



MARQUETTE
UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION & COUNSELING PSYCHOLOGY

COLLEGE OF EDUCATION

MARQUETTE UNIVERSITY

COUNSELING PSYCHOLOGY
PH.D. PROGRAM HANDBOOK

2018-2019

TABLE OF CONTENTS

	Page
Informed Consent Requirement	4
The Department of Counselor Education and Counseling Psychology	5
• Departmental Faculty and Staff	6
Overview of the Doctoral Program in Counseling Psychology	7
• Program Philosophy	7
• Counseling Psychology Model Training Values Statement Addressing Diversity	9
• Program Aims	12
Admission Requirements	13
• Applicant Evaluation by the Departmental Faculty	13
Financial Support	15
Program Policies and Regulations	16
• Academic Policies	16
Continuous Enrollment	16
Course Waivers and Substitutions, Doctoral Candidate, Email Requirements, Grade Appeals	17
Graduation, Master’s Degree Requirement, Medical Withdrawals, Minimum Grades,	18
Petitions for Exceptions, Psychology Licensure, Residency Requirement, Time Limitations, Verification of Degree Completion	19
• Academic and Professional Conduct Policies	20
Ethical and Professional Code of Conduct	20
Use of Social Media	21
Program Curriculum	22
• Coursework	22
Clinical Training	25
• Master’s Practicum and Internship	25
• Doctoral Practicum	25
• Integrative Psychological Assessments	26
• Pre-doctoral Internship	26
• Deadlines for Program Requirements to be Eligible to Apply for Internship	28
Research Requirements	30
• Collaborative Institutional Training Initiative (CITI)	30
• Collaborative Research Project	31
• Conference Presentation	33
• Scholarly Publication	33
• Comprehensive-Integrative Critical Literature Review (CICLR)	33
• Dissertation	35
Student Evaluation	38
• Annual Evaluation of Students’ Progress	38
• Doctoral Portfolio	39

• Doctoral Qualifying Exam (DQE)	41
CECP Procedures for Violations of Academic and Professional Performance	43
• Methods for Identification	43
• Reports by Students	43
• Reports by Site Supervisors	44
• Review Procedures	44
• CECP Appeal Conditions and Procedures	45
• Grievances	46
Supports, Facilities and Services	48
• Advising	48
• Departmental Facilities	48
• University Student Services	48
• Graduate Student Organization	49
• Professional Organizations	49
• Research Centers Associated with our Department	49
Appendix A. APA Ethics Code	51
Appendix B. Petition for Course Waiver or Substitution	52
Appendix C. Expectations for Internship Eligibility	53
Appendix D. CICLR Proposal Approval Form	54
Appendix E. CICLR Defense Approval Form	55
Appendix F. Recent Dissertations by Counseling Psychology Students	57
Appendix G. Student Annual Self-Evaluation Form	60
Appendix H. Doctoral Portfolio Verification and Approval Form	62
Appendix I. Departmental HIPAA Compliance Policy	64
Appendix J. Internship Readiness Exam Rubric	67
Appendix K. Faculty Review Committee Meeting Regarding Student Performance Cover Sheet	69
Appendix L. Student Performance Remediation Plan	70
Appendix K. Faculty Review Committee Meeting Regarding Student Performance Cover Sheet	69
Appendix L. Student Performance Remediation Plan	70

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 (a website link can be found in Appendix A). 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 the *Informed Consent Requirement* form (to be distributed during orientation) indicating that they have read the Handbook and acknowledge they have had an opportunity to discuss the handbook with the Director of Training and their academic advisor. This document must be signed by the second week of students' first fall semester in the Program.

The Department of Counselor Education and Counseling Psychology

Welcome to the Department of Counselor Education and Counseling Psychology (CECP). Built on the 450-year-old Jesuit tradition of *cura personalis*, or care for the whole person, our department is founded on a commitment to transforming social inequities through the practice of excellence, leadership, and service. This commitment to addressing social inequities can also be seen in our Department's recent vision and mission statements and the Department's statement on diversity, as noted below:

CECP Vision: We envision a just world in which all people and communities flourish.

CECP Mission: We will achieve our vision by collaborating with underserved communities through innovation in culturally-relevant training, program development, and research.

CECP Statement on Diversity: 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 and social inequities so that the quality of our research, teaching, and practice improves.

Our faculty realize these foci by offering quality programs that emphasize comprehensive preparation and training as scientist-practitioners for careers in *Health Service Psychology* (HSP). As such, CECP students receive clinical training and experience in the assessment, diagnosis, intervention, and prevention skills necessary to provide comprehensive behavioral and mental health services. Concurrently, students receive research training from conceptualization to dissemination. Further details on our program philosophy are noted in the section below.

As a department, CECP is comprised of two master's programs (i.e., clinical mental health counseling and school counseling) and the doctoral program in counseling psychology. We currently have about 65 master's students and 20 doctoral students enrolled in our programs. Regarding faculty and staff, the department has eight faculty who teach or advise in both the master's and doctoral programs, and one Academic Coordinator who is solely devoted to the administration of academic program and services. Note that we also employ a number of student assistants who work in the central CECP office, located at 150 Schroeder Health Complex, who can also be of help to students. Below is a listing of all faculty and staff.

Department Staff

Coreen Bukowski, Academic Coordinator

Department Faculty (* = COPS Core Faculty); Titles, Research Interests, and Specializations

Alan W. Burkard, Ph.D. (Fordham University)*

Professor, Department Chair, and Director of Training for COPS Program; Licensed Psychologist; multicultural counseling and supervision, counselor training and development, school counseling

Karisse A. Callender, Ph.D. (Texas A&M University - Corpus Christi)

Assistant Professor; Licensed Professional Counselor, Substance Abuse Counselor; trauma, addiction, clinical supervision

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)

Professor and Director of Counselor Education for Master's Programs; Licensed Psychologist; multicultural issues, strengths and optimal functioning

Lynne M. Knobloch-Fedders, Ph.D. (Miami University, Oxford, OH)*

Assistant Professor; Licensed Psychologist; couple and family therapy; psychotherapy research; research methodology and statistics

Sarah Knox, Ph.D. (University of Maryland)*

Professor; Licensed Psychologist; therapy relationship, therapy process, supervision and training, qualitative research

Timothy P. Melchert, Ph.D. (University of Wisconsin-Madison)*

Professor; Licensed Psychologist; child maltreatment and family influences on development, biopsychosocial approach to professional psychology education and practice

LeeZa Ong

Assistant Professor; WI Licensed Professional Counselor, Certified Rehabilitation Counselor; rehabilitation counseling issues, refugees and immigrants with disabilities, curriculum evaluation

Overview of the Doctoral Program in Counseling Psychology

The Counseling Psychology Ph.D. Program at Marquette University is offered by the Department of Counselor Education and Counseling Psychology (CECP), 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 (APA) 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. The next accreditation evaluation by APA will occur 2019. 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, Society of 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 culminate 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 developmental and cumulative learning experiences. 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 areas such 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. 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 Diversity¹

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-doctoral 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 regarding 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.

¹This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D.,

Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document.

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 health service psychology. Such involvement will take many forms, including ongoing participation on research teams; attending and participating in local, national, and international conferences; and participating in the department's Graduate Student Organization (GSO). Clearly, then, we expect students to be fully involved in more than the required coursework and committed to learning with their peers and faculty. While we intend for students to be involved in the program, we also seek to create a department and program that are supportive, collegial and respectful of students, faculty, and staff. In fostering this positive and respectful learning environment, we recognize the guiding ethical principles of the American Psychological Association and the Mission Statement of Marquette University. Relatedly, the department and program value the diverse backgrounds of its students, staff, and faculty, and are committed to fostering an environment that is committed to intellectual growth while also developing multicultural awareness and supporting the individual and cultural diversity within the department. We believe these foundational principles are important to furthering a program environment that promotes support, collegial relationships, and respect among our students, staff and faculty.

Program Aims

The program was designed according to the Standards of Accreditation of the American Psychological Association for training health service psychologists, and as noted above, the program endorses a scientist-practitioner training model.

The program endorses the following five program aims:

Aim #1: To prepare students to attain a breadth of knowledge in psychology and integrate that knowledge in their work as health service psychologists. Students are knowledgeable in the history of science and psychology, and gain and integrate knowledge of biological, developmental, social, and cognitive and affective aspects of behavior in clinical practice.

Aim #2: To prepare students to produce quality research to improve the lives of others. Students acquire knowledge of research methodology and techniques of data analysis and conduct empirical studies on topics important to clinical and professional practice or concerns. Students are also prepared to disseminate these findings in community and professional settings.

Aim #3: To prepare students to engage in a range of professional activities important to health service psychology, such as behavioral and psychological assessment, clinical interventions, supervision, consultation, and research. Students gain experience and achieve competence in multiple roles important to health service psychology as part of their research and clinical training. As such, students have opportunities to learn how to provide clinical services, supervise, and provide consultation services.

Aim #4: To prepare students to integrate science and clinical practice and use this integration to inform their activities as health service psychologists. Students are trained in and knowledgeable of theories and methods of diagnosis, assessment and psychological measurement, effective and evidence-based assessment and interventions practices, and are able to evaluate the efficacy of assessment and interventions. Furthermore, their research is informed by clinical practice and applied to help others.

Aim #5: To prepare students to attain high levels of professional conduct in a) professional standards and ethics, b) knowledge and integration of cultural and individual diversity, and c) commitment to continued learning and self-reflection. Students are mentored by professionals who exemplify the values of a health service psychologist, including those who conduct themselves with ethical integrity, have a deep understanding of and appreciation for cultural and individual diversity, and that are committed to life-long learning, scholarly inquiry, and professional problem solving. Students are also prepared to engage their work settings with strong professional standards throughout their careers.

These aims reflect the scientist-practitioner training model of our program, by developing student mastery of the knowledge base for health service psychology, the implementation of evidence-based approaches in clinical practice settings, adherence to professional standards and conduct, and promoting excellence in research practices.

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 completed a master's degree in a mental health field, although this degree is not a requirement for applicants to be considered for admission. All applicants must have at least attained a baccalaureate degree from an accredited college or university.

The Counseling Psychology program strongly encourages applications from those who believe that their commitment to diversity in health service psychology and/ or their own personal identity (e.g., ethnic, racial, national origin, sexual, or gender identity) will contribute to a positive climate for diversity in the program and department. We also encourage diverse applicants to request consideration for the Marquette University Graduate School Diversity Fellowship at the time of application.

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 University.
3. Test scores on the Graduate Record Examination (GRE) General Test and the GRE 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 that discusses the following: (a) your interest in our doctoral program in counseling psychology; (b) how your research experiences and career goals are congruent with the scientist-practitioner model of our department; (c) 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, (d) how your experiences or interests would contribute to fostering diversity in the program.
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.

Further information regarding the application materials, including relevant forms, can be found on the Graduate School Website.

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.

Financial Support

Graduate student support may include research assistantships, tuition scholarship credits, and fellowships. Prospective and current students should know that the Program has been able to fully support students while they complete the coursework required for their program. Part-time students are ineligible to receive this type of support. For the 2018-19 year, all counseling psychology students completing coursework will receive half-time or full-time research assistantships or 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; and d) prerequisite courses are not covered. At the present time, we have been able to cover some tuition needs for summer courses.

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.

Program Policies and Regulations

Students must adhere to the policies, regulations and procedures established by the Program/Department, College of Education, Graduate School, and University. While this section addresses several important policies and regulations important to student success, other policies are detailed throughout this handbook. Additionally, the following resources are important to further understand Graduate School and University policies, which can be located in the following locations:

1. Graduate School; See Academic Regulations: <http://bulletin.marquette.edu/grad/>
The Graduate Bulletin provides further detail on the following important policies, as well as other areas including:
 - Academic Integrity
 - Academic Misconduct Policy
 - Academic Performance
 - Attendance
 - Conduct
 - Deadlines
 - Grade Appeals
2. The Office of Student Development also provide a Student Handbook and Student Conduct Code, which address a number of important policies regarding student life and conduct on campus. The Student Handbook can be located at: <http://marquette.edu/student-development/policies/>. Below are a select number of policies that would be noteworthy for students, and the handbook provides descriptions of a other important policies including:
 - Grievance/Complaint Process
 - Harassment Policy
 - Nondiscrimination Statement
 - Sexual Misconduct and Title IX
 - Student Conduct Procedures, including expectations and disciplinary actions

In addition to policies and documents noted above, the department would like to highlight the following important Academic Policies and Academic and Professional Conduct Policies.

Academic Policies

The following policies pertain to important academic procedures or requirements in the program. Please note these policies are listed alphabetically.

Continuous Enrollment. As required by the Graduate School, all students must maintain *Continuous Enrollment* during their graduate studies at Marquette. As such, students must enroll in coursework, internship credits, dissertation credits, or one of the "continuation courses" each of their Fall and Spring semesters (Summers semesters 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 a "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 Satisfactory/Unsatisfactory basis.

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 B) 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.

Doctoral Candidate. To be eligible for internship, students must advance to become a doctoral candidate. Students advance to candidacy upon recommendation of the department faculty after all program coursework (excluding the internship) and the Graduate School's residency requirement have been completed, and all components of the Doctoral Qualify Exam (DQE) are passed (completion of the Comprehensive-Integrative Critical Literature Review and the Internship Readiness Exam; both requirements are addressed in sections below). Students must still successfully complete their dissertations and predoctoral internships before their degree is completed.

Email Requirements. 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. As such, email is considered formal communication, and students are responsible for the contents of all department and faculty emails.

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 they believe the grade is in error. The Chair will then make a decision regarding the appeal. If the student believes that decision is in error, they can appeal the decision to the Dean of the College of Education.

The Dean makes the final decision regarding appeals.

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 their dissertation, they will be given contingent approval. Final approval will be given only if they complete their degree requirements and dissertation by May graduation deadlines. If a student does not, they will not be allowed to participate in the May commencement ceremony, and will need to complete a paper graduation application to change the commencement selection from May to December. The application form for graduation form here:

www.marquette.edu/mucentral/registrar/documents/FormGraduateSchoolApplicationforGraduation.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.

Master's Degree Requirement. 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 students who are admitted to the doctoral program prior to receiving a master's degree must also complete one of the CECP Department's Master's degrees (i.e., Clinical Mental Health Counseling or School Counseling) as part of their doctoral program. It is expected that master's program requirements would be completed by students prior to entering doctoral coursework. In fact, often counseling related courses are often prerequisites for enrolling in many doctoral courses.

Medical Withdrawals. As noted in the Marquette University Graduate Bulletin, an official medical withdrawal may be needed when, in extraordinary cases, a student's physical or psychological condition interferes with the 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.

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 "B-" 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 "B-" or "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.

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 the 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.

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 In Psychology* (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.

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.

Time Limitations for Program Completion. 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.

Verification of Degree Completion. If students need degree verification prior to the university's

normal timeline (for employment or post-degree hours purposes), 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 contact the Academic Coordinator regarding this request.

Academic and Professional Conduct Policies

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 (i.e., 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/>) and the *Academic Regulations* of the Graduate School (i.e., <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 Principles 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, 2017 Amendments) is available on the APA website at: <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 (2017) 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 6965/6986 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.

Use of 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 health service psychologist. 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.

Program Curriculum

Coursework

The Program includes specific coursework in Psychological Foundations that address the Discipline-Specific Knowledge content areas applicable across specialties within psychology, the Professional Core which addresses Profession-Wide Competencies important to health service psychology practice, and 12 credits of Dissertation. Students must complete a minimum of 1700 hours of clinical training (700 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 at 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). Note that the table below reflects the required courses and minimal requirements; many students find it helpful and sometimes critical to take further practica or coursework in order to gain additional skills before embarking on their internships and dissertations.

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 Doctoral Qualifying Exam, Doctoral Portfolio, and the Dissertation Proposal must be completed **before** applying for the pre-doctoral internship.

Psychological Foundations (27 credits required).

1. Discipline Specific Knowledge Content; 18 credits required.
 - a. Biological Bases of Behavior, COPS 6050 Biological Bases of Behavior
 - b. Cognitive/Affective Bases of Behavior, COPS 6060 Cognitive-Affective Bases of Behavior
 - c. Social Bases of Behavior, PSYC 8660 Social Psychology
 - d. Life-Span Development, COUN 6020 Life-Span Human Development
 - e. Individual Differences, COUN 6060 Psychopathology and Diagnosis
2. Statistics, Research Design, and Psychometrics; 12 credits required (**Note:** The prerequisites for COPS 8310 are COUN 6055, Introduction to Statistics, and COUN 6050, Research Methods in Counseling, or their equivalents.)
 - i. COPS 8310 Intermediate Research and Statistics or HEAL 8015 Applied Statistics for Health Sciences
 - ii. COPS 8320 Measurement and Evaluation
 - iii. COPS 8311 Advanced Statistics and Research or HEAL 8016 Advanced

Applied Statistics
iv. COPS 8330 Qualitative Research Methods in Psychology

Professional Core (52 credits required).

1. Theories and Techniques of Counseling and Psychotherapy; 9 credits required
 - a. COUN 6000 Introduction to Counseling
 - b. COUN 6120 Group Counseling
 - c. COUN 6030 Theories of Counseling
2. Professional Issues in Counseling Psychology, 3 credits required
 - a. COPS 8000 Introduction to Counseling Psychology
3. Legal and Ethical Issues; 3 credits required
 - a. COUN 6012 Professional Ethics and Legal Issues
4. Diversity Issues, 3 credits required
 - a. COUN 6040 Multicultural Counseling
5. Psychological Assessment, 6 credits required
 - a. COPS 8210 Cognitive Assessment
 - b. COPS 8220 Personality Assessment
6. Vocational Psychology, 3 credits required
 - a. COUN 6080 Career Development & Counseling
7. Consultation, 3 credits required
 - a. COUN 6220 Consultation Strategies
8. Supervision and Training, 3 credits required
 - a. COPS 8870 Foundations in Clinical Supervision (2 credits; Fall)
 - b. COPS 8970 Practicum in Clinical Supervision (1 credit; Spring)
9. Practicum, 10 credits required (see further details below).
 - a. Master's Practicum and Internship, 6 credits required
 - i. COUN 6965 Counseling Practicum (3 credits)
 - ii. COUN 6986 Internship in Counseling (2 semesters, 3 credits)
 - b. Doctoral Practicum, 4 credits required (spans 4 semester)
 - i. COPS 8965 Counseling Psychology Practicum

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.

1. COUN 6160 Counseling with Children and Adolescents
2. COUN 6130 Family Counseling
3. COUN 6150 Addictions Counseling
4. COUN 6230 Psychopharmacology
5. COUN 6180 Advanced Diagnosis and Treatment in Counseling

Internship (3 credits required). Prior to applying for internship, students are required to complete a year-long seminar to prepare for internship. Then, students complete a 2000-hour pre-doctoral internship in a clinical setting.

- a. COPS 8955 Internship Preparation Seminar (0 credit; taken Spring semester prior to applying for internship and Fall semester when applying for internship)

- b. COPS 8986 Internship in Counseling Psychology (3 credits; students must register for 1 credit of this course for each of 3 consecutive semester of internship)

Dissertation (12 credits required).

1. CECP 8999 Doctoral Dissertation

Clinical 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 1700 clock hours prior to applying for internship (700 hours at the master's level, 1000 hours at the doctoral level). Under ordinary circumstances, the requirement is met over seven semesters (three during master's program, four during doctoral program). In the following sections are described each of the required clinical training experiences and minimal levels of performance at each level

Master's Practicum and Internship

Students must successfully complete a master's level practicum and internship prior to beginning doctoral level practicum experience. These training experiences are completed while enrolled in COUN 6965 Counseling Practicum and COUN 6986 Internship in Counseling, and usually begin in the second semester of the first year of their master's program. The counseling practicum requires a 100-hour on-site experience, where students initially observe clinicians and gradually begin to work with clients while closely supervised. During the internship in counseling, students complete 600 hours of clinical training that focuses primarily on intake and intervention skills. Typically, students complete their master's practicum and internship in the same clinical setting. Students may petition to waive a maximum of 700 hours of master's practicum and internship if they have successfully completed 700 hours of master's-level practicum & internship in counseling while completing a master's degree at another institution (see the procedures for course waivers on p. 17).

Doctoral Practicum

Following the completion of master's level clinical training, students must complete a minimum of a 1000 hours of counseling psychology practicum (i.e., Counseling Psychology practicum). Students are simultaneously enrolled in COPS 8965 Counseling Psychology Practicum. These experiences extend the master's training by including psychological evaluation, more specialized training in therapy, consultation activities, or interdisciplinary/interprofessional collaborations. 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. Normally these 1000 hours of clinical training are completed at a minimum of two 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. Finally, students are referred to the *Handbook for Counseling Psychology Practicum: COPS 8965* for complete details regarding practicum experiences.

Minimal levels of achievement on doctoral practicum evaluations. Students are expected to achieve ratings of at least a "meets expectations" or higher for every item of the Practicum Student Evaluation Form in the final semester of practicum. Additionally, no rating can fall below a "below expectations" rating during any semester of practicum. When a student's

performance falls below this minimal level of achievement, the department adheres to the following policy:

1. 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 the student needs to improve.
2. 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.
3. Similarly, if a student's performance falls below a "meets expectations" rating in their final semester of practicum, the student, advisor and Director of Training are to address the performance concerns and determine a plan for raising the student's performance. Such performance could result in a delay in the student's eligibility for internship or consideration for dismissal from the program.

Integrative Psychological Assessments

In order to complete their program requirements, students must complete a minimum of eight (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 or projective), intellectual assessment, cognitive assessment, or neuropsychological assessment; these are synthesized into a comprehensive report providing an overall picture of the client; adapted from Association of Psychology Postdoctoral and Internship Centers (APPIC) website. Four (4) assessment reports must be completed prior to ***applying*** for internship and the remaining four (4) reports must be completed prior to submitting a ranking of internship sites. These reports may be completed across several practicum sites or at a single site. For example, students may complete all of their assessments and accompanying reports in a single assessment practicum, or the assessments and reports may 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 eight (8) such assessments. The APPIC directory provides information regarding internship sites' expectations for assessments. Upon completion of each assessment report, students should place the report in their portfolio (see page 38 for details on the portfolio).

Pre-doctoral Internship

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 Doctoral Qualifying Exam and their Doctoral Portfolio review, 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 (see the timetable listed immediately below this section for all deadlines).

Please also note that we follow the newly adopted Council of Counseling Psychology Training Programs Expectations for Internship Eligibility (see Appendix C). 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.

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 intend to 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, the student must consult with their 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.

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, they are 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 Director of Training) 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, in-service 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.

Deadlines for Program Requirements to be Eligible to Apply for Internship. Each program requirement must be completed prior to applying for internship. Completion means that all revisions have been submitted and approved in advance of or by the deadlines below. In planning and considering the deadlines below, students will want to account for the additional time needed for review of all documents, and the completion of and approval of all revisions. All projects and necessary forms are to be received by 4:30pm in the department or to the chair/advisor on the date noted below. Meeting the deadlines below will allow the Director of Training for the doctoral program to provide a letter of verification of readiness for internship for the subsequent internship fall application cycle.

<u>Program Requirement</u>	<u>Deadlines for the Fall Internship Application Cycle</u>
Collaborative Research Project (CRP)	September 15
Internship Readiness Exam (IRE)	June 1

Comprehensive Integrative Critical Literature Review (CICLR)	June 1
Doctoral Portfolio Verification and Approval ; This includes completion of the Doctoral Qualifying Examination	September 15
Dissertation Committee approval of the Dissertation Proposal	September 20
Institutional Review Board (IRB) approval of the dissertation research proposal is attained and submitted to the CECF Office	October 20 (Note: Two weeks or more is common for the review of a IRB proposal and for all revisions to be completed)
Complete Graduate School Dissertation Proposal Form is accepted by the Graduate School (please note that completion of this requirement includes an accepted Institutional Review Board Proposal by the Office of Research Compliance)	October 27 (Note: Or no later than 5 days prior to the first internship application due date, whichever is earlier)

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 Collaborative Research Project, Comprehensive Integrative Critical Literature Review (CICLR), and other requirements noted below are the primary training experiences to ensure the development of competencies 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 engage in research starts in the first semester, and proceeds all the way through the end of students' dissertations and internships.

Students should note that 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.

Overall, there are six research requirements of the program and these serve as the minimal experiences that students must complete. These include:

1. Collaborative Institutional Training Initiative;
2. Collaborative Research Project;
3. Conference Presentation;
4. Manuscript Submission;
5. Comprehensive-Integrative Critical Literature Review; and
6. Dissertation.

The following descriptions detail each of these research training experiences and the corresponding requirements.

Collaborative Institutional Training Initiative (CITI)

This training is provided through the Office of Research Compliance at Marquette University (see <http://www.marquette.edu/orc/irb/training-education.shtml>). The CITI training is required of all researchers on campus prior to any involvement as a principal investigator or as a research team member. Students should complete the Learner Group 2: Social and Behavioral Research Investigators training. This program is completed online and addresses important ethical and legal considerations in human subject research. All students must complete this training in the first semester of the program. Upon completion of the training, students need to print the certificate of completion and submit a copy to the Academic Coordinator. Deadline: December 1; first semester of the program.

Collaborative Research Project (0 credits required)

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 semester; 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 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.

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, 2017) section 8.12. Submissions must be refereed (*Note.* This conference presentation may involve the same project as used for the CRP). The following must be submitted the Academic Coordinator to retain in the student's file and presented in the student's doctoral portfolio:

1. Documentation: Acceptance letter from the conference or page from the conference program listing the presentation and presenters.
2. Copy of the paper/poster.

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, 2017) 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). The following must be submitted the Academic Coordinator to retain in the student's file and presented in the student's doctoral portfolio:

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.

Comprehensive-Integrative Critical Literature Review (CICLR)

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 CICLR is one component of the Doctoral Qualifying Exam (DQE), which the student must pass to be eligible to apply for internship.

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 and tenure-track members of the CECP department faculty. 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). 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 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 they have for the CICLR committee regarding any areas of uncertainty, or areas where they seek 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 Approval Form (see Appendix D) 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:

- 1) 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 cannot have the CICLR reviewed in whole or in part by any other person.
- 2) Be written in accordance with the most recent version of the *Publication Manual of the American Psychological Association, 6th Edition*.
- 3) Include a description of the literature review strategy and search history.
- 4) Include appropriate and available literature reviews, integrative literature reviews, and meta-analyses conducted by others.
- 5) 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.

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

Deadline for Completion: Students must be completed based on all requirements noted above by June 1st of the year the student intends to apply for internship.

Evaluation of the CICLR Manuscript: The manuscript is evaluated using the five-item rubric on Comprehensive-Integrative Critical Literature Review Defense Approval Form located in Appendix E. Here, students must receive a composite rating by the faculty committee of "Meets Expectations" or higher for each of the five rubric items. The consensus final disposition/decision is shared with the student.

- a. Possible outcomes:
 - i. Approved with no revisions;
 - ii. Approved with required revisions to be reviewed by the chair only (here a due date for revision completion is identified);
 - iii. Approved with required revisions to be reviewed by the committee (here a due date for revision completion is identified);
 - iv. Fail.

Second Attempts: 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. Upon submission of the second-attempt Comprehensive-Integrative Critical Literature Review to the chairperson, the CICLR Review Committee will require up to 2 weeks to evaluate the second-attempt Comprehensive-Integrative Critical Literature Review. The committee will follow the same evaluation procedures noted above.
2. Under extraordinary circumstances (e.g., medical conditions, family crisis) the student may formally request of the COPS Director of Training that a new committee be formed and that 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 procedures as the first attempt. Under these circumstances, the student will only be allowed one attempt to pass the CICLR.

If the second attempt of the Comprehensive-Integrative Critical Literature Review is not approved, the student has failed the CICLR. The Comprehensive-Integrative Critical Literature Review is a critical component of the DQE, and failure of this component results in failure of the DQE. 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.

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 CECF 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 or electronic copies (depending on the committee members' preferences) 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 their 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 CECF 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 CECF 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 their obligations, they may be replaced upon recommendation of the committee chair and approval by the department chair. In the rare case that the dissertation committee chair is unable to fulfill their obligations, they may be replaced in consultation with the department chair and the DOT.

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.

Note: A complete list of recent dissertations is listed in Appendix F.

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 program aims, as well as the areas of discipline-specific knowledge and professional-wide competencies that are the foundation of our Counseling Psychology Ph.D. Program. The Program relies first on three levels of evaluation to provide this feedback. These occur throughout and at the end of each semester through course grades), practicum evaluations, and other types of formative feedback and evaluation by instructors, supervisors and advisors. Additionally, the program provides summative evaluations each spring semester through the annual evaluation of students, and prior to applying for internship students must all pass the Doctoral Portfolio Verification, the Doctoral Qualifying Exam, and successfully propose their Dissertation. While the formative evaluations are detailed in other documents (e.g., syllabi, Practicum Handbook), the following sections describe each of the summative evaluations noted above.

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 G 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 the student disagrees with its findings, and is returned to the departmental secretary. A student may write a response to the advisor's letter if the student 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.

Doctoral 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 Doctoral Portfolio Verification which must occur to be eligible to apply for internship (see the Doctoral Portfolio Verification and Approval Form in Appendix H).

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 I).

Portfolio Components

1. Annual Evaluations.
 - A. Copies of all annual self-evaluation letters and forms
 - B. Copies of all COPS Program evaluation letters
2. Competency in Assessment and Clinical Intervention in Health Service Psychology. The primary purpose of this component of the portfolio 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 the clinical work of internship.

- A. 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. This essay should be approximately 10 pages.

This essay must address the following:

- 1) Critical review of the student's development of counseling skills (e.g., assessment, intervention, prevention)
 - 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 during internship).
 - 2) Discussion of how the student has integrated science and practice in their development as a counseling psychologist, as well as how the student integrates empirically supported interventions into her/his clinical work with clients.
 - 3) 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 *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (2017).
 - 4) 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 five (5) specific APA-accredited internships to which you plan to apply.
 - 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)].
 - 5) 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 health service psychology and intended career path(s).
- B. Theoretical orientation [follow the most recent guidelines of the APPIC Application for Psychology Internship (AAPI) theoretical orientation essay].
- C. All master's and doctoral clinical supervisor evaluations.

- D. Documentation of all hours and related clinical hours.
 - E. Clinical writing examples (at *minimum*, 2 examples of each of the following: case presentations, treatment plans, progress notes, psychological reports).
 - F. Documentation of completion of a minimum of 8 integrated psychological reports (Note: A minimum of four integrated psychological reports must be included with the submission of this Doctoral Portfolio and the remaining four reports need to be submitted to the Director of Training before or by January 28 to be eligible to submit final rankings for internship. Additionally, these need not be the actual reports, but documentation of completion of the reports such as signed records).
 - G. Students are encouraged to include any other materials that support their competencies in this area.
3. Competency in Research. The primary purpose of this component of the portfolio is to assess students' research competencies related to the practice of counseling psychology. Developing this section also provides an opportunity for students to reflect (see Cover Essay, item 2 in section 2 above) upon their development as scientist-practitioners and their future goals as a researcher.
- A. Collaborative Research Project
 - 1) Include a signed copy of the CRP Research Learning Agreement;
 - 2) Include the Research Report (be sure to include level and sections of authorship); and
 - 3) Include a signed copy of the CRP Research Learning Agreement: Final Progress Report.
 - B. Conference Presentation
 - 1) Include the acceptance letter from conference or page from conference program listing presentation and presenters; and
 - 2) Include copy of poster/paper.
 - C. Manuscript Submission for Publication
 - 1) Include advisor's written statement attesting that the manuscript is suitable for submission for publication;
 - 2) Include written acknowledgement of receipt of the manuscript from an editor; and
 - 3) Include a copy of manuscript or reprint of published article or book chapter.
 - D. A copy of the final CICLR Proposal and Manuscript.

Doctoral Qualifying Exam (DQE)

The DQE is an important summative evaluation of both clinical and research skills. The exam is comprised of two components; the Comprehensive-Integrative Critical Literature Review (CICLR), and the Internship Readiness Exam (IRE). Students must pass both requirements to receive a pass for the DQE. Upon passing the DQE, students qualify as a Doctoral Candidate and meet one of three requirements needed to be eligible to apply for a pre-doctoral internship.

CICLR. The CICLR has been fully described in an earlier section on page 33.

Internship Readiness Exam. For the IRE, 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 member committee a case formulation that includes the following:

- Case conceptualization from the student's preferred theoretical orientation, under the larger umbrella of the biopsychosocial framework that also addresses the integrative knowledge of discipline-specific content;
- DSM 5 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; and
- Discussion of any ethical considerations regarding the case;
- Discussion of any multicultural considerations regarding 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 using the Internship Readiness Exam Rubric (see Appendix J). At least two faculty must vote to pass.

If the student fails the first attempt at the examination, the student must first speak with the Director of Training (DOT) and their advisor about the weaknesses noted in the exam performance. These conversations must take place within a week of the student's learning that the student failed the exam. In consultation with the DOT and the student's 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, the student 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, the student will be withdrawn from the doctoral program.

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

Dissertation

The requirements and evaluation of the dissertation study are provided in the research section above.

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; and
- 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 they 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. A summary for the meeting and concerns will be documents on the Faculty Review Committee Meeting Regarding Student Performance Review Cover Sheet (see Appendix K).

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 their 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/>).

- 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 L). After the faculty members involved have presented their recommendations to the student and answered his or her questions, the student must sign the *Faculty Review Committee Meeting Regarding* (see Appendix K), 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, the student **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.

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 harassment can be reported to the MU Police Department or the Office of Student Development (see <http://www.marquette.edu/student-development/policies/harassment.php>) and sexual harassment and discrimination by faculty are investigated by the University Title IX Coordinators (see <http://www.marquette.edu/sexual-misconduct/policy.php>). Other types of unprofessional conduct by students or faculty members would be handled by the Office of Student Development or the Dean of the College of Education, 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. 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.

Supports, Facilities and Services

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, the Office of Student Development, and the Marquette University Police Department. 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.

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.

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 Research 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.

Appendix A

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

<http://www.apa.org/ethics/code/index.aspx>

Appendix B

**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 the 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 C

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.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent) by internship application.
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
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.
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,
 - or
 - b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
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.

Appendix D

Comprehensive-Integrative Critical Literature Review Proposal Approval Form

Chair Directions: Submission of this form indicates that the student has been approved to proceed with the writing of her/his Comprehensive-Integrative Critical Literature Review (CICLR). This completed form must be submitted to the CECP office with any comments or specific directions to the student with regard to the CICLR proposal. See the COPS Student Handbook for complete instructions.

Student Information

Student Name:

CICLR Title:

Proposal Date:

A. CICLR Proposal Rating

The CICLR committee voted by a number of ___ to accept ___ not accept this CICLR proposal.

Check one of the following:

1. ___ Approved with no revisions.
2. ___ Approved with required pending revisions to be reviewed by the chair only; due date ____.
3. ___ Approved with required pending revisions to be reviewed by the committee; due date ____.
4. ___ Failed CICLR Proposal (a failed proposal requires comments).

B. CICLR Committee: Three members are required for a committee. **Bolded** items indicate the minimum number of required CICLR committee members.

Typed Committee Member Names	Signatures	
CICLR Chair:		
Committee Member		
Committee Member		
Committee Member		
Committee Member		

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

Appendix E

Comprehensive-Integrative Critical Literature Review Defense Approval Form

Chair Directions: Submission of this form indicates that the student has successfully completed her/his Comprehensive-Integrative Critical Literature Review (CICLR). This completed form must be submitted to the CECP office with any necessary comments. See the COPS Student Handbook for complete instructions.

Passing Score: To successfully complete the CICLR, a student must receive a composite (i.e., two of three faculty must rate "Meets Expectations" or higher for each rubric item below) rating by the CICLR committee of either "Meets Expectations" or "Exceeds Expectations" in all categories.

Student Information

Student Name:
 CICLR Title:
 Defense Date:

C. CICLR Defense

The CICLR committee voted by a number of ___ to accept ___ not accept this CICLR.

Check one of the following:

- 5. ___ Approved with no revisions.
- 6. ___ Approved with required revisions to be reviewed by the chair only; due date _____.
- 7. ___ Approved with required revisions to be reviewed by the committee; due date _____.
- 8. ___ Failed CICLR defense (a failed defense requires comments).

The CICLR proposal should be rated in terms of:

Rubric Items	Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
1. Comprehensiveness of the Literature Review.				
2. Clarity of the writing.				
3. Quality of critical analysis in the CICLR; including addressing gaps in the literature.				
4. Quality of the review of ethical concerns in research.				
5. Clarity and quality of the oral presentation of the CICLR defense.				

D. CICLR Committee: Three members are required for a committee. **Bolded** items indicate the minimum number of required CICLR committee members.

Typed Committee Member Name		Signature
CICLR Chair		
Committee Member		
Committee Member		
Committee Member		
Committee Member		

Comments (continue on back or use additional pages):

Appendix F

Recent Dissertations by Counseling Psychology Students

- Adams, Sandra. (2009). Neuropsychological functioning and attrition rates in outpatient substance dependence treatment.
- Adrians, Noah. (2011). Current Practices and Optimal Futures for the Treatment of Substance Use Disorders through Client-Treatment Matching: A Delphi Study.
- Barber, Brittany. (2010). The Impact of Latino Family Variables on the Sexual Activity of Latino Adolescents: A Mixed-Methods Dissertation Study.
- Bartell, Stephanie. (2017). Validation of the Race-Ethnicity Supervision Scale (RESS).
- Bernett, Abigail. (2012). Traumatic Brain Injury and Executive Functioning in an Incarcerated Sample.
- Butler, Meghan. (2017). The Experience of Nontenured, Tenure-Track Faculty and Gatekeeping: A Qualitative Research Study.
- Caperton, William. (2015). Stay-at-home fathers navigating depression: A consensual qualitative research study.
- Carrasco, Jennifer. (2010). The Impact of Treatment Intensity on a Parent and Child Therapy Program.
- Catlin, Lynn. (2006). Process evaluation of Jungian Analysis: A qualitative study.
- Charboneau, Jordan. (2017). The Relationship between Cognitive Impairment, Depression, Anxiety, and Personality and MS Patient Estimations of Memory Function.
- Contreras-Tadych, Debbie. (2007). Self-efficacy for diabetes self-management in Latinos: A biopsychosocial approach.
- Connor, Korey. (2017). An Empirical Examination of a Well-Being Engine Model.
- Cooke, Philip. (2017). Queer and Flourishing: Understanding the Psychosocial Well-being of Non-Heterosexual Men.
- Daood, 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.
- Dolan, Joshua. (2012). Treatment of dual diagnosis post-traumatic stress disorder and substance use disorders: a meta-analysis.
- Downs, Joni. (2009). Lesbian, gay, bisexual school counselors: What influences their decision-making regarding coming out in their work environment?
- Drymalski, W. Matthew. (2010). Predictors of Treatment Retention Among Homeless Men with Substance Use Disorders.
- Durrah, Darnell A. Jr. (2013). Understanding African American Male Inmate' Decision To Seek Mental Health Treatment While Incarcerated.
- Everson, Eric. (2013). Impact of Personal Therapy on Graduate Training in Psychology: A Consensual Qualitative Research Study.
- Fisher, Deborah. (2007). Current practice and predictors of the future of forensic psychology in the state of Wisconsin: A Delphi survey.
- Fleck, Angela. (2010). Is Institutional Sexual Misconduct Predictive of Sexual Recidivism Amongst Male Sex Offenders?
- Fuller, Shauna. (2009). Pretreatment client characteristics and treatment retention in an intensive outpatient substance abuse treatment program.
- Fung, Michael. (2014). A Parent-Child Therapy Program for Latino Families.

- Garcia, Ana. (2011). Predicting graduation in high school seniors from protective and other factors.
- Garcia, Elizabeth. (2007). Influence of ethnicity and male peer support on men's use of violent acts against women.
- Gresl, Brittany. (2014). Early Termination and Barriers to Treatment in Parent and Child Therapy.
- Harris, Sara. (2016). Development of the Early Childhood Traumatic Stress Screener.
- Hegerty, Sara. (2009). The neuropsychological functioning of men residing in a homeless shelter.
- Hildebrand, Lee. (2011). Impression Management and Psychological Reactions of Living Kidney Donors.
- Holtz, Casey. (2009). Screening of behavior problems in young children from low-income families: The development of a new assessment tool.
- 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.
- Jarrett, Keyona. (2011). The Influences of Acculturation, Marianismo and Ethnic Identity on Sexual Activity among Latina Adolescents.
- Johnson, Adanna. (2005). African American students' experiences with use of academic and non-academic support resources during their doctoral program in counseling psychology: A qualitative study.
- Kalemeera, Augustine. (2007). Cross-cultural assessment of child maltreatment: Adapting the family background questionnaire with Ugandan students.
- Keller, Kathryn. (2009). Barriers to treatment completion in low income families of young children with behavior problems.
- Klopper, Peggy. (2009). Decreasing psychopathology risk through attachment: A multiple antecedent intervention.
- Graham Knowlton. (2018). Anticipated Therapist Absences: The Therapist's Lens
- Kozlowski, JoEllen. (2008). Nonsexual boundary crossings in clinical supervision: Are they always negative?
- Kreis, Maria. (2010). Assessment of life satisfaction in apostolic women religious: The development of a new instrument.
- Krug, Matthew. (2011). Development of the Self-efficacy for Medication Adherence - Buprenorphine (SEMA-B) assessment.
- Lombardo, John P. (2007). Critical competencies for career counselor supervision.
- Love, Joanna. (2017). Trauma Therapy For Very Young Children Living in Poverty: A Randomized Controlled Trial.
- Lubbers, Laura. (2013). Supervisees' Experiences of Ruptures in Multicultural Supervision: A Qualitative Study.
- Maddocks, Mary. (2008). Women's decisions to see specialty substance abuse treatment: A focused ethnography.
- Martinez, Michael. (2017). Conflicts Based on Race/Ethnicity Among Latina/o Students.
- Mattek, Ryan. (2013). Parent Attributional Style and Early Termination from Child and Parent Therapy.
- Mayor, Rebecca. (2011). African American men facing homelessness and co-occurring disorders: A qualitative investigation of multiple stigmas.
- McClintock, Jessica. (2015). Hope among resilient African American adolescents.

- Meyer, Lari. (2008). Use of a comprehensive biopsychosocial framework for intake assessment in mental health.
- Musaitif, Afnan. (2018). Well-Being among Arab Americans: Psychometric Properties of the Satisfaction With Life Scale.
- Newcomb, Shirley. (2017). The Impact of Racial Miscategorization and Racial Ambiguity on Multiracial Identity Development and Well Being: A Qualitative Study.
- Perez-Oberbruner, Maria. (2007). Parenting young Latino children: Clinical and nonclinical samples.
- Phelps, David. (2011). Supervisee Experiences of Corrective Feedback in Clinical Supervision: A Consensual Qualitative Research Study.
- Pruitt, Nathan (2005). Influences on female counseling psychology associate professors' decisions regarding pursuit of full-professorship.
- Pupp, Ronald. (2005). An ecological-transactional examination of child maltreatment, family conflict, and community violence.
- Radtke, Sue. (2007). Outcome evaluation of a treatment program for first-time adolescent offenders.
- Raszkiwicz, Stephanie. (2010). The clinical utility of the Conners' Continuous Performance Test in the evaluation of youth with conduct disorder.
- Rosli, Noor. (2014). Parenting styles affect child development among different ethnicities of Muslim children in the United States.
- Rothong, Nichelle. (2013). Assessment of Performance Validity During Neuropsychological Evaluation in Patients with Epilepsy.
- 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.
- Smith, Jacquelyn. (2010). Therapist self-disclosure with adolescents: A consensual qualitative study.
- Stock, Mary. (2007). The role of health attributions, self-efficacy, and causal attributions in recovery from traumatic injury.
- Stubbs, Lucia. (2016). The impact of teen intimate partner violence on subsequent new dating experiences among Latinas.
- Taylor, Ketan. (2018). Men who Abuse Women: Testing a Narrative-Feminist Approach to Group Psychotherapy
- Tassara, Marcel. (2014). The Role of Friendships Among Latino Male Adolescent Immigrants Who Are Unauthorized.
- Thull, Jessica. (2009). Client characteristics and treatment retention in an outpatient drug-free chemical dependency program.
- Von Briesen, Peggy. (2007). Pragmatic language skills of adolescents with ADHD.
- Wade, Erin (2005). Dementia and psychopathology among individuals with mental retardation.
- Warner, Ryan. (2018). The Role of Racial Microaggressions, Belongingness, and Coping in African American Psychology Doctoral Students' Well-being
- Wilson, Annette. (2017). Heart Rate Variability Biofeedback Training as an Intervention for Chronic Pain.

Appendix G

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):

<u>Semester</u>	<u>Course number</u>	<u>Grade</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Dispositions</u>
<i>(e.g., Fall 16</i>	<i>COPS 8330</i>	<i>AB</i>	<i>2.64</i>	<i>3.16</i>	<i>3.27)</i>

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 H

Doctoral Portfolio Verification and Approval Form

The Doctoral Portfolio is completed over the course of a student’s tenure in our program, and is a compilation of artifacts that demonstrate a student’s competencies in Health Service Psychology. This form serves as a final audit of these program requirements and as verification that the student is approved for advancement to doctoral candidacy. The portfolio is comprised of two components: The Doctoral Qualifying Examination (DQE) results, and the portfolio components as noted in the COPS Handbook. The DQE itself is comprised of the Internship Readiness Examination (IRE) and the Comprehensive-Integrative Critical Literature Review (CICLR). Each of these DQE requirements must be evaluated by a committee of at least three members (see the COPS Handbook for a complete description of DQE and Doctoral Portfolio procedures). The portfolio artifacts are comprised of all Annual Evaluations, artifacts that show competency in Assessment and Clinical intervention in Health Service Psychology, and artifacts that demonstrate competency in Research.

Directions: Submission of this form indicates that the student has successfully completed her/his portfolio. The academic advisor will review the portfolio and verify each section is complete. Additionally, the academic advisor should verify that both the IRE and CICLR have been passed by reviewing the appropriate forms in the student’s file. After the review, this completed form and the portfolio must be submitted to the Director of Training, with any necessary comments. See the COPS Student Handbook for additional instructions.

Student Information

Student Name:

Date Portfolio was Submitted for Review:

Date the IRE was passed:

Date the CICLR was passed:

Portfolio Verification Checklist		
	Complete	Incomplete
1. Annual Evaluations		
a. Includes copies of all annual self-evaluation letters		
b. Includes copies of all COPS Program evaluation letters		
2. Competency in Assessment and Clinical Intervention in Health Service 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. The final practicum evaluation must contain ratings of a “3” (i.e., Meets Expectations) or higher.		
d. Includes documentation of hours and related clinical hours (i.e., a cumulative log of all experiences, reflecting combined COUN and 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. In instances where the hours are not yet completed, the student needs to provide a written plan for completing the necessary hours prior to internship.		
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 four integrated psychological reports (Eight integrated psychological reports must be submitted to the Director of Training by January 28; see the COPS Handbook for other details).		
g. Includes any other materials that support competencies in this area		
3. Competency in Research		
a. Collaborative Research Project <ul style="list-style-type: none"> i. Includes a signed copy of the CRP Research Learning Agreement ii. Includes the Research Report—be sure to include level and sections of authorship iii. Includes a signed copy of the CRP Research Learning agreement—Final Progress Report 		
b. Conference Presentation <ul style="list-style-type: none"> i. Includes acceptance letter from conference or page from conference program listing presentation and presenters ii. Includes copy of poster/paper 		
c. Manuscript Submission for Publication <ul style="list-style-type: none"> i. Includes advisor’s written statement attesting that the manuscript is suitable for submission for publication ii. Includes written acknowledgement of receipt of the manuscript from an editor iii. Includes a copy of manuscript or reprint of published article or book chapter 		
d. Final CICLR Manuscript		

Advisor Name	Signature

Comments (continue on back or use additional pages):

Appendix I

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 Dr. Tim Melchert. He is responsible for developing the Department's HIPAA Compliance Policy, ensuring that students, staff and faculty are 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. Audio or video recordings of students' clinical work. Students are required to audio- or video-record 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 Audio- or Video-Recording 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 J

Internship Readiness Exam Rubric

	Does Not Meet Expectations (0)	Meets Expectations (1)	Exceeds Expectations (2)
Item 1: Diagnosis <i>Ability to apply concepts of normal/abnormal behavior to case formulation and diagnosis</i>	Unable to articulate relevant developmental features and clinical symptoms as applied to presenting problem	Articulates relevant developmental features and clinical symptoms as applied to presenting problem	Thoroughly articulates relevant developmental features and clinical symptoms as applied to presenting problem
Item 2: Diagnosis <i>Appropriate and accurate use of DSM</i>	Fails to consider diagnostic considerations based on DSM-5 criteria	Discusses diagnostic considerations based on DSM-5 criteria	Thoroughly discusses diagnostic considerations based on DSM-5 criteria
Item 3: Assessment <i>Knowledge about and selection of appropriate assessment measures to answer diagnostic questions</i>	Minimal knowledge about rationale for selecting assessment measures and/or proposes using inappropriate measures	Demonstrates an understanding of considerations for selecting appropriate assessment measures (e.g., strengths and weaknesses, population) and selects relevant assessment tool(s)	Thoughtful, thorough discussion of rationale for selecting assessment measures and selects appropriate assessment tool(s)
Item 4: Case Conceptualization <i>Ability to formulate and conceptualize cases and plan interventions using a biopsychosocial approach</i>	Minimal ability to articulate a case conceptualization and/or discussion lacks an integration of theory and psychological constructs	Clearly articulates an understandable case conceptualization that incorporates theory and relevant psychological constructs	Comprehensive case conceptualization that incorporates theory and relevant psychological constructs
Item 5: Advanced Integrative Knowledge of Basic Discipline-specific Content Areas (i.e., affective, biological, cognitive,	Minimally able to integrate two of the discipline-specific content areas and/or demonstrates only a rudimentary ability to integrate these areas	Demonstrates a sound and sophisticated integration of two discipline-specific content areas	Demonstrates a sound and sophisticated integration of more than two discipline-specific content areas

<p>developmental, and social bases of behavior) <i>Ability to integrate at least two of the discipline-specific content areas in conceptualizing the case</i></p>			
<p>Item 6: Treatment Planning <i>Ability to discuss how one would implement evidence-based interventions that take into account empirical support, clinical judgment, and client diversity</i></p>	<p>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</p>	<p>Proposes a clear treatment plan that includes goals and specific intervention techniques that takes into consideration client characteristics, values, and context</p>	<p>Thoughtful, articulate treatment plan that includes goals and specific intervention techniques that take into consideration client characteristics, values, and context</p>
<p>Item 7: Ethical Considerations <i>Working knowledge and understanding of the APA Ethical Principles and Code of Conduct, as well as other relevant ethical/professional codes, laws, statutes, rules, regulations</i></p>	<p>Fails to recognize or discuss relevant, potential ethical issues and dilemmas</p>	<p>Ability to readily identify ethical implications in case and to discuss ethical decision-making process</p>	<p>In-depth discussion of relevant, potential ethical issues and dilemmas</p>
<p>Item 8: Effective Communication <i>Use of clear and articulate expression</i></p>	<p>Poor ability to communicate verbally and nonverbally and/or demonstrates minimal understanding of professional language</p>	<p>Communicates clearly and articulately using verbal and nonverbal skills; demonstrates understanding of professional language</p>	<p>Very clear, and articulate professional presentation that demonstrates appropriate use of professional language</p>
<p>Item 10: Attention to Individual Differences, Multicultural Considerations, and Contextual Factors <i>Integration of multicultural concerns relevant to the case</i></p>	<p>Minimal attention to or integration of relevant individual differences, multicultural concerns, or contextual factors</p>	<p>Moderate attention to and integration of relevant individual differences, multicultural concerns, or contextual factors</p>	<p>Thoughtful and articulate attention to and awareness of individual differences, multicultural concerns, or contextual factors</p>

Competencies and evaluation anchors based on document prepared by the Assessment of Competency Benchmarks Work Group (June 2007). Thanks to MU Clinical Psychology program.

Appendix K

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 L

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:

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met? Y/N
A		
B		
C		

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: _____