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 graduate program in Counseling Psychology at CSU is a doctoral program based on the Scientist-Practitioner model of training with a primary emphasis on the development of science based practitioner knowledge and skills. As such, the goal of the program is to produce students who are capable of advancing psychology as a science and who are proficient in the use of a variety of counseling and clinical techniques. 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 generalist 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 teaches foundational courses, supervises students in research and clinical practice, and mentors students’ research, teaching, and clinical progress and professional development throughout the students’ time in the program. Affiliated faculty contribute to the training of graduate students 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 a sole 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 exams or chair their Master’s thesis or dissertation committee meetings. 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 Goals and Objectives

The overarching goal of the program is to provide broad graduate education and training for entry-level research, teaching, and practice in Counseling Psychology. Thus, graduates must demonstrate entry level knowledge, skill, and attitude competencies in Counseling Psychology. The primary program’s goals and objectives in the training of our students include:

**Goal 1:** To prepare professional psychologists who are competent producers and consumers of scholarly research.

- **Objective 1A:** To prepare psychologists who have knowledge of core across the breadth of psychological science.
- **Objective 1B:** To prepare professional psychologists who demonstrate knowledge of research methods and statistical analysis in psychology.
- **Objective 1C:** To prepare professional psychologists who participate in the creation and dissemination of scholarly research.
- **Objective 1D:** To prepare professional psychologists who use evidence-based information as a foundation for practice.

**Goal 2:** To prepare professional psychologists who are competent practitioners of psychology.

- **Objective 2A:** To prepare professional psychologists who are reflective and self-aware about their practice, including appropriate use of supervision.
- **Objective 2B:** To prepare professional psychologists who have effective interpersonal relationships across a range of professional constituencies.
- **Objective 2C:** To prepare professional psychologists who practice within legal and ethical bounds.
- **Objective 2D:** To prepare professional psychologists who can assess, conceptualize, and intervene appropriately with their clients.
- **Objective 2E:** To prepare professional psychologists who are knowledgeable and sensitive to individual, group, and cultural diversity in clinical practice.

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

   a. Biological bases of behavior (PSY 600B, PSY 600C, or PSY 600D)
   b. Cognitive/affective bases of behavior (PSY 600F, PSY 600L, or PSY 600M)
   c. Individual differences (PSY 600H lifespan developmental psychology is required)
   d. Social bases of behavior (PSY 600G)
   e. History (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 (2 credits)
   - 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 CSU Health Network Practicum (2 semesters)
   - PSY 786A Advanced Practicum (2 semesters)
   - PSY 786J Advanced Practicum: Vocational Assessment
   - PSY 786EV Advanced Practicum: PSC and/or External
   - PSY 787V 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
   - PSY 699AV Master’s thesis
   - PSY 799AV Doctoral dissertation (3-6 credits)

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

   a. Ethics Comprehensive Exam
   b. Teaching and Psychoeducational Comprehensive Exam
   c. Internship Readiness Comprehensive Exam (IRC)
   d. Area of Emphasis/Spike Comprehensive Exam

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1 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): PSY 670 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 786EV) – 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 wanting to pursue an external practica must request approval from the core program faculty, who must approve by a 2/3 vote before the student is placed. The student’s academic, clinical, and research progress in the program will be considered prior to approving the student’s request.

An external practicum experience is a two-way agreement between CSU and the practicum agency. Discussion of the agreement occurs at a meeting between the student, the site supervisor, and the DOT. This meeting serves as the forum where the practicum experience and its terms and conditions are discussed. After the initial meeting, the student should receive approval by the core program faculty to pursue such practicum placement. Written requests should be submitted to the DOT who will present to the faculty for discussion and vote. If the practicum experience is approved, CSU’s Legal Service Agreement should be signed by the university (DOT or CSU official) and the external practicum site’s designated agent. The Service Agreement includes the arrangements for training experiences, supervision from a licensed supervisor at the agency, 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. Because Colorado follows “employment-at-will,” due process/grievance procedures are not included in the Service Agreement. Instead, due process/grievance procedures are an informal attempt by the program to resolve any issues of concern informally prior or after the termination of the student’s placement at the practicum site. The informal procedures include 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 to proceeding with the formal termination. The agency 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

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 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 thesis or dissertation. 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) 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 Comprehensive Exams

All four of the comprehensive exams (comps) will be judged as Pass or Fail. The student’s examination committee (listed on the GS-6 form) oversees the successful completion of the comprehensive exams. In consultation with their advisor, students will propose, at the time of the Master’s Thesis defense, a plan outlining the content, date, and evaluation method for their comps. Core program faculty and university faculty can serve as comp supervisors or committee members, with the exception of the student’s advisor who cannot serve in a supervisory role on any comp 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 comp evaluation. A copy of a written plan shall be signed by the student and the comp committee chair and placed in the student’s record. Deficits shall be remediated to comp supervisor’s satisfaction and within the time lines and processes defined by the plan.

1. Ethics Comp: The Ethics course (PY 692A) is required of all students in the program. This course deals with the ethical principles applied to the practice of psychology and makes use of actual case examples in which students identify the ethical principles involved and routes of resolution. Progress in the area of ethical/responsible professional behavior is assessed by means of a required ethics comprehensive exam at the end of the semester. The exam is administered by the course instructor and another core program faculty member (who serve as the supervisors of this comp) who provide a copy of the evaluation to the student. If there is overlap in roles (e.g., course instructor is the student’s advisor) another program faculty will be named as an ethics comp supervisor.
2. Teaching and Psychoeducational Comp: The teaching comp is completed after students have successfully defended their Master’s thesis. Students must demonstrate competence in the development, delivery, and evaluation of the communication of psychological knowledge. Students should select the psychoeducational presentations to deliver or the course(s) to teach. The students will identify two faculty members familiar with the topic to serve as the teaching comp supervisors, one of whom should be a core program faculty but who is not the student’s advisor. Students are responsible for all aspects of instruction. The supervisors will oversee the students’ lecturing skills, syllabus, exams, and class evaluations and then write an evaluation of the student’s strengths and weaknesses. Students who choose to conduct psychoeducational presentations must agree with the supervisors on the number of presentations, professional venues and timeline to deliver such presentations, and the evaluation methods. The supervisors must provide the student a written evaluation of the student’s strengths and weaknesses.

3. Internship Readiness Comp (IRC): 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 the IRC. Students must also satisfactorily complete the IRC before they are allowed to apply for the pre-doctoral internship. The IRC is part of the PSC practicum and is designed to reflect students' clinical competency. It serves as a developmental step to provide students with feedback in preparation for internship. Students’ competency on the IRC will be determined by a supervisory committee of three faculty, which includes (a) the PSC Director, (b) the student's current PSC clinical supervisor, and (c) a core program faculty member selected by the student. When there is overlap in roles (e.g., the PSC’s Director or 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 IRC will be evaluated on a pass/fail basis. A student can “pass” the IRC completely or can “not pass” certain portions of the IRC, in which case the specific deficiencies shall be specified by the committee for completing the IRC. A student may “not pass” the IRC completely, in which case it must be retaken in its entirety during the next academic year. Details about the IRC written and oral components and evaluation criteria can be found in the PSC’s training manual.

4. Area of Emphasis/Spike Comp: Students must demonstrate added knowledge and skills in at least one area of emphasis in professional psychology that is consistent with the student’s career goals. For example, students who have chosen a child emphasis have acquired knowledge and skills in child assessment, child interventions, and school consultation. Students who have selected an adult emphasis have acquired knowledge and skills for a career in a university counseling center or in vocational assessment and consultation. Other students have sought their area to be in geropsychology, neuropsychology, addictions, gender, or in health psychology. Students must work with their advisor to plan how they will acquire the knowledge and skills in the chosen area of emphasis, which may include aspects of assessment, therapy, teaching, or research beyond the program requirements. The student will present the plan to their Master’s thesis committee at the Master’s thesis oral defense for approval by the committee. The knowledge and skills may be acquired through a combination of added coursework, clinical experiences, professional workshops, and research experiences. Upon completion, students must present a portfolio to the examination committee that demonstrates competency in the chosen area of emphasis, as outlined in the plan previously approved. Typically, this is the last comprehensive exam that students complete given that they may build their competencies over the course of various semesters. Consequently, the area of emphasis comp may be defended when students defend their doctoral dissertation.
6.5 Grade Standing

Students 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 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 action 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 IRC 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 credit 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.
4. Students contact the instructor to be considered as the course GTA and how they meet the criteria.
5. 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 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 first be granted approval 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

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE</th>
<th>CR</th>
<th>COURSE NUMBER</th>
<th>COURSE</th>
<th>CR</th>
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<tbody>
<tr>
<td><strong>FALL I</strong></td>
<td><strong>SPRING I</strong></td>
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<tr>
<td>PSY 596C</td>
<td>Orientation (Group Study)</td>
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<td>PSY 596C</td>
<td>Orientation (Group Study)</td>
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<td>PSY 600H</td>
<td>Advanced Psychology – Lifespan Developmental</td>
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<td>PSY 611</td>
<td>Clinical Skills: Theory and Practice II</td>
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<tr>
<td>PSY 610</td>
<td>Clinical Skills: Theory and Practice I</td>
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<td>PSY 653</td>
<td>Methods of Research in Psychology II (Statistics)</td>
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<tr>
<td>PSY 652</td>
<td>Methods of Research in Psych. I (Statistics)</td>
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<td>PSY 655</td>
<td>Research Issues and Models - Counseling</td>
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<td>PSY 727</td>
<td>Theories of Vocational Psychology</td>
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<td>PSY 720</td>
<td>Psychopathology</td>
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<td><strong>FALL II</strong></td>
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<td>PSY 670</td>
<td>Psychological Measurement- Personality</td>
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<td>PSY 672</td>
<td>Psychological Assessment: Intelligence</td>
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<td>PSY 686AV</td>
<td>Practicum--Counseling and Diag. I (UCC)</td>
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<td>PSY 686AV</td>
<td>Practicum--Counseling and Diag. I (UCC)</td>
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<td>PSY 775 or PSY 675</td>
<td>Diversity Issues in Counseling or Ethics and Professional Psychology Practice</td>
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<td>PSY 600A-H</td>
<td>Core Requirements (see categories below)</td>
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<tr>
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<td>Core Requirements (see categories below)</td>
<td>3</td>
<td>PSY 600A-H</td>
<td>Core Requirements (see categories below)</td>
<td>3</td>
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<td>PSY 699AV</td>
<td>Thesis-Counseling</td>
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<td>PSY 675 or PSY 775</td>
<td>Ethics and Professional Psychology Practice or Diversity Issues in Counseling</td>
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<td>PSY786 AV</td>
<td>Adv. Practicum--Counseling &amp; Diag. II (PSC)</td>
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<td>Empirically Supported Treatments</td>
<td>3</td>
<td>PSY 600A-H</td>
<td>Core Requirements (see categories below)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 786AV</td>
<td>Adv. Practicum--Counseling &amp; Diag. II (PSC)</td>
<td>3</td>
<td>PSY 699AV or PSY 799AV</td>
<td>Thesis--Counseling - Dissertation-Counseling</td>
<td>3-6</td>
</tr>
<tr>
<td>PSY 699AV or PSY 799AV</td>
<td>Thesis--Counseling - Dissertation-Counseling</td>
<td>3-6</td>
<td>PSY 786J</td>
<td>Advanced Practicum-Vocational Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>FALL IV</strong></td>
<td><strong>SPRING IV</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PSY 786EV</td>
<td>Adv. Practicum -- PSC and/or External</td>
<td>3</td>
<td>PSY 786EV</td>
<td>Adv. Practicum--PSC and/or External</td>
<td>3</td>
</tr>
<tr>
<td>PSY 600A-H</td>
<td>Core Requirements (see categories below)</td>
<td>3</td>
<td>PSY 792A</td>
<td>Theories and Application of Supervision/Consultation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 799AV</td>
<td>Dissertation--Counseling</td>
<td>3-6</td>
<td>PSY 799AV</td>
<td>Dissertation--Counseling</td>
<td>3-6</td>
</tr>
<tr>
<td><strong>FALL V</strong></td>
<td><strong>SPRING V</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 787V</td>
<td>Internship</td>
<td>1</td>
<td>PSY 787V</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>PSY 799AV</td>
<td>Dissertation--Counseling</td>
<td>3</td>
<td>PSY 799AV</td>
<td>Dissertation--Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

### ADDITIONAL REQUIREMENTS

(These courses are required but may be taken at any time)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 600A-H</td>
<td>Core Requirements</td>
<td>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 600E, PSY 600F) (Group C: = PSY 600H) (Group D: = PSY 600G) (Group E: = PSY 600A) (Group F: = PSY600K)</td>
</tr>
</tbody>
</table>

Timing of core requirements is optional—however, a total of 3 core course are required for the Master’s degree.
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

___________________________________________  Date
Student (Acknowledgement of Receipt)

___________________________________________  Date
Director of Training

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 Program**  
**Colorado State University**

**Supervisor’s Evaluation of Practicum Student**

<table>
<thead>
<tr>
<th>Name of Supervisee:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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</table>

<table>
<thead>
<tr>
<th>Name of Supervisor:</th>
<th>Evaluation Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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</tbody>
</table>

### I. PROFESSIONALISM

#### A. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. Integrity:</strong> Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values</td>
<td>☐ Meets expectations:</td>
</tr>
<tr>
<td></td>
<td>Strengths: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>Weaknesses: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ Concerns identified: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ N/A</td>
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</tbody>
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</thead>
<tbody>
<tr>
<td><strong>2. Deportment:</strong> Communication and physical conduct (including attire) is professionally appropriate, across different settings</td>
<td>☐ Meets expectations:</td>
</tr>
<tr>
<td></td>
<td>Strengths: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>Weaknesses: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ Concerns identified: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ N/A</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Accountability:</strong> Accepts responsibility for own actions</td>
<td>☐ Meets expectations:</td>
</tr>
<tr>
<td></td>
<td>Strengths: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>Weaknesses: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ Concerns identified: Click here to enter text.</td>
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<tr>
<td></td>
<td>☐ N/A</td>
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<tbody>
<tr>
<td><strong>4. Concern for the welfare of others:</strong> Acts to understand and safeguard the welfare of others</td>
<td>☐ Meets expectations:</td>
</tr>
<tr>
<td></td>
<td>Strengths: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>Weaknesses: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ Concerns identified: Click here to enter text.</td>
</tr>
<tr>
<td></td>
<td>☐ N/A</td>
</tr>
</tbody>
</table>
5. Professional Identity: Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development

- ☐ Meets expectations:
  - Strengths: Click here to enter text.
  - Weaknesses: Click here to enter text.
- ☐ Concerns identified: Click here to enter text.
- ☐ N/A

Recommendations and Comments Regarding Professional Values and Attitudes:
Click here to enter text.

<table>
<thead>
<tr>
<th>B. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background characteristics defined broadly and consistent with APA policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Self as Shaped by Individual and Cultural Diversity and Context (e.g., 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):</strong> Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation.</td>
</tr>
</tbody>
</table>
| - ☐ Meets expectations:
  - Strengths: Click here to enter text.
  - Weaknesses: Click here to enter text.
- ☐ Concerns identified: Click here to enter text.
- ☐ N/A |

| **2. Others as Shaped by Individual and Cultural Diversity and Context:** Applies knowledge of others as cultural beings in assessment, treatment, and consultation. |
| - ☐ Meets expectations:
  - Strengths: Click here to enter text.
  - Weaknesses: Click here to enter text.
- ☐ Concerns identified: Click here to enter text.
- ☐ N/A |

| **3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context:** Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others. |
| - ☐ Meets expectations:
  - Strengths: Click here to enter text.
  - Weaknesses: Click here to enter text.
- ☐ Concerns identified: Click here to enter text.
- ☐ N/A |
4. **Applications based on Individual and Cultural Context**: Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.

   - **Meets expectations:**
     - **Strengths:** [Click here to enter text.]
     - **Weaknesses:** [Click here to enter text.]
   - **Concerns identified:** [Click here to enter text.]
   - **N/A**

**Recommendations and Comments Regarding Individual and Cultural Diversity:**
[Click here to enter text.]

---

**C. Ethical Legal Standards and Policy**: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

1. **Knowledge of ethical, legal, and professional standards and guidelines**: Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards, guidelines, laws, statues, rules, and regulations.

   - **Meets expectations:**
     - **Strengths:** [Click here to enter text.]
     - **Weaknesses:** [Click here to enter text.]
   - **Concerns identified:** [Click here to enter text.]
   - **N/A**

2. **Awareness and Application of Ethical Decision Making**: Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma.

   - **Meets expectations:**
     - **Strengths:** [Click here to enter text.]
     - **Weaknesses:** [Click here to enter text.]
   - **Concerns identified:** [Click here to enter text.]
   - **N/A**

3. **Ethical Conduct**: Integrates own moral principles/ethical values in professional conduct.

   - **Meets expectations:**
     - **Strengths:** [Click here to enter text.]
     - **Weaknesses:** [Click here to enter text.]
   - **Concerns identified:** [Click here to enter text.]
   - **N/A**

**Recommendations and Comments Regarding Ethical Legal Standards and Policy:**
[Click here to enter text.]

---

29
**D. Reflective Practice/Self-Assessment/Self-Care:**  Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| 1. Reflective Practice: Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
| 2. Self-Assessment: Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluate practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
| 3. Self-Care (attention to personal health and well-being to assure effective professional functioning): Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
| 4. Participation in Supervision Process: Effectively participates in supervision | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |

**Recommendations and Comments Regarding Reflective Practice/Self-Assessment/Self-Care:**  
Click here to enter text.

**II. PROFESSIONAL STANDARDS AND BEHAVIORS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A. Relationships: Relate effectively and meaningfully with individuals, groups and/or communities.</td>
<td></td>
</tr>
</tbody>
</table>
1. **Interpersonal Relationships:** Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

   - Meets expectations:
     - Strengths: [Click here to enter text.]
     - Weaknesses: [Click here to enter text.]
   - Concerns identified: [Click here to enter text.]
   - N/A

2. **Affective Skills:** Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively

   - Meets expectations:
     - Strengths: [Click here to enter text.]
     - Weaknesses: [Click here to enter text.]
   - Concerns identified: [Click here to enter text.]
   - N/A

3. **Expressive Skills:** Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

   - Meets expectations:
     - Strengths: [Click here to enter text.]
     - Weaknesses: [Click here to enter text.]
   - Concerns identified: [Click here to enter text.]
   - N/A

Recommendations and Comments Regarding Relationships:
[Click here to enter text.]

### III. SCIENCE

**A. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

1. **Scientific Mindedness:** Values and applies scientific methods to professional practice.

   - Meets expectations:
     - Strengths: [Click here to enter text.]
     - Weaknesses: [Click here to enter text.]
   - Concerns identified: [Click here to enter text.]
   - N/A
2. **Scientific Foundation of Psychology**
   Demonstrates intermediate-level knowledge of core science (i.e., scientific bases of behavior)
   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

3. **Scientific Foundation of Professional Practice**
   Demonstrates knowledge, understanding, and application of the concept of evidence-based practice
   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

**Recommendations and Comments Regarding Scientific Knowledge and Methods**: Click here to enter text.

---

**IV. APPLICATION**

**A. Evidence-Based Practice**: Integration of research and clinical expertise in the context of client factors.

1. **Knowledge and Application of Evidence-Based Practice**
   Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences
   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

**Recommendations and Comments Regarding Evidence-Based Practice**: Click here to enter text.

**B. Assessment**
Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

1. **Knowledge of Measurement and Psychometrics**
   Selects assessment measures with attention to issues of reliability and validity.
   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A
2. **Knowledge of Assessment Methods:**
   Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances

   - Meets expectations:
     - **Strengths:** Click here to enter text.
     - **Weaknesses:** Click here to enter text.
   - Meets expectations:
     - **Concerns identified:** Click here to enter text.
   - N/A

3. **Application of Assessment Methods:**
   Selects appropriate assessment measures to answer diagnostic questions

   - Meets expectations:
     - **Strengths:** Click here to enter text.
     - **Weaknesses:** Click here to enter text.
   - Meets expectations:
     - **Concerns identified:** Click here to enter text.
   - N/A

4. **Diagnosis:**
   Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity

   - Meets expectations:
     - **Strengths:** Click here to enter text.
     - **Weaknesses:** Click here to enter text.
   - Meets expectations:
     - **Concerns identified:** Click here to enter text.
   - N/A

5. **Conceptualization and Recommendations:**
   Utilizes systematic approaches of gathering data to inform clinical decision-making

   - Meets expectations:
     - **Strengths:** Click here to enter text.
     - **Weaknesses:** Click here to enter text.
   - Meets expectations:
     - **Concerns identified:** Click here to enter text.
   - N/A

6. **Communication of Assessment Findings:**
   Writes assessment reports and progress notes and communicates assessment findings verbally to client.

   - Meets expectations:
     - **Strengths:** Click here to enter text.
     - **Weaknesses:** Click here to enter text.
   - Meets expectations:
     - **Concerns identified:** Click here to enter text.
   - N/A

**Recommendations and Comments Regarding Assessment:**
Click here to enter text.

**C. Intervention:**
Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
| 1. **Intervention Planning**: Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation. | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
|---|---|
| 2. **Skills**: Displays clinical skills | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
| 3. **Intervention Implementation**: Implements evidence-based interventions | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
| 4. **Progress Evaluation**: Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures. | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |

**Recommendations and Comments Regarding Intervention:**
Click here to enter text.

**V. SYSTEMS**

**A. Interdisciplinary Systems**: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

| 1. **Knowledge of the Shared and Distinctive Contributions of Other Professions**: Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals. | ☐ Meets expectations:  
Strengths: Click here to enter text.  
Weaknesses: Click here to enter text.  
☐ Concerns identified: Click here to enter text.  
☐ N/A |
2. **Functioning in Multidisciplinary and Interdisciplinary Contexts:**
   Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning

   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

3. **Understand how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes:**
   Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals

   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

4. **Respective and Productive Relationships with Individuals from Other Professions:**
   Develops and maintains collaborative relationships and respect for other professionals

   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

**Recommendations and Comments Regarding Interdisciplinary Systems:**

Click here to enter text.

---

**B. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, or systems level.**

1. **Empowerment:**
   Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision

   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A

2. **Systems Change:**
   Promotes change to enhance the functioning of individuals

   - Meets expectations:
     - Strengths: Click here to enter text.
     - Weaknesses: Click here to enter text.
   - Concerns identified: Click here to enter text.
   - N/A
Recommendations and Comments Regarding Advocacy:

Click here to enter text.

Overall rating of performance in the practicum:

☐ Meets expectations:
  Strengths: Click here to enter text.
  Weaknesses: Click here to enter text.

☐ Concerns identified: Click here to enter text.

☐ N/A

General Recommendations and Comments Regarding Overall Performance:

Click here to enter text.

Signatures:

Supervisee Signature       Date       Supervisor Signature       Date

For PSC Practicum – Paperwork Requirements: I certify that all my client paperwork is up-to-date - including Progress Notes, Intake Reports, Assessment Reports and Treatment Plans, Psychological Evaluations, and Termination reports. I further certify that all Titanium task list items are signed off and that the paper file is up to date and terminated files have been transferred to the main PSC office. In addition, I certify that if a Psychological Evaluation was conducted, a paper copy of the report printed on PSC letter head with original signatures has been placed in the clients paper file, and a PDF copy has been uploaded to the Titanium file.

Supervisee Signature       Date       Supervisor Signature       Date
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):

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