violations, students should first attempt to address a grievance by bringing it to the attention of the individual(s) involved, unless an informal resolution appears inappropriate or violates the confidentiality of the parties involved (see Codes 1.04 and 1.05). If an informal resolution of the problem is inappropriate or is unsuccessful, students should take further appropriate action.

Different types of grievances are handled by different offices. For example, complaints involving sexual harassment by faculty are investigated by the University Affirmative Action Officer, whereas many other types of unprofessional conduct by faculty members would be handled by the College of Education Dean, and unprofessional conduct by a supervisor will probably be handled by that supervisor’s employer. Different types of grievances require different types of responses, but usually it is appropriate to discuss the concerns first with one’s academic advisor. If a satisfactory resolution or plan for addressing the grievance is not achieved through this avenue, the student often would then notify the Director of Training about the problem. If this does not result in a satisfactory resolution, students normally would then discuss the problem with the department chair. In some instances, the university Ombudsperson would be an appropriate person to consult. The Office of the Ombuds specifically helps students with concerns related to race or ethnicity in academic as well as non-academic campus contexts (see their website for details). The University Ombudsperson can provide “off the record” discussions and guidance on how these types of problems can be handled. All of these individuals will help the student determine an appropriate course of action. Formal grievances normally are submitted to the department chair. As with appeals, these grievances must be in writing, and be specific and substantiated.

STUDENT EVALUATION

Doctoral training involves collaboration and partnerships with multiple training sites, including placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners...
is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular communication about students’ performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student’s progress (CCPTP Communication Guidelines for Training Directors, November, 2007).

Furthermore, students receive comprehensive and regular feedback regarding their progress toward the training goals and objectives of our Counseling Psychology Ph.D. Program. The Program relies first on three levels of evaluation to provide this feedback. These occur at the end of each semester (i.e., course grades and professors’ evaluations of students in each course; see below), each spring semester (i.e., the annual evaluation of students), and near the end of one’s program (i.e., the portfolio doctoral qualifying examination). To help integrate and evaluate all of this information, each student is provided with a framework for assembling a portfolio of her/his educational experiences within the program, which is described next.

**Portfolio**

Students are required to develop and maintain a portfolio of their educational experiences in the department in order to help guide their self-evaluation, as well as the evaluation by the faculty with regard to the students’ progress toward their degree. Specific instructions for developing this portfolio are provided at an orientation meeting when students enter the department.

Portfolios are a collection of evidence or materials that demonstrate an individual’s growth, development, and acquisition of knowledge and skills. Our portfolios are designed to document students’ completion of program requirements over time, provide evidence of a student’s developing competencies, and showcase students’ best work. Another equally important goal of our portfolio, however, is to engage students in a continual process of self-reflection on their learning. This portfolio becomes an important part of the annual evaluation of students’ progress, as well as the Portfolio Doctoral Qualifying Examination (see below).

*Students are to maintain with the utmost care the security of all clinical materials included in their portfolios. Students are required to ensure that all of the materials submitted as part of their portfolio are deidentified (i.e., all information that identifies individuals must be removed consistent with the department HIPAA Compliance Policy in Appendix F).*

**Professor Evaluation of Students in Each Course**

To help provide a timely and comprehensive assessment of students’ progress in the Program, professors complete an evaluation of each student’s performance in each class that a student takes in the Department. This evaluation is tied to the training goals of the Program and covers academic skills, clinical skills, and professionalism. The form to be used for this evaluation is found in Appendix B, and is submitted along with students’ grades at the end of each semester. The form is placed into students’ departmental files, and students also receive a copy of the form. [This form has been temporarily discontinued.]

**Annual Evaluation of Students’ Progress**

An annual evaluation of each student’s performance in the Counseling Psychology Program is conducted
by the faculty in the spring of each year. This evaluation involves an interactive process between students, their advisors, and the Program faculty as a whole, and focuses on each student’s progress toward the Counseling Psychology Program training goals. Clear indications of excellence or deficiency are noted, and specific remediation plans may be developed if a student’s progress is clearly deficient in any manner.

The annual evaluation process begins with a self-assessment conducted by each student after the beginning of the spring semester. Students are to review their progress in a variety of areas related to the training goals of their program. Areas of strength and areas where growth would be helpful are to be identified, as well as professional goals for the coming year (see Appendix C for the Student Annual Self-Evaluation Form).

The annual review also includes a review of students’ portfolios that document progress toward one’s degree. Students are to submit their portfolio materials, along with their annual self-evaluation form, a current copy of their vita, and a cover letter to their advisors by March 1. Students and advisors then meet to discuss each student’s progress before March 15. Students and advisors are to sign each annual self-evaluation form to indicate that they have reviewed and discussed the information. Advisors will keep all of the evaluation materials for the full faculty review that follows. The portfolio materials are returned to the students after the faculty review is completed. Students currently completing their predoctoral internship are expected to submit the self-evaluation form and vita to their advisor electronically.

The department faculty review all of the available materials regarding the progress of each student at the spring faculty meetings when annual evaluations are conducted. After the faculty review each student’s progress, advisors complete a summary evaluation letter for each student. Two copies of this letter are given to each student, one of which is for the student’s own records. The other copy must be signed to indicate that the student has received and read the evaluation, even if she or he disagrees with its findings, and is returned to the departmental secretary. A student may write a response to the advisor’s letter if he or she so wishes, and the advisor will then respond in writing. If students wish to appeal the evaluation, they should contact the Department Chair. If serious problems regarding professional impairment or problematic behaviors are identified, the procedures described in the section on Remediation and Dismissal of Students are followed.

**Failure to Meet Expected Performance Thresholds**

When a student’s performance falls below minimally accepted thresholds, the department adheres to the following policy:

- On the Professor Evaluation of Student Form, which is completed for every course the student takes, any item rated as a 1 (i.e., improvement definitely needed) will trigger a required meeting between the student, the student’s advisor, and possibly also the course instructor. The purpose of the meeting will be to explore the nature of the student’s difficulty, and also to discuss what measures can be taken to aid the student’s development in the area(s) with which s/he is struggling. [This form has been temporarily discontinued.]
- On the Supervisor Evaluation of Student Form, which is completed at midterm and end-of-term for every semester in which a student is engaged in clinical activities, any item rated as a 1 (i.e., far below expectations, needs much improvement, a concern), will trigger a required meeting between the student, the site supervisor, the student’s advisor, and possibly also the course instructor. The purpose of the meeting will be to explore the nature
of the student’s difficulty, and also to discuss what measures can be taken to aid the student’s development in the area(s) with which s/he is struggling.

- If a student’s performance repeatedly falls below minimally accepted thresholds (i.e., several “1” ratings), the student and the advisor are to address the performance concerns in the annual self- and faculty evaluation. A pattern of such performance might also be cause for the institution of a remediation plan.

**ACADEMIC AND PROFESSIONAL PERFORMANCE REVIEW POLICY**

CECP and Marquette University are committed to fostering personal and professional excellence in graduates, developing leaders who are ethical and informed, and forming graduates who are committed to the service of others. These goals are particularly salient to CECP students who will provide counseling and mental health care to clients, students, and families that are often vulnerable and in need of assistance. To accomplish these goals, students must feel safe, sustained, engaged, challenged, and appreciated. Forming such an academic and professional culture is the responsibility of and requires the contributions of every member of the department. To this end, all members must act with integrity and compassion; take responsibility when confronting difficult situations and solving these difficulties; and behave in ways that reflect respect, honesty, and care for others. Finally, all members of the department (e.g., students, faculty, staff) have a responsibility to promote a culture that values learning and understanding and the development of a professional identity.

Although all members of CECP share responsibility for nurturing a positive and professional departmental environment, it is important that students understand the nature of this responsibility and the range of behaviors and beliefs encompassed by these responsibilities. Students are responsible for becoming familiar with the *Student Conduct Code* developed by the Office of Student Development for university students (i.e., [http://www.marquette.edu/osd/policies/](http://www.marquette.edu/osd/policies/)) and the *Academic Regulations* of the Graduate School (i.e., [http://bulletin.marquette.edu/grad/](http://bulletin.marquette.edu/grad/)). In addition to these University and Graduate School policies, students should familiarize themselves with appropriate *Ethical and Professional Code of Conduct*, *Social Media Policy*, and the *CECP Procedures for Violations of Academic and Professional Performance*, below. These policies and procedures address a range of academic and professional behavior, including student conduct in clinical settings.

**Ethical and Professional Code of Conduct**

It is incumbent upon all students to follow professional, ethical, and legal standards throughout their graduate studies in our department. In addition to Marquette University’s Student Conduct Code, the American Psychological Association (APA) has developed Ethical Principals and Code of Conduct that all members of the Association are expected to observe and by which CECP students are expected to abide. This APA document (2002, 2010 Amendments) is available on the APA website at: [http://www.apa.org/ethics/code/index.aspx?item=1](http://www.apa.org/ethics/code/index.aspx?item=1) and is also available on CECP’s website and in the Student Handbook for the department. Whether or not students are members of APA, they are expected to be familiar with, and adhere to, APA’s most recent code.

In order to familiarize students with ethical and legal issues in professional counseling, ethical and legal issues are addressed early in, and throughout, the curriculum. For doctoral students who enter the program without a master’s degree, the ACA Code of Ethics (2014) is introduced to master’s students in the first year with particular attention given in COUN 6000, Introduction to Counseling and COUN 6010, Professional Ethics and Legal Issues. Students are required to review the CECP Master’s Student
Handbook and the Marquette Student Handbook upon entering the program, and students must sign a program form indicating that they have read and understood all aspects of the handbook. As such, students are encouraged to ask about any aspects of the ethics code that are unclear. The group supervision meetings attended by master’s students completing their Practicum COUN 6965/6970 and Internship COUN 6986 also address professional and ethical issues involved in the delivery of counseling services. Doctoral students who enter the program already having earned a master’s degree in a mental health field must demonstrate (via a review of their master’s program curriculum and coursework) that they have successfully completed appropriate coursework and related experiences in their master’s program. They must also sign a program form indicating that they have read and understood all aspects of their handbook, including ethics-related content. If their master’s program did not include such content, they will be expected to complete some or all of the requirements described above for CECP master’s students. Specific determinations regarding what requirements such students must meet will be made on a case-by-case basis.

In addition, the faculty expects professional behavior from students throughout their program. Such behavior includes treating everyone with respect; attending class, colloquia, and meetings with faculty or administrators regularly and punctually; and demonstrating professional conduct at all practicum/internship and other professional settings.

Social Media

Students who use social networking sites (e.g., Facebook, LinkedIn, Twitter) or other forms of electronic communication (e.g., Snapchat) should be mindful of how their communication may be perceived by clients, colleagues, faculty, supervisors, and other mental health professionals. Thus, students should avoid visual or printed material that may be deemed inappropriate for a professional counselor. We urge students to set all security settings to “private” and neither to post information/photos nor use language that could jeopardize their professional image. Students need to consider limiting the amount of personal information they post on these sites and should carefully consider whom they include as part of their social network.

Students must never include clients in such social networks, for doing so is a boundary violation and also breaches clients’ rights to confidentiality. Engaging in such unethical behavior shall trigger remediation procedures with the student, one outcome of which could be the student’s dismissal from the program.

CECP PROCEDURES FOR VIOLATIONS OF ACADEMIC AND PROFESSIONAL PERFORMANCE

The overarching goal of our doctoral program in counseling psychology is to prepare psychologists to assume roles as responsible, ethical, competent members of the profession. Program faculty are responsible for ensuring that program graduates are ready to enter a profession that cares for vulnerable client and student populations. As such, the CECP faculty take their role as “gatekeepers” of the profession seriously and act when necessary to ensure that the community is protected. The procedures below will be used to identify performance issues and to assist students in remediation where possible, or to dismiss the student from the program when remediation is not deemed advisable.

Academic and professional performance concerns regarding student conduct may be identified in a variety of ways. For instance, a formal evaluation of each student’s progress takes place annually as described above, and concerns may be identified at that time. Problems may also be identified at any point in a student’s academic career by a faculty member, supervisor, or fellow student. The following
sections describe the procedures used for the formal identification of performance concerns; and the review, remediation, or dismissal procedures once a concern is identified.

Methods for Identification of Academic and Professional Performance Concerns

Any faculty member, supervisor, or student may become aware of, and then need to report to an appropriate person, a concern regarding a student’s academic or professional performance. The guidelines found in Standard 1 Resolving Ethical Issues of the APA Code of Ethics (2002/10) are useful for formally handling such problems.

These guidelines recommend that any party who believes that an ethical violation may have occurred must first attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved (Standard 1.04). If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation (Standard 1.05).

Reports by Students. Students concerned about the behavior of a fellow student should first discuss the behavior directly with the other student, if feasible, and if no confidentiality rights are violated. If the concerns are not satisfactorily resolved in this manner, students must then discuss the concerns with their advisor, who will then raise the concerns with the Director of Training. The Director may consult with the Department Chair or department faculty as needed. Advisors and faculty members will endeavor to protect the confidentiality of the student reporting the potential problem, unless such disclosure is required by law or policy. They may request that the student meet with them to provide additional information. Further exploration of information may be required to determine if additional action is needed to resolve the student concern.

Possible outcomes of this initial exploration include the following:
- no further action will be taken;
- a student may be formally warned that her/his behavior is of concern;
- the Director or CECP faculty will determine that further action is required, and a formal review will be conducted by a faculty committee.

Reports by Site Supervisors. In our doctoral program, practicum site supervisors concerned about the performance of a supervisee should initially discuss their concerns with the student. If the problems are not satisfactorily resolved in this manner, supervisors must then inform the Marquette course instructor who has that student in her or his practicum or internship course. If satisfactory resolution of the concerns is not achieved at that point, the Director of Training must be informed, and he or she will gather additional information and raise the issue with the faculty if warranted.

Review Procedures for Academic and Professional Performance Concerns

Not all conduct difficulties can be resolved informally between the concerned individuals. When an informal resolution is not possible or appropriate, or when a student conduct concern has been identified or persists and requires further action, the department faculty will use the following procedures to address the concern. The procedures described below are specific to CECP program; students should also be aware that separate or further action may be taken by the Graduate School and
students are advised to consult the Graduate Bulletin to determine Graduate School procedures and resolutions.

1. **Student Notice.** The student in question will be officially notified by email that a student conduct concern has been identified and needs immediate attention, and that a Faculty Review Committee will be formed to address the concern.

2. **Faculty Review Committee Meeting.** A faculty review committee will be comprised of at least two CECP faculty members and the student. This review committee will meet with the student to explore the nature of the concern. The student will be informed of the concerns and provided an opportunity to explain the situation. Additionally, the committee will gather all related evidence, which may include meeting or discussing the concern with other students, supervisors, faculty or other people with knowledge of the concern.

   Prior to, or as a part of the initial meeting, the student may be given direction to immediately cease some behaviors. A student’s failure to follow such a direction may lead to further immediate action, up to, and including, a recommendation to the Graduate School of dismissal from the program.

   A single consultant is allowed at these meetings, and the student may elect to bring an attorney as his/her consultant. However, the student is expected to inform the faculty of this decision so that the university may also have legal counsel present. The role of legal counsel at such a meeting is limited to that of a consultant. The student’s attorney will not be permitted to speak for the student, make legal objections or arguments, or directly question the committee.

3. **Decision.** After the faculty review committee has gathered all information and reviewed the academic or professional performance concern(s), it will have the option of rendering several possible decisions. Below are several possible actions, and the *Graduate School Bulletin* should be reviewed for all potential actions ([http://bulletin.marquette.edu/grad/](http://bulletin.marquette.edu/grad/)).

   a. **No Action.** The committee may decide that no action is required.

   b. **Program Warning.** For some concerns, a formal written warning may be issued to the student, which will outline specific directions for future conduct.

   c. **Referral to Alternative University Office.** Some conduct concerns (e.g., academic dishonesty or academic performance) may require further action by the Graduate School or the Office of Student Development. In these cases, the conduct matter will be referred to the appropriate office for further action.

   d. **Remediation Plan.** In some situations, the committee may decide that an action/learning plan will be developed to address the concern and appropriate attitudinal or behavioral changes. This remediation plan must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction; a decrease in course load; a decrease in, or temporary suspension of, clinical responsibilities; or increased supervision or faculty advisement. The plan will be documented using the *Student Performance Remediation Plan* form (see Appendix E). After the faculty members involved have presented their recommendations to the student and answered his or her questions, the student must sign the *Student Performance Review Cover Sheet* (see Appendix D), indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations or to submit a written appeal (see the CECP Appeal Procedures below for the conditions
and process for an appeal). Progress must be reviewed at least once every semester by the Director of Training in consultation with the Department Chair. Additional reviews may be scheduled as necessary. After each review, a copy of the Student Performance Remediation Plan form, including student comments and faculty signatures, must be completed and filed in the student’s departmental file. If the faculty believe student progress toward remediation is insufficient, they may recommend either a change in the remediation plan or the student’s dismissal from the program by the Graduate School.

e. Administrative Withdrawal. Some performance concerns warrant immediate action, and as such, students can be administratively withdrawn at any time from classes or clinical settings as deemed appropriate at the discretion of Marquette University. Administrative Withdrawals fall under the purview of the Graduate School, and thus the CECP department can only make a recommendation that a student be withdrawn from a class.

f. Dismissal. Some concerns are of such a serious concern that they may warrant dismissal from the program. In this circumstance, the student will be informed that the review committee is recommending dismissal from the program and that the issue is being referred to the Graduate School for their review and action.

**CECP Appeal Conditions and Procedures**

Students may believe that the decision rendered by the faculty review committee is not appropriate. Consistent with fair practices, students have the right to appeal faculty decisions, as noted above, if the student believes that one of the following three conditions is applicable:

1. New evidence emerges that was not available during the review process and that would affect the review decision.
2. There was a denial of a fair hearing.
3. The evidence presented was not sufficient to establish student responsibility.

It should be noted the student will need to clearly address which condition(s) is applicable for this appeal and present evidence to that effect.

**Appeal Procedures.** If a student wishes to appeal a CECP department decision, he/she must submit a written appeal to the CECP Department Chair or an appointed designee. This appeal should address the following issues:

1. Identify the basis for the appeal. This statement should identify the specific condition(s), of the three noted above, that provides the basis for the appeal.
2. Provide clear evidence that addresses the condition upon which the appeal is based.
3. If more than one decision has been rendered, the student must identify which decisions are being appealed.
4. Any appeal must be submitted within five business days of the date of the faculty review committee decision.
5. After an appeal has been submitted, the Department Chair or designee will make a decision as to whether the appeal meets the conditions for an appeal. Students will be notified by email if the appeal is to proceed or is denied.
6. If the appeal is approved for consideration, the Department Chair or designee will review all documentation related to the academic and professional performance concern, and will meet with the student and other appropriate individuals. This review will be expedited, typically
occurring within five business days. After the Department Chair or designee has met with or reviewed all information, the decision regarding the appeal will be communicated to the student through the Department Chair. Additionally, this appeal will be reviewed and made in collaboration with the College Dean and the Graduate School.

The above procedures are specific to CECP. Students should be aware that decisions involving an Administrative Withdrawal or Dismissal are rendered by the Graduate School. Thus, an appeal of an Administrative Withdrawal or a Dismissal must be submitted directly to the Graduate School. Students are encouraged to review the Graduate School appeal procedures as cited in the Graduate School Bulletin.

MEDICAL WITHDRAWAL

As noted in the Marquette University Graduate Bulletin, an official medical withdrawal may be needed when, in extraordinary cases, a student’s physical and/or psychological condition interferes with her/his student’s ability to participate in campus life, including the ability to complete or make satisfactory progress toward academic goals. Upon request, an official medical withdrawal may be granted, or in some cases, required by the university. Note: a student may withdraw from a term for various reasons, including medical; however, if the student wishes to be verified by the university as having withdrawn with an official medical withdrawal, this policy and the processes outlined below then applies. Please see the Graduate Bulletin for complete information on this procedure.

PORTFOLIO DOCTORAL QUALIFYING EXAMINATION

Portfolio Doctoral Qualifying Examination

Our Counseling Psychology Portfolio Doctoral Qualifying Examination (PDQE) is expressly tied to the goals of the training program. Our scientist-practitioner model is designed for intensive training in both the science and practice of professional psychology. This comprehensive portfolio comprises the Doctoral Qualifying Examination (DQE) (hereafter referred to as the Portfolio Doctoral Qualifying Examination [PDQE]) for the Counseling Psychology Ph.D. (COPS) program. The aim of the PDQE is to systematically guide our students in their development as scientist-practioners above and beyond the formal coursework (while still allowing flexibility in each student’s program), and to systematically evaluate students’ preparedness, readiness, and appropriateness for advancement to doctoral candidacy.

This PDQE is comprised of 6 essential components:

Component I: Annual Evaluations
Component II: Practice of Counseling Psychology
Component III: Collaborative Research Project.
Component IV: Conference Presentation
Component V: Journal Article
Component VI: Comprehensive-Integrative Critical Literature Review (CICLR) of the student’s dissertation area
Each Component has a set of essential tasks and accompanying evaluations with which students demonstrate competencies in that component. In addition to preparing the students for doctoral candidacy, many of the portfolio requirements parallel the pre-doctoral internship preparation and internship application requirements as well.

Policies and Procedures:

The PDQE replaces the written component of the previous DQE format, subsumes the Collaborative Research Project (CRP) and also the portfolio requirement of the previous DQE format which focused on counseling practice. The PDQE is required for COPS students matriculating in 2008 and beyond.

- The PDQE consists of the documentation relevant to the completion of each of the 6 essential components described below and tracked via the PDQE Checklist.
- Students will submit the “in-progress” PDQE to their advisor for each annual review of students.
- The PDQE must be successfully passed before students may propose their dissertation.

Each student’s dissertation/academic advisor will oversee the PDQE process. In the rare case that a student’s academic advisor is different from the dissertation advisor, the academic advisor maintains oversight of the process. Minimally, the development and progress of the PDQE will be reviewed each year during the annual evaluation of students. The completed PDQE will be reviewed and evaluated by each student’s respective dissertation advisor and a second CECP faculty member (typically, the second reviewer will also be a member of the student’s dissertation committee). In cases of disagreement between these two reviewers, a third CECP faculty member will also review the PDQE.

The PDQE may be submitted for grading at any time after residency requirements and coursework are completed, or during the semester in which students are enrolled in their final courses, with the exception of the following: Elective coursework, and COPS 8954, Supervision do not have to be completed, nor does the last semester of required (i.e., students may be enrolled in their sixth semester of required when they complete their PDQE). If the PDQE is submitted between August 15th and May 1st of any given year, the review committee may take up to 2 weeks to review and evaluate the PDQE. If the PDQE is submitted between May 1st and August 15th of a given year (i.e., summer session), the review committee has until September 1st of the year to review and evaluate the PDQE.

The portfolio is graded on a pass/fail basis, and a student passes when at least 2 of the 3 reviewers approve the portfolio. Students failing the PDQE will be given written feedback from their advisor regarding needed improvements, and the PDQE may be resubmitted for evaluation at a time designated by the advisor and in accord with the review guidelines stated in the previous paragraph. All components of the PDQE must receive a passing grade to pass the PDQE. If a student fails one or more components of the PDQE, the student only needs to revise the failed components (see specific component guidelines below). In accordance with Marquette University Graduate School policies and procedures, only two failing submissions are permitted on the PDQE, and students are dismissed from the COPS Program after a second failure.

Required PDQE Components

Component I: Annual Evaluations

1. Copies of all annual self-evaluation letters and forms
2. Copies of all COPS Program evaluation letters
3. Copies of all completed “Professor Evaluation of Student” forms.

Component II: Practice of Counseling Psychology

The primary purpose of this component of the PDQE is to assess students’ clinical competencies related to the practice of counseling psychology. Developing this section also provides an important opportunity for students to reflect upon their readiness and goals for internship.

Students are to maintain with the utmost care the security of all clinical materials included in their portfolios. Students are required to ensure that all of the materials submitted as part of their portfolio are de-identified (i.e., all information that identifies individuals or institutions must be removed according to the departmental HIPAA Compliance Policy found in COPS Program Handbook).

1. Cover Essay: This cover essay must address the contents of this section in light of its purpose (i.e., to assess students’ competencies related to the practice of counseling psychology). Students must make explicit connections to the required documents in this section of the portfolio (see 2 – 6 below). This essay should be approximately 10 pages, but length and format need to be decided in consultation with the advisor. This essay must address the following:
   a. Critical review of the student’s development of counseling skills (assessment, intervention, prevention, etc.) over time
      i. to include areas of strength
      ii. to include areas for improvement (also discuss, after consultation with academic advisor, if these areas need to be addressed prior to applying for internship and/or to be addressed during internship).
   b. Discussion of how the student has integrated science and practice in his or her development as a counseling psychologist, as well as how the student integrates empirically supported interventions into her/his work with clients.
   c. Discussion of how multicultural competencies have been developed and demonstrated (include number of multicultural clients served, number of evaluations and treatment plans completed with multicultural clients, and supervisor evaluations regarding multicultural competencies). Students need to explicitly discuss the manner in which multicultural / diversity issues influence their practice and case conceptualization. This discussion must be informed by the American Psychological Association Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2002).
   d. Discussion of future goals regarding one’s professional development including preparation for:
      i. Internship (including assessment and intervention experience and competencies for prospective internships; identify both general types of internships and at least 5 specific APA-accredited internships).
      ii. Plans for early post-doctoral positions including formal post-doctoral fellowships if relevant.
      iii. Licensure
iv. Relevant post-doctoral certifications and credentials (e.g., listing in the National Register of Health Service Providers in Psychology, American Board of Professionals Psychology [ABPP]).

e. Discussion of the development of the student’s identity as a counseling psychologist, including a discussion of this identity within the context of the broader field of professional psychology and intended career path(s).

2. Theoretical orientation (follow the most recent guidelines of the APPIC Application for Psychology Internship [AAPI] theoretical orientation essay).

3. All supervisor evaluations.

4. Documentation of all hours and related clinical hours.

5. Clinical writing examples (at minimum, 2 examples of each of the following: case presentations, treatment plans, progress notes, psychological reports).

6. Documentation of completion of a minimum of 8 integrated psychological reports (this need not be the actual reports, but documentation of completion of the reports such as signed records etc.).

7. Documentation that student has passed the Internship Readiness Examination (effective for students entering Fall 2011 and later; see below under “Internship Requirements”).

8. Students are encouraged to include any other materials that support their competencies in this area.

Component III: Collaborative Research Project

While the Program coursework is designed to help students develop many important research skills, several aspects of research cannot be learned without actively engaging in the research process under the guidance and supervision of experienced researchers. Therefore, we expect students to be actively involved in research throughout their doctoral program so that they can begin to apply their classroom learning, as well as learn other aspects of the research process that are not easily taught within the classroom. To ensure that this happens, we have two requirements for completing the Collaborative Research Project (CRP): participation on a research team, and writing a report of a research project in which the student participated.

To fulfill the first part of the CRP requirements, by the end of their first semester in the program students must identify a research team with which they can work. Our expectation is that students will then maintain fairly consistent participation on this research team and perhaps other research teams until they begin their dissertations, just as they continue their clinical training fairly consistently up to the point that they begin their internships. The intention behind this requirement is to expose students to the full breadth of the research process before they begin their dissertations. This includes reviewing literature and developing research questions; developing appropriate study designs; learning the IRB review procedure; engaging in data collection, analysis, and interpretation; placing study findings in the context of the existing literature on a topic; and disseminating the results through conference presentations and publication. Not all research teams will allow exposure to each of these aspects of the
research process. Nonetheless, students and their advisors should aim to realize as much of the complete research experience as possible. The criterion for satisfying this part of the CRP requirement is that the student’s involvement in a research project is significant enough that it deserves co-authorship in a peer-reviewed journal submission. The student’s research advisor is responsible for making this determination. Credit for authorship must be in line with the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* (2002) section 8.12. The documentation and review of the research team involvement is described below under the section on “Research Learning Agreement.”

To fulfill the second part of the CRP requirements, students must write a significant portion of a research report. At minimum, this will involve writing a literature review, a methods and results section, or a discussion section of a report based on a research project in which the student participated. The student’s research advisor (if this is not the same person as the academic advisor) will determine when this research report meets appropriate standards for scholarly writing within the field.

New program students often begin working with their assigned academic advisors on research the advisor is currently undertaking. Other students have become involved in various research projects taking place in other Marquette departments or off campus. Students often begin their research team experience doing relatively basic research activities such as data entry, interview transcription, or literature searches, moving on to more complex activities as their class work, clinical training, and research experiences progress. Students entering the program with more background in these areas may engage in more complex activities from the start, however.

The CRP requirements must be completed before students propose their dissertation research. Research assistants may satisfy this requirement through their assistantship responsibilities if the assistantship allows it—some assistantships include primarily teaching or other responsibilities that do not allow for significant involvement in research projects.

**CRP Research Learning Agreement.** To help plan the CRP learning experience and ensure that the criteria for approval are met, students must develop an agreement with their academic advisor (and their research supervisor, if this person is different from their academic advisor) regarding the goals for the CRP. The advisor (and research supervisor, if applicable) will work with the student to plan an appropriate level and type of involvement on the research team(s) on which that the student will be participating. After developing an appropriate plan, students will write a brief proposal (entitled “Research Learning Agreement—Initial Goals”) describing their planned CRP involvement. This agreement is usually brief and includes the expected types of research activities in which the student plans to engage and a tentative timeline for completing these activities. If the agreement is acceptable to the advisor/ supervisor, the student and advisor (and research supervisor, if applicable) will then sign the agreement. The original signed copy of the agreement is submitted to the Department Secretary and a photocopy is included as part of the student’s portfolio, which is submitted as part of the annual review of students. The Research Learning Agreement should be completed by March 1 of students’ first year in the program.

Students review their progress toward their research learning goals in the appropriate section of the Student Annual Self-Evaluation Form each spring; the faculty formally reviews progress toward these goals as part of their annual review of students. Students may revise the Research Learning Agreement with approval from their advisor. If the revised Research Learning Agreement is acceptable to the advisor/ supervisor, the student and advisor (and research supervisor, if applicable) will then sign the revised agreement. The original signed copy of the revised agreement is submitted to the Department
Secretary and a photocopy is included as part of the student’s portfolio, which is submitted as part of the annual review of students.

Students also write a progress report at the end of the project (entitled “Research Learning Agreement—Final Progress Report”) addressing how they met the requirements of the CRP. Approval of this Final Progress Report by the advisor (and research supervisor, if applicable) will result in a satisfactory grade for this program requirement. The original signed copy of the Research Learning Agreement—Final Progress Report, accompanied by a copy of the final research manuscript, is submitted to the Department Secretary to be filed in the student’s program file. A photocopy of the signed Research Learning Agreement—Final Progress Report, accompanied by a copy of the final research manuscript, is included as part of the student’s PDQE.

In highly exceptional circumstances, students who have conducted substantial empirical research as part of prior graduate-level training in one of the behavioral sciences may be exempted from the CRP requirement. Such students should discuss that experience with their advisors to see if they have already fulfilled the requirements of the CRP. Undergraduate research experience cannot be used to satisfy this requirement. Please note, as indicated above, that only in truly exceptional circumstances (e.g., the student enters the program already having completed an empirical master’s thesis or an equivalent project) will students be exempted from the CRP requirement. Even in those rare exemptions from this requirement, however, the department still strongly encourages students to complete a collaborative research project prior to beginning their dissertation. To formally request that this requirement be waived, students submit a “Research Learning Agreement—Progress Report” summarizing their prior research experience, along with the research report(s) that they wrote as part of that prior research experience, to their advisors. The student’s advisor will then make a recommendation to accept or reject the request to the COPS Director of Training (DoT). If the DoT agrees with the advisor regarding the recommendation, then that recommendation stands. If the advisor and DoT disagree regarding the request, it will go to the full department faculty for a vote.

Collaborative Research Project Required Documentation:

1. Research Learning Agreement (signed by student and advisor/supervisor)
2. Research Report (indicate level and sections of authorship)
3. Research Learning Agreement—Final Progress Report (signed by student and advisor/supervisor)

**Component IV: Conference Presentation**

The student must present a paper (individual, or as part of a symposium) or poster at a state, regional, national, or international professional conference/meeting. The student must have made significant contributions to the paper or poster to warrant authorship. Credit for authorship must be in line with the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* (2002) section 8.12. Submissions must be refereed. (Note. This conference presentation may involve the same project as used for the CRP)

1. Prior approval in regard to the appropriateness of the conference is given in writing by the student’s advisor.
2. Documentation – Acceptance letter from the conference or page from the conference program listing the presentation and presenters.
3. Copy of the paper/poster.

Component V: Scholarly Publication

The student must serve as an author on a manuscript (conceptual or empirical) submitted to a refereed journal or book publisher. Credit for authorship must be in line with the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* (2002) section 8.12. The manuscript must be deemed ready for submission by the student’s advisor.

(*Note. This may involve the same project as used for the CRP and/or the conference presentation).*

1. A memo from the student’s advisor attesting that the manuscript is ready for submission.
2. Written acknowledgement of receipt of the manuscript from the journal editor or book editor/publisher. (*Note. It is *not* necessary that the manuscript be *accepted* for publication.*
3. A copy of the manuscript. A reprint of the published article/chapter will also fulfill requirement #2.

Component VI: Comprehensive-Integrative Critical Literature Review (CICLR) of the student’s dissertation area*

This Comprehensive-Integrative Critical Literature Review (CICLR) serves as the foundation for the student’s dissertation proposal. This extensive review essentially serves as the broader foundation for Chapter II of the dissertation, although the final version of Chapter II is likely to be more narrowly targeted. This CICLR helps to ensure that a student is ready to develop her or his dissertation proposal and ready to advance to doctoral candidacy.

The purpose of the CICLR is to summarize and critically analyze existing research literature, as well as theoretical and conceptual literature, regarding the student’s specialty area (i.e., intended area of dissertation). The body of literature comprises all studies that address related or identical hypotheses or research questions.

**CICLR Review Committee.** The CICLR Review Committee is chaired by the student’s dissertation chair and comprised of the student’s dissertation committee. The dissertation committee must include a minimum of three members, two of whom must be full-time, tenure-track members of the CECP department faculty, and one of whom must be a “core” faculty member as defined by APA (i.e., Burkard, Fox, Knox, Melchert). Upon approval by the committee chair (or co-chairs), additional members beyond the required 3 members may be invited if the dissertation will benefit from adding the expertise brought by those individuals. The chair or at least one of the co-chairs of the committee must be a full-time faculty member in the Department.

**Comprehensive-Integrative Critical Literature Review Proposal.** The CICLR proposal is developed by the student in consultation with her or his dissertation advisor. This formal proposal will be approximately 7-10 pages, will provide a rationale for choosing the topic area, will summarize and highlight the areas to be covered in the review, and will include search strategies and types of literature to be reviewed (e.g., to include unpublished doctoral dissertations, papers and posters from professional meetings, government reports, books, etc). Upon approval of the advisor, the CICLR proposal will be submitted to
the CICLR Review Committee for review; and a meeting will be set to discuss and, if needed, modify the proposal. The CICLR proposal will be submitted to the CICLR Review Committee by September 1st. The CICLR Review Committee will have at least 2 weeks to review the proposal before the proposal meeting. For the proposal meeting, students should prepare a brief presentation that addresses the following: the topic being studied; why the student has chosen that topic; why it is important to study that topic (i.e., how will the study add to the literature?); and the topic’s relevance to counseling psychology. In addition, the student should prepare questions that s/he has for the CICLR committee regarding any areas of uncertainty, or areas where s/he seeks additional consultation. A unanimous decision by the CICLR Review Committee is needed to accept the CICLR proposal. If accepted by the CICLR Review Committee, the members shall sign the Comprehensive-Integrative Critical Literature Review Proposal form and note any substantive changes to the proposal. A copy of the proposal is submitted to the COPS Director of Training, and a copy is placed in the student’s department file.

The Comprehensive-Integrative Critical Literature Review must:

a. Be written independently. The student may consult with the chairperson or committee members about conceptualization and organization issues, but the paper must be written independently. Drafts of the CICLR or draft sections of the CICLR will not be reviewed by the CICLR Review Committee. Students need to conceptualize the CICLR as a long-term take-home examination, and can not have the CICLR reviewed in whole or in part by any other person.

b. Be written in accordance with the most recent version of the Publication Manual of the American Psychological Association.

c. Include a description of the literature review strategy and search history.

d. Include appropriate and available literature reviews, integrative literature reviews, and meta-analyses conducted by others.

e. Include critical analyses of:

   i. research designs (both quantitative and qualitative designs)

   ii. data analyses

   iii. measurement issues (including reliability and validity)

   iv. ethical concerns

   v. “gaps” in the research literature

   vi. pressing research questions.

f. Not exceed 100 pages of text (not including references, appendices, tables, or figures).

After the CICLR proposal has been approved, students must adhere to the following procedures and timeline regarding the CICLR:

CICLR Procedures and Timeline [Note: The timeline outlined below assumes that the CICLR will be completed during the Fall/Spring terms, when faculty are on contract. Students should discuss with their advisor any potential deviation from this timeline (e.g., advisor’s availability for CICLR review during the Summer term)]:

1. The Comprehensive-Integrative Critical Literature Review must be completed and submitted to the Review Committee by February 1st of the same academic year of the CICLR proposal (in other words approximately 5½ months from the acceptance of the CICLR proposal). A Comprehensive-Integrative Critical Literature Review submitted after the February 1st deadline will be declared a “failure.”

   a. Under extraordinary circumstances (e.g., medical conditions, family crisis), a student may petition the CECP faculty for an extension of time to complete the CICLR. Students must submit a written request for the extension of time to the department chair so that the request can be considered at the next regularly scheduled faculty meeting. If necessary, the department chair may call for an emergency meeting of the faculty. The written request must include a description of the need for the extension of time and a rationale for a specific length of time for the extension. The faculty may request more information from the student prior to voting. The length of time for the extension is at the discretion of the faculty. A majority vote from the program faculty is needed to approve the extension of time.

2. Upon submission of the Comprehensive-Integrative Critical Literature Review to the chairperson, the CICLR Review Committee will require up to 4 weeks to evaluate the Comprehensive-Integrative Critical Literature Review. It is possible that students will complete the CICLR prior to the February 1st deadline. In these cases, students must consult with their advisor about an early submission and the possibility of setting the date for final review and evaluation.

The paper is graded on a pass/fail basis. General guidelines for grading are provided in Appendix G: CICLR Grading Rubric – General Guidelines. Each member of the CICLR Review Committee evaluates the CICLR with regard to both the CICLR Grading Rubric – General Guidelines and the CICLR proposal. The CICLR Review Committee’s evaluation process is as follows: 1) Each member individually reviews the CICLR and completes the CICLR Grading Rubric prior to the CICLR Defense Meeting; 2) Toward the end of the CICLR Defense Meeting (i.e., after the student has been asked to leave the meeting so that the committee can confer and reach a decision regarding whether or not the CICLR passes), members share their individual ratings and reach consensus regarding the final disposition of the CICLR (i.e., pass vs. fail); 3) This consensus final disposition/decision is shared with the student.

   a. Possible Grades:

      i. Pass with distinction

      ii. Pass (no revisions necessary)

      iii. Pass pending revisions

         1. Revised paper to chairperson only, or

         2. Revised paper to full review by the CICLR Review Committee

*Revisions must be completed by May 1st of the same academic year as the CICLR proposal or the grade becomes “Fail.” The Chairperson or the full CICLR Review Committee will review and evaluate the revisions no later than May 15th of the same academic year.

Under extraordinary circumstances (e.g., medical conditions, family crisis), a student may petition the CECP faculty for an extension of time to complete the revisions for the CICLR. Students must submit a written request for the extension of time to the department chair so that the request can be considered by the faculty. The written request must
include a description of the need for the extension of time and a rationale for a specific length of time for the extension. The faculty may request more information from the student prior to voting. The length of time for the extension is at the discretion of the faculty. A majority vote from the program faculty is needed to approve the extension of time.

iv. Fail

b. A unanimous decision of the CICLR Review Committee determines the final grade. If the paper is not passed unanimously, the student has failed the first attempt.

The Second Attempt (if necessary)

If the first attempt fails, the student has two options:

1. The student can maintain the same committee and topic. The chairperson will consult with the CICLR Review Committee to determine whether the committee should reconvene with the student to discuss the second attempt, including needed revisions to the paper.

The student will have 6 months to revise and resubmit the Comprehensive-Integrative Critical Literature Review; otherwise, the second attempt will be declared a “failure.”

Upon submission of the second-attempt Comprehensive-Integrative Critical Literature Review to the chairperson, the CICLR Review Committee will require up to 4 weeks to evaluate the second-attempt Comprehensive-Integrative Critical Literature Review. It is possible that students will complete the CICLR prior to the 6-month deadline. In these cases, students must consult with their advisor about an early submission of the second-attempt CICLR and the possibility of setting the date for final review and evaluation.

a. The paper is graded on a pass/fail basis (see grading rubric – Appendix G).

b. Possible Grades:

i. Pass with distinction

ii. Pass (no revisions necessary)

iii. Pass pending revisions*

1. Revised paper to chairperson only, or

2. Revised paper to full review by the CICLR Review Committee

*Revisions must be completed within 60 days of or the grade becomes “Fail.” The Chairperson or the full CICLR Review Committee will review and evaluate the revisions no later than 2 weeks after the submission of the revisions.

Under extraordinary circumstances (e.g., medical conditions, family crisis) a student may petition the CECP faculty for an extension of time to complete the revisions for the CICLR. Students must submit a written request for the extension of time to the department chair so that the request can be considered by the faculty. The written request must include a description of the need for the extension of time and a rationale for a specific length of time for the extension. The faculty may request more information
from the student prior to voting. The length of time for the extension is at the discretion of the faculty. A majority vote from the program faculty is needed to approve the extension of time.

iv. Fail

A unanimous decision of the CICLR Review Committee determines the final grade. If the paper is not passed unanimously, the student has failed the attempt. In accordance with the Marquette University Graduate School policies and procedures, the student will not be given another opportunity to pass the CICLR and will be dismissed from the COPS Program.

OR

2. Under extraordinary circumstances, if the student feels that the Comprehensive-Integrative Critical Literature Review was not evaluated fairly, the student can formally request of the COPS Director of Training that a new committee be formed and a new topic be proposed. The Director of Training will consult with the CICLR chairperson and may also consult the CICLR Review Committee to determine whether this request should be approved.

If the request is approved, the student will be allowed to construct a new CICLR Review Committee and gain approval of a new topic. The student shall follow the same procedure as the first attempt and will be allowed the same amount of time as the first attempt. The first attempt of the Comprehensive-Integrative Critical Literature Review, however, is still considered a failure.

If the second attempt of the Comprehensive-Integrative Critical Literature Review is not passed unanimously, the student has failed the CICLR. The Comprehensive-Integrative Critical Literature Review is a critical component of the PDQE, and failure of this component results in failure of the PDQE. In accordance with the Marquette University Graduate School policies and procedures, the student will not be given another opportunity to pass it and will be dismissed from the COPS Program.

*Adapted from Marquette University Clinical Psychology program.

**Timeline for Major PDQE Requirements**

- Collaborative Research Project (CRP). During the fall of the student’s first year in the program, the advisor should initiate a discussion and help focus and shape the research activities that will be the basis for the advisee’s plan for completing the CRP. The plan should include details for research activities in which the student would be involved (under the advisor’s supervision) to fulfill the CRP requirements. The CRP Learning Agreement should be submitted by the end of the student’s second semester in the program; by the end of the student’s second year in the program, the CRP should be completed (i.e., CRP Report and Final Progress Report have been submitted).
- Conference Presentation. The advisor will facilitate the student’s completion of this requirement, whether through CRP-related projects or other research in which the student and the advisor are collectively involved.
- Journal Article Submission. The advisor will facilitate the student’s completion of this requirement, whether through CRP-related projects or other research in which the student and the advisor are collectively involved.
- CICLR. Advisors will serve as the Chair and support/guide students in the development of a proposal.
DOCTORAL CANDIDACY

Students advance to candidacy upon recommendation of the department faculty after all components of the PDQE are passed, and after all program coursework (excluding the internship) and the Graduate School’s residency requirement have been completed. Students must still successfully complete their dissertations and predoctoral internships before their degree is completed.

DISSERTATION

A dissertation is required of every student in the Counseling Psychology program. The dissertation involves a major research project conducted under the direct supervision of one’s advisor designed to contribute to the body of knowledge in counseling psychology. Students must register for CECP 8999, Doctoral Dissertation, other coursework, or for a continuation course while working on their dissertation.

Students’ dissertation proposals must be written according to APA Style and include three chapters. The first chapter is normally entitled “Introduction” and includes an overview of the relevant literature, a discussion of the research questions or hypotheses that will be investigated, an overview of the study methods, and a discussion of the limitations of the methods proposed. The second chapter (“Literature Review”) normally includes an overview of the topic and an extensive and critical review of the relevant research literature. The third chapter (“Methods”) normally includes four sections describing the study participants, measures, procedures, and data analytic procedures. Final dissertations will include the three chapters outlined above, plus another chapter describing the study results, and a final chapter providing a critical discussion of the completed study. This final chapter ordinarily includes a brief summary of the study results, a critical discussion of those results in light of other findings regarding the topic, a discussion of the study limitations, and suggestions for future research that will increase understanding of the topic. Paper copies of both the dissertation proposal and final defense documents must be distributed to the committee members at least four weeks in advance of the meetings so that committee members have sufficient time to review the documents.

The student and his or her advisor are responsible for selecting an appropriate dissertation committee. This committee reviews the original dissertation proposal and the dissertation results after the research is completed, and works to help the student conduct the best research possible. This committee meets two times, first to evaluate the acceptability of the dissertation proposal, and second to evaluate the acceptability of the completed project and final document.

Dissertation committees must include a minimum of three members, two of whom must be full-time, tenure-track members of the department. Upon approval by the committee chair (or co-chairs), additional members may be invited if the dissertation will benefit from adding the expertise brought by those individuals.

The chair or at least one of the co-chairs of the committee must be a full-time, tenure-track faculty member in the CECP department. Students sometimes complete their dissertations through collaboration with researchers from outside the department, particularly when these external researchers hold expertise and/or have access to data necessary for the completion of the project. In these cases, a full-time, tenure-track department faculty member and the external researcher can serve as co-chairs for the student’s dissertation, with the outside researcher serving as the primary supervisor with regard to content and/or data collection, and the CECP faculty member serving as the primary...
supervisor with regard to the dissertation process.

Faculty members or administrators from other Marquette departments or other institutions may serve as committee members. Copies of vitae from non-departmental committee members must be maintained by the department for purposes of documenting their qualifications. The department chair will be responsible for monitoring the qualifications of non-departmental committee members.

A student’s proposal or final defense is approved upon a unanimous vote in the case of three-person committees. When there are four or more members on a committee, only one dissenting vote will be allowed for a student to pass. Committees can vote to approve a proposal or final defense, conditional on students completing specified revisions. Committees can allow the chair (or co-chairs) to approve those revisions, can require that all committee members individually review and approve the revisions, or can ask for another meeting to discuss the revisions before they are approved.

If a dissertation committee member is unable to fulfill her or his obligations, she or he may be replaced upon recommendation of the committee chair and approval by the department chair.

To help familiarize students with the dissertation process, as well as the process of conducting major research projects, all students are strongly encouraged to attend at least two dissertation proposal or final defense meetings prior to proposing their own dissertation. The dissertation student presents a brief overview of the project at the beginning of these meetings. This overview is followed by questions and comments from the committee, and questions and comments from the audience. When all questions have been answered, the student and any audience members who are present are asked to leave, and the committee discusses and votes on the approval of the dissertation document.

**Recent Dissertations by Counseling Psychology Students**


Daaod, Christopher. (2009). The effects of individual secularity, institutional secularity and campus activity involvement on college student suicidal ideation and attempts.

DeWalt, Theresa. (2009). The primary prevention of sexual violence against adolescents in Racine County and the Community Readiness Model.


Downs, Joni. (2009). Lesbian, gay, bisexual school counselors: What influences their decision-making regarding coming out in their work environment?


Fleck, Angela. (2010). Is Institutional Sexual Misconduct Predictive of Sexual Recidivism Amongst Male Sex Offenders?


Jackson, Julie. (2007). Assessing the reliability and validity of scores from a revised version of the Inventory of Drug Use Consequences.

Janecek, Julie (2010). Language Outcome after Left Temporal Lobectomy in Patients with Discordant fMRI and Sodium Amobarbital Testing Results.


Kozlowski, JoEllen. (2008). Nonsexual boundary crossings in clinical supervision: Are they always negative?


Maddocks, Mary. (2008). Women’s decisions to see specialty substance abuse treatment: A focused ethnography.

Raszkiewicz, Stephanie. (2010). The clinical utility of the Conners' Continuous Performance Test in the evaluation of youth with conduct disorder.
Schroedl, Rose. (2010). Content development of the Relationship with Alcohol Scale for Late-Adolescents.
Silva, Marc. (2011). Relationship between psychiatric diagnosis and functional outcome in physical therapy.
Von Briesen, Peggy. (2007). Pragmatic language skills of adolescents with ADHD.

**PRE-DOCTORAL INTERNSHIP REQUIREMENTS**

The psychology pre-doctoral internship is generally considered the capstone of clinical training in professional psychology in the United States. It normally involves practicing as a “psychology intern” in a behavioral health care setting full-time for one year, and occurs at the end of one’s doctoral training. In our Program, students must pass the PDQE and have their dissertation proposals accepted before they can apply for internship. Because many internship sites have application deadlines of November or early December, this time-frame means that students realistically need to have passed their PDQE and successfully proposed their dissertation by mid-October, at the absolute latest. This time-frame ensures that students and faculty have sufficient time to complete and review any necessary revisions of the PDQE and/or dissertation proposal prior to internship application deadlines.

Please also note that we follow the newly adopted Council of Counseling Psychology Training Programs
Expectations for Internship Eligibility (see Appendix M). Many of these expectations are fulfilled via our program requirements. Please pay particular attention to Item 7 (clinical hours): Trainees are required to have completed “at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee’s work” (CCPTP, February 2013). Most of our students take more than the required four semesters of doctoral practicum, and thus these target percentages will still hold. Students who complete only the four semesters of required doctoral practica, however, must adjust these percentages so that they indeed accrue at least 450 face-to-face hours and 150 supervision hours. Hours accrued in Field Placement (i.e., after the required semesters of doctoral practica have been completed) do count toward the 450/150 hours required for internship eligibility.

In addition, students must pass the Internship Readiness Exam before they may apply for internship. The purpose of the exam is to assess students’ clinical competence. This examination is oral, and occurs on the Monday after the end of the Spring semester during which students took the first semester of the Internship Prep class. A panel of three randomly-assigned department faculty, who are also psychologists, constitute the examination team; the student’s advisor is not permitted to be part of the examination team. The examination will be audiotaped; tapes will remain the possession of the Department. See Appendix K for the rubric used to evaluate the exam.

For the exam, students will be given a one- to two-page summary of a clinical case that might be encountered at an outpatient facility. The student will be given 30 minutes to review the summary. After this review, the student will present to the three faculty a case formulation that includes the following:

- Case conceptualization from the student’s preferred theoretical orientation, under the larger umbrella of the biopsychosocial framework
- DSM diagnosis, or additional questions to ask or assessments to perform that the student would employ to reach the appropriate diagnosis
- Treatment plan, including the type of evidenced-based treatment proposed and its rationale
- Discussion of any ethical considerations regarding the case
- Discussion of any multicultural considerations regarding the case

New requirement, as of Fall 2016: Per APA’s new Standards of Accreditation, students must now demonstrate advanced integrative knowledge of basic discipline-specific content areas (i.e., affective, biological, cognitive, developmental, and social bases of behavior). Toward that end, the case presentation in every semester of doctoral practicum, as well as the Internship Readiness Examination, will provide an opportunity for students to demonstrate their skills in this area. We expect that students’ final opportunity to demonstrate such integrative knowledge (whether in practica or on the IRE) will indeed reflect an advanced level of such integration. To complete this requirement satisfactorily, students must have integrated at least two of the identified areas (see above) in their conceptualization of the case.

After the student presents her/his formulation, the faculty team will ask questions about the case. Both the student presentation and the faculty questions should each last for 20-30 minutes, and thus the exam as a whole will last approximately one hour.

The faculty team will evaluate the student’s performance on the examination to determine whether the
student passes this requirement. At least two faculty must vote to pass.

If the student fails the first attempt at the examination, s/he must first speak with the Internship Prep class instructor and her/his advisor about the weaknesses noted in the exam performance. These conversations must take place within a week of the student’s learning that s/he failed the exam. In consultation with the instructor and her/his advisor, the student must then develop a plan for how to remedy these weaknesses. This plan must be approved by the instructor and the advisor. This plan must receive such approval no more than one week after the meeting between the student, the instructor, and the advisor regarding the student’s failure of the exam. Before the student can re-take the exam, s/he must provide evidence that the plan has been completed successfully. Any re-administration of the exam will follow the same format as the original administration, although the case presented to the student will be different. Students are permitted only one re-administration of the exam. If a student fails a second administration, s/he will be withdrawn from the doctoral program.

A student may appeal a failing grade to the Director of Training. As part of this appeal, the student may request that other faculty review the examination.

Students should begin thinking about their internships right from the start of their doctoral studies. Their developing portfolios (described above) provide an important opportunity for organizing their plans for internship. To further assist students in making appropriate plans and developing strong internship applications, students are also required to attend the Internship Preparation Seminar in the spring semester prior to when they apply for internship and the fall semester during which they are applying for internship. The seminar is conducted by the Director of Training. These seminars meet regularly throughout both semesters and continue through APPIC Match Day in February of the following year. Students must participate in the APPIC Match and must apply in Phase I of the match only to APA-accredited sites. Our students typically apply to between 10 and 15 APA-accredited sites. If a student does not match in Phase I, s/he must consult with her/his advisor and the Director of Training regarding the possibility of applying to non-APA-accredited sites (e.g., an APPIC site) for Phase II of the Match. Students must also be present at the Marquette campus for the Friday on which they learn whether and where they have matched.

Any student who does not match through the APPIC Match process must closely examine the unfilled positions posted after Phase I of the Match. If any unfilled positions are a good fit for an unmatched student, s/he is strongly encouraged to participate in Phase II of the APPIC Match process. Only if an unmatched student has participated in Phase I of the APPIC Match, carefully examined any unfilled positions and either a) determined (in consultation with the advisor and the DOT) that none are a good fit, or b) participated in Phase II of the APPIC Match and still remains unmatched, is that student permitted to try to create a pre-doctoral internship outside the APPIC Match process.

Our internship requirements are designed to facilitate the eventual licensure of our students. Because of the importance of these considerations in the future careers of students, these requirements are enforced rather strictly. Below are listed the requirements of the Counseling Psychology internship at Marquette University:

1. A minimum of 2,000 hours of experience in a training program that is planned, organized, integrated, and appropriate for the intended area of practice. These hours may be accumulated in no less than 12 months and no longer than 24 months.
2. The internship experience must be under the direction of a licensed psychologist with at least
three years of post-licensure experience, who shall also be responsible for the integrity and the quality of the training.

3. During the internship, an appropriate title such as "psychology intern" must be used.

4. During the internship, experience with professionals from disciplines other than psychology is required. Experience with psychologists in addition to the supervising psychologist is also desirable to help obtain a diversity of training experiences.

5. There shall be a minimum of two hours per week of regularly scheduled, formal, face-to-face individual supervision. There must also be at least two additional hours per week in appropriate learning activities such as case conferences, seminars addressing practice issues, co-therapy with a staff person, group supervision, or additional individual supervision. There must be at least one hour of group supervision included among these appropriate learning activities.

6. Hours obtained through practicum, clerkship, or externship may not be used to satisfy this requirement.

7. At least 25% of the intern’s time shall include direct contact with clients who are appropriate for the intern’s intended area of practice. The internship should provide training in a range of assessment and treatment activities conducted directly with clients seeking services.

8. Additional activities of the internship include, but are not limited to, report writing, case consultation, intake, staffings, research, inservice programs, staff training, administration, organizational development, and consultation.

9. Interns’ supervisors must provide quarterly written evaluations over the course of the internship. Each of these must be provided to the Director of Training for review and placement in the student's permanent file.

GRADUATION

Counseling Psychology doctoral students who complete all of their degree requirements, including submission of their dissertation by May graduation deadlines, and who will complete their internship prior to August graduation deadlines, are eligible to participate in May commencement. If a student applies to participate in the May ceremony but has not yet finished her/his dissertation, s/he will be given contingent approval. Final approval will be given only if s/he completes her/his degree requirements and dissertation by May graduation deadlines. If s/he does not, s/he will not be allowed to participate in the May ceremony, and will need to complete a paper graduation application to change the commencement selection from May to December. [www.marquette.edu/mucentral/registrar/documents/Form-GraduateSchoolApplicationforGraduation.pdf](http://www.marquette.edu/mucentral/registrar/documents/Form-GraduateSchoolApplicationforGraduation.pdf)

Students should apply to graduate via CheckMarq prior to the deadline in mid-March for August graduation if they plan to participate in May commencement. Please also see the Graduate School Bulletin for additional information.

VERIFICATION OF DEGREE COMPLETION

If students need (for employment or post-degree hours purposes) degree verification prior to the university's normal timeline, the university will try its best to accommodate those needs. Students should order transcripts before the “end of the term diploma” date (see Academic Calendar) through the University Registrar to arrange for such verification. When doing so, students should check the box “Hold for Degree Posting” on the form, and let Coreen Bukowski know of this request.
PSYCHOLOGY LICENSURE

Professional psychologists must become licensed before they can independently provide behavioral health care services to the public (except for some exempt state and federal institutions). Licenses to practice psychology are controlled by the individual states, however, and not by universities, the federal government, or professional organizations. Generally, a license to practice psychology requires that one has graduated with a doctoral degree in professional psychology (such as from the program described above), passed the various licensure examinations required by the individual states, and completed at least one year of post-doctoral professional experience. It is important to note that the attainment of a doctoral degree in psychology does not guarantee the student a license in any state, but that the doctorate is a required part of the licensure process. In addition to an appropriate doctoral degree in psychology, the State of Wisconsin requires that applicants for licensure obtain one year of supervised post-doctoral professional experience, and pass both the Examination for Professional Practice (EPPP) and the state jurisprudence (“ethics”) exam. Graduates who desire to be licensed as psychologists in Wisconsin will need to contact the Department of Regulation and Licensing, while graduates who desire to become licensed in another state will need to contact the Psychology Examining Board in the state in which they wish to become licensed.

INFORMED CONSENT REQUIREMENT

This Handbook serves as a formal agreement (i.e., contract) between the Program and the student. If the requirements spelled out above are fulfilled by a student, then the University will award that student with a Ph.D. in Counseling Psychology. Given the importance of these requirements, students in our Counseling Psychology Program are expected to familiarize themselves with the contents of this Handbook, including the APA Ethics Code found in Appendix N. In order to avoid potential problems that could arise even early in students’ programs, we require that students who enter the program familiarize themselves with this Handbook and sign a document indicating that they have read the Handbook and have asked about any content that is unclear to them. This document must be signed by the second week of students’ first fall semester in the Program.
Appendix A

MARQUETTE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

PETITION FOR COURSE WAIVER OR SUBSTITUTION

Student’s Name ________________________________________ Date __________________

MU Course Requested to be Waived or Substituted __________________________________________

Department, Number, and Title of Course Considered to be Equivalent to the MU Course
__________________________________________________________________________________

Institution Where Taken ________________________________________________________________

Date Taken ________________________ Credits Earned__________ Grade Obtained __________

1. Attach a copy of the original course syllabus (including information regarding required readings, course activities, assignments, examinations, and other relevant data). Attach any other information regarding significant aspects of the course that are not readily apparent from the syllabus. Note that courses taken more than six years previously are not normally waived.

2. Outline the correspondence between the Marquette course that one is requesting to be waived and the course previously taken if it is not readily apparent. Keep in mind that the department is interested in assessing equivalence and not duplication of course content. Syllabi for our current departmental courses are available from the department academic coordinator for comparison purposes.

3. Submit this material to your advisor. Advisors will recommend acceptance or rejection of this petition to the department chair. If the advisor and chair disagree regarding the petition, the petition will go to the full department faculty for a vote. Students will be given a copy of this form after a decision has been reached.

Course waiver recommended: Yes ________ No_______
Reasoning: _______________________________________________________________________
Advisor’s Signature __________________________________________ Date ________________

Course waiver recommended: Yes ________ No_______
Reasoning: _______________________________________________________________________
Chair’s Signature __________________________________________ Date ________________

Waiver approved ________ Waiver rejected ________
Appendix B
Professor Evaluation of Student Form [This form has been temporarily discontinued]

Course ___________________  Student ____________________________
Professor _______________________________  Date ________________

(Scale: 1 = improvement definitely needed, 2 = a focus for growth,
3 = developmentally appropriate, 4 = advanced, NEI = not enough information)

**KNOWLEDGE AND ACADEMIC SKILLS**

1. Acquire knowledge of course content.  1  2  3  4  NEI
2. Quality of contributions in class.  1  2  3  4  NEI
3. Writing ability.  1  2  3  4  NEI
4. Research skills.  1  2  3  4  NEI
5. Ability to analyze/synthesize material.  1  2  3  4  NEI
6. Ability to apply professional and personal experience to the evaluation of theory and research.  1  2  3  4  NEI

Comments:

**PROFESSIONAL SKILLS**

1. Understanding of therapist roles and functions.  1  2  3  4  NEI
2. Ability to apply research findings to clinical practice.  1  2  3  4  NEI
3. Acceptance and awareness of diverse populations.  1  2  3  4  NEI
4. Ability to establish rapport with diverse populations.  1  2  3  4  NEI
5. Ability to develop appropriate case conceptualizations  1  2  3  4  NEI
6. Effective implementation of a variety of therapeutic interventions.  1  2  3  4  NEI

Comments:

**DISPOSITIONS**

7. Treats other (e.g., colleagues, clients, professors) respectfully.  1  2  3  4  NEI
8. Completes assigned responsibilities (incl. class attendance) promptly.  1  2  3  4  NEI
9. Completes assigned responsibilities well.  1  2  3  4  NEI
10. Open to supervision and feedback.  1  2  3  4  NEI
11. Acts in an appropriately professional manner.  1  2  3  4  NEI
12. Exhibits high ethical standards.  1  2  3  4  NEI

Comments:

(Form adapted from Texas A & M Counseling Psychology Program)
Appendix C
Counseling Psychology Ph.D. Student Annual Self-Evaluation Form

Student Name _________________________________ Date ________________

This form is to be completed and submitted, along with appropriate documentation, to your advisor by March 1. This self-evaluation covers the previous 12 months.

Month & year when entered program: ______________
Month & year when candidacy expires: ______________

Student’s intended career goal: ____________________________________________________

1. Courses taken, grades received, and mean Professor Evaluation of Student Form ratings for each course (report mean rating for each of the three sections on the form):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course number</th>
<th>Grade</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
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<td>COPS 8330</td>
<td>AB</td>
<td>2.64</td>
<td>3.16</td>
<td>3.27</td>
</tr>
</tbody>
</table>

2. Reflect on the grades and feedback received from your professors this past year, covering each of the four areas noted above.

   Grades:

   Knowledge:

   Skills:

   Dispositions:

3. List all current professional memberships (including local, state, and national).

4. List all publications and paper presentations to date, clearly noting those that occurred in the past 12 months.

5. List the research teams in which you participated this past year, your roles on those teams, and your progress toward completing your Collaborative Research Project (CRP) and your dissertation (refer to the CRP Learning Agreement if relevant).

6. List all teaching activities undertaken this past year (e.g., as a course instructor, teaching assistant, or workshop leader).

7. List all involvement in the delivery of professional services outside of practicum.

8. List other professional development activities this past year (e.g., professional organization involvement, conferences and workshops, etc. attended).

9. Describe your level of participation in the CECP Graduate Student Organization this past year.
10. Describe your plan for taking the master’s comprehensive exam (if applicable) or submitting the portfolio doctoral qualifying exam.

11. Comment on your annual self-evaluation from last year and last year’s faculty annual evaluation (skip if this is your first year in the department).

12. Discuss your progress toward developing multicultural counseling competencies.

13. If you are working on developing competencies in any specialized area of practice (e.g., child, family, substance abuse, health psychology), discuss your plan for developing those competencies.

14. With respect to the scientist-practitioner training goals of our program, briefly assess both your strengths as well as areas where change, growth, or improvement is desired or needed in the following three areas:

   **Science:**

   **Practice:**

   **Realizing the synergy of combining science with practice:**

15. Identify your educational and professional goals for the coming year (keeping in mind how these goals will help strengthen your dissertation and your application for internship).

16. Include a copy of your current vita under the appropriate tab in your portfolio.

17. After the student and advisor discuss the above information, the advisor may want to offer additional comments below. Both should then sign as indicated below.

   Student’s signature ____________________________ Date ____________

   Advisor’s signature ____________________________ Date ____________
Appendix D
Faculty Review Committee Meeting Regarding Student Performance Review Cover Sheet

Student: __________________________    Date of Initial Meeting with Student: ____________

Faculty Members Present (must include the Director of Training and Student’s Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):
Date of Faculty Review Meeting: _____________

Faculty Recommendation:

___ No action required
___ Program warning
___ Referral to alternative University office
___ Remediation plan (attach copy of plan)
___ Administrative withdrawal
___ Dismissal (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student’s Advisor __________________________ Date ___________

Director of Training __________________________ Date ___________

________________________________________________________________________

Date of Student Feedback Meeting: _____________

Student Comments:

Signature of Student: __________________________ Date: ___________

(Does not necessarily indicate agreement)
Appendix E
Student Performance Remediation Plan

Student: _______________________________________________________

(check one)   ____ Initial Plan Review     ____ Follow-up    ____ Final Review

Identified Area(s) of Concern:

A. 
B. 
C. 

Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): __________________

Student Reactions:

Student Signature: _____________________________ Date: ___________

Advisor Signature: _____________________________ Date: ___________

Training Director Signature: ___________________________ Date: ___________
Appendix F

MARQUETTE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

HIPAA Compliance Policy

Adopted April 14, 2003

The Department requires all of its students and faculty involved in offering health care services and/or protected health information to familiarize themselves with the requirements of HIPAA (Health Insurance Portability and Accountability Act). This includes all full-time department staff and faculty and all students in counseling and counseling psychology. School counseling students and others whose primary work involves educational rather than health records also need to follow the requirements of FERPA (Family Educational Records and Privacy Act). They also need to be aware of HIPAA requirements, however, because they are likely to handle protected health information from various psychological and medical providers (e.g., school nurses; students’ therapists, psychologists, and pediatricians) on a regular basis.

The Department’s Privacy Officer is currently the Department Chair, Dr. Tim Melchert. He is responsible for developing the Department’s HIPAA Compliance Policy, ensuring that students, staff and faculty about informed about the policy, and handling inquiries with regard to HIPAA requirements.

Departmental HIPAA requirements

1. Complying with agency policies for ensuring HIPAA compliance. The CECP Department does not offer health care services directly to the public because we do not maintain an in-house counseling clinic. Instead, we rely on departments and agencies in other units of the University or off campus for all of our field experiences and training. When offering services to clients in these other departments and agencies, all faculty and students are required to familiarize themselves with and observe the requirements of those agencies with regard to HIPAA compliance.

2. Student work samples submitted for evaluation. We normally ask students who complete and field experiences outside of the department to submit samples of their written clinical work to the faculty for evaluation and grading. All of these materials must be completely deidentified to protect the anonymity of the clients.

According to HIPAA, protected health information is deidentified if all of the following have been removed with regard to the individual client, her or his relatives, employers, or household members of the client (see Chpt. 165.514):

1. Names;
2. All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code if, according to the current publicly available data from the Bureau of the Census:
a. The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and
b. The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000.

3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;

4. Telephone numbers;
5. Fax numbers;
6. Electronic mail addresses;
7. Social security numbers;
8. Medical record numbers;
9. Health plan beneficiary numbers;
10. Account numbers;
11. Certificate/license numbers;
12. Vehicle identifiers and serial numbers, including license plate numbers;
13. Device identifiers and serial numbers;
14. Web Universal Resource Locators (URLs);
15. Internet Protocol address numbers;
16. Biometric identifiers, including finger and voice prints;
17. Full face photographic images and any comparable images; and
18. Any other unique identifying number, characteristic, or code.

3. Video or audio recordings of students’ clinical work. Students are required to audio and/or videotape the majority of their sessions with clients and have these tapes available for use during individual supervision and in internship courses. Clients must provide consent (or assent, if they are under 18 and their parents/guardians have provided consent) to being taped. The department has an Informed Consent to Audiotape and/or Videotape Counseling Sessions form that must be completed by the student/intern and signed by the client and supervisor before any recording can take place. Students must assure that the tapes are stored in a secure location and will not be shared with anyone outside the context of individual and group supervision. In cases where the agency has a separate taping form, both the Marquette University and agency forms must be completed.

4. Supervision of students’ clinical work. Our students’ clinical work is always supervised by both an on-site supervisor(s) and a department faculty supervisor(s). As a result, students’ adult clients must sign an authorization for the disclosure of their health information for the purposes of supervision, and parents or guardians of a minor client must provide such an authorization when the minor is not able to legally provide such an authorization him or herself (see the relevant Wisconsin administrative statutes). Agency forms for this purpose are usually sufficient, but students need to ensure that the informed consent forms that they use with clients note that they are being supervised by both an on-site supervisor and a University supervisor, that their supervisors have access to the client’s clinical records and are monitoring the progress of the case, and that the student also participates in a consultation and supervision team comprised of their supervisor(s) and other student counselors and therapists.

5. Emailing or FAXing information to faculty supervisors. When students consult with faculty
supervisors regarding their clinical work, they may find it convenient to transmit related case information via email or FAX. Email transmissions are not secure unless they are well encrypted, however. Because the Department does not have the resources for handling encryption, email transmission of client records that are not deidentified to faculty supervisors is not permitted. Because of potential problems with the security of FAXed information (e.g., misdialed phone numbers, someone is not present at the receiver’s FAX machine to receive the transmission at the time it occurs), students are also not allowed to FAX protected health information to faculty supervisors.

6. Disciplinary actions for noncompliance with this policy. HIPAA includes significant penalties for violations of its requirements (ranging from administrative actions to fines of up to $250,000 and 10 years imprisonment). The University enforces compliance with HIPAA requirements for faculty and staff through its Human Resources policies. Student violations of HIPAA compliance requirements will be handled through the departmental policy on the Remediation and Dismissal of Students. Minor violations of these requirements will result in relatively minor disciplinary actions, while serious or multiple minor violations of these requirements can result in dismissal from the program.
Appendix G
CICLR Grading Rubric – General Guidelines

1. Introduction

Total possible points = 10 points

a. Student stated the purpose of the paper:
   0 = not at all
   2 points = yes, clear and accurate

b. Student presented a compelling argument for the importance of the topic/paper:
   0 = not at all
   3 points = yes, clear, compelling, accurate

c. Student presented a preview of how the topic will be handled:
   0 = not at all
   2 points = yes, clear and accurate

d. Student included a description of the literature review strategy (including inclusion/exclusion criteria for literature to be reviewed) and search history:
   0 points – Student did not describe the literature review strategy or search history
   3 points – Student thoroughly and accurately described the literature review strategy and search history

2. Body

Total possible points = 50 points

a. Student reviewed all existing literature (research, theories/theorists, appropriate and available literature reviews, integrative literature reviews, and meta-analyses conducted by others, reports and dissertations etc.):
   0 points– omitted major research
   15 points – thorough coverage of the research literature

b. Student effectively integrated/synthesized the pertinent literature:
   0 points– student did not integrate/synthesized findings – simply “lists” studies
   15 points – student integrated different aspects of the research literature; assumptions and conclusions were logical and stem from the research

c. Student critically analyzed the literature:
   0- Student offered no critique of the literature
   15 points – Student accurately and thoroughly identified strengths and weaknesses of both the body of literature and important studies
including critical analyses of:

i. research designs (both quantitative and qualitative designs)

ii. data analyses

iii. measurement issues (including reliability and validity)

iv. ethical concerns

v. “gaps” in the research literature

vi. pressing research questions

d. Student addressed the issues presented in the introduction:

0 points – Student made no connection between the introduction and the body

5 points – Student effectively and accurately connected the introduction and the body

3. Conclusion

Total possible points = 30

a. Student summarized her/his position:

0 points – Student did not present his/her main thesis/argument

10 points – Student effectively and accurately summarized the body of the paper

b. Student’s conclusions were directly related to the issues presented in the introduction and the body of the paper:

0 points – Student offers no conclusions

10 points – Student’s conclusions are effectively connected to the introduction and body of the paper and supported by the literature.

c. Student identified and discussed areas where further research is needed:

0 points – Student did not discuss the need for further research

10 points – Student provided recommendations and observations regarding need gaps in the overall literature the connection to specific areas for further research.

4. Form

Total possible points = 10*

a. Student adhered to APA style:
0 points – greater than 5 consistent major mistakes; obvious that student did not utilize the APA manual

b. Spelling and grammar:

0 points – student consistently used words incorrectly, awkwardly, or inappropriately throughout the paper

c. Proofreading:

0 points – obvious that the paper was not proofread

d. Presentation

0 points – Ideas are not well-organized/not presented in coherent order

Each member of the CICLR Review Committee evaluates the CICLR with regard to both the CICLR Grading Rubric – General Guidelines and the CICLR proposal, but the final evaluation ultimately rests with the professional judgment of each CICLR Review Committee member.
Appendix H

Proposal for Portfolio Doctoral Qualifying Examination – Component VI: Comprehensive-Integrative Critical Literature Review of the student’s dissertation area

This proposal for the Portfolio Doctoral Qualifying Examination (PDQE) – Component VI: Comprehensive-Integrative Critical Literature Review (CICLR) of the student’s dissertation area form, once completed and signed by all parties, is an agreement between the student and the CICLR Review Committee representing the Counseling Psychology Program, for the student’s Portfolio Doctoral Qualifying Examination – Component VI: Comprehensive-Integrative Critical Literature Review of the student’s dissertation area. The form must be signed by the student, the CICLR Review Committee members, and the COPS Director of Training. Attach to this form the proposal for the Portfolio Doctoral Qualifying Examination – Component VI: Comprehensive-Integrative Critical Literature Review of the student’s dissertation area.

Major changes required to the proposal should result in the submission and formal approval of a new outline. Minor required changes to the proposal should be noted on the back of this sheet or by addendum to the outline.

The CICLR must be written independently. The student may consult with the chairperson or committee members about conceptualization and organization issues, but the paper must be written independently. Drafts of the CICLR or draft sections of the CICLR will not be reviewed by the CICLR Review Committee. Students need to conceptualize the CICLR as a long-term take-home examination and can not have the CICLR reviewed in whole or in part by any other person.

Student Information

Name: ________________________________ MUID: __________________

Title of CICLR: __________________________

CICLR Review Committee Members – Each committee member must sign this form to indicate a formal agreement between the student and the committee, representing the Counseling Psychology Program. Signing this affirms that the committee agrees that the proposed Portfolio Doctoral Qualifying Examination – Component VI: Comprehensive-Integrative Critical Literature Review of the student’s dissertation area described in the attached outline, with any changes noted, meets the requirements of proposal for Component VI (CICLR) of the COPS PDQE as described in the Counseling Psychology Ph.D. Program Handbook.
<table>
<thead>
<tr>
<th>Typed or Printed Names</th>
<th>Signatures</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Committee</td>
<td>Committee</td>
</tr>
</tbody>
</table>

**Signatures**

I agree to this Component VI - CICLR as described in the attached outline and the committee named above.

**Planned Completion Date:**

- Student Signature: _______________________________  Date: ________________
- Director of CICLR Signature: ___________________  Date: ________________
- Director of Training: ___________________________  Date: ________________
Appendix I

PROPOSAL for Portfolio Doctoral Qualifying Examination – Component VI: Comprehensive-Integrative Critical Literature Review (CICLR) of the student’s dissertation area

FEEDBACK FORM

Directions: The student should complete the top part of this form and submit it with the CICLR proposal to the CICLR Review Committee members. The form will be returned to the Review Committee chairperson.

Student ___________________________ Date Proposal Submitted: __________

Review Chairperson ___________________________

Review Committee Member ____________________________________________

Rating

The CICLR proposal should be rated in terms of:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehensiveness</td>
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<td>clarity</td>
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<td>level of scholarship</td>
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</table>

_____ Approve as is

_____ Changes required*

Comments (continue on back or use additional sheets if necessary)

*Specific changes required:

__________________________________________
Signature of CICLR Review Committee Member  
Date
Appendix J

PORTFOLIO DOCTORAL QUALIFYING EXAMINATION COMPONENT VI: COMPREHENSIVE INTEGRATED CRITICAL LITERATURE REVIEW (CICLR)

Feedback Form

Directions: The student should complete the top part of this form and submit it with the PDQE Component VI CICLR to the CICLR Review Committee members. The form will be returned to the CICLR Review Committee chairperson.

Student __________________________ Date CICLR Submitted: ______________________

CICLR Chairperson ________________________

CICLR Review Committee Member ________________________

The CICLR should be rated in regard to the CICLR proposal and the CICLR Grading Rubric – General Guidelines:

___ Pass with distinction
___ Pass (No revisions necessary)
___ Pass pending revisions
   ___ Revised manuscript to chairperson only
   ___ Revised manuscript to DQE committee
___ Fail

Comments (continue on back or use additional sheets if necessary)

_________________________________________ ______________________
Signature of CICLR Review Committee Member Date
## Appendix K: Internship Readiness Exam Rubric

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations (0)</th>
<th>Meets Expectations (1)</th>
<th>Exceeds Expectations (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnosis</strong></td>
<td>Unable to articulate relevant developmental features and clinical symptoms as applied to presenting problem</td>
<td>Articulates relevant developmental features and clinical symptoms as applied to presenting problem</td>
<td>Thoroughly articulates relevant developmental features and clinical symptoms as applied to presenting problem</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Fails to consider diagnostic considerations based on DSM-5 criteria</td>
<td>Discusses diagnostic considerations based on DSM-5 criteria</td>
<td>Thoroughly discusses diagnostic considerations based on DSM-5 criteria</td>
</tr>
<tr>
<td><strong>Case Conceptualization</strong></td>
<td>Minimal ability to articulate a case conceptualization and/or discussion lacks an integration of theory and psychological constructs</td>
<td>Clearly articulates an understandable case conceptualization that incorporates theory and relevant psychological constructs</td>
<td>Comprehensive case conceptualization that incorporates theory and relevant psychological constructs</td>
</tr>
<tr>
<td><strong>Advanced Integrative Knowledge of Basic Discipline-specific Content Areas (i.e., affective, biological, cognitive, developmental, and social bases of behavior)</strong></td>
<td>Minimally able to integrate two of the discipline-specific content areas and/or demonstrates only a rudimentary ability to integrate these areas</td>
<td>Demonstrates a sound and sophisticated integration of two discipline-specific content areas</td>
<td>Demonstrates a sound and sophisticated integration of more than two discipline-specific content areas</td>
</tr>
<tr>
<td><strong>Treatment Planning</strong></td>
<td>Minimal ability to articulate a treatment plan and/or may lack description of treatment goals or intervention techniques. Fails to consider client characteristics, values, and context</td>
<td>Proposes a clear treatment plan that includes goals and specific intervention techniques that takes into consideration client characteristics, values, and context</td>
<td>Thoughtful, articulate treatment plan that includes goals and specific intervention techniques that take into consideration client characteristics, values, and context</td>
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</tr>
<tr>
<td><strong>Ethical Considerations</strong></td>
<td>Fails to recognize or discuss relevant, potential ethical issues and dilemmas</td>
<td>Ability to readily identify ethical implications in case and to discuss ethical decision-making process</td>
<td>In-depth discussion of relevant, potential ethical issues and dilemmas</td>
</tr>
<tr>
<td><strong>Effective Communication</strong></td>
<td>Poor ability to communicate verbally and nonverbally and/or demonstrates minimal understanding of professional language</td>
<td>Communicates clearly and articulately using verbal and nonverbal skills; demonstrates understanding of professional language</td>
<td>Very clear, and articulate professional presentation that demonstrates appropriate use of professional language</td>
</tr>
<tr>
<td><strong>Attention to Multicultural Considerations</strong></td>
<td>Minimal attention to or integration of relevant multicultural concerns</td>
<td>Moderate attention to and integration of relevant multicultural concerns</td>
<td>Thoughtful and articulate attention to and awareness of multicultural concerns</td>
</tr>
<tr>
<td><strong>Competencies and evaluation anchors based on document prepared by the Assessment of Competency Benchmarks Work Group (June 2007).</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Thanks to MU Clinical Psychology program.</strong></td>
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</tbody>
</table>
Appendix L:
Portfolio DQE Evaluation

Student’s Name: ____________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>PASS</th>
<th>FAIL</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>C</td>
<td>R1</td>
</tr>
</tbody>
</table>

1. **Annual Evaluations**
   a. Includes copies of all annual self-evaluation letters
   b. Includes copies of all COPS Program evaluation letters
   c. Includes copies of all completed “Professor Evaluation of Student” forms

2. **Practice of Counseling Psychology**
   a. Includes the cover essay addressing the appropriate content (*see Program handbook*)
   b. Includes a statement of the student’s theoretical orientation, following the most recent guidelines of the APPIC AAPI
   c. Includes all supervisor evaluations
   d. Includes documentation of all hours and related clinical hours (i.e., a cumulative log of ALL experiences, reflecting combined COUN/internship + COPS experiences):
      confirmation that hours are in keeping with the requirement of Direct Service hours between 20% and 35% of the total hours for each semester, and totals of at least 450 face-to-face hours and 150 supervision (received) hours
   e. Includes clinical writing samples (at least two examples of each of the following: case presentations, treatment plans, progress notes, psychological reports)
   f. Includes documentation of completion of at least 8 integrated psychological reports
   g. Includes verification of successful completion of Internship Readiness Exam (effective for students entering Fall 2011 and later)
   h. Includes any other materials that support competencies in this area

3. **Collaborative Research Project**
   a. Includes a signed copy of the CRP Research Learning Agreement
   b. Includes the Research Report—be sure to include level and sections of authorship
c. Includes a signed copy of the CRP Research Learning agreement—Final Progress Report

4. **Conference Presentation**
   a. Includes advisor’s written prior approval of appropriateness of conference
   b. Includes acceptance letter from conference or page from conference program listing presentation and presenters
   c. Includes copy of poster/paper

5. **Journal Article**
   a. Includes written memo from student’s advisor attesting that MS is publishable
   b. Includes written acknowledgement of receipt of MS from journal editor
   c. Includes a copy of MS or reprint of published article

6. **CICLR**
   a. Includes CICLR Proposal document and signature form
   b. Includes CICLR Defense Document and signature form

---

Student’s Signature: ________________________________  Date: ______________________

(R1) Review’s Signature: ______________________________  Date: ______________________

(R2) Review’s Signature: ______________________________  Date: ______________________

(C) Department Chair’s Signature: ______________________  Date: ______________________
Appendix M

Council of Counseling Psychology Training Programs
Expectations for Internship Eligibility

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations. [met via program requirements]

2. Trainee successfully completed a pre-dissertation research experience. [met via CRP]

3. Trainee passed program’s comprehensive or qualifying exams (or equivalent) by internship application. [met via PDQE]

4. Trainee’s dissertation proposal has been accepted at the time of application to internship. [met via program requirements]

5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship). [met via program requirements]

6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee’s work. [must be met; see earlier note in Internship section]

7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author, [met via PDQE]
   or
   b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings. [as part of PDQE, students must give at least one regional, national, or international conference presentation; thus, Item 7 is met via PDQE]

8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees’ developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship. [met via program requirements]

Adopted by CCPTP February 9, 2013
Appendix N

Ethical Principles of Psychologists and Code of Conduct, Including 2010 Amendments