

# **Counseling Psychology Emphasis**

## **Doctoral Handbook**

*Department of Psychology and Counseling  
College of Health and Behavioral Sciences  
University of Central Arkansas*

**2012 - 2013**

### **Director of Training**

Kevin Rowell, Ph.D.  
Mashburn Hall 255  
Conway, AR 72035  
kevinr@uca.edu

RECEIPT OF

# Counseling Psychology

## Doctoral Handbook

*DEPARTMENT OF PSYCHOLOGY AND COUNSELING*

2012 - 2013

I, \_\_\_\_\_, \_\_\_\_\_,  
(Print Name) (ID NUMBER )

on (date) \_\_\_\_\_ received this Graduate Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please sign and return this page to your Advisor**

## TABLE OF CONTENTS

I.	Overview .....	5
	Training Philosophy .....	5
	Values .....	7
	Goals and Objectives .....	8
	Expected Learning Outcomes .....	9
	Accreditation .....	9
	Student Composition .....	9
	Residency Requirement .....	9
	Full-time Enrollment .....	9
	Support for Diversity .....	9
	Type of Student .....	10
	Transfer Credit .....	10
	Student Support Opportunities and Resources .....	11
II.	Petition for Candidacy .....	12
III.	Curriculum Requirements .....	13
	Comprehensive Examinations .....	13
	Research Requirement .....	14
	Doctoral Dissertation Requirements and Procedures .....	14
	Dissertation Sequence .....	15
	Timetable for Curriculum Requirements .....	17
	Time for Completion of All Requirements .....	17
IV.	Pre-Doctoral Practicum and Pre-Doctoral Internship .....	18
	Pre-Doctoral Practicum .....	18
	Pre-Doctoral Internship .....	19
V.	Evaluation and Review of Student Performance .....	23
	Grades and Quality Points .....	23
	Retention .....	23
	Attendance .....	23
	Inactive Status .....	23
	Leave of Absence .....	24
	Annual Reviews and Other Performance Evaluations .....	24
	Probation and Dismissal .....	25
	Student Appeals .....	26
VI.	Postdoctoral Experience .....	27
	Postdoctoral Supervised Experience .....	27
VII.	Employment and Career .....	28

Employment and Career Options.....	28
Licensure and Certification .....	28
Appendix A: Curriculum, Course Descriptions, Plan of Study .....	29
Appendix B: Graduate Faculty .....	35
Appendix C: Student Evaluation and Review Forms .....	36
Appendix D: Notice of Appointment of Dissertation Committee .....	46
Appendix E: UCA Campus, Community, and Housing Opportunities .....	47
Appendix F: Costs and Financial Assistance.....	48
Appendix G: Resources for Doctoral Students.....	50
Appendix H: Psi Chi and CAPS Information.....	52

## I. OVERVIEW

### Training Philosophy

#### *Mission Statement*

The mission of the Doctoral Emphasis in Counseling Psychology (leading to a Ph.D. in School Psychology, Emphasis in Counseling Psychology) is to prepare counseling psychologists who are trained in evidence-based psychological services and research methods, are sensitive to individual, social, and cultural differences, are advocates for mental-health and personal growth throughout the lifespan, and are competent to practice in healthcare systems and in academia.

#### *Scientist-Practitioner Model of Training*

The Doctoral Emphasis in Counseling Psychology at the University of Central Arkansas provides graduate education in the scientific practice of psychology and in counseling psychology as a professional specialization. The program of study is grounded in the scientist-practitioner model for training psychologists that stresses training in both research methods and professional practice. This model affirms the idea that practice and research should reciprocally influence and strengthen one another and are thus complementary components of graduate psychology education. The role of scientist-practitioner is to be (1) a consumer and practitioner of evidence-based clinical practices, (2) an evaluator of professional actions and, (3) a researcher who produces new data and who reports these findings to the professional community. The scientist-practitioner model was developed at the Boulder Conference on clinical psychology in 1949 and subsequently accepted in 1954 by the Society of Counseling Psychology (Division 17) of the American Psychological Association (APA).

From its inception in 2008, the doctoral emphasis has been anchored in the accreditation criteria of the American Psychological Association (APA). The curriculum integrates the following philosophical and ethical foundations of the American Psychological Association in all training activities:

*Psychologists are committed to increasing scientific knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. (From the preamble of the Ethical Principles of Psychologists and Code of Conduct, APA, 2002).*

Our commitment to the scientist-practitioner model is operationalized in its generalist approach to doctoral preparation, which includes course work in the diverse areas of psychological science and professional practice needed to function competently in today's mental health care delivery systems. The curriculum is designed around three core areas of training, psychological foundations, research methods and statistics, and professional practice. In the Psychological Foundations Core, students acquire knowledge in the social, cognitive, affective, biological, individual, and developmental bases of human behavior. The Research Methods and Statistics Core provides instruction in univariate and multivariate statistics, measurement issues, quantitative and qualitative research designs, and program evaluation. In these courses students develop the skills to critically evaluate existing research and to conduct their own independent dissertation projects. Training in psychopathology, intellectual and personality assessment, career and life span development, cultural diversity, individual and group treatments, clinical supervision, professional ethics, and practicum and internship experiences, make up the Professional Practice Core. Coursework and

experiential learning in these three core areas is designed to optimally prepare students for quality pre-doctoral internships and post-doctoral fellowships and to successfully complete psychology licensure requirements. These training experiences provide students with the knowledge and skills necessary to function as competent entry-level professional psychologists in community mental health centers, public and private health care organizations, hospitals, correctional facilities, university counseling centers, as well as colleges and universities.

### *Program Emphasis*

Within the context of the generalist, scientist-practitioner model of training, the curriculum provides an emphasis on mental-health intervention and promotion services within the context of community mental health. Arkansas is primarily a rural state and the majority of mental health services are provided in community mental health or general health care settings. Thus, we focus on preparing graduates to work effectively in community settings in conjunction with a variety of health care professionals. This emphasis includes training in evidence-based brief models of treatment, cultural awareness and sensitivity, mental health promotion and primary prevention, as well as counseling practicum in community agencies.

### *Counseling Psychology Identity*

The program of study also emphasizes the professional identity of counseling psychologists within the broader field of psychology and is founded on the central belief that counseling psychologists offer a unique and valuable contribution to society. The discipline of Counseling Psychology is defined by the American Psychological Association (2006) as the following:

*Counseling psychologists help people recognize their strengths and resources to cope with their problems. Counseling psychologists do counseling/psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g., schools, hospitals, businesses). Counseling psychologists help people understand and take action on career and work problems. They pay attention to how problems and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion, disability status) on psychological well-being. They believe that behavior is affected by many things, including qualities of the individual (e.g., psychological, physical, or spiritual factors) and factors in the person's environment (e.g., family, society, and cultural groups).*

The need for quality counseling psychological services has been strongly felt throughout the state of Arkansas, the United States, and beyond. The doctoral emphasis in counseling psychology responds to this need in a pragmatic manner by preparing graduates to competently perform a variety of counseling psychology functions.

Toward this end, we honor two important traditions within the discipline of counseling psychology. The first tradition is a developmental perspective toward human behavior. This approach emphasizes the relevance of normal growth and developmental processes for understanding adaptive and maladaptive behaviors and for improving quality of life across the life span. This approach also focuses on individual strengths and resources in addition to psychological processes or deficits. Although diagnosis of pathology is an important clinical skill, we strive to balance assessment of psychopathology with an emphasis on the assessment of strengths and resources. Developing interventions that build upon and support individual strengths are highlighted across didactic and practicum courses. In addition, a developmental perspective also focuses on the importance of prevention and mental health promotion. Recognizing and responding proactively to issues such as economic, social, and cultural barriers to mental health are important functions of counseling psychologists.

The second tradition is a strong commitment to supporting differences and diversity through the recognition of the personal and environmental strengths of individuals independent of differences in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. We adopt a Biopsychosocial approach to human behavior. This approach values the contextual factors (e.g., biological, psychological, social, cultural, and developmental) that influence behavior. We believe that sensitivity to these factors is essential to effective practice independent of employment setting or professional role.

## **Values**

The philosophy of the Counseling Psychology Emphasis is operationalized through the following specific values. In turn, it is hoped that graduates will adopt and incorporate these values. The Counseling Psychology Emphasis values:

1. Respect for each person as a unique individual who is capable of improving his or her life in dignified and meaningful ways.
2. A community of individuals in which all community members recognize and support the individuality and development of all other members, including, but not limited to, clients, staff, peers, and faculty
3. Strength in diversity through the recognition of the personal and environmental strengths of individuals independent of differences in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status.
4. Service to others through a variety of approaches that appreciate both the individualistic and collectivistic natures of human existence. In so doing, we value training in both individual-counseling interventions and in community-based intervention and prevention programs.
5. A science-practitioner foundation that encourages in-depth understanding and skill in empirically-supported methods, as well as consistent contact with and contributions to the peer-reviewed literature and professional societies.
6. Giving back to the profession through leadership and other service-related activities such as service in professional organizations, research, and dissemination activities.
7. Giving back to the community through leadership and service, for example, through pro bono activities.

## Goals and Objectives

Goal 1: Train Scientist-Practitioners of Counseling Psychology who use the scientific method in both research and practice settings.

- (a) Acquire a wide range of professional and research knowledge in the discipline of counseling psychology.
- (b) Acquire a wide range of evidence-based clinical practices for the assessment and treatment of individuals with psychological problems.
- (c) Acquire a wide range of skills in the application of the scientific method for the alleviation of mental health problems.
- (d) Acquire skills that enable graduates to make theoretical and empirical contributions to professional counseling psychology research and practice through scholarly publications and professional presentations.

Goal 2: Train Counseling Psychologists who think and practice in a professional, ethical, and socially responsible manner.

- (a) Increase awareness, knowledge, and skills related to the ethical and legal practice of counseling psychology.
- (b) Increase awareness, knowledge, and skills related to diversity issues, and the larger socio-cultural contexts that inform the practice of counseling psychology.
- (c) Develop a professional identity as a Counseling Psychologist and actively participate in the field of Counseling Psychology.

Goal 3: Train Counseling Psychologists to provide evidence-based psychological services in rural community and mental health settings.

- (a) Demonstrate proficiency in the application of evidence-based psychological assessment and treatment in community mental health settings.
- (b) Acquire a wide range of knowledge and clinical skills related to behavioral health care and service delivery with an emphasis on rural mental health.
- (c) Acquire ability to develop and assess community and health programs, including program development and planning, prevention, and project management.

Goal 4: Create a learning environment that facilitates scholarship and innovation across a wide range of experiences and establishes close working relationships among faculty and students.

- (a) Involve students in developing the learning environment such as through participation in the graduate student organization and research teams.
- (b) Provide a wide variety of ways to obtain evaluative feedback to improve the program.



(c) Actively mentor and facilitate the professional development of students both in and out of the classroom.

(d) Provide up-to-date professional knowledge in innovative ways.

### **Expected Student Learning Outcomes**

1. Graduates will be Scientist-Practitioners who demonstrate knowledge and skills in using psychological theories and empirically-supported therapeutic techniques, administering and interpreting psychological tests, and evaluating treatment and program outcomes.
2. Graduates will have gained sufficient knowledge of ethical and professional standards of practice to effectively engage in a therapeutic relationship within a variety of mental health care settings.
3. Graduates will be able to demonstrate having met core requirements necessary to be licensed in Arkansas as a Psychologist.
4. Graduates will be able to demonstrate successful entrance into the mental health profession by obtaining employment.

### **Accreditation**

The University of Central Arkansas is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools as a bachelor's, master's, specialist's, and doctoral degree granting institution. The UCA Graduate School adheres to the Guidelines of the Council of Graduate Schools in the United States, and the Counseling Psychology Emphasis adheres to the Council's charge to protect the rights of students.

The Counseling Psychology Emphasis will seek full accreditation by the American Psychological Association as a Counseling Psychology Program within the next few years.

### **Student Composition**

It is anticipated that approximately four to five new students per year will enroll, with emphasis on attracting a highly qualified and diverse doctoral student population.

### **Residency Requirement**

Students must be enrolled in residence as a full-time student for at least two semesters or the equivalent and must complete the major portion of the coursework at the University of Central Arkansas.

### **Full-time Enrollment**

The Counseling Psychology Emphasis is a full-time program of study. If a student is unable to enroll full-time, a written request for part-time enrollment must be made in writing by the student to the Counseling Psychology Director of Training and Department Chair.

### **Support for Diversity**

We have a strong commitment to supporting diversity through the recognition of the personal and environmental strengths of individuals independent of differences in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and

socioeconomic status. Doctoral students are expected to be interested in and value working with individuals from diverse backgrounds with a variety of mental health issues. Following the guidelines of APA, the faculty make systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, the program faculty act to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the faculty avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.

## **Type of Student**

The Counseling Psychology Emphasis is designed for highly motivated, dynamic students with a sincere commitment to the science and practice of professional counseling psychology. In keeping with the scientist-practitioner model, we emphasize the complementary nature of research and clinical practice. Thus, applicants should be interested in and value the process of psychological science. The typical doctoral student should be open-minded and eager to learn evidence-based psychological assessment and treatments methods. Applicants who are primarily interested in providing counseling or psychotherapy services and are not interested in conducting research and program evaluation may be better suited to pursuing a master's degree in community counseling rather than a doctoral degree in counseling psychology.

The Counseling Psychology Emphasis has a strong commitment to supporting diversity through the recognition of the personal and environmental strengths of individuals independent of differences in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. Doctoral students are expected to be interested in and value working with individuals from diverse backgrounds with a variety of mental health issues.

Students are expected to be active learners and take the initiative toward developing the knowledge and skills set needed to be competence psychologists. In addition to its academic rigor, graduate education in psychology is often personally challenging. Students are expected to engage in self-examination of their intrapersonal and interpersonal processes and be open to personal growth during graduate education.

Students with a variety of academic backgrounds are encouraged to apply. Although most applicants have undergraduate degrees in psychology, this is not a requirement. We do require students from other disciplines to demonstrate familiarity and experience in psychology and counseling through the completion of pre-requisite coursework. These students should also address their familiarity and commitment to the field (related volunteer and work experience, etc.) in their statement of clinical and research goals.

## **Transfer Credit**

For students who have completed some graduate work at other universities, the Counseling Psychology Emphasis may allow the transfer of some graduate credit applicable to the student's doctoral work at UCA. Requests for transfer of credit must be made in writing by the student and his/her faculty advisor to the Counseling Psychology Director of Training. The Counseling Psychology Committee and Department Chair will consider inquiries regarding transfer of credit on an individual basis, and only those courses that essentially duplicate a UCA course will be considered for transfer. All course transfers must be approved by the Department Chair.

## Student Support Opportunities and Resources

The Department of Psychology and Counseling is committed to supporting students' Graduate School experience through the provision of financial assistance opportunities (see Appendix F) and other mechanisms of support, mentoring, and advising. In addition to ongoing informal opportunities for faculty-student communication and mentoring, the department supports student success in a variety of ways: student-to-student mentoring; cooperation with faculty advising; CAPS participation; attending special counseling psychology events; and participating in state, regional and/or national organizations.

**1. Student-to-student mentoring.** Each incoming doctoral student will be assigned to an existing graduate student for mentoring purposes. The role of the mentor is to provide information from a student's perspective. The specific arrangement and form of mentoring are determined by each pair of students.

**2. Advising.** Each student is assigned a **temporary advisor** from the department upon admission. The advisor is available to support the student in a variety of ways including coursework planning and scheduling, corrective intervention, and career exploration. Within the first year of study, the student will declare a **permanent advisor**. This permanent advisor is generally one with similar research interests as the student, but will not necessarily be the student's dissertation chair.

**3. Departmental graduate student organization.** The Graduate Association of Counseling And Psychology Students (CAPS) is a student organization available to all students in the department's graduate programs. Its mission is "to promote cohesion and representation of psychology and counseling graduate students at the University of Central Arkansas". The objectives of the association are to welcome and orient new graduate students to the Department of Psychology and Counseling, to maintain productive faculty-student communication, to provide academic and social support for students, and to promote ongoing growth and improvement of Psychology and Counseling graduate programs. CAPS publishes an electronic newsletter that is provided to all student members.

**4. Counseling-Psychology Grand Rounds.** At least once a semester, counseling psychology students and faculty attend a presentation-colloquium by a noted speaker (local, regional, or national) who presents a one-to-two hour presentation on a topic germane to the practice and science of counseling psychology. In most cases, the presentation centers on a "case study" of a clinical or research nature. The presentation is followed by a discussion led by the faculty or graduate student in charge of making arrangements for the presentation.

**5. Professional Organizations.** It is expected that students will join and participate in state, regional, and/or national professional organizations that are compatible with the student's interests. The counseling psychology committee and the department will support students who join and participate in these organizations – for example, through the funding of membership fees, through supporting travel to professional meetings, and through collaborating on research that would be presented at conferences and meetings. Among the major organizations that counseling psychology faculty support and that students are encouraged to join are the American Psychological Association and related organizations such as the American Counseling Association, the Association for Behavioral and Cognitive Therapies, the Southwest Psychological Association, and the Arkansas Psychological Association.

Other sources of support for doctoral students include campus housing (see Appendix D), easy access and full use of the university library system, grant-related opportunities, research funding, electronic mail/internet access, use of the department's computer lab, and use of the College of Education's Technology Learning Center, computer labs, and distance learning lab. Appendix G includes additional information regarding these and other resources provided to support the success of doctoral students.

## **II. PETITION FOR CANDIDACY**

### **Petition for Doctoral Degree Candidacy**

Following successful defense of the dissertation proposal, the student should submit a “Petition for Admission to Doctoral Candidacy” to the Graduate School. This includes a formal declaration of the student's Program of Study.

Application for Graduation is a separate step from the Petition for Candidacy and must be completed by the deadline set for the term in which the dissertation is expected to be completed. This is typically very early in the term and includes payment of a graduation fee at the Business Office. The Application for Graduation specifies the title of the student's dissertation. The dissertation, in final form with signatures of all committee members, must be submitted to the Graduate Dean at least two weeks prior to the date of graduation. Documentation of successful completion of the doctoral written and oral comprehensive examinations and/or the defense of the dissertation must be submitted to the Graduate School office two weeks prior to the date of graduation.

### III. CURRICULUM REQUIREMENTS

The Counseling Psychology Emphasis is designed to prepare counseling psychologists to provide evidence-based psychological services and conduct research in clinical and academic settings. The curriculum consists of foundational psychology course work in the science of behavior, specific coursework in the specialty of counseling psychology and the professional practice of psychology, counseling practicum training, independent dissertation research, and a one-year professional internship. Prior to applying for internship, students must pass the doctoral comprehensive examination and successfully defend their dissertation proposal.

The program of study requires a minimum of 120 graduate credit hours. This includes 30 hours in the Psychological Foundations Core, 27 hours from the Research Methods Core, and 63 hours from the Professional Practice Core. (See Appendix A.) Students who have completed some of these requirements in other graduate programs may petition to waive some of these courses. Continuous enrollment is required of all students, even during semesters when they are not taking courses. Note: these are minimal requirements, and many students find it very helpful and sometimes critical to take additional practicum or coursework in order to gain additional skills before embarking on their internships and dissertations. For those with undergraduate degrees the program of study typically requires four years of full-time coursework at UCA and the fifth year of full-time professional psychology internship.

The Counseling Psychology Emphasis expects all doctoral students to make continuous progress towards their degrees. A requirement is only considered “complete” after the appropriate documentation has been filed with the Counseling Psychology Committee or the Graduate School. Students must maintain continuous enrollment (at least one hour per semester – dissertation hours) until all degree requirements are complete. Students who do not graduate within ten years may be dismissed unless the Department Chair grants an extension based upon extenuating circumstances. Time spent on an approved leave of absence will not be calculated into the ten-year completion deadline.

The sequence and description of required courses are provided in Appendix A, along with the Plan of Study and Check-sheet. **It is the graduate student's responsibility to comply with all regulations for graduation as outlined in this document and in the UCA Graduate School Handbook.**

#### **Core-Comprehensive Examinations**

Students must pass written master’s comprehensive exams and written and oral doctoral comprehensive examination prior to beginning the internship. These exams assesses the student’s mastery of the stated goals and objectives at an advanced (versus foundational) level with emphasis on applied professional practices. Students sit for the master’s comprehensive exams in Summer of their second year. Students may sit for the doctoral comprehensives in April of the spring semester prior to internship. Exams are scored in the following manner. Each of the student responses is rated by two faculty members on a pass-fail basis. If both faculty members assign a pass, the student passes that section. If both faculty members assign a fail, the student fails that section. If only one faculty member assigns a pass, then a third faculty member is asked to review the section. If the third faculty member assigns a pass, the section is passed. If the third faculty member assigns a fail, the section is failed. Successful remediation of any area must occur no later than 12 months after failing the core comps.

Following successful completion of the written doctoral exam, an oral examination with the Counseling Psychology Committee will be scheduled. The oral examination provides an additional opportunity to assess the student’s mastery of core competencies. Failure on the oral exam will lead to a student’s dismissal. A

student must pass both written and oral portions of the doctoral exams and successfully propose his/her dissertation *before* a student can begin his/her pre-doctoral internship.

## **Research Requirement**

Based on the scientist-practitioner model of training, the Counseling Psychology Emphasis seeks to prepare counseling psychologists who are highly skilled in both clinical practice and research methodology. Therefore, the science of psychology is strongly emphasized throughout the curriculum. Prospective students who are not interested in conducting research are advised to pursue a master's program in counseling rather than doctoral study.

Students are expected to be actively involved in research throughout their doctoral studies. Our faculty conceptualizes the acquisition of research skills from a developmental perspective. In other words, research methods are best learned gradually over time, starting with foundational aspects and moving progressively toward more complex concepts and methods. Our initial four-course research sequence (P6330, P6331, P7315, P7320) starts in the first semester of study and focuses on understanding the conceptual basis and practical application of univariate and multivariate analytic techniques to a variety of research designs. These courses are taken concurrently with P7141 (Doctoral Research Seminar), a three-semester research course, in which students define their areas of research interest and begin developing independent projects, and P7330 (Research and Grant Writing), during which students focus on grant and proposal writing. As students gain knowledge and experience in both the clinical and research aspects of counseling psychology, they will be progressively able to engage in independent research and their dissertation project.

Another important component of acquiring research skills is to be actively involved in the research process under the supervision of experienced researchers. We strongly believe that research methods and an appreciation of the scientific method cannot be learned adequately without the active application of that knowledge in the lab or field. Therefore, we require students to be engaged in research with faculty throughout their studies. Further, students are required to make a professional research presentation at a regional or national conference as first author and primary presenter. A poster or paper presentation will be acceptable. In the case of a student who has submitted to three or more conferences or meetings, but has been turned down by all, the Counseling Psychology Committee may assign an alternative research requirement.

## **Doctoral Dissertation Requirements and Procedures**

Before beginning the dissertation process, the student should obtain and become familiar with the UCA "Thesis and Dissertation Preparation Guide". The dissertation committee will consist of five members of the UCA graduate faculty, including at least one from outside the department.

The student is required to successfully defend the dissertation proposal *before* going on internship. As students progress through the curriculum, they are required to take the following courses related to dissertation: (1) P7141 Doctoral Research Seminar – taken for three consecutive semesters for a total of 3 hours, and (2) P9310 Dissertation – taken three times for a total of 9 hours. At a minimum, the student will meet with the dissertation committee two times; once for the proposal defense and once for the final dissertation defense. The student's committee may request additional meetings if necessary. Due to increased faculty availability during the academic year versus summer, meetings for doctoral dissertation proposal and defense should be scheduled during the fall and/or spring semesters.

The proposal and defense meetings should be held before the 6<sup>th</sup> week of the semester, with revisions submitted to the committee before the 11<sup>th</sup> week of instruction. Should a second meeting be needed, it should

be held before the 14<sup>th</sup> week of instruction. This should allow the student sufficient time to incorporate minor changes into the document. The dissertation committee is under no obligation to approve work that is not ready for approval.

Approval of the dissertation topic by the dissertation chair and dissertation committee is recommended as early as possible within the guidelines established by the department. Following approval, dissertation work can proceed at any time during a doctoral student's course of study.

The chair of the dissertation committee and the committee members must all be approved by the Department Chair, and all departmental committee members must be members of the graduate faculty. The "UCA Notice of Appointment of Dissertation Committee" form must be used to document committee membership. The procedure for selection and approval of the committee will be:

1. The student develops a dissertation topic, identifies potential chairperson and asks the faculty member if he/she is interested in serving as the dissertation chairperson. If he/she agrees, the student presents the faculty member's name to the Department Chair for approval.
2. The student, in consultation with the dissertation chair, presents the names of three additional committee members to the Department Chair for approval.
3. The Department Chair selects a fifth member.

**\*Please note that each committee is to include at least two of the five core counseling psychology faculty members and at least one member from outside the Department of Psychology and Counseling.**

Should the student request that the Department Chair serve as the dissertation chair, the Director of Training of Counseling Psychology will be responsible for approving the remaining committee membership. A dissertation research proposal will be prepared and presented before the student's dissertation committee.

## **Dissertation Sequence**

Note: The following information is provided as a guide to help students initiate and sustain a successful dissertation process. Variation in the details below may occur as a function of the dissertation topic itself, the student, the dissertation chair and committee, and other aspects of the process. This information should be considered along with the UCA's "Thesis and Dissertation Preparation Guide" available on the UCA Graduate School website:

(<http://www.uca.edu/graduateschool/thesis/dissertation/Thesisdissertation.php>).

Students are responsible for initiating all the major steps of this process.

1. Select Dissertation Topic. There are literally thousands of possible dissertation topics, and numerous sources for ideas including:

- Faculty interests listed on the departmental website
- Topics and issues that emerge from coursework
- Perusal of journal articles and dissertation abstracts
- Discussions with faculty members
- Other (some students develop topics based on previous and current professional experiences including practicum experiences, grant opportunities, and so forth)

In addition to being researchable, the topic should be important to the field of counseling psychology. The dissertation topic must be approved by the student's doctoral committee chair prior to proceeding with the proposal process. The research-ability issue depends largely on the topic's specificity. Generally speaking, the earlier you get started on this, the better.

2. Review the extant research. Psychological research has been around for 100 years, and the student is expected to review the relevant research in his or her area, with an eye on locating exemplary studies that will serve as models of exceptional work and design. Ultimately, the student will need to become an “authority” in her or his selected research field. On the other hand, the student should not get bogged down by thinking that he or she should read everything in the area.
3. Formulate Researchable Question(s). Once an idea has been generated, the student should think about writing several research questions/hypotheses that address the selected topic. The dissertation chair can assist the student in formulating researchable questions.
4. Develop Dissertation Proposal. The proposal is based directly on the research questions/hypotheses and provides information on the need/rationale and overview of the study (Chapter One), a review of relevant literature (Chapter Two), and research methodology for addressing the question(s) (Chapter Three). Refer to the university’s “Thesis and Dissertation Preparation Guide” available on the UCA Graduate School website (<http://www.uca.edu/divisions/academic/graduate/Thesis/thesis%20and%20dissertation.pdf>) for specific details on preparing the proposal. Students should work with their doctoral committee chairperson and committee members as needed in order to refine the proposal and schedule the proposal meeting.
5. Schedule and Complete Dissertation Proposal Meeting. The student should provide all committee members with a copy of their proposal at least two weeks in advance of the scheduled proposal meeting to provide ample time for committee members to prepare for the meeting or to raise major questions that should be addressed prior to the meeting. The student is encouraged to invite other graduate students to the meeting in order to assist them in taking notes, to provide additional input, and to allow the non-proposing students an opportunity to observe and learn more about the proposal meeting process. The student is responsible for securing the necessary approvals and sanctions related to the dissertation study from the agencies and settings where the research will be implemented and so forth prior to the proposal meeting.

**The student is required to successfully defend the dissertation proposal before beginning internship.**

At the meeting itself, the student will be asked to provide an overview of their dissertation and to entertain related questions from committee members. The meeting is designed to clarify dissertation plans and procedures as deemed necessary by the student and committee members. At the conclusion of the meeting, committee members vote on the proposal and share the decision with the student. Upon unanimous approval by the committee and completion of the Proposal Review Form, the student may seek IRB approval. Once IRB approval has been obtained, students may proceed with their dissertation research.

6. Conduct Dissertation Research. The student is responsible for all arrangements and details associated with conducting their dissertation study including (but not limited to) securing the necessary research settings(s), subjects, observers, data collectors, and so forth. This includes any financial costs incurred in order to carry out the dissertation and approvals (e.g., IRB, informed consents of all participating individuals and/or groups).
7. Schedule and Complete the Dissertation Defense. Upon completing the entire study, analyzing the data, and preparing a final copy of the dissertation in accordance with the university’s “Thesis and Dissertation Preparation Guide,” students should schedule the dissertation defense meeting. The student should work with the committee chair and other members to schedule a date for a defense meeting. The student is responsible for (1) working with the department secretary to secure a room for the meeting, (2) notifying committee members and department secretary of defense date and time, (3) providing an email announcement to the department secretary and Director of Training, and (4) providing all committee members with a copy of his/her complete dissertation.



Students should provide all committee members with a final copy of their dissertation document at least two weeks in advance of the scheduled defense meeting in order to provide ample time for committee members to prepare for the meeting.

At the meeting itself, the student will be asked to provide an overview of their dissertation and to summarize the results and related discussion/implications of their findings. At the conclusion of the meeting, committee members vote to “approve” or “not approve” the defense, after which the committee decision is shared with the student. Upon unanimous approval by the committee, the student is to work with his/her chairperson to make any needed changes to the dissertation document. The completed document with original signatures and a copy of the document must then be turned in to the Graduate School two weeks before the end of the semester in which the student intends to graduate. In addition, the student is to provide one bound copy of the completed dissertation to the Psychology & Counseling Department and one bound copy to the committee chairperson. The cost for the department’s and chairperson’s copies is the student’s responsibility and can be bound through the Periodicals/Serials department of Torreyson Library for \$7.95 per copy. Upon successful completion of the defense and any remaining requirements, the student is formally approved for graduation.

### **Timetable for Curriculum Requirements**

*\*Note: The timetable below is based on a student who enters directly from an undergraduate program. The timetable may differ slightly for students who enter after taking graduate coursework.*

<u>Requirement</u>	<u>Deadline</u>
Master’ Comprehensive Examinations	Spring Year 2
Select Dissertation Topic/Area	By Summer Year 2
Select Chair and Committee	By Fall Year 3
Doctoral Comprehensive Examinations	By Spring Year 3
Research Requirement	By Spring Year 4
Committee-approved Dissertation Proposal	By Spring Year 4
Petition for Doctoral Candidacy	After dissertation proposal is accepted
Application for Graduation	(check university catalog for deadline each semester)

### **Time for Completion of All Requirements**

UCA allows 10 years for doctoral students to complete the Ph.D. degree. If a formal leave of absence is requested by the student due to pressing needs, a written request must be submitted to the student’s advisor, Director of Training, and Department Chair as soon as possible. The committee will then make a decision, followed by the chair of the department.

## IV. PRE-DOCTORAL PRACTICUM AND PRE-DOCTORAL INTERNSHIP

### Pre-Doctoral Practicum

Procedure. Practicum is a central component of the graduate curriculum of Counseling Psychology. Successful completion of the practicum requirement is prerequisite to applying for internship and receiving the degree. There are two introductory practica (C6381, *Counseling Practicum I* and C6382, *Counseling Practicum II*) and four doctoral practica (P7665, *Doctoral Practicum in Counseling Psychology*). These experiences must be completed in pre-approved practicum sites. The practicum experiences are intended to provide a part-time, pre-professional experience for the counseling psychology student who has completed preparatory academic coursework at UCA. Under the supervision of an appropriately credentialed psychologist, the student will perform many of the duties of a professional counseling psychologist including but not limited to individual counseling, group counseling, crisis intervention, consultation, behavior modification, assessment, outreach, and program development. A list of possible practicum sites will be provided but other possible sites should be discussed with the student's advisor, Director of Training, or other counseling psychology faculty members. The student should begin the process of finding practicum sites early in the semester prior to the one in which each practicum is anticipated.

### General Requirements

*Practicum Sites.* Sites are pre-approved by the Counseling Psychology Committee. Practicum sites tend to be in community or university settings such as community mental health centers, outpatient and inpatient treatment settings, medical hospitals, facilities for the mentally retarded, facilities for the mentally ill, schools, and university counseling centers.

*Clock Hours.* Students are required to successfully complete at least 800 total clock hours of supervised practicum. C6381 and C6382 require a minimum of 100 hours each. P7365 requires 150 hours each. Note that we have established this 800 hours as its minimum for the certification of student readiness for internship. Most students will accumulate considerably more than the required minimum 800 total clock hours.

*Multicultural Counseling Experiences.* Students are required to enhance their multicultural counseling competence through their practicum activities. Students should work with a variety of client populations and increase awareness of worldviews of their clients, obtain culture-specific knowledge associated with their client's identities, and improve their skills in counseling clients with various cultural and social backgrounds.

### Practicum Activities.

*Direct Service* – Refers to face-to-face intervention and assessment experience. This includes time spent in direct contact with clients providing individual/group/career/family/couples treatment sessions or assessments. Direct service also includes conjoint therapy with another counselor, if the student actively participates (otherwise, it is considered observation). Time spent scoring and report writing should not be included in this category. These types of activities fall under “Support Activities.” Direct service hours should account for 25% - 35% of the total practicum hours for each practicum.

*Support Activities* – Support activities include time spent gathering information about the client but not in the actual presence of the client (i.e., outside the counseling/therapy hour). Examples include:

writing process/progress notes, reviewing charts, planning interventions, consulting with other professionals about a case, video/audiotape review, etc.

*Supervision* – A minimum of one hour of face-to-face on-site supervision is required per week. In addition to this regular weekly supervision, students should seek supervision and consultation from their supervisor or other qualified staff as necessary. The student must be able to contact the supervisor when needed, particularly when “in session” with the client(s). For C6381 and C6382, the supervisor must be a licensed mental health practitioner allowed to conduct psychotherapy under that license. Examples include a licensed professional counselor, psychological examiner, social worker, or psychologist in the state of Arkansas. For P7365, the supervisor must be a licensed psychologist.

In addition to on-site supervision, three hours of group supervision are required. This requirement is fulfilled by class attendance in C6381/6382 and P7365.

*Documentation of Practicum Hours and Experiences.* It is the student's responsibility to record the hours and his or her practicum experience devoted to the various activities in practicum. Students should use the electronic practicum log to document their practicum hours and experience. Students are strongly recommended to document their practicum hours and experiences in a format that matches the APPIC Uniform Application Form, particularly if they are thinking of applying for an internship through the APPIC matching process.

*Evaluation.* At the end of the practicum, the supervisor will be asked to complete an evaluation form provided by the university. Before returning this to the university, the supervisor should review the completed evaluation with the student. The student will likewise complete a practicum site evaluation form.

## **Pre-Doctoral Internship**

Each student is required to complete an internship through an organized, professional training program either through a single administrative entity/site or through a formally documented consortium of sites. The internship consists of one calendar year of full-time or two years of half-time (2,000 clock hours) supervised professional work. Following the completion of the doctoral comprehensive exams, course work, and the dissertation proposal meeting, the student may proceed to internship. In preparing for internship, students are recommended to attend carefully to the expectations of internship sites regarding client contact and total practicum hours and clinical experience acquired through practicum. In the fall of the year prior to internship, students will meet with Counseling Psychology Committee to discuss the application process. All internships sites are evaluated and pre-approved by the Counseling Psychology Committee.

*Description of Appropriate Internship.* The internship program’s philosophy and goals must be compatible with the provision of high quality training in professional psychology and must have a designated leader who is a Licensed Psychologist appropriately credentialed to provide psychological services within his/her jurisdiction. The internship is an organized program consisting of properly administered, systematically coordinated, planned, structured, and sequenced training experiences that extend beyond practicum training in depth, breadth, duration, frequency and intensity of experiences. The pre-doctoral internships must adhere to the most current standards of the Arkansas Psychology Board. The following is the current description of an appropriate internship as defined by the Rules and Regulations of the Arkansas Psychology Board and should guide the development of the internship experience in conjunction with the APA-compatible UCA training standards. A list of APA-approved sites is available on the Internet at APA web site and a list of APPIC-member sites is available at [www.appic.org](http://www.appic.org).

1. An internship that is accredited by the American Psychological Association which provides training consistent with both the doctoral program of study and the Statement of Intent; or
2. An internship that meets all of the following criteria:
  - a. The training program must be organized, in contrast to supervised experience, or on-the-job training, and designed to provide the intern with a programmed sequence of training experiences. The primary focus and purpose must assure the breadth and quality of training.
  - b. The internship agency must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed/certified by the State Board of Examiners in Psychology.
  - c. The internship agency must have two or more psychologists on the staff, as supervisors, at least one of whom must be actively licensed as a psychologist by the State Board.
  - d. Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised. At least half of the internship supervision must be provided by one or more psychologists.
  - e. The internship must provide training in a range of assessment and treatment activities conducted directly with patients seeking health services.
  - f. The internship must be completed within a multidisciplinary (e.g., medicine, speech/language therapy) setting. The contribution of a minimum of two (2) other disciplines, whose expertise is germane, into the evaluation and intervention decisions in professional problems areas is considered a necessary aspect of professional training and experience.
  - g. At least 25 percent of the intern's time must be in direct patient contact (minimum 500 hours).
  - h. The internship must include a minimum of four (4) hours of supervision per week (regardless of whether the internship was completed in one year or two), two (2) hours of which will include face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also be at least two (2) additional hours per week in learning activities such as: case conferences involving cases in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; or additional individual supervision.
  - i. Training must be post-clerkship, post-practicum, and post-externship level.
  - j. The intern must have a title indicating his/her training status.
  - k. The internship agency must make available to prospective interns a written statement or brochure that describes the goals and content of the internship, stating clear expectations for quantity and quality of the intern's work.
  - l. The internship experience must be completed within 24 months.
  - m. Public announcement of services and fees and contact with the lay or professional community shall be offered only by or in the name of the supervising psychologist or agency.

- n. Users of the intern's services shall be informed as to the intern's status and shall be given specific information as to his/her qualifications and functions.
- o. Persons served shall be informed that they may meet with the supervising psychologist at their request or at the request of the intern or the supervisor.
- p. The supervisor is responsible for all documentation including clinical records, reports, and written correspondence. Countersignatures may be required at the discretion of the supervising psychologist.
- q. The supervisor shall establish and maintain a level of supervisory contact consistent with established professional standards and be fully accountable in the event that professional, ethical, or legal issues are raised.
- r. The internship agency must have a minimum of two (2) interns at the doctoral level of training during applicant's training period. An internship with only one intern must be approved by the Arkansas Psychology Board as clearly meeting all items a-q.

APA internship standards must also be addressed and can be found at <http://www.apa.org/ed/accred.html>.

*Activities and Experiences.* The primary training method in an internship program is experiential, including the socialization into the profession of counseling psychology and a variety of experiences such as mentoring, didactic activities, modeling, vicarious/observational learning, and supervisory or consultative guidance. The internship requires the application of scientific knowledge in the delivery of psychological services to the public. At all times, interns and supervisors adhere to the APA's "Ethical Principles of Psychologists and Code of Conduct" (2002). In addition to applied experiences, interns receive a minimum of 1 hour per week for individual supervision with their on-site supervisor.

In any specific training setting, the intern may not perform all of the services for which he or she is trained. Each training site has specific needs, and the intern's activities are tailored to these needs. Specific internship experiences are determined by the site supervisor, the UCA internship coordinator, and the intern. In planning an internship, these individuals will take into account both the purposes and needs of the site and the required training needs of the intern. The internship site has the financial resources necessary to provide interns with stipends, clerical support, training materials, and training settings in line with the UCA training program's goals.

At the onset of the internship program, interns should be provided written information regarding program requirements, performance expectations, and procedures for termination of interns. This documentation also includes methods for providing interns with written, at the minimum, semi-annual feedback on performance and procedures to address/remediate problems.

*Responsibilities.* In general, the responsibility for the effectiveness of the internship shared equally by the intern, the internship supervisor(s) and internship program, and the UCA internship coordinator. Ethical standards of APA appropriate for pre-doctoral interns will be followed in all internship activities. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other parties as soon as possible. Examples of problems which might interfere with the effectiveness of the internship are: inappropriate experiences for the intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior on the part of the intern, etc. If a problem is seen by the intern or his or her internship supervisor, it is particularly important that the UCA internship coordinator be contacted immediately. Such problems should not be ignored until the end of the semester. The UCA coordinator will work with the intern and the supervisor to find a solution to the problem. If no solution can be found, the internship will be terminated before the end of the semester.

*The Intern.* The intern is responsible for discharging his or her assigned duties in a professional manner and for responding to supervision appropriately. The intern should follow all rules and regulations of the sponsoring school or agency just as any other employee of that school or agency would. This includes such matters as working hours, time off, vacations, and manner of dress.

The internship program may include a number of interns, each designated as a “psychology intern,” who have completed appropriate supervised practicum training and who provide meaningful peer interaction, support and socialization for one another. The interactions between interns and supervisors/staff should be characterized by mutual respect and professional courtesy. This relationship should provide the level of guidance and support necessary for successful completion of the internship program.

*The Internship Supervisor.* The internship program formally designates supervisors who are appropriately credentialed to be primarily responsible for providing psychological services. These supervisors actively train interns according to the program’s goals, including the scientific and empirical support for services provided. The internship supervisor helps determine the most appropriate experiences for the intern, assigns duties to the intern, and provides on-going supervision of the intern's work. It is especially important for the internship supervisor to notify the UCA internship coordinator if a problem develops during the internship which does not seem amenable to solution within the internship program. At the end of each semester and at the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the UCA internship coordinator determine a grade for the intern.

*The UCA Internship Coordinator.* The internship coordinator helps place the intern, determine the experiences of the intern, and works with the intern and the school or agency supervisor as necessary to work out details and training experiences of the internship. The coordinator contacts the supervisor periodically during the internship to monitor the progress of the intern and to be apprised of any problems which may have arisen.

## V. EVALUATION AND REVIEW OF STUDENT PERFORMANCE

### Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program.

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded. Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a cumulative 3.0 average. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student is ineligible to continue graduate studies at UCA.

### Retention

To remain in good standing in the Department of Psychology and Counseling the student must: (1) maintain a minimum overall grade point average of 3.0; (2) maintain appropriate professionalism in class and field settings; (3) observe the fundamental rules of ethical conduct as described in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002); and (4) receive successful annual reviews conducted by the department throughout their graduate training experience. Specific information on student review procedures is provided in Appendix C.

Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success.

Students receiving three (3) C's in graduate courses will be dismissed and will not be permitted to enroll in any other graduate program in the Department of Psychology and Counseling.

### Attendance

Attendance and tardiness are primarily a student-teacher-class issue, but the university has a concern in the proper fulfillment of such obligations by the student. In case of absences that indicate the student has been negligent about class attendance, registration in the given class may be canceled, a grade of "WF" recorded, and, in flagrant cases, the student may be suspended from the University.

### Inactive Status

Students who are not enrolled in course work for a semester without written approval of the Director of Training and the Department Chair can be removed and must reapply for admission should they decide to return.

## **Leave of Absence**

With the exception of certain summer sessions, students must register each semester unless they have been granted an approved leave of absence. Requests for a leave of absence should be made in writing to the Director of Training. Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. Leaves of absence must be approved by the Department Chair. Failure to register without a leave of absence may result in being dismissed at the discretion of the Counseling Psychology Committee and Department Chair.

## **Annual Review and Other Performance Evaluations**

Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students. The second level, the individual review, occurs when a student-related problem is documented and filed with a member of the Counseling Psychology Committee by a faculty member, field supervisor, or other individuals affiliated with the Counseling Psychology Emphasis. Refer to the following sections for additional information on student review procedures and related documentation.

### *Annual Review Process*

The Counseling Psychology Committee will meet each year to review each student's progress on core competencies and objectives. This review will include the quality of the student's academic and clinical work, the appropriateness of the student's behavior for the profession of counseling psychology, and the appropriateness and professionalism of each student's relationship to her/his colleagues and professors. Input for annual reviews may be solicited from the student, faculty, and relevant others (e.g., practicum supervisors). At the annual review meeting, an Annual Review Form (Form A – Appendix C) will be completed for each student by the Counseling Psychology Committee. Students will be notified of the results of their annual review by mail. All documents generated by this process (e.g., Annual Review Form, etc.) will be placed in the student's file. None of this correspondence will occur over the internet.

For any student requiring a corrective action plan, a Student Corrective Action Plan (Form B – Appendix C) will also be completed. In addition to problems identified during the formal annual review process, faculty members and other affiliated faculty or supervisors may initiate review procedures at any time during the year to address problems or impairment. Areas to be reviewed include the nature, severity, and consequences of the problematic behavior. During the meeting of the Counseling Psychology Committee, the faculty will determine whether impairment is severe enough to warrant dismissal or if it can be remediated.

### *Individual Review Process*

The Individual Review Process begins when a concern or complaint is expressed to any member of the Counseling Psychology Committee, at which point the student's faculty advisor is informed. The concern or complaint may revolve around academic issues or impairment, as listed below (however, the concerns or complaints do not have to be limited to the following).

- Inability or unwillingness to acquire and integrate professional standards into clinical practice
- Inability to acquire professional skills and reach an accepted level of competence expected of graduate students
- Inability to control personal stress, psychological dysfunction, or emotional issues to



the extent that they interfere with training or work with clients

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in her or his response, the advisor may refer the matter to the Counseling Psychology Director of Training, who may choose to involve the Counseling Psychology Committee.

The advisor then completes the Individual Student-Advisor Review Form (Form C – Appendix C). The advisor may make one of two possible decisions:

1. Not to pursue the matter further (state reasons).
2. Forward the matter to the Counseling Psychology Director of Training and Counseling Psychology Committee.

The Counseling Psychology Committee may then meet with the student. A Corrective Plan will be developed with input from the student, the student's advisor, and the Director of Training (Form B – Appendix C). The corrective plan will follow a written action plan, which includes periodic review at appointed times. A letter and the Corrective Plan will be sent to the student regarding the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

### **Probation and Dismissal**

After students enroll in the Department and Graduate School, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in the departmental handbook and the graduate catalog. Students are considered in good standing if they: have a minimum Grade Point Average (GPA) of 3.0, are making satisfactory progress toward completing degree requirements, and meet the minimum requirements, as outlined in the UCA Graduate Handbook. Failure to complete departmental requirements by the department's stated deadlines may also result in dismissal by the Graduate School. Students who fail to meet departmental deadlines may petition the Counseling Psychology Committee and the Graduate School for a one-semester extension to meet particular requirements. When granted, extensions typically apply for one semester. Extensions beyond one semester are unusual since all major requirements have deadlines that are made known to students well in advance. Students are expected to complete all requirements when they are due.

The Counseling Psychology Committee engages in a thorough review prior to recommending to the Department Chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the Counseling Psychology Committee, and the Department Chair review the student's record, provide written comments about deficits in performance, and provide the student with a "Student Corrective Action Plan" that outlines steps that need to be taken in order to resolve the problem (See: *Individual Review Process*). When concerns are not resolved following ample corrective opportunities, the Counseling Psychology Committee may recommend dismissal of the student. The recommendation is forwarded to the Department Chair, who will make the final decision. To appeal the Department Chair's decision, the student should consult the Graduate Dean for appropriate procedures. Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student based on information gathered from the above sources and procedures.

## **Student Appeals**

The student appeals process is listed in the UCA Student Handbook:

<http://www.uca.edu/divisions/student/handbook/policies.html>, and the handbook should be followed for current guidelines.

The Department of Psychology and Counseling is dedicated to protecting the rights of students, and it recognizes that appeals may be made for a variety of concerns: grade appeals, student educational record appeals, academic policy/requirements appeals, and professional program selection appeals.

## **VI. POSTDOCTORAL EXPERIENCE**

Although the UCA Counseling Psychology Emphasis does not monitor the postdoctoral experience, current Psychology Board requirements are listed below to help the student. It is the student's responsibility to become aware of and to follow any Arkansas Psychology Board updates to the following:

### **Postdoctoral Supervised Experience**

The Arkansas Psychology Board requires at least one year of postdoctoral supervised-experience in order for one to be licensed in the state as a psychologist. This experience must be in line with the individual's program of doctoral study and consistent with the Statement of Intent to Practice filed with the Arkansas Psychology Board. The postdoctoral experience must be full-time (40 hours per week) for at least one calendar year (50 weeks) or a total of 2000 hours of appropriate experience, or equivalent, within a period not to exceed four (4) years. A part-time post-doctoral supervised experience must be pre-approved by the Board. The postdoctoral experience must be under the supervision of a licensed psychologist(s) whose Statement of Intent to Practice is consistent with the areas(s) of supervised experience.

The supervisee must receive and accumulate a minimum of one (1) hour per week of regularly scheduled, formal face-to-face supervision with the specific intent of dealing with services rendered directly by the supervisee.

Because the professional practice of psychology is not limited to clinical work, components of practice other than direct ameliorative services may be included in the postdoctoral supervised experience. These components include:

- Teaching of psychology at a recognized academic institution
- Research in psychology
- Psychological assessment as defined in Section 2.5 of the Rules and Regulations
- Psychological therapy as defined in Section 2.5 of the Rules and Regulations
- Consultation in psychology
- Psychological or mental health related administration

Applicants for licensure as a psychologist may be considered for bona fide applicant status during their one-year, postdoctoral supervised experience. Bona Fide Applicant Status may be extended beyond one year at the discretion of the Board.

## **VII. EMPLOYMENT AND CAREER**

### **Employment and Career Options for Doctoral-Level Counseling Psychologists**

The Counseling Psychology Emphasis prepares students to work in a variety of professional contexts including:

- Community mental health centers
- College and university counseling centers
- Research and development settings
- Hospitals and health facilities
- Private practice
- Government agencies (e.g., the Veterans Administration)
- Schools

It is anticipated that most of our graduates will take positions in community agency and mental-health facilities, universities, and medical centers.

### **Licensure and Certification**

Upon completion of the doctoral degree, graduates will be qualified to apply for licensure as a Psychologist by the Arkansas Psychology Board. Graduates may also be eligible for certification by the National Registry of Health Service Providers in Psychology (<http://www.nationalregister.org/>) and the National Board for Certified Counselors (<http://www.nbcc.org/>). Students are also encouraged to pursue the Certificate of Professional Qualification in Psychology (<http://www.asppb.org>) to insure maximal mobility from state to state.

## APPENDIX A: Counseling Psychology Doctoral Curriculum

Year	Fall	Spring	Summer
<b>1</b>	P7360 Foun of Counseling Psych	P6314 Psychopathology	P6370 Adv Dev Psych
	P6330 Advanced Statistics	P6331 Research Design	P7315 General Linear Models
	P6354 Theories of Counseling	C6350 Process and Skills	P6393 Marriage and Family Therapy
	P6398 Legal and Ethical Issues	P6356 Group Therapy	
	<b>12 hours</b>	<b>12 hours</b>	<b>9 hours</b>
<b>2</b>	C6381 Counseling Practicum I	C6382 Counseling Practicum II	P7312 Learning and Cognition
	P6313 Psycho-Ed Assessment I (CP only)	P6379 Personality Assessment	P6355 Multicultural Issues in Counseling
	P7141 Doctoral Research Seminar in Psychology (1 hour)	P7141 Doctoral Research Seminar in Psychology (1 hour)	P7141 Doctoral Research Seminar in Psychology (1 hour)
	P7361 Psychology Treatment & Methods	P6316 Child Psychopathology	<b>MS Comps</b>
	P7320 Multivariate Stats		
<b>13 hours</b>	<b>10 hours</b>	<b>7 hours</b>	
<b>3</b>	P7365 Doctoral Practicum in Counseling Psychology	P7365 Doctoral Practicum in Counseling Psychology	P7365 Doctoral Practicum in Counseling Psychology
	C6342 Career Education	P6361 Problems in Psychology: Integrated Care	P7325 Physiological Psychology
	P6315 Applied Behavior Analysis	P6363 Advanced Social Psychology	
	P7330 Research/Grant Writing		
	<b>12 hours</b>	<b>9 hours</b>	<b>6 hours</b>
<b>4</b>	P7365 Doctoral Practicum in Counseling Psychology	P9310 Dissertation Research in Psychology	P9310 Dissertation Research in Psychology
	P9310 Dissertation	P6373 Consultation/Supervision (CP only)	
	P8315 Mental Health Promotion & Prevention		
	<b>9 hours</b>	<b>6 hours</b>	<b>3 hours</b>
<b>5</b>	P9605 Internship (6 hours)	P9606 Internship (6 hours)	
	<b>6 hours</b>	<b>6 hours</b>	<b>Total hours = 120</b>

## Course Descriptions

### **PSYC 6313 PSYCHOEDUCATIONAL ASSESSMENT I**

Provides knowledge and skills in the psycho-educational evaluation of children and adolescents including assessment-related standards, ethics, and report writing; emphasizes intellectual assessment Prerequisites: PSYC 6330 and consent of instructor.

### **PSYC 6314 PSYCHOPATHOLOGY**

Survey of behavior disorders, their origins, their characteristics, and treatment. Prerequisite: Consent of instructor.

### **PSYC 6315 APPLIED BEHAVIOR ANALYSIS**

Provides knowledge and skills in functional behavior assessment and intervention.

### **PSYC 6316 PSYCHOPATHOLOGY AND DEVELOPMENTAL DISORDERS IN CHILDHOOD**

Surveys the etiology, assessment, and treatment of child psychopathology and developmental disorders in children.

### **PSYC 6330 ADVANCED PSYCHOLOGICAL STATISTICS**

Provides an overview of statistics, focusing on how to conduct and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330.

### **PSYC 6331 RESEARCH DESIGN**

Covers the design and analysis of educational and psychological research. Prerequisite: PSYC 6330.

### **COUN 6342 CAREER EDUCATION AND VOCATIONAL DEVELOPMENT**

Provides an overview of major career development theories and practical application for counselors, school counselors, and state agency personnel which will enable them to assess and counsel more effectively with students regarding vocational endeavors.

### **COUN 6350 COUNSELING PROCESS AND SKILLS**

To develop in the counselor-in-training fundamental attending and listening skills necessary for all counseling, and to encourage self-exploration within the major theoretical approaches. Prerequisite: PSYC 6354.

### **PSYC 6354 THEORIES OF PSYCHOTHERAPY AND COUNSELING**

Provides an overview of the major theoretical approaches to psychotherapy, including a critical evaluation of each theory.

### **PSYC 6355 MULTICULTURAL ISSUES IN PSYCHOLOGY AND COUNSELING**

Addresses psychology/counseling implications of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing life styles. Prerequisite: PSYC 6354.

### **PSYC 6356 GROUP PSYCHOTHERAPY AND COUNSELING**

Covers applications of group psychotherapy and counseling. Prerequisite: PSYC 6354.

### **PSYC 6361 PROBLEMS IN PSYCHOLOGY: INTEGRATED CARE**

Provide an overview of integrated primary care whereby psychological intervention is made in primary care medicine. Includes practicum experience in a primary care office.

**PSYC 6363    ADVANCED SOCIAL PSYCHOLOGY**

Surveys classic and contemporary research on how we perceive, influence, and relate to others, including the topics of attribution, persuasion, attraction and prejudice; emphasizes empirically identified processes underlying social cognition and behavior. Prerequisite: Consent of instructor.

**PSYC 6370    ADVANCED DEVELOPMENTAL PSYCHOLOGY**

Provides study into the theoretical and applied aspects of lifespan development.

**PSYC 6379    PERSONALITY ASSESSMENT**

Provides theoretical background and practical experience in the administration, scoring, and interpretation of the major objective and projective personality tests. Prerequisite: PSYC 5320 or PSYC 6314.

**COUN 6381    PRACTICUM IN COUNSELING I**

Supervised experience in counseling. Prerequisite: Consent of instructor and minimum of 15 semester hours including PSYC 6354, COUN 6350, and PSYC 5320 or PSYC 6314. Must make arrangements prior to registration.

**COUN 6382    PRACTICUM IN COUNSELING II**

Continuation of COUN 6381. Prerequisite: COUN 6381 and consent of instructor. Must make arrangements prior to registration.

**PSYC 6393    MARRIAGE AND FAMILY THERAPY**

Surveys major issues and theoretical approaches in Marriage and family therapy. Prerequisite: Permission of instructor.

**PSYC 6398    LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY AND COUNSELING**

Covers ethical and legal issues in psychology and counseling.

**PSYC 7312    LEARNING AND COGNITION**

Examines the major principles and theories of learning and cognition.

**PSYC 7315    APPLICATION OF GENERAL LINEAR MODELS TO EXPERIMENTAL DESIGN**

Covers the analysis of factorial, noise-reducing, and multivariate experimental designs through use of linear models. Prerequisites: PSYC 6330 or equivalent and PSYC 6331.

**PSYC 7320    REGRESSION AND MULTIVARIATE ANALYSIS**

Covers multiple regression and related multivariate analyses commonly used in the behavioral sciences. Prerequisites: PSYC 6330, PSYC 6331.

**PSYC 7325    PHYSIOLOGICAL PSYCHOLOGY**

Surveys techniques of investigation in physiological psychology, the structure and function of nerves, muscles, and endocrine glands, and the biological/physiological basis of behavior.

**PSYC 7330    RESEARCH AND GRANT WRITING**

Covers the fundamentals of obtaining external funding for research and intervention programs, including grant-writing techniques for private and government funding. Prerequisite: Enrollment in counseling psychology doctoral emphasis.

**PSYC 7141-7341 DOCTORAL RESEARCH SEMINAR IN PSYCHOLOGY**

Addresses issues related to research in school psychology.

**PSYC 7165-7665 DOCTORAL PRACTICUM IN COUNSELING PSYCHOLOGY**

Supervised counseling experiences in professional psychology planned in accordance with the departmental Counseling Psychology Handbook. A minimum of 150 hours is required per semester. Once per semester.

**PSYC 7360 FOUNDATIONS OF COUNSELING PSYCHOLOGY**

Introduction to the specialty of counseling psychology, including the history, philosophical bases, and current and emerging directions. Emphasis on critically reviewing literature in the field and examining psychologist roles and functions. Once per year.

**PSYC 7361 PSYCHOLOGICAL TREATMENTS AND METHODS**

Advance study of empirically supported treatment approaches to a variety of disorders. Examines the theoretical, empirical, and technical aspects of specific psychological treatments. Once per year.

**PSYC 8315 CHILD MENTAL HEALTH PROMOTION AND PRIMARY PREVENTION**

Surveys prevention and health promotion programs pertaining to child mental health.

**PSYC 9605 DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY**

Provides doctoral students with full-time direct supervised experience in the practice of professional psychology. Prerequisite: Successful completion of pre-internship requirements including comprehensive examinations.

**PSYC 9606 DOCTORAL INTERNSHIP IN PROFESSIONAL PSYCHOLOGY**

Provides doctoral students with full-time direct supervised experiencing the practice of professional psychology. Prerequisite: Successful completion of pre-internship requirements including Comprehensive examinations; continues PSYC 9605.

**PSYC 9310 DISSERTATION RESEARCH IN PSYCHOLOGY**

Requires students to carry out an original research project with the approval of their advisors and dissertation committee, and to present an oral defense of the research to the dissertation committee at the time of completion. Students must continue to enroll in the dissertation course until all related requirements are successfully completed. Prerequisite: Successful completion of comprehensive examinations and admission to candidacy.



Course Requirement Check Sheet

**I. Psychological Foundations Core (30 hours)**

**A. Biological Aspects of Behavior**

- \_\_\_ P7325 Physiological Psychology
- \_\_\_ P6361 Problems in Psychology : Integrated Care

**B. Cognitive and Affective Aspects of Behavior**

- \_\_\_ P6315 Applied Behavior Analysis
- \_\_\_ P7312 Learning and Cognition

**C. Social Aspects of Behavior**

- \_\_\_ P6363 Advanced Social Psychology

**D. History and Systems of Psychology**

- \_\_\_ P6354 Theories of Psychotherapy and Counseling
- \_\_\_ P7360 Foundations of Counseling Psychology

**E. Psychological Measurement**

- \_\_\_ P6313 Psycho-educational Assessment I
- \_\_\_ P6379 Personality Assessment

**F. Human Development/Psychopathology**

- \_\_\_ P6314 Psychopathology
- \_\_\_ P6370 Advanced Developmental Psychology
- \_\_\_ P6316 Child Psychopathology

**II. Research Methods Core (27 hours)**

**Statistics and Research**

- \_\_\_ P6330 Advanced Psychological Statistics
- \_\_\_ P6331 Research Design
- \_\_\_ P7141 Doctoral Research Seminar in Psychology ((3 x 1-hour class = 3 hours total)
- \_\_\_ P7315 Application of General Linear Models to Experimental Design
- \_\_\_ P7320 Regression and Multivariate Analysis
- \_\_\_ P7330 Research and Grant Writing
- \_\_\_ P9310 Dissertation Research in Psychology (3 x 3-hour class = 9 hours total)

**III. Professional Practice Core (63 hours)**

**A. Professional Standards and Ethics**

- \_\_\_\_\_ P6398 Legal and Ethical Issues in Psychology and Counseling
- \_\_\_\_\_ P7360 Foundations of Counseling Psychology

**B. Counseling Psychology Treatment Core**

- \_\_\_\_\_ C6350 Counseling Process and Skills
- \_\_\_\_\_ P6354 Theories of Psychotherapy and Counseling
- \_\_\_\_\_ P6355 Multicultural Issues in Psychology and Counseling
- \_\_\_\_\_ P6356 Group Psychotherapy and Counseling
- \_\_\_\_\_ P7361 Psychological Treatments and Methods
- \_\_\_\_\_ C6342 Career and Vocational Development
- \_\_\_\_\_ P6393 Marriage and Family Therapy
- \_\_\_\_\_ P6373 Consultation and Supervision
- \_\_\_\_\_ P8315 Mental Health Promotion and Primary Prevention

**C. Practica and Internship**

- \_\_\_\_\_ C6381 Counseling Practicum I
- \_\_\_\_\_ C6382 Counseling Practicum II
- \_\_\_\_\_ P7365 Doctoral Practicum I
- \_\_\_\_\_ P7365 Doctoral Practicum II
- \_\_\_\_\_ P7365 Doctoral Practicum III
- \_\_\_\_\_ P7365 Doctoral Practicum IV
- \_\_\_\_\_ P9605 Doctoral Internship
- \_\_\_\_\_ P9606 Doctoral Internship

**Important Dates:**

- \_\_\_\_\_ Admission
- \_\_\_\_\_ Admitted to candidacy
- \_\_\_\_\_ Doctoral Comprehensive exams
- \_\_\_\_\_ Dissertation proposal
- \_\_\_\_\_ Dissertation defense
- \_\_\_\_\_ Research requirement
- \_\_\_\_\_ Graduation

## **APPENDIX B: Graduate Faculty**

### **Core Counseling/Community Psychology Faculty**

ELSON BIHM, Ph.D. - Texas Tech University - Counseling psychology, Social-emotional Learning, Pragmatism

ART GILLASPY, Ph.D. - Texas A & M University - Therapeutic Relationships, Measurement Issues in Counseling Research, Addictions Counseling

KEVIN ROWELL, Ph.D. - Texas A & M University – Gerontology, Rural Health, Disaster Services, Statistics

FEMINA VARGHESE, Ph.D. – Texas Tech University – Offender Counseling, Recidivism, Diversity Psychology

DONG XIE, Ph.D. - Ohio State University – Culture and Personality; Self-efficacy and Stress

### **Core School Psychology Faculty**

RON BRAMLETT, Ph.D. - University of Cincinnati – Child / Family Interventions; Assessment of Children/Adolescents, Predictors of School Success

HEATHER MARTENS – University of Florida - Predicting Student Performance on State Mandated Assessment Using Universal Screeners: Establishing Predictive Cut Scores; Cost Benefit Analysis of Academic Interventions in the School Setting; Teacher Attitude, RTI, Systems Change

JOHN MURPHY, Ph.D. - University of Cincinnati - Solution-Focused Brief Therapy; Self-Modeling; Resilience; Strengths-Based Assessment

JOAN SIMON, Ph.D. – University of Kansas – Hospital to School Transitions; Educational Program Evaluation; Children with Disabilities

### **Other Graduate Faculty**

DARSHON ANDERSON, Ph.D. – Self-regulation, Social Influence, Social Cognition, Diversity

JENNIFER BRINEGAR, Ph.D. – University of Montana – Behavioral Economics, Risk-sensitive Foraging

SHAWN CHARLTON, Ph.D. – University of San Diego – Behavior Analysis, Temporal Discounting, Evolutionary Psychology

BILL LAMMERS, Ph.D. - Bowling Green State University - Psychobiology; Brain EEG Measure of Human Learning; Brain Function During Sleep; Human Memory

MIKE SCOLES, Ph.D. - Northern Illinois University - Drug Tolerance/Dependence; Aversive Control

KEN SOBEL, Ph.D. – Vanderbilt University - Visual search, Top-down Attention, Kinetic Depth Effect, Resolution of Ambiguity

## APPENDIX C: Student Evaluation and Review Forms

### Form A Counseling Psychology Emphasis Annual Review Form

Student's name: \_\_\_\_\_  
 School year: \_\_\_\_\_  
 Current date: \_\_\_\_\_  
 Year: (circle one)      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>      5<sup>th</sup>

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the Counseling Psychology Emphasis. The following information came from a combination of sources such as the student's self-assessment form, student grades, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the counseling psychology faculty using the following scale:

***Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).***

For any area rated Unsatisfactory, an explanation is provided.

<b>Goal area</b>	<b>Rating</b>			
1. Knowledge and skill in use of theories of psychotherapy.	E	S	US	NA
2. Knowledge and skill in use of evidence-based psychological interventions.	E	S	US	NA
3. Knowledge and skill in use of evidence-based psychological assessment.	E	S	US	NA
4. Interpersonal communication, collaboration, and consultation.	E	S	US	NA
5. Cultural diversity and cultural influences on learning and development.	E	S	US	NA
6. Ability to establish effective therapeutic relationships within counseling settings.	E	S	US	NA
7. Knowledge and skill in use of statistics and research design.	E	S	US	NA
8. Legal/ethical practice, professional issues, and professional development.	E	S	US	NA

**Comments**

Form A  
Counseling Psychology Emphasis  
Annual Review Form  
**(continued)**

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.

***Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).***

For any area rated Unsatisfactory, an explanation is provided.

<b>Professional area</b>	<b>Rating</b>
<ul style="list-style-type: none"> <li>▪ In class personal presentation and attendance US    NA</li> </ul>	E    S
<ul style="list-style-type: none"> <li>▪ Interactions with peers, faculty, professionals US    NA</li> </ul>	E    S
<ul style="list-style-type: none"> <li>▪ Interactions on practicum or internship US    NA</li> </ul>	E    S

**Comments**

***Committee Recommendation***

- \_\_\_\_\_ Satisfactory progress – no action required.
- \_\_\_\_\_ Remediation required – attach copy of plan.
- \_\_\_\_\_ Dismissal recommended – must be reviewed and approved by Department Chairperson and Dean of College of Health & Behavioral Sciences

***Recommendation Approved***

Student's Advisor	_____	Date	_____
Director of Training	_____	Date	_____
Student	_____	Date	_____

(Signature does not indicate agreement, only that feedback was given.)

Form B

Student Corrective Action Plan

(Check one) \_\_\_\_ Initial Plan    \_\_\_\_ Follow-up    \_\_\_\_ Final Review

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Identified Areas of Concern:

- A.
- B.
- C.
- D.

**Remediation Plan and Schedule:**

State for each area of concern:

Area

Specific Behavioral Objectives and Target Dates

Method of Remediation Met? Y/N

- A.
- B.
- C.
- D.

Form B

Student Corrective Action Plan (Continued)

Progress Since Last Review (if applicable): \_\_\_\_ Sufficient \_\_\_\_ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): \_\_\_\_\_

Student Reactions:

Signatures:

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Advisor/Mentor: \_\_\_\_\_ Date \_\_\_\_\_

Counseling Psychology Director of Training: \_\_\_\_\_ Date \_\_\_\_\_

Form C

Individual Student-Advisor Review

Student Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Persons Present.

Summary of Problem(s). Include specific behaviors, setting, and name of person who first identified the problem.



Form C

Individual Student-Advisor Review (Continued)

**Faculty Recommendation:**

\_\_\_\_ No action required (state reasons).

\_\_\_\_ Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

\_\_\_\_ Matter forwarded to Counseling Psychology Director of Training.

**RECOMMENDATION APPROVED:**

Student's Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Counseling Psychology Director of Training: \_\_\_\_\_ Date: \_\_\_\_\_

**Date of Feedback meeting:** \_\_\_\_\_

Student's comments:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

(Signature does not indicate agreement, only that feedback was given.)

## Student Self-Assessment for Annual Review

Name: \_\_\_\_\_

School year: \_\_\_\_\_

Year : (circle one):      First      Second      Third      Fourth

The following self-assessment survey is the first step of the annual review process. It is designed to assist you and the Counseling Psychology Committee in assessing your performance and making related improvement plans as needed. Your responses will be reviewed by the Counseling Psychology Committee, after which you will meet with your advisor. Reflecting on your experiences over the last year, respond to the items in this survey with an improvement-oriented focus (e.g., How did you perform? How can you sustain effective performance? How can you make progress in areas in need of improvement?). Please *submit this form to the Director of Training*.

### I.                    **ACADEMIC COURSEWORK AND PERFORMANCE**

a. List the classes you have completed in the last 12 months and your grades.

<i><b>Course #</b></i>	<i><b>Grade</b></i>	<i><b>Course #</b></i>	<i><b>Grade</b></i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Regarding your *performance in classes* —  
 Answer the following questions, with the scale:

	Never	Sometimes	Always
	(1)	(3)	(5)
I am on time for class.	1	2	3      4      5
I attend all classes.	1	2	3      4      5
If I have to miss a class, I notify my professor prior to being absent.	1	2	3      4      5
I ask questions as needed.	1	2	3      4      5
I complete assignments on time.	1	2	3      4      5
I am engaged in classroom discussion.	1	2	3      4      5
I possess and display initiative to learn and work hard.	1	2	3      4      5
I am well prepared for exams.	1	2	3      4      5
I keep up with readings and assignments.	1	2	3      4      5
I do outside reading (beyond the requirements).	1	2	3      4      5

Based on these items or other considerations, (a) state one or more specific goals for yourself to sustain and/or improve your performance in classes during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

Other (Please add any other comments related to your performance in classes that you wish to share):

**II. ASSISTANTSHIP**

a. Have you had an assistantship in the past year? YES NO (if no, skip this section)

Regarding your *assistantship performance and experiences*—  
 Answer the following questions, with the scale:

	<u>Never</u>		<u>Sometimes</u>		<u>Always</u>
	( 1)		( 3)		( 5)
I am punctual.	1	2	3	4	5
I notify my supervisor if my schedule changes.	1	2	3	4	5
I interact positively with my supervisor.	1	2	3	4	5
I interact positively with other R.A.s.	1	2	3	4	5
I complete work as requested in a timely manner.	1	2	3	4	5
I seek out new experiences.	1	2	3	4	5
I ask my supervisor for more responsibilities when appropriate.	1	2	3	4	5
I initiate and explore research/scholarship opportunities.	1	2	3	4	5
I manage my time efficiently.	1	2	3	4	5

What skills have you acquired or strengthened as a result of your assistantship experience?

What skills would you like to obtain (or obtain more of) during your assistantship?

Based on the above items or other considerations, (a) state one or more specific goals for yourself to sustain and/or improve your assistantship performance during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

Other (Please add any other comments related to your assistantship performance or experiences that you wish to share):

**III. FIELD EXPERIENCES**

During the past year, in what setting(s) or capacities have you interacted with professionals outside of UCA?

Regarding your *professional field experiences and interactions outside of UCA*—

Answer the following questions, with the scale:	<u>Never</u>	<u>Sometimes</u>	<u>Always</u>		
	(1)	(3)	(5)		
I am punctual?	1	2	3	4	5
I notify my field supervisor/contact prior to absence?	1	2	3	4	5
I interact positively?	1	2	3	4	5
I complete work as requested?	1	2	3	4	5
I actively participate/contribute?	1	2	3	4	5

Based on the above items or other considerations, (a) state one or more specific goals for yourself to sustain and/or improve your field-based performance during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

In what professional organizations are you currently a member?

List professional conferences you have attended throughout the past year.

<i>Conference</i>	<i>Date</i>

Other (Please add any other comments related to your field-based performance or experiences that you wish to share):

IV. RESEARCH/SCHOLARSHIP/PROFESSIONAL PRESENTATIONS

What are you specific areas of research/scholarship/presentation interest?

List your research/scholarship activities during the previous year.

What were the results of such activities? Check all that apply.

- Improved my research skills
- Improved my scholarship/publication/writing skills
- Improved my professional presentation skills
- Professional presentation
- Worked on a manuscript for publication
- Submitted a manuscript for publication
- Other \_\_\_\_\_

Based on the above items or other considerations, (a) state one or two specific goals for yourself to sustain and/or improve your performance or future work in these areas (b) for each goal, indicate how you will know you've accomplished it.

Other (Please add any other comments related to your research/scholarship/public presentation performance or experiences that you wish to share):

***Thank you for your contribution to your annual review.***

*Please return this form to the Counseling Psychology Director of Training*

**Appendix D: Notice of Appointment of Dissertation Committee**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Department/Program: \_\_\_\_\_

Dissertation Committee Chair Name: \_\_\_\_\_

Signature \_\_\_\_\_

The following graduate faculty members have agreed to serve on the dissertation committee. (One must be from outside the student's department):

Faculty Committee Member: \_\_\_\_\_  
Name

Faculty Committee Member: \_\_\_\_\_  
Name

Faculty Committee Member: \_\_\_\_\_  
Name

Faculty Committee Member: \_\_\_\_\_  
Name

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

**APPROVED:**

\_\_\_\_\_  
Department Chair's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Dean's Signature

\_\_\_\_\_  
Date

**Submit to the Graduate School, Torreyson West 328, UCA, 201 Donaghey, Conway AR 72035**

## APPENDIX E: UCA Campus, Community, and Housing Opportunities

### UCA Campus and Conway Community

The UCA campus includes 40 major buildings on 262 acres and is located in Conway, Arkansas. Conway, a city in Faulkner County, is approximately thirty miles northwest of Little Rock at the intersection of Interstate 40 and U.S. Highways 64 and 65. Conway is a mixture of tree-lined established neighborhoods and modern subdivisions. It is home to three institutions of higher education, as well as regional manufacturing and international technology companies. The city is located near the Arkansas River, Petit Jean State Park, and Lake Conway, offering convenient access to scenic hiking, fishing, and water sports. ([www.conwayarkcc.org/](http://www.conwayarkcc.org/)) It is only 30 minutes from Little Rock, the state capitol, and North Little Rock, which provide major shopping, employment, and entertainment opportunities.

### Housing

**On-Campus Graduate Housing.** There are many opportunities for graduate housing on and off campus. For more information about on-campus housing, see the housing web page at <http://www.uca.edu/divisions/admin/housing>. For residence halls on campus, contact the UCA office:

Housing and Residence Life  
Bernard Hall  
201 Donaghey Avenue  
Conway, AR 72035-0001  
(phone 501 450-3132)  
(fax 501 450-5374)  
[housing@ecom.uca.edu](mailto:housing@ecom.uca.edu)

Two residence halls may be of interest to graduate students. Baridon Hall, a co-educational hall, houses juniors, seniors, and graduate students; students 21 years or older; or students who have lived in a residence hall for four semesters. Two bedrooms adjoin a living room and bathroom. Baridon Hall offers a fitness room, conference room, computer lab, and an intensive study floor. Minton Hall is a twelve month, co-educational hall. This hall offers larger rooms with a mini-fridge in each room and an intensive study floor. Minton Hall never closes, so it is ideal for those students who need a place to stay year round. Baridon and Minton Hall are very popular, so early application is encouraged. Private rooms are available. Requests for more information can be made to the housing office. For more specific information about graduate on-campus housing, see the web page at: [www.uca.edu/divisions/academic/gradbulletin/general/gbull013.htm](http://www.uca.edu/divisions/academic/gradbulletin/general/gbull013.htm).

**Off-Campus Graduate Housing.** Graduate students may pick up brochures and available information concerning off-campus housing in the Housing Office, located in Bernard Hall, 450-3132. Many housing opportunities exist in the surrounding residential area (UCA is in the center of an attractive residential area with many homes and apartments). There are several rental services in the city as well as apartment complexes in easy walking distance of the campus. (See: [www.conwayarkcc.org/tourism.htm](http://www.conwayarkcc.org/tourism.htm))

## **APPENDIX F: Costs and Financial Assistance**

### **Costs**

For students who have established instate residence, tuition costs (for the 2010-2011 school year) are \$261.50 per credit hour + \$126.50 in other fees. For students who have not established residence, tuition costs (for the 2010-2011 school year) are \$476.50 per credit hour + \$126.50 in fees for the first hour. These costs cover tuition only and do not include housing, books, or other expenses.

### **Research Assistantships**

Doctoral-level research assistantships will be available in the Department of Psychology and Counseling. Students can contact the departmental secretary (501-450-5406) for information on applying for assistantships. Students who are granted research assistantships are paired with one or two faculty members in the Department of Psychology and Counseling for the school year. These positions are typically 20 hours per week during the fall and spring semesters and include a stipend that is paid to the student monthly.

### **Other Forms of Financial Assistance**

Other graduate assistantships are available through the university's Graduate School office for qualified students in 20 academic areas and in approximately 20 non-academic areas. Recipients of these assistantships serve as laboratory assistants, research assistants, or teaching assistants. For the current status of this information and related information, refer to the print version of the Graduate Bulletin or see the web site: <http://www.uca.edu/divisions/academic/gradbulletin/general/gbull011.html>

The primary goal of an assistantship is to augment the student's educational objectives **and** to assist in the successful completion of the student's degree program. The student and the department share responsibility in the student's education. The graduate assistant, while making progress in the degree program, has special opportunities to receive varied educational experiences under the supervision of a faculty mentor. Although such students serve the University of Central Arkansas with teaching, research, and/or supervisory/administrative duties, they are first and foremost students. Accordingly, the assistantship tasks assigned to a student must be consistent with the program's educational objectives.

Various funding sources exist for graduate assistantships. In addition to assistants who receive funding from the Graduate School, other sources for support include grants, gifts, contracts, community service agencies, or various university departments, divisions, or centers. Approximately 150 UCA graduate students receive assistantship funds each semester.

To qualify for an assistantship, the student should have achieved an excellent academic record and completed substantial course work in the major field. The student must have been admitted to Graduate School and to the Counseling Psychology Emphasis with full qualifications in accordance with the admission policies and procedures of the Graduate School.

Graduate assistants on Graduate School sponsored appointments may be appointed for up to 12 months per contract period. Nine-month appointments would generally correspond to thirty-six (36) weeks of service (nine monthly pay periods). Twelve month appointments would generally correspond to fifty-two (52) weeks of service (12 monthly pay periods). The start and end dates of all Graduate School sponsored appointments must be within the university's fiscal year, July 1 to June 30.

In order to continue an appointment from semester to semester during the academic year, all graduate assistants must remain in acceptable academic standing. If an assistant's cumulative grade point average falls



below a 3.0 during the academic year of an appointment, the student may be terminated from the assistantship.

Typically, the maximum number of years that a graduate student may hold an assistantship is two years while pursuing a master's degree and four years in a doctoral program.

### **Application for Research Assistantships**

Application forms and specific requirements for assistantships may be obtained in the Graduate School. Information about other forms of financial aid, including loans, may be obtained from the Financial Aid Office, located in McCastlain Hall, (501) 450-3140. Students receiving graduate assistantships and other forms of financial aid need to contact the Financial Aid Office to determine their combined financial package.

Other Sources of Financial Aid. Information about financial aid may be obtained from the Office of Financial Aid: <http://www.uca.edu/divisions/admin/finaid/>

## **APPENDIX G: Resources for Doctoral Students**

### **Library Resources**

Torreyson Library, the state's first totally automated university library, holds 1,414,545 items, a volume equivalency of 658,601, including more than 7,720 books on psychology and counseling. The library offers the latest electronic services, including resources for electronic bibliographic searches and Web-based searches and resources for faculty and students. The textbook holdings in psychology and education are numerous and very adequate to support the Counseling Psychology Emphasis. The library subscribes to all major research journals in psychology and education, including the major research journals specific to counseling psychology: Journal of Counseling Psychology, etc.

### **Research Funds**

The Graduate School funds small grants for graduate students. These funds cover travel, equipment, and related expenses. Contact the Office of Sponsored Programs for more information.

### **Internet Access**

Students will have access to PsychInfo and PsychArticles and will be able to do complete searches including abstracts of psychology articles going back to 1887. Further, ProQuest is a full-text service over the Internet with many downloadable documents.

### **Current Instructional Facilities, Equipment, and Technology**

The Department of Psychology and Counseling is housed in Mashburn Hall. The building offers an excellent environment for faculty and students. The Department of Psychology and Counseling has two faculty suites, two conference rooms, and research laboratories.

The following resources are also available to students: the College of Education's Technology Learning Center, Office of Candidate Services and Field Experience, College of Education computer labs, and distance learning lab.

The Department of Psychology and Counseling has many academic, intellectual, behavioral, and personality tests available for student use. Some academic and intellectual examples include:

- Bender Visual-Motor Gestalt Test - II
- Comprehensive and Receptive Vocabulary Test II
- Comprehensive Test of Nonverbal Intelligence
- Criterion Tests of Basic Skills - II
- Differential Ability Scale
- Peabody Picture Vocabulary Test-III
- Peabody Expressive Vocabulary Test
- Scale of Independent Behavior-Revised
- Stanford-Binet Intelligence Scale-5th edition
- Test of Auditory Discrimination
- Vineland Adaptive Behavior Scales II
- Visual Aural Digit Span Test
- Wechsler Adult Intelligence Scale III
- Wechsler Individual Achievement Test II
- Wechsler Intelligence Scale for Children IV
- Wechsler Memory Scale-Revised

Wechsler Preschool and Primary Scale of Intelligence III  
Wide Range Achievement Test-3rd edition

In addition, the Department has all of the most widely used behavior and personality tests for children, adolescents, and adults.

Laboratory equipment will be available for doctoral student and faculty research. Please ask your advisor or an experimental psychology faculty person if you would like to find out about available equipment or if you would like to use some of the equipment for research purposes.

### **Other Resources**

More information about the following resources is available from the campus resources web page:  
<http://www.uca.edu/entry/resources.htm>

Administrative Policies	Athletics	Computer Services
Continuing Education	Health Services	Human Resources
Instructional Development	Institutional Research	International Programs
Office of the President	Online Publications	Police Department
Sponsored Programs	Student Information System	Torreyson Library
Web Development	Writing Lab	



## APPENDIX H: Psi Chi and CAPS Information

### *Psi Chi: The International Honor Society in Psychology*

Psi Chi, the International Honor Society in Psychology, has the primary goals of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to *graduate* and undergraduate individuals who are making the study of psychology one of their major interests, and who meet the minimum qualifications for membership.

#### *What is the mission of Psi Chi?*

- Advance the science and profession of psychology
- Promote an educational experience consistent with the mission
- Promote ethical and socially responsible members and leaders
- Define and establish an organizational structure that promotes our mission
- Recognize and foster the contributions that diversity makes to the science and practice of psychology

#### *What are the benefits of joining Psi Chi?*

- **Academic Recognition**
  - Local, national, & international recognition for your academic achievements
  - An inclusion among the academic elite in the field of psychology
  - An *impressive* accomplishment to include on your curriculum vita & application to future graduate programs, practicum & internship sites, & employers!
- **Professional Development**
  - Curriculum enhancement to increase knowledge & skills
  - Focus on research experience – Involvement in the entire research process!
  - Provides over \$300,550 annually in awards and grants
  - Special participation tracks at psychological conventions (e.g., SWPA, APA)
  - Provides fellowship with other students & professors
  - Opportunities to network & develop professional & personal relationships with others in the field
  - Community service
  - Leadership development

#### *How to become a graduate member of Psi Chi<sup>1</sup>*

- Be enrolled as a student at your school
- Have established a GPA at your school of greater than 3.40
- Be enrolled as a major or minor in a psychology program or a program that is equivalent to a psychology major
- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses
- Have an overall GPA that is in the top 35% of your class
- Have a psychology GPA that is at least 3.00 on a 4-point scale
- Pay a \$45 lifetime fee
- Each spring, an induction ceremony is held for new members



**If you are interested in becoming a member, please contact your president Laura Horton!**

*UCA Psi Chi Officers*

- **Faculty Advisor**
  - Shawn R. Charlton, Ph.D.
  - Assistant Professor of Psychology
  - scharlton@uca.edu
- **President**
  - Laura B. Horton, M.S.
  - 4<sup>th</sup> year Doctoral student
  - Counseling Psychology
  - l.horton14@gmail.com
- **Graduate Vice President**
  - Evan Anderson
  - 2<sup>nd</sup> year Master's student
  - School Psychology
  - [Eanderson3@cub.uca.edu](mailto:Eanderson3@cub.uca.edu)

*Meetings & Events*

- Psi Chi chapter meetings will be held *once per semester*. More information will be sent to members via email.
- Psi Chi will be involved in community service projects and fundraisers with the undergraduate Psychological Society and the graduate CAPS organizations.

### *The Graduate Association of Counseling & Psychology Students (CAPS)*

The Graduate Association of Counseling And Psychology Students (CAPS) is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

#### *What are the benefits of joining CAPS?*

- Develop & enhance close friendships among your peers
- Spend time with your colleagues & professors outside of the school setting in a more relaxed environment
- Get to know & develop closer relationships with your professors
- Gain further knowledge about the research & career interests of your peers & professors
- Networking opportunities with professionals outside of UCA via CAPS meetings, events, & guest speakers
- More involvement in department & campus activities, which will provide new social & academic opportunities
- You'll have an extra line to add to your curriculum vita which will look impressive to future practicum, internship, & job sites!

#### *How to become a member of CAPS*

- If you are enrolled as a student in any of our graduate programs, you are eligible to join!
- The most common time to join is at the Annual CAPS Picnic held the Tuesday evening before the fall semester begins (More information regarding the picnic will be provided during your orientation meeting). However, you may join at *any time!*
  - Find a CAPS officer.
  - Pay the \$5 dues (\$5 *per semester*).
  - Sign & keep a copy of the receipt form.

#### *2012-2013 Officers*

**Faculty Advisor**

Dr. Art Gillaspay  
[artg@uca.edu](mailto:artg@uca.edu)

**Vice President**

Laikan Johnson

**Secretary**

Christina Brown

**President**

Lenora Nunnely  
[lenora.nunnley@gmail.com](mailto:lenora.nunnley@gmail.com)

**Treasurer**

Evan Anderson

**For more information & recent updates on meetings & events, please find us on Facebook!  
UCA CAPS**