Colorado State University

Guidelines for the Training and Evaluation of Counseling Psychology Students

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1.0   Introduction

These guidelines, "the guidelines," provide program information for graduate students in the Counseling Psychology Doctor of Philosophy (Ph.D.) program, "the program," at Colorado State University (CSU). The guidelines outline a set of general guidelines to support students' progress through the program, as well as the policies and procedures of evaluation, and processes of appeal of the program, among others. **The guidelines are not a contract; core program faculty reserve the right to make changes**. Graduate degree requirements, courses, and policies and procedures are frequently updated to improve the program and to be in compliance with department, university, and/or accreditation requirements of the American Psychological Association (APA). Students should expect changes in accordance with changing regulations by the department, university, and APA during their enrollment in the program. Under ordinary circumstance, students are expected to meet new requirements and conform to new policies and procedures. However, when a change in requirements, procedures, or policies would interfere significantly with the quality of the student's training or increase the time needed to obtain a degree, the student may request an exemption of any of these. A written request for exemption should be sent to the Director of Training (DOT). The DOT will share the request with core program faculty. The core program faculty will review and approve or decline, by 2/3 vote, the student's requested exemption.

2.0   Program Philosophy and Goals Statement

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

3.0   Program Faculty, Students, and Graduate School

3.1   Program Faculty

Education and training of graduate students are provided primarily by the core program faculty in conjunction with affiliated faculty. The core program faculty spend 50% of their effort towards the program, teaching foundational courses, supervising students in research and clinical practice, and mentoring students' research, teaching, and clinical progress and professional development throughout the students' time in the program. Affiliated faculty contribute to the program by teaching courses and/or supervising students in clinical practice. Upon admission into the program or during the first year of study, students will be assigned an advisor, "the advisor", based on the student's expressed research interests. Only core program faculty can serve as a student's advisor. The advisor will primarily have a mentor and advocate role throughout the student's progress in the program, including guiding the Master's thesis and dissertation process. The advisor will not have any evaluative role on the academic progress of their advisees, except when the advisor is the instructor of a course. The advisor cannot supervise their advisee's comprehensive exam or chair their Master's thesis or dissertation committee exams. Although students are assigned the advisor upon entering the program, they may choose/switch to another advisor for any reason. The program is under no obligation to assign another advisor. The

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

3.2   Graduate Students

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

3.3   The Graduate School

Graduate degrees are awarded by CSU as an institution of higher education. Accordingly, the University has specified that certain academic practices and procedures shall apply to all graduate degrees regardless of the departments and colleges in which study is undertaken. As is the case in most quality universities, some consistency of requirements has been found desirable. The Graduate School is the unit that applies and administers these requirements. This activity involves several discrete functions. First, the Graduate School monitors all students' progress through the entire graduate career, from sending out preliminary information on admissions to graduation. It maintains student records on application, admission, credits earned, formal programs of study, academic standing, progress toward the degree, and graduation. Additionally, the Graduate School provides a regular flow of information to students and faculty regarding these practices so that necessary steps can be taken as easily and conveniently as possible. Graduate students in the Counseling Psychology program are expected to be knowledgeable of and to adhere to all the policies, procedures, and requirements of the Graduate School during their graduate studies at CSU. Graduate students are responsible for meeting deadlines, completing and filing the required degree forms, and following the procedures of the Graduate School available at http://www.graduateschool.colostate.edu/.

4.0   Professional and Ethical Expectations

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

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

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

After presentation of information by all parties involved, the core program faculty will first establish whether unethical or unprofessional behavior is present. If a 2/3 vote of the core program faculty does not support a judgment that unethical or unprofessional behavior is present, the issue will be dropped without prejudice to the student, and no reference to the behavior will be made in the student's records. If the core program faculty votes that there is evidence of unethical or unprofessional behavior by 2/3 vote, then they will next vote to determine whether said behavior warrants dismissal. A 2/3 vote of the core program faculty is necessary to dismiss the student. If the student is not dismissed, the core program faculty must specify the specific contingencies for retention including the behavioral changes necessary, the criteria and processes to be used in evaluating progress, and the dates by which change must be evidenced in writing (see Sections 8 and 9 and Appendix E). The student's advisor or designated "remediation coordinator" will be responsible for monitoring the remediation plan and bringing information back to the faculty within the guidelines and time lines established. Failure of the student to satisfactorily complete the remediation plan will result in dismissal of the student from the program.

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

5.0　Program Aims and Objectives

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

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

> **Objective 1A:** To demonstrate discipline-specific knowledge and integration across areas of scientific psychology.
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> **Objective 1B:** To demonstrate knowledge and skills in research methods and statistical analysis in psychology.
>
> **Objective 1C:** To demonstrate knowledge and skills in the creation and dissemination of scholarly research.
>
> **Objective 1D:** To demonstrate knowledge and skills in the use of evidence-based information as a foundation for practice.

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

> **Objective 2A:** To demonstrate knowledge and integration of profession-wide competencies in their clinical practice.
>
> **Objective 2B:** To demonstrate knowledge and skills in professional values, attitudes, behaviors, communication, and interpersonal relationships.
>
> **Objective 2C:** To demonstrate the knowledge and skills to practice within legal bounds and ethical principles and code of conduct.
>
> **Objective 2D:** To demonstrate knowledge and skills in assessment, intervention, supervision, and consultation.
>
> **Objective 2E:** To demonstrate and apply, to their clinical practice, knowledge and skills about individual, group, and cultural diversity.

6.0　Program Requirements

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

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

1. Core Psychology Courses: Students must complete one course from each category below:

    a. Biological aspects of behavior (PSY 600B, PSY 600C, or PSY 600D)
    b. Cognitive and affective aspects of behavior (PSY 600F, PSY 600L, or PSY 600M)
    c. Developmental aspects of behavior (PSY 600H is required for Counseling students)
    d. Social aspects of behavior (PSY 600G)
    e. History and systems of psychology (PSY 600A)
    f. Advanced Psychology – Measurement (PSY 600K)

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

PSY 670	Psychological Measurement: Personality
PSY 672	Psychological Assessment: Intelligence
PSY 675	Ethics
PSY 720	Psychopathology
PSY 727	Theories of Vocational Development
PSY 722	Empirically Supported Treatments
PSY 775	Diversity Issues in Counseling
PSY 792A	Theories and Application of Supervision/Consultation

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

PSY 610	Clinical Skills: Theory and Practice I
PSY 611	Clinical Skills: Theory and Practice II
PSY 686A	Practicum I: CSU Health Network practicum (2 semesters)
PSY 786AV	Practicum II: PSC practicum (2 semesters)
PSY 786EV	Practicum III: PSC and/or External practicum
PSY786J	Advanced Practicum: Vocational Assessment
PSY787V	Internship (1 year)

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

PSY 652	Methods of Research in Psychology I: Statistics (4 credits)
PSY 653	Methods of Research in Psychology II: Statistics (4 credits)
PSY 655	Research Issues and Models
PSY699AV	Master's thesis
PSY799AV	Doctoral dissertation (3-6 credits)

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

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

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

6.2   Clinical Practica

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

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

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

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

External Practicum – Students may seek external practicum experience at community-based setting to either obtain a broad range of clinical experience or more experience in their particular area of emphasis. Students on external practica must register for 3 credit hours under PSY 786EV, and may combine external practica with PSC practica to fulfill the requirements for Practicum III. In addition, students may request to pursue external practica prior to completing either Practicum I or Practicum II, but must demonstrate completion of all the requirements for Practicum II above (or have them waived per Section 11.1). All students seeking external practica must request approval from the core program faculty, who must approved by a 2/3 vote, before the Service Agreement below is signed. The student's academic, clinical, and research progress in the program will be considered prior to approving the request.

The following steps should be followed by students who are interested in external practicum placement:
(1) All students should notifying the DOT in advanced about their intent to pursue external practicum.
(2) The DOT will approve or deny in writing (e.g., e-mail) whether the student can submit an application to the site. In some cases, a meeting between the DOT and the practicum supervisor might be needed.
(3) If the student is admitted by the external site, they should submit a formal request for approval (via the DOT) to seek external practica to the program faculty with a letter of support from their advisor.
(4) If the student is approved for external practica, a CSU's legal Service Agreement should be signed (if one is not in place) by the designated CSU official and the external practicum site's designated agent. The Service Agreement includes the arrangements for training experiences, supervision from a licensed supervisor, and the estimated number of clock hours to be completed. Some external practicum agencies require that their agency's contract or agreement be used instead of CSU's Service Agreement. In that case, the contract should be sent to the DOT who will submit it to CSU's contracts office for approval. Because Colorado follows "employment-at-will," due process/grievance procedures are not included in the Service Agreement. Instead, the program follows an internal process to resolve issues of concern that includes bringing the issues of concern to the DOT, who will mediate a resolution of the issues between the student and the external practicum site prior or after the student's termination at the external site.

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

6.3   Thesis and Dissertation Exams

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

Theses and dissertations exams will be judged as Pass or Fail. If a student earns a failing evaluation, the committee meeting chair will provide clear, written feedback regarding the deficits in the exam areas. Such feedback shall be provided no later than one week after the oral defense. The written plan shall be signed by the student and the committee meeting chair and placed in the student's records. Deficits shall be remediated to the committee's satisfaction (i.e., an evaluation of passing in each area) and within the Department's time lines and processes (http://www.colostate.edu/Depts/Psychology/Gradmanual.pdf) and by the Graduate School. To record the Pass/Fail of the Master's thesis examination, the Master's GS24 Report of Final Examination and the GS-16 Report of Preliminary Examination for the PhD Degree needs to be signed and submitted to the Graduate School office within two working days of the examination. For the Pass/Fail of the dissertation examination, the GS24 Report of Final Examination needs to be signed and submitted to the Graduate School within two working days of the examination.

Graduate School's policies on committee composition, forms, and procedures can be found at: http://www.graduateschool.colostate.edu/current-students/student-resources/committee.aspx.

6.4   Clinical Comprehensive Exam

Core program faculty and university faculty can serve as clinical comprehensive exam (CCE) supervisors or committee members, with the exception of the student's advisor who cannot serve in a supervisory role on the CCE committee. If a student earns a failing evaluation, the comp supervisors will provide clear, written feedback regarding the deficits in need of attention. Such feedback shall be provided no later than one week after the CCE evaluation. A copy of a written plan shall be signed by the student and the CCE committee chair and placed in the student's record. Deficits shall be remediated to committee's satisfaction and within the time lines and processes defined by the plan.

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

6.5   Grade Standing

Students in the program must maintain a cumulative B average in all graduate courses. The exception to this standard is in the practicum (PSY 610, 611, 686AV, 786AV, 786EV) sequence in which the student receives a passing grade. Failure to meet either of these academic standards will result in remedial action or dismissal of the student from the program for academic reasons. However, by a 2/3 vote, core program faculty may act to retain the student. Under such a vote, the core program faculty must prepare a developmental or remedial plan specifying the contingencies for retention, including necessary behavioral changes, the procedures and criteria to be used in evaluating progress, and the specific dates by which change is to be evidenced (see Appendix E). A copy of this written plan shall be signed by the student and their advisor and placed in the student's record. The student's advisor will be responsible for monitoring the progress of this plan and bringing information back to core program faculty within the time lines specified for evaluation.

7.0   Evaluation

7.1   Definition

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

7.2   Policy

Written annual evaluations and related documentation will become part of the student's record. These encompass a range of aspects of the student's progress toward the degree, performance in course work, research, clinical work, and teaching, involvement in the program/department, general professionalism, adherence to ethical guidelines and university policies, sensitivity to cultural and individual diversity, and the student's general ability to work in an effective, cooperative, organized, and timely manner. Interpersonal skills, including the ability to accept and respond to feedback, capability for self-awareness and self-evaluation, responsibility for identifying needs and seeking additional training or supervision, personal maturity, motivation, professional communication and follow-through, and freedom from behavioral problems that could interfere with functioning in a professional capacity will also be evaluated.

7.3   Procedure

In the spring semester of each year (generally between May 1 and May 15), the core program faculty will discuss each student's academic progress and professional development. All faculty will come prepared to discuss student performance, but the student's advisor is responsible for seeking the broadest range of information, which typically includes, but is not limited to: (1) class performance; (2) clinical development; (3) paid and unpaid research experience including thesis and dissertation; (4) paid and unpaid teaching experience; (5) paid and unpaid psychological practice activity; and (6) other professionally relevant behavior. Individual faculty will not be identified as sources of specific feedback.

Within one week of the meeting, the student's advisor will summarize, in writing, the feedback from the core faculty in aggregate ratings on the annual evaluation and in general feedback sections. The advisor will provide his/her advisee with a copy of the summary. An attempt will be made for this feedback to be both descriptive and evaluative. Where relevant, the letter will be phrased in terms of specific decisions, procedures, time lines, and contingencies as they apply to the student. The evaluation will be signed by the student's advisor and the DOT. The student's advisor will meet with the student to discuss their annual evaluation. Students will sign their evaluation acknowledging receipt and processing of the evaluation. The student's advisor will be responsible for filing the advisee's evaluation in the main psychology office and request that the original is placed in the student's record and a copy sent to the DOT. If the student disagrees with or wishes to add material to the evaluation, they may add a letter as an addendum. A copy of the letter will be placed in the student's record. If the student seeks further clarification of the evaluation, they may request time to appear before the core program faculty or a relevant subgroup (e.g., practicum supervisors) in order to clarify feedback. If the letter contains notification of Special Observational Status, Probation, or Dismissal with which the student disagrees, they may initiate procedures for review and appeal of decisions (see Section 10).

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

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

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

8.0   Special Observational Status

8.1   Definition

Special Observational Status (SOS) is a formal designation for students about whom the core program faculty have substantive concerns regarding competence, performance, or behavior, although these concerns are below the threshold for Probation. The purpose for placing students on SOS is to alert them that faculty have serious concerns about their performance and so that remediation can be prescribed and implemented. Because SOS is intended to provide support for students in need of remediation, students on SOS are still considered to be in good standing in the program.

8.2   Policy

Students may be placed on SOS if their academic and/or professional performance is judged, at the discretion of the core program faculty, to be inadequate. Such inadequate performance may include, but is not limited to, such matters as violation of the APA's Code of Ethics and Code of Conduct, poor academic work, poor attendance in classes and/or at practicum sites, psychological difficulties that appear to have adverse effects on performance as a clinician, or other valid concerns by program or department faculty, teaching, research, and/or practicum supervisors.

8.3   Procedure

Any faculty member, administrator, CSU employee, supervisor, or fellow student having concerns about a student's behavior or performance may bring this concern to the attention of that student's advisor or the DOT. If the student's advisor believes that the situation is of sufficient concern they will refer the matter to the DOT. If the DOT believes that the concern is serious enough that the student might warrant being placed on SOS, the DOT will bring this information to the core program faculty for consideration. If the core program faculty decide, by 2/3 vote, to place the student on SOS, the status period is given a definite beginning and ending date and the remediation terms and criteria for successful completion of the period are clearly specified to the student and to the advisor(s) in writing by the DOT. The DOT will appoint a core program faculty designee responsible for overseeing the remediation plan (see Appendix E), and for reporting progress and goal attainment of the student. Although the period of SOS may be expected to run its course as initially structured, in the case that new information regarding the student (related to the original or any new concern) is communicated to the core program faculty the student may be placed on Probation. If any event casts reasonable doubt on the success of the remediation terms, the terms of the SOS period can be changed, the student may be placed on Probation, or the student may be considered by the core program faculty as a candidate for Dismissal from the program. At the end of the period, the core program faculty can decide to end the SOS of the student, to set a new, extended period of SOS, with time limits and specifications for remediation, or to place the student on Probation.

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

9.0   Probation

9.1   Definitions

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

9.2   Policy

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

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

9.3   Procedure

Any faculty member, administrator, CSU employee, supervisor, or fellow student having concerns about a student's behavior or performance may bring this concern to the attention of that student's advisor or the DOT. If the student's advisor believes that the situation is of sufficient concern they will refer the matter to the DOT. If the DOT believes that the concern is serious enough that the student might warrant being on Probation, the DOT will bring this information to the core program faculty for consideration. If the core program faculty decide, by 2/3 votes, to place the student on probation, the probationary period is given a definite beginning and ending date, and the remediation terms and criteria for successful

completion of the period are clearly specified to students and to their advisor(s) in writing by the DOT. The DOT will appoint a core program faculty designee responsible for overseeing the remediation plan (see Appendix D), and for reporting progress/goal attainment of the student to the core program faculty. Although the period of probation is usually expected to run its course as initially structured, in the case that new information regarding the student is communicated to the core program faculty which casts reasonable doubt on the success of the remediation terms of the probation, the terms of the probation can be changed, or the student may be considered by the core program faculty as a candidate for dismissal from the program. At the end of the probation period, the core program faculty can decide to end the probationary status of the student or to set a new, extended period of probation, with time limits and specifications for remediation. If at any time during the probationary period the core program faculty determine that the deficiencies of the student are not remediable or are sufficiently severe in frequency or nature, and that the student is thus not appropriate to continue in the program, the core program faculty can recommend and decide by 2/3 vote that the student be dismissed from the program. Such circumstances would include, but not be limited to such things as gross neglect of meeting the terms of the probationary period, or new or additional information concerning acts of inadequate performance. Once this recommendation is made by the core program faculty the process of dismissal/appeals will be referred to current College, Graduate School, and CSU policies and procedures.

10.0   Grievances and Appeals

10.1   Grievance Procedures

If a student believes that he/she has been treated unfairly or inappropriately by faculty, staff, or another student, the student should first address the concerns with the person(s) involved and attempt to resolve the matter informally. Even if the student is able to resolve the concern informally, the DOT and Department Chair should be informed of any alleged serious violations (e.g., sexual harassment). If the student is not satisfied with the informal resolution, the student should contact the DOT for assistance.

The DOT, in consultation with the Department Chair, the student, and perhaps other program or departmental faculty or students as appropriate, will decide upon a course of action. If the aggrieved student is not satisfied with the result of the DOT's actions, the student may continue to pursue the grievance by contacting the Department Chair and perhaps other departmental faculty. The Department Chair will decide upon appropriate action. Lack of satisfactory resolution at the Department level should be followed by appeal to the Graduate School Dean. If all Departmental and Graduate School grievance procedures have been followed, and the student continues to view the matter as unresolved, the student may seek assistance from the office of Conflict Resolution and Student Conduct Services: http://www.conflictresolution.colostate.edu/home.

10.2   Appeals Policies and Procedures

Appeals of grades or other academic issues that cannot be resolved at the program level are conducted according to the Department's procedures (Section XI of the Department Code) and the Graduate School, with final resolution residing with the Dean of the Graduate School. For more information refer to http://www.graduateschool.colostate.edu/faculty-staff/bulletin.aspx.

11.0   Academic Requirements Policies

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

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

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

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

Students may not request the transfer of course credit for applied clinical courses or research courses. However, they can request a waiver for such courses but must examine out of the course or examine into a practicum per the exam requirements set by the instructors and supervisors of: Clinical Skills: Theory and Practice I & II (610 & 611); Psychological Measurement – Personality (670); Psychological Assessment – Intelligence (672); and clinical practica (686AV, 786AV). Successful passing of the entry practica (686AV or 786AV) exams automatically constitutes the waiving of PSY610 and PSY611 courses. However, students who wish to complete the PSY610 and PSY611 courses are still allowed to take such courses. Students who wish to waive PSY652 and PSY653, should contact the PSY652 instructor prior to the Fall semester in which the course would normally be completed to arrange to take the PSY 652 waiver test. Students who score at least 80% on the exam are permitted to waive the course. Students scoring between 70% and 79% are strongly encouraged to take the course, but they may waive the course with the permission of the instructor and the student's advisor. Students who pass the PSY 652 waiver exam may elect to also take the PSY 653 waiver exam. Students should contact the PSY 653 instructor prior to the Spring semester in which the course would normally be completed to arrange to take the waiver exam.

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

11.2 Pre-Doctoral Internship

Although the pre-doctoral internship training is not provided by the program, an internship is required of all students and is the capstone of clinical training in the doctoral program. Thus, students must complete a 12-month, full-time pre-doctoral clinical internship, preferably at an APA-accredited site. Only students who have advanced to doctoral candidacy and passed their CCE may apply for internship. In addition, the dissertation proposal must be defended prior to applying to the pre-doctoral internship.

The application process for the national match is time-consuming, completing the various applications, cover letters, and personal statements. Students should work closely with the DOT to ensure submission of high-quality applications for this competitive process. Students who obtain an internship will need to register for PSY787V for course credit, and all students will be evaluated by their clinical supervisor(s) and/or the internship training director at the end of each rotation and at the conclusion of the internship. These evaluations are sent to the DOT directly from the internship training director.

11.3 Advancement to Candidacy and Graduation Requirements

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

Prior to faculty submitting final grades in the graduating semester, all students must complete the Counseling Program Exit Survey. The APA requires that programs track the outcomes of their graduates, and we cannot do this effectively if we do not have feedback. Students will not be confirmed for graduation unless they have completed this exit survey. Students should attach a copy of their curriculum vitae (CV) to this survey and send both electronically to the DOT.

12.0 Other Policies

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

12.1 Different Abilities

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

12.2   Impairment or Distress

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

12.3   Leaves of Absence

The DOT, with a 2/3 vote from the core program faculty, may approve and grant a leave of absence of up to one academic year in exceptional circumstances. The student must submit a written petition for a leave of absence to the DOT for consideration and vote by the core program faculty. Leaves of absence that exceed one year will not be approved except under extraordinary circumstances. According to the Graduate School, program-approved leaves of absence do not automatically extend the time limits for earning a degree. Thus, students must register for 1 credit of Continuous Registration (CR) each semester of the year of leave of absence to remain enrolled in the program and Graduate School: http://www.graduateschool.colostate.edu/current-students/student-resources/continuous-registration-policy.aspx. If students do not enroll for CR and do not enroll in any other courses for a semester, then they are classified as having withdrawn (left) from the University, and will need to go through a re-application process.

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

12.4   Continuous Registration Requirement

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

12.5   Time Limits for Degree Completion

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

13.0   Funding

13.1   Financial Services

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

13.2   Assistantships

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

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

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

case-by-case basis. While enrolled, students are allowed to receive GRA or GTA assistantships for a combined maximum of 20 hours a week.

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

(1) The Department sends the DOT a list of courses with "counseling content" that need a GTA.
(2) The DOT sends the list of courses with deadlines and instructions to students and instructors.
(3) Instructs are responsible for posting online the criteria they will use to select a GTA for a course.
(3) Students contact the instructor to be considered as the course GTA and how they meet the criteria.
(4) The instructor will submit to the DOT a ranked list of students to be consider as the course GTA.
(6) The DOT will put all lists together and based on available spots, will recommend GTA assignments.
(7) The ranked list of course GTAs will be sent to the Department to make all final GTA assignments.
(8) If students or instructors are in disagreement with the assignment, they can petition a change but reassignment is left to the Department's discretion.

13.3   Student Employment

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

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

Appendices

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

COURSE NUMBER	COURSE	CR	COURSE NUMBER	COURSE	CR
FALL I			**SPRING I**		
PSY 596C	Orientation (Group Study)	1	PSY 596C	Orientation (Group Study)	1
PSY 600H	Advanced Psychology – Lifespan Developmental	3	PSY 611	Clinical Skills: Theory and Practice II	3
PSY 610	Clinical Skills: Theory and Practice I	3	PSY 653	Methods of Research in Psychology II (Statistics)	4
PSY 652	Methods of Research in Psych. I (Statistics)	4	PSY 655	Research Issues and Models - Counseling	3
PSY 727	Theories of Vocational Psychology	2	PSY 720	Psychopathology	3
FALL II			**SPRING II**		
PSY 670	Psychological Measurement- Personality	3	PSY 672	Psychological Assessment: Intelligence	3
PSY 686AV	Practicum I--Counseling and Diag. I (UCC)	3	PSY 686AV	Practicum I--Counseling and Diag. I (UCC)	3
PSY 775 or PSY 675	Diversity Issues in Counseling or Ethics and Professional Psychology Practice	3	PSY 600A-H	Core Requirements (see categories below)	3
PSY 600A-H	Core Requirements (see categories below)	3	PSY 600A-H	Core Requirements (see categories below)	3
PSY 699AV	Thesis-Counseling	3	PSY 699AV	Thesis-Counseling	3
FALL III			**SPRING III**		
PSY 675 or PSY 775	Ethics and Professional Psychology Practice or Diversity Issues in Counseling	3	PSY786 AV	Practicum II--Counseling & Diag. II (PSC)	3
PSY 722	Empirically Supported Treatments	3	PSY 600A-H	Core Requirements (see categories below)	3
PSY 786AV	Practicum II--Counseling & Diag. II (PSC)	3	PSY 699AV or PSY 799AV	Thesis--Counseling Dissertation--Counseling	3-6
PSY 699AV or PSY 799AV	Thesis--Counseling Dissertation--Counseling	3-6	PSY 786J	Advanced Practicum-Vocational Assessment	3
FALL IV			**SPRING IV**		
PSY 786EV	Practicum III -- PSC and/or External	3	PSY 786EV	Practicum III--PSC and/or External	3
PSY 600A-H	Core Requirements (see categories below)		PSY 792A	Theories and Application of Supervision/Consultation	3
PSY 799AV	Dissertation--Counseling	3-6	PSY 799AV	Dissertation--Counseling	3-6
FALL V			**SPRING V**		
PSY 787V	Internship	1	PSY 787V	Internship	1
PSY 799AV	Dissertation--Counseling	3	PSY 799AV	Dissertation--Counseling	3
ADDITIONAL REQUIREMENTS **(These courses are required but may be taken at any time)**					
COURSE NUMBER	**COURSE**			**COMMENTS**	
PSY 600A-H	Core Requirements Timing of core requirements varies—however, a total of 3 core course are required for the Master's degree.			A total of 6 core courses are required for Ph.D. -- one from each of the following groupings: (Group A: = PSY 600B, PSY 600C, PSY 600D) (Group B: = PSY 600F, PSY 600L, PSY 600M) (Group C: = PSY 600H) (Group D: = PSY 600G) (Group E: = PSY 600A) (Group F: = PSY600K)	

Appendix B – Internal Student Evaluation Form

Counseling Psychology
Doctoral Program

Student Evaluation
    Student Name:
    Evaluation Date:

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

Comments:

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

Comments:

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

Comments:

Teaching Skills

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

Comments:

Professional Development

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

Comments:

Student meets expectations given current level of training:

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

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

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

Program Progress

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

Comments:

Goals:

_____   _____

Advisor   Date

_____   _____

Student (Acknowledgement of Receipt)   Date

_____   _____

Director of Training   Date

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

Appendix C – Clinical Competencies Evaluation Form

Counseling Psychology PhD Program
Colorado State University
Supervisor's Evaluation of Supervisee

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

Choose a rating

---

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

Choose a rating

---

3. Applies evidence-based practices, relevant research literature, and other theoretical viewpoints to case conceptualization and treatment interventions

Choose a rating

4. Demonstrates critical thinking in seminar presentations, case conceptualization, and other scholarly endeavors

Choose a rating

Recommendations and Comments Regarding Research:

Areas of Strength

Areas for Growth

Other Comments

II. Ethical and Legal Standards. Trainees are expected to recognize ethical dilemmas and to apply sound and ethical decision-making processes in increasingly complex situations across levels of training. Trainees must demonstrate knowledge of APA Ethical Codes, Colorado Mental Health Statutes, and guidelines governing Health Service Psychology.

5. Demonstrates concern for client welfare

Choose a rating

6. Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct

Choose a rating

7. Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing Health Service Psychology at the organizational, local, state, regional, and federal levels

Choose a rating

8. Identifies the appropriate ethical and legal dilemmas inherent within each situation

Choose a rating

9. Discusses ethical dilemmas and decision-making in supervision, staff meetings, and presentations; discloses ethical concerns when appropriate and follows-through when a course of action is agreed upon.

Choose a rating

10. Uses an ethical decision-making process; demonstrates an ability to think critically about ethical and legal dilemmas including relevant risk issues, and conducts self in an ethical manner in all professional activities as evidenced by consultation and clinical documentation

Choose a rating

Recommendations and Comments Regarding Ethical and Legal Standards:

Areas of Strength

Areas for Growth

Other Comments

III. Individual and Cultural Diversity. Trainees must demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse clientele. They must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals' characteristics, and a commitment to engagement with the process of self-examination and ongoing learning required for continued growth in this area.

11. Is aware of and sensitive to the potential impact of one's *own* cultural identity on work with others (e.g., demonstrates accepting attitudes, recognizes how one' own personal/cultural history and biases may impact one's understanding of and interactions with others)

Choose a rating

12. Is sensitive to the impact of the cultural identities of *others* (e.g., considers values, worldview, biases, group membership)

Choose a rating

13. Articulates understanding of the impact of privilege and oppression on targeted individuals, groups, and communities

Choose a rating

14. Demonstrates a developmentally appropriate level of understanding of the current theoretical and empirical knowledge-base relevant to addressing diversity across a range of professional roles, and seeks culture-specific knowledge relevant to work with individuals, groups, and communities (e.g., attends cultural events, reads culture-specific literature, consults)

Choose a rating

15. Uses knowledge of cultural issues to modify professional behavior in order to work effectively with areas of individual or cultural diversity not previously encountered.

Choose a rating

16. Discusses important cultural identities when working with others (e.g., clients, colleagues, etc.), including ongoing assessment of relevant diversity issues and consistent attention to important identities in clinical and professional work.

Choose a rating

Recommendations and Comments Regarding Individual and Cultural Diversity:

Areas of Strength

Areas for Growth

Other Comments

IV. Professional Values, Attitudes, and Behaviors. Trainees must demonstrate a maturing professional identity that includes awareness of their own professional values as well as their strengths and growth edges. Trainees must demonstrate integrity, accountability, self-reflection, openness to feedback, and a commitment to ongoing learning and growth. Trainees must also engage in appropriate self-care.

17. Demonstrates a professional identity through behavior that reflects the values of Health Service Psychology (e.g., acts with integrity, demonstrates concern for the welfare of others, accepts personal responsibility for action, engages respectfully with colleagues, takes appropriate initiative, demonstrates appropriate grooming and attire

Choose a rating

18. Clearly articulates professional values and knowledge of one's areas of expertise during supervision, seminars, and presentations

Choose a rating

19. Actively seeks and demonstrates openness to feedback; evaluates feedback from others and implements change as appropriate
Choose a rating

20. Identifies supervision needs and prepares to optimally utilize supervision or consultation

Choose a rating

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

33. Acknowledges own role in difficult or conflictual interactions in professional contexts and takes appropriate steps to problem-solve and repair relationship ruptures
Choose a rating
Recommendations and Comments Regarding Communication and Interpersonal Skills:
Areas of Strength
Areas for Growth
Other Comments
VI. Assessment. Trainees must develop competence in evidence-based psychological assessment, including gathering relevant data using multiple sources and methods, assigning accurate diagnoses, attending to relevant cultural factors, and communicating results effectively.
34. Applies current research and professional standards to inform diagnosis and case conceptualization
Choose a rating
35. Establishes rapport with client and develops relationship appropriate to assessment task
Choose a rating
36. Utilizes diagnostic clinical interviewing skills and additional assessment measures (e.g., SCID, SID-P, MMPI, etc.) to accurately assign multiaxial diagnoses
Choose a rating
37. Appropriately modifies diagnostic impressions as additional information becomes available
Choose a rating
38. Integrates information from clinical interviews, behavioral observations, historical data, and medical records in developing case conceptualizations and treatment recommendations
Choose a rating
39. Demonstrates developmentally appropriate ability to assess high risk situations (e.g., potential harm to self or others, child abuse, grave psychological disability), consulting with others when appropriate
Choose a rating
40. Shares assessment results clearly and accurately in spoken and written communication; this includes writing concise intake assessments and client notes that convey essential information and are sensitive to the needs of a range of audiences
Choose a rating
41. Considers cultural and contextual factors in assessment and uses these to inform diagnosis, case conceptualization, and treatment recommendations.
Choose a rating
Recommendations and Comments Regarding Assessment:
Areas of Strength
Areas for Growth
Other Comments
VII. Intervention. –For items 42-51, Fill out items corresponding to trainee's level of practicum (i.e., EITHER Prac I or Pracs II and III). The other section may be deleted or left blank.

OPTION 1 – Prac I Intervention Skills

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

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

Choose a rating

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

Choose a rating

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

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

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

Choose a rating

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

Choose a rating

46. Handles crisis situations with appropriate consultation

Choose a rating

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

Choose a rating

48. Establishes and maintains an effective therapeutic alliance with clients

Choose a rating

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

Choose a rating

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

Choose a rating

Recommendations and Comments Regarding Intervention:

Areas of Strength

Areas for Growth

Other Comments

OPTION 2 – Prac II and Prac III Intervention Skills

VII. Intervention. Trainees must demonstrate developmentally-appropriate competence in clinical interventions. This includes fluent use of basic counseling skills, competent use of evidence-based treatments as appropriate for specific presenting issues, developing appropriate client conceptualizations and treatment plans that are consistent with theoretical framework, adapting intervention strategies to client needs and cultural identities, and effectively terminating therapy.

42. Establishes and maintains an effective therapeutic alliance with clients

Choose a rating

42. Articulates conceptualization of client concerns based on theoretical framework and uses this to guide treatment

Choose a rating

43. Articulates treatment goals and intervention strategies (based on grounding in theory, common therapeutic factors, and evidence-based practices) during supervision

Choose a rating

44. Demonstrates fluent use of microcounseling skills (e.g., feeling reflection, paraphrasing, summarization, questioning, immediacy, confrontation, and self-disclosure)

Choose a rating

45. Effectively address the affective, cognitive, and behavioral needs of clients

Choose a rating

46. Flexibly and effectively identifies and implements intervention strategies consistent with client and agency goals, theoretical framework, common therapeutic factors, current literature and research, cultural identities, and evidence-based practices

Choose a rating

47. Assesses progress of therapy using appropriate measures or methods and modifies treatment interventions in response to client needs

Choose a rating

48. Terminates individual therapy appropriately (i.e., attending to timeliness, review of progress, identification of future plans, provision of appropriate referrals)

Choose a rating

Recommendations and Comments Regarding Intervention:

Areas of Strength

Areas for Growth

Other Comments

Signatures:

_____   _____

Supervisee Signature   Date   Supervisor Signature   Date

_____   _____

Name (printed)   Name (printed)

Appendix D - Competency Remediation Plan

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

Competency domains in which the trainee's performance does not meet the benchmark (highlighted):
Foundational Competencies: Professionalism, Reflective Practice, Self-Assessment, Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems.

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

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

FOUNDATIONAL COMPETENCIES

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

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

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

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

Individual and Cultural Diversity Awareness:
A – Self as Shaped by Individual and Cultural Diversity
B – Other as Shaped by Individual and Cultural Diversity
C – Interaction of Self and Others as Shaped by Individual and Cultural Diversity
D – Applications based on Individual and Cultural Context

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

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

FUNCTIONAL COMPETENCIES

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

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

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

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

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

Teaching:
A – Knowledge

B – Skills

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

Advocacy:
A – Empowerment
B – Systems Change

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

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

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

Competency Remediation Plan:

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

_____   _____
Students Name   Date   Director of Training   Date

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

_____
Academic Advisor   Date