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Counseling Psychology¹

Doctoral Handbook

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

2019 - 2020

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¹ The doctoral program in Counseling Psychology at the University of Central Arkansas is accredited by the American Psychological Association.

Questions related to the program's accredited status should be directed to the Commission on Accreditation Office of Program Consultation and Accreditation
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RECEIPT OF

Counseling Psychology

Doctoral Handbook

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

2019 - 2020

I, _____,
(Print name)

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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
	Distal Student Learning Outcomes... ..	9
	Accreditation.....	10
	Admission Criteria and Student Composition.....	10
	Residency Requirement.....	10
	Full-time Enrollment.....	10
	Support for Diversity.....	11
	Type of Student.....	11
	Transfer Credit.....	12
	Student Support Opportunities and Resources.....	12
II.	Curriculum Requirements.....	14
	Master’s Comprehensive Exam... ..	14
	Doctoral Qualifying Exam... ..	15
	Research Requirement... ..	15
	Doctoral Dissertation Requirements and Procedures.....	16
	Dissertation Sequence.....	17
	Timetable for Curriculum Requirements.....	20
	Important Points to Remember.....	20
III.	Pre-Doctoral Practicum and Pre-Doctoral Internship.....	24
	Pre-Doctoral Practicum.....	24
	Pre-Doctoral Internship.....	25
IV.	Evaluation and Review of Student Performance.....	29
	Grades and Quality Points.....	29
	Retention.....	29
	Attendance.....	29
	Inactive Status.....	29
	Leave of Absence.....	29
	Annual Reviews and Other Performance Evaluations.....	30
	Probation and Dismissal.....	31
	Student Appeals.....	31
	Student Records.....	32
V.	Postdoctoral Experience.....	33
	Postdoctoral Supervised Experience.....	33
VI.	Employment and Career.....	34

Employment and Career Options	34
Licensure and Certification.....	34
Appendix A: Curriculum, Course Descriptions, Plan of Study	35
Appendix B: Master’s Comprehensive Exam General Information.....	39
Appendix C: Doctoral Qualifying Exam General Information.....	40
Appendix D: Graduate Faculty	42
Appendix E: Student Evaluation and Review Forms	44
Appendix F: Notice of Appointment of Dissertation Committee.....	58
Appendix G: UCA Campus, Community, and Housing Opportunities	59
Appendix H: Costs and Financial Assistance	60
Appendix I: Resources for Doctoral Students.....	62
Appendix J: Psi Chi and CAPS Information.....	64
Appendix K: Student Appeals Process	68
Appendix L: Corrective Actions and Plans	70
Appendix M: Procedures for the Yearly Review of the Program by Counseling Psychology Committee	71

I. OVERVIEW

Training Philosophy

Aims of Program – to train scientist-practitioners who are able to function as licensed psychologists in a variety of settings. Further, it is the ***mission*** of the Doctoral Program 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.

Counseling-Psychology Program

The program is under the administration of the UCA Department of Psychology and Counseling (<http://uca.edu/psychology/>) which is in turn under the administration of the UCA College of Health and Behavioral Sciences (<http://uca.edu/chbs/>).

Scientist-Practitioner Model of Training

The Doctoral Program 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, 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 CP doctoral program 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 program is operationalized through the following specific values. In turn, it is hoped that graduates will adopt and incorporate these values. The Counseling Psychology Program 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 of Program (Learner Objectives):

The following are the Goals and Objectives of our program, and should give the current or prospective student a better idea of the types of things you will learn and the approach of the program. It is anticipated that graduates will exhibit the following knowledge, skills, attitudes, and behaviors:

(Research.)

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

(Ethical and legal standards.)

- Be knowledgeable of and act in accordance with each of the following: (a) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (b) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and (c) Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

(Individual and cultural diversity.)

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

(Professional values, attitudes, and behaviors.)

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

(Communications and interpersonal skills.)

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

(Assessment.)

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

(Intervention.)

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

(Supervision.)

- Demonstrate knowledge of supervision models and practices.

(Consultation and interprofessional/interdisciplinary skills.)

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

Distal Student Learning Outcomes

Other more distal outcomes include:

1. Graduates will be able to demonstrate having met core requirements necessary to be licensed in Arkansas as a Psychologist.
2. 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 Program adheres to the Council's charge to protect the rights of students.

The Counseling Psychology Program is accredited by the American Psychological Association.

Admission Criteria and Student Composition

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

Selection criteria. Students are evaluated and selected based upon the following criteria, which should suggest exceptional potential to complete doctoral studies at a high level and the potential to make a meaningful contribution to society as a Counseling Psychologist.

1. Applicants must meet the general requirements of the Graduate School and specific requirements of the doctoral program.
2. GRE scores in the Quantitative, Qualitative, and Written sections.
3. GPA (graduate GPA if relevant).
4. Twelve (12) semester hours of undergraduate preparation in psychology – to include Psychological Statistics; Research Design; Abnormal Psychology; Theories of Personality; (Any outstanding prerequisite coursework must be completed by the end of the first year in the program.)
5. Three letters of recommendations from former college professors or individuals otherwise qualified to comment on the applicant's professional and academic potential.
6. Essay: Statement of Career Path and Aspirations – a 500-word essay focusing on your career aspirations as a counseling psychologist and your research interests. This may include: a) significant people or events that have led you to pursue a career in psychology, b) strengths and limitations and c) impact you would like to make.
7. Current resume or vita.

Residency Requirement

Students entering the program with no prior graduate work will be required to complete four academic years at the university and a one-year internship, including at least one year of full-time residency or the equivalency thereof at UCA. Those entering the program with a previous master's degree or those with transfer graduate credit will be required to spend at least three academic years at UCA (one of those three years must be in full-time residency at UCA or equivalence thereof), plus a one-year internship.

Full-time Enrollment

The Counseling Psychology Program 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 Program 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 mental health counseling rather than a doctoral degree in counseling psychology.

Students are expected to be active learners and take the initiative toward developing the knowledge and skills set needed to be competent 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.

Doctoral students are expected to be interested in and value working with individuals from diverse backgrounds with a variety of mental health issues.

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 Program 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 CP Committee and 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 H) 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 is assigned to an existing graduate student for mentoring purposes. The role of the student 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.** Upon entering the program, each student is assigned a **temporary advisor** from the membership of the Counseling Psychology faculty. The advisor is available to support the student in a variety of ways including coursework planning and scheduling, corrective intervention, and career exploration. Once the student declares a dissertation chair, the chair (if a member of the Counseling Psychology faculty), will then serve as the **permanent advisor**. (The student must immediately inform the Director of Training and the temporary advisor of this change, to insure continuity and to avoid confusion.)
3. **Departmental graduate student organization.** Membership in one or both graduate student organizations is a requirement of the program:
 - a. The **UCA Society of Counseling Psychology Doctoral Students** is composed of students in the CP program. It is a student-led organization that promotes the interests of students. A selected member of the society serves as the student-member of the Counseling Psychology Committee (as liaison).
 - b. 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 Round Tables. At least once a semester, counseling psychology students and faculty attend a presentation-colloquium or Round Table 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. The presentation is followed by a discussion led by the faculty or graduate students in charge of making arrangements for the presentation. Students are **required** to attend all Round Tables.

5. Counseling Psychology Town Hall. These Town Halls are group meetings for all students in the Counseling Psychology Program and all Counseling Psychology Faculty. They are held every semester during the academic year and serve as an information-exchange and question-and-answer period. They are designed to clarify any vague issues in the program, to explain upcoming events, to consider changes in the program, and to prepare for the future. Students are **required** to attend all Round Tables.

6. Professional Organizations.

- Student membership in Division 17 (Society of Counseling Psychology) of the American Psychological Association is **required** of all students (see <http://www.div17.org/SAS/>)
- Further, 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 supporting travel to professional meetings, and 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 I), 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 I includes additional information regarding these and other resources provided to support the success of doctoral students.

7. Research Colloquium. Students in their third year are expected to do a 20-minute data-driven oral presentation to the Counseling Psychology Program, as a way of learning how to do regional and national research presentations. Specific requirements are available from the Director of Training.

II. CURRICULUM REQUIREMENTS

The Counseling Psychology Program 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 have their dissertation proposals approved by their respective committees.

The program of study requires a minimum of 120 graduate credit hours. These credit hours address Arkansas licensure requirements (see Appendix A). This includes hours of coursework in Psychological Foundations, hours in Research Methods and Statistics, and hours from Professional Practice. Students are required to take elective courses that are graduate level (6000) courses in Psychology or Counseling. 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 Program 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 granted an extension based upon extenuating circumstances. Extensions must be approved by the Counseling Psychology Committee, Department Chairperson, and Graduate Dean. 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.**

Master’s Comprehensive Exam (COMPS)

All students entering the doctoral program with a bachelor’s degree must pass the master’s comprehensive examination. For student entering the program with a master’s degree in a counseling related field, the Counseling Psychology Committee will determine if the student must take the UCA master’s comprehensive examination. This will be determined on a case-by-case basis.

The MS comprehensive exam 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 the Spring of their second year. Information regarding the master’s comprehensive exam general procedures can be viewed in the Appendix.

Doctoral Qualifying Exam (QUALS)

Please review [Appendix C](#) in order to understand the Quals process.

All doctoral students must pass the doctoral qualifying exam prior to applying to the internship. The doctoral qualifying exam in counseling psychology assesses one's knowledge in those areas most relevant to the responsible and competent practice of counseling psychology. Although some content areas have already been assessed during the master's level comprehensive examinations, the doctoral qualifying exam is designed to assess one's mastery of core concepts in counseling psychology and one's ability to apply these concepts to meaningful examples specifically within the realm of counseling psychology. Students may sit for the doctoral quals in April of the Spring of their third year.

Successful Completion of Quals. The successful completion of quals is a determination by the examining committee, based on a final determination of performance on the written and orals examination. A student must pass all sections of quals and successfully propose his/her dissertation *before* a student can begin to apply to the pre-doctoral internship (see Appendix C).

More information regarding the general procedures of the doctoral qualifying exam can be viewed in Appendix C.

Research Requirement

Based on the scientist-practitioner model of training, the Counseling Psychology Program 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. Later, the student takes P7141 (Doctoral Research Seminar), a three-semester research course, in which students define their areas of research interest and begin developing independent projects. 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 complete at least two instances of self-initiated work (professional presentations and/or publication) before going on internship. A poster or paper presentation will be acceptable. In the case of a student who has submitted to three or more conferences/ meetings/or journal, but has been turned down by all,

the Counseling Psychology Committee may assign an alternative research requirement.

Doctoral Dissertation Requirements and Procedures

Doctoral Research Seminar (PSYC 7141). Counseling psychology students who are enrolled in Doctoral Research Seminar (PSYC 7141) are required to:

1. In addition to working with the faculty person assigned to teach this course, the student will also work with the Counseling Psychology faculty advisor on a weekly basis via some medium (in-person, by phone, online) in developing a dissertation proposal relevant to the field of Counseling Psychology.
2. The CP student will complete and submit a draft of the counseling-psychology dissertation by the end of the third semester of Doctoral Research Seminar (PSYC 7141) to the instructor of the course and to the CP faculty advisor.

Dissertation Research in Psychology

Once students begin to enroll in dissertation (P9310, a three-hour course), they must continue to enroll for a total of 9 hours of P9310. This sequence will lead to the proposal meeting and the successful defense of the dissertation. If their dissertation is not complete (i.e., the defense held and the dissertation approved by the dissertation committee) after all 9 hours are taken, they must then enroll in P9110 (a one-hour course) for every semester (Fall, Spring, and once in the Summer) until the dissertation defense has been successfully completed.

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.

Currently, students are required to (a) have successfully proposed the dissertation and (b) passed all sections of quals before applying for internship. As student’s 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 meeting 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 (in other words, the student should not expect that committee members will be available during the summers). The proposal and defense meetings should be held before the 6th week of the semester, with revisions submitted to the committee before the 11th week of instruction. Should a second meeting be needed, it should be held before the 14th 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.

By the Spring of Year 2, informal approval of the dissertation topic by the dissertation chair and dissertation committee is recommended (see Fall of Year 2, below). Following this approval, dissertation work can proceed at any time during a doctoral student's course of study.

By the Fall of Year 2 (it is strongly recommended), the chair of the dissertation committee and the

committee members should be approved by the Department Chair (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 (See Appendix F.) 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. **The chair or co-chair must be a member of the Counseling Psychology Core.**
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 (who must be a member of the UCA Graduate Faculty).

*Please note that the 5-member committee will include at least two counseling psychology core faculty members and at least one member from outside the Department of Psychology and Counseling. The chair (or co-chair) must be a counseling psychology core faculty member.

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.

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 Hypotheses or Questions. 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 is required to successfully defend the dissertation proposal before applying for internship.

The student should provide all committee members with a copy of the 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.

At the meeting itself, the student will be asked to provide an overview of the 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 the 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 the 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.

Upon completion of all 9-required hours of Psyc 9310 (Dissertation in Psychology) and if the student has not yet successfully defended the dissertation, the student is required to continue to enroll in Psyc 9110 until the dissertation is successfully defended.

Timetable for Curriculum Requirements

***The following are discussed every year at the Initial Meeting of All CP Students during Fall Orientation.**

**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 (COMPS) Examinations	By Spring Year 2
Work weekly with chair/advisor on dissertation topic/proposal for PSYC 7141 (Doctoral Seminar in Psychology)	Fall Year 2
Select Dissertation Topic/Area	By Spring Year 2
Select Chair and Committee (Inform Director of Training and temporary advisor; complete Notice of Appointment of Dissertation Committee in Appendix F)	By Fall Year 2 (<i>recommended</i>)
Research Colloquium	Fall Year 3
Doctoral Qualifying Examinations	By Spring Year 3
Completed error-free dissertation proposal submitted to chair	By August 1 Year 4
Submit to CP Committee request for non-APA internships	By October 1 Year 4
Research Requirement Fulfilled	By Spring Year 4
Committee-approved Dissertation Proposal	By October 1 of Year 4 (before applying to any internships)
Dissertation <u>successfully defended</u> (i.e., all signatures)	By End of Internship (if you intend to go to formal post-doc)
Application for Graduation	Check university catalog for deadline each semester)

UCA allows 10 years for doctoral students to complete the Ph.D. degree.

Important Points to Remember – To Be Reviewed Yearly at Fall Orientation Meeting

The counseling psychology committee composed this bulleted checklist of points to remember to aid doctoral students through the sequence of important curriculum requirements and to emphasize important considerations when applying to pre-doctoral practicum and pre-doctoral internship.

1. Academic Advisor and Dissertation Committee Chair.

The student will be assigned an academic advisor at the beginning of the program study. However, as the student progresses in the dissertation research, the student must choose a dissertation research committee chair, who will become the academic advisor. The dissertation chair or co-chair must be a member of the Counseling Psychology core. Upon completion of all 9-required hours of PSYC 9310 (Dissertation in Psychology) and if the student has not yet successfully defended the dissertation, the student is required to continue to enroll in PSYC 9110 until the dissertation is successfully defended.

2. Fall Orientation Meeting. Yearly initial meeting of all graduate students during the Fall Orientation. All CP doctoral students must attend.

3. Background Check. All students must have a background check on file in the department before beginning clinical coursework (e.g., practicum, internship, etc).

4. **Research Requirement.** All students will be evaluated yearly on your work in the area of counseling psychology research). For the most part, you will need to work on (a) counseling psychology research with the counseling psychology faculty and (b) become more independent over the next five years (for entering students). Older students should not forget the importance of helping faculty in research and developing their own independent ideas, even as they become more involved with practice issues.
5. **Doctoral Research Seminar.** The Counseling Psychology Program requires its students (a) to work directly (weekly) with their respective advisors on their dissertation proposals from the first week of these seminars; (b) the CPP also requires its students to have a draft of their proposals completed by the end of these seminars (i.e., first week of August, Summer II).
6. **Counseling-Psychology Round Tables.** 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 two-to-three 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. Students are required to attend all Grand Rounds.
7. **Counseling Psychology Town Halls.** These Town Halls are group meetings for all students in the Counseling Psychology Program and all Counseling Psychology Faculty. They are held every semester during the academic year and serve as an information-exchange and question-and-answer period. They are designed to clarify any vague issues in the program, to explain upcoming events, to consider changes in the program, and to prepare for the future. Students are required to attend all Town Halls.
8. **Professional Organizations.** Student membership in Division 17 (Society of Counseling Psychology) of the American Psychological Association is expected of all students (see <http://www.div17.org/SAS/>). Further, 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.
9. **Master’s Degree and Master’s Comprehensive Examination.** A master’s degree in counseling related field is required for the doctoral degree. If a student enters the program with a master’s degree in a counseling related field obtained elsewhere, the counseling psychology committee will determine if the degree is equivalent to the UCA master’s degree in Mental Health Counseling (and if the student should take the UCA master’s comps). All students except those entering the doctoral program with a master’s degree obtained from the UCA Mental Health Counseling program are expected to pass the master’s comprehensive examination in the spring semester of their 2nd year. The examination will reflect their course work at the time when they take this exam. Student must file petition for candidacy of a master degree in the spring semester of their second year.
10. **Applying for Doctoral Practicum.** Students must choose a practicum site from the List of Doctoral Practicum Sites posted on the department homepage. Students must discuss with their academic advisor and the university practicum supervisor (practicum course instructor) the placement of their doctoral practicum. Completing doctoral practicum at a site not on the list must

be approved by the counseling psychology committee (the supervisor should be a licensed psychologist).

11. **Taking Doctoral Qualification Exam.** Eligibility: Successful completion of master's comprehensive examination. Students entering the program without a master's degree in a counseling related field must take their doctoral qualification exam in the spring semester of their 3rd year. Students entering the program with a master's degree in a counseling related field should discuss with their academic advisor and program training director with respect to when they should take the doctoral qualification exam. Generally, these students are expected to take their doctoral qualification exam no earlier than their second year in the program. All students should make sure they have completed all the coursework that covers the sections in the qualification exam before they take the exam.
12. **Eligibility for Going to Doctoral Internship.** Successful dissertation proposal meeting before applying– do not wait until the last minute! Pass doctoral qualification exam (all sections). Completion of all coursework except Dissertation Research. Filed petition for candidacy of doctoral degree.
13. **Application to Internship.** Students are encouraged to apply to APA internships through the APPIC Match in the fall semester of their 4th year (3rd year post master's degree). Students need to be aware that appropriate APPIC and APA placements may require moving out-of-state. Students need to be aware that appropriate internship placement that follows licensure requirements are important to eventually being licensed. Students are required to discuss with Program Training Director and their academic advisor their placement of pre-doctoral internship. Applications for non-APA sites must be submitted by October 1.
14. **All non-APA internships** must be approved by the Counseling Psychology committee before the student applies – you must submit your list of non-APA sites with accompanying justification by October 1. See the Director of Training about this process well in advance of October 1.
15. **APA post-docs.** If you apply for a formal post-doc, your post-doc site will require that you have **successfully defended by the end of your internship year.** Therefore, you should have **all your data collected correctly before you go on internship.** Your chair will schedule your defense meeting only after the final, complete document has been submitted to the chair. The final document should be written in a manner that is publishable in a peer review journal and befitting someone about to receive a PhD in Counseling Psychology. Further, please work closely with the Director of Training, the chair of your dissertation, and advisor in obtaining and working with post-doc sites to ensure that all degree requirements will be complete prior to applying for and accepting a post-doc. (For example, steps such as completion of dissertation data collection would likely precede applying for a post-doc).
16. **Professional Behavior.** As a professional training program, the Counseling Psychology program expects graduate students to display appropriate professional behavior inside and outside the classroom. Professional dress, conduct, and courtesy are expected in all interactions with other students, colleagues, faculty, staff, supervisors, and clients. Students will receive feedback concerning professional behaviors on their annual review.
17. **Research requirements.** First year students, be sure and talk to your faculty advisor about the two self-directed research requirements as soon as possible
18. **Annual Self-Evaluation.** Completed self-evaluation (available from the CP web page) – due to the Director of Training by May 1. Meeting will be scheduled with your advisor before July 15. At this meeting, the advisor will give you feedback from the entire CP Committee about your progress through the program. At this meeting, you and your advisor will sign all required forms.
19. **Student Appeals.** Information concerning student appeals are contained in this handbook and the UCA Student Handbook. (See also Appendix K of this handbook for an overview of the types of appeals processes available to students in this program.) Ask your advisor for

information if you have any questions.

20. **Practicum Requirements**. To insure that all students get sufficient Assessment and Integrated Health Care Experience, all students during the 3rd Year are required to have at least one practicum in an Assessment Site (as the primary site) and at least one practicum in an IHC site (the IHC site may be a secondary site, with at least two half-days or one full day required whether a secondary or primary site).

III. 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. **Please note that you must have a background check completed and on file with the department before seeing clients at your practicum site.**

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 intellectually deficient, 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. It is also important to note that many APPIC internship sites may require more clock hours, particularly direct service hours, than the minimum amount of hours that is required for the program. 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 is 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 are required to document their practicum hours and experience.

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. Students are strongly encouraged to apply to APA accredited internship programs. In the fall of the year prior to internship, students should submit a list of internship sites to which they plan to apply, including any non-APPIC or non-APA internship programs. Non-APPIC and non-APA accredited internship programs must be approved by the Counseling Psychology Committee before applying.

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.

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 is 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.

Non-APA internships. Must be pre-approved before you apply. All applications must use the specific CP non-APA form, and this form must be completed for each internship site by each student for every year of application (i.e., sites approved last year may not be approved this year). It is the student’s responsibility to provide any and all documentation needed to make this decision.

IV. EVALUATION & 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. In most cases, *grades below B are not accepted by the Arkansas Psychology Board for licensure*. 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.

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 E.

Students receiving three Cs in graduate courses will not be permitted to continue in the program, nor will they be permitted to enroll in any other program in the Department of Psychology and Counseling. In addition, grades below B will not be accepted toward completion of the degree.

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.

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. (Students who are on a Leave of Absence must continue to enroll in dissertation once they begin to accrue dissertation hours.) Students should inform the Director of Training if they will go on a leave of absence; this should be done prior to the semester in which the leave will begin; the maximum length of a leave of absence is one calendar year. Please use the current Leave of Absence Form.

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 Program. 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 E) 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 E) 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 E). The advisor may make one of two possible decisions:

- a) Not to pursue the matter further (state reasons).
- b) 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 E). 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 program, 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 this handbook and the UCA Graduate Bulletin. 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 Student 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 program and the Graduate School for a one-semester extension to meet particular requirements. Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program 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 and the Counseling Psychology Committee 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: Formal Reviews of Student Progress). When concerns are not resolved following ample corrective opportunities, the Counseling Psychology Committee may recommend dismissal of the student from the program. 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 and UCA Student Handbook 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 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. The university provides students an opportunity to appeal decisions or policies affecting their academic standing. See the UCA Student Handbook (<http://uca.edu/student/student-handbook/>) for specific details.

Student Records

The Counseling Psychology Program (CPP) maintains private student records to insure progress towards graduation. Maintaining such records is critical for graduation, licensure, and certification, as well as future student employment. To insure student privacy, the program maintains these files in secure file cabinets behind a locked door, with limited access given only to approved faculty and staff/student-employees. In the maintenance of records, the program follows current federal, state, and institutional polices. Likewise, the CPP retains all formal grievances filed against the program or a member of the program.

The CPP program and the department maintain the student record for at least 10 years (and may be longer, given the needs of the program). Information in the file includes, but is not limited to, application materials, practicum-site evaluations of student performance, yearly student self-evaluations, and annual evaluations of the student by the CPP faculty. The student should be aware that neither the program nor its faculty can maintain all program records for an indefinite amount of time, and records such as course syllabi are not in the permanent record. Therefore, the student is responsible for retaining proof of academic accomplishments for later use in licensure, certification, etc. On the other hand, the Office of the Register will retain the student's transcript of grades for an indefinite period of time. Should the student have questions about the content of the student's file or the retention of these files, the student must first see the student's advisor.

IV. POSTDOCTORAL EXPERIENCE

Although the UCA Counseling Psychology Program 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.

V. EMPLOYMENT AND CAREER

Employment and Career Options for Doctoral-Level Counseling Psychologists

The Counseling Psychology Program 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/>). 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 (Subject to Change*)

(2019-2020)

Year	Fall	Spring	Summer
1	P6370 Advanced Developmental Psychology	P6314 Psychopathology	C6342 Career Education and Vocational Development
	P6330 Advanced Statistics	P6331 Research Design	P7360 Foundations of Counseling Psychology
	P6354 Theories of Psychotherapy and Counseling	C6350 Process and Skills	
	P6398 Legal and Ethical Issues	P6356 Group Psychotherapy and Counseling	
	12	12	6
			Total for year = 30
2	C6381 Counseling Practicum I	C6382 Counseling Practicum II	P7312 Learning and Cognition
	P6379 (Odd)/P6313 (Even) Personality Assessment/ Psychoeducational	P7361 Psychological Treatment and Methods	P7141 Doctoral Research Seminar in Psychology (1 hour)
	P7141 Doctoral Research Seminar in Psychology (1 hour)	P7141 Doctoral Research Seminar in Psychology (1 hour)	P7315 Application of General Linear Model to Experimental Design
	P7320 Regression and Multivariate Stats	P8320 Integrated Care *	ELECTIVE PSYC or COUN elective at 6000 level or above
		MS COMPS	
	10	10	10
			Total for year = 30
3	P7365 Doctoral Practicum in Counseling Psychology **	P7365 Doctoral Practicum in Counseling Psychology **	P7365 Doctoral Practicum in Counseling Psychology **
	P6315 (Odd)/P6350 (Even) Applied Behavior Analysis/History of Psychology	P6316 Child Psychopathology	P7325 Physiological Psychology
	P6379 (Odd)/ P6313 (Even) Personality Assessment/ Psychoeducational	P6363 Advanced Social and Affective Foundations* (Even years)	
	P6355 Multicultural Issues in Psychology and Counseling	DOC QUALS	
	12	9	6
			Total for year = 27
4	P7365 Doctoral Practicum in Counseling Psychology	P9310 Dissertation Research in Psychology	P9310 Dissertation Research in Psychology
	P6315 (Odd)/P6350 (Even) Applied Behavior Analysis/History of Psychology	P6373 Individual and Organizational Consultation/ Supervision (Odd years)	
	P9310 Dissertation in Psychology		
	P6393 Marriage and Family		
	12	6	3
			Total for year = 21
5	P9605 Doctoral Internship in Professional Psychology (6 hours)	P9605 Doctoral Internship in Professional Psychology (6 hours)	
	6	6	Total for year = 12

TOTAL for program = 120

*Must be taken in spring of second year.

**All students during the 3rd Year are required to have at least one practicum in an Assessment Site (as the primary site) and at least one practicum in an IHC site (the IHC site may be a secondary site, with at least two half-days or one full day required whether a secondary or primary site).

Be sure and talk to your advisor and the Director of Training about changes in sequencing from semester-to-semester.

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.

PSYC 6350 HISTORY AND SYSTEMS OF PSYCHOLOGY

Acquaints students with the important historical contributions to the field of psychology.

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 6363 ADVANCED SOCIAL AND AFFECTIVE FOUNDATIONS

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 6373 INDIVIDUAL AND ORGANIZATIONAL CONSULTATION

Provides knowledge and skills in individual and organizational consultation and supervision.

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. 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 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.

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.

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.

PSYC 8320 INTEGRATED HEALTH CARE

An overview of integrated primary care whereby psychological intervention is made in primary care medicine.

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.

APPENDIX B

Master's Comprehensive Exam General Information CP - COMPREHENSIVE EXAMINATION

The comprehensive exam is held on two half days, 8:00am-12:00pm during the following days:

- Fall Testing – The 2nd Tuesday & Wednesday in October for students who plan to intern in the spring.
- Spring Testing – The 2nd Tuesday & Wednesday in March for students who plan to intern in the fall.

The successful completion of the comprehensive examination is a requirement for all departmental graduate degrees. Details of the examination may be obtained from your advisor or from your program chairperson. Students must register for the examination with the departmental secretary no later than one month prior to the exam date.

Comprehensive Examination Format and Schedule

The comprehensive exam will consist of two sections: 1) a multiple choice exam and 2) a written case study.

1) Multiple Choice Content Areas (Day 1)

The multiple choice exam will cover five content areas. Each area will have 30 items resulting in a total of 150 items for the exam. Students must pass each content area separately in order to successfully pass the multiple choice exam. A minimum score of 70% (21 of 30) is considered passing for each content area.

1. Legal and Ethical Issues
2. Clinical Applications (Counseling theory/individual/group therapy)
3. Research Methods
4. Psychopathology
5. Career and Vocational Counseling

2) Written Case Study (Day 2)

Students will be given a case study and asked to respond to questions such as give a diagnosis with rule in/rule out criteria, treatment plan including orientation and three treatment goals, and prognosis. Also included are possible referral for further assessment, medication, academic or career evaluation, and family intervention. The case study will be read by two graders and given a pass/fail score. If both graders pass, the section is successfully passed. If both graders fail, the section is failed. If one grader passes and the second fails, then the case study will be read by a third grader. The outcome of this grader will determine if the section is passed or failed.

Comprehensive Examination Results

Students must pass both the multiple choice exam and written case study to pass comps. Students who fail one or more sections will have an opportunity to retake the failed section(s) before the end of the semester in which the comprehensive exam is taken. If necessary, a second retake will be given before the end of the semester. Any subsequent retakes will be given in the next semester, until the student passes all sections.

Passing comps is important for obtaining an M.S. degree.

Ver. 8.14.18

APPENDIX C

Doctoral Qualifying Exam General Information

The qualifying exams (quals) in counseling psychology consist of two sections:

- Written Section
- Oral Section

Both written and oral sections assess one's knowledge in those areas most relevant to the responsible and competent practice of counseling psychology. Although some content areas have already been assessed during the master's level comprehensive examinations, the doctoral quals are designed to assess one's **mastery** and **expertise** of core and advanced concepts in counseling psychology, and one's ability to apply these concepts to meaningful examples specifically within the realm of counseling psychology. Therefore, the terms, concepts, cases, and examples will be drawn primarily from the counseling psychology literature (e.g., the *Journal of Counseling Psychology*, the *Counseling Psychologist*) or from books and journals in closely related fields (e.g., psychotherapy, counseling, career counseling, and multiculturalism).

The following are the core areas that will be addressed. Further, the recommended readings are suggestions to aid mastery – one is not expected to read all the suggested materials; on the other hand, they are not inclusive of all the reading and preparation that will be required for mastery.

- Professional Identity and Career Development & Counseling
- Ethics and Multiculturalism
- Evidence-based Treatments and Assessment (Psychoed and Personality Assessment)
- Statistics and Research Design in Counseling Psychology

Brief Description of the Qualifying Exam

The written doctoral qualifying examinations will take place during the month of April.

Writtens

The written portion will take place on two half-days (approx. four hours each day) and will cover the above four sections (two sections each day).

Scoring. Each of the content sections is rated by two faculty members on an “acceptable-unacceptable” basis. If the two faculty members disagree, a third faculty member is asked to review the section

Orals

Orals will be conducted by the Counseling Psychology Committee.

Once the written portion is completed, the oral portion will be scheduled approximately two weeks after you receive the written portion results. (In the interim, the student may review rater's comments and ratings, as well as review the written essays and questions.) The oral portion will allow the student to (a) defend the written portion and may (b) expand out to related issues and issues critical to counseling psychology.

In the case of any "unacceptable" on the writtens, the committee will in all probability probe the students understanding of that section.

Final Determination

Following the writtens and orals, the committee will make a final decision to determine if the student has performed at the "acceptable" (pass) or "unacceptable" (fail) level on each of the four sections of quals. Should the student perform unacceptably on any section of quals (based upon the decision of the committee of the student's performance following writtens and orals): (a) the student will be dismissed from the program or (b) a remediation plan will be developed for each section of concern. Any remediation plan must be completed within 12 months from the date of failure.

The student cannot apply for internship until all sections have been deemed "acceptable"² (see "Final Determination" above) and the doctoral-dissertation proposal meeting has been successfully completed.

² "Passing" quals only occurs once overall performance has been deemed "acceptable" on all four sections as determined by the committee, taking into account the written and oral performances.

APPENDIX D

Graduate Faculty

Counseling Psychology Faculty

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

CHRISTINA JEFFERY, Ph.D. – Texas A & M – Counseling supervision

ART GILLASPY, Ph.D. – Texas A & M University – Addictions, Motivational Interviewing, Counseling Process and Language

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

Associated 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. – Oklahoma State University – Self-regulation, Social Influence, Social Cognition, Diversity

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

ANNA PARK, Ph.D. – University of Texas at Arlington – Personality and Positive Psychology, Statistics

MARC SESTIR, Ph.D. – University of North Carolina – Cognitive, Behavioral, and Affective Effects of Media Consumption; Human Aggression; Consumer Behavior

MIKE SCOLES, Ph.D. – Northern Illinois University – Drug Tolerance/Dependence.

KEN SOBEL, Ph.D. – Vanderbilt University – Visual search, Top-down Attention.

APPENDIX E

Student Evaluation and Review Forms

Annual Student Review Form (to be completed by your advisor, with input from the Counseling Psychology Committee). This should be discussed with you every May/June. Should the committee have any concerns about a student, this form would address these concerns and requires documentation and a plan of action.

Individual Student-Advisor Review – as issues arise that require remediation, the student and the advisor will discuss the matter; the advisor will keep a record of the meeting(s) (using this form). Should the issue require the involvement of the Counseling Psychology Committee, the Director of Training will call a meeting of the committee and the next form will be completed (in conjunction with this form).

Student Corrective Action Plan – this form and the previous form are completed with the involvement of the entire Counseling Psychology Committee.

Counseling Psychology Program

Annual Review Form

Student's name: _____

School year: _____

Current date: _____

Year: (circle one) 1st 2nd 3rd 4th 5th Above (5th)

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 Program. 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:

- 1 = Below Expectations**
- 2 = Within Expectations**
- 3 = Above Expectations**

For any area rated below, an explanation is provided.

Goal area	Rating			
	Below	Expected	Above	
1. Exhibits a professional identity as a counseling psychologist graduate student.	1	2	3	NA
2. Appreciates the value of active involvement in professional organizations of counseling psychology.	1	2	3	NA
3. Understands and utilizes a wide range of professional and research knowledge in the discipline of counseling psychology, as a scientist-practitioner.	1	2	3	NA
4. Is proficient in basic and advanced skills in the practice of counseling (especially counseling/psychotherapy and assessment).	1	2	3	NA
5. Demonstrates awareness, knowledge, and skills related to the ethical and legal practice of counseling psychology.	1	2	3	NA
6. Applies knowledge, and skills to diversity issues, and the larger socio-cultural contexts that inform the practice of counseling psychology.	1	2	3	NA
7. Engages in self-monitoring and self-regulation in order to act in a socially-responsible and in an ethical manner.	1	2	3	NA
8. Integrates skills and knowledge in working with an interdisciplinary team in providing services in traditional and emerging areas of practice.	1	2	3	NA
9. Conceptualizes client issues in the person-environment context and design strength-based	1	2	3	NA

interventions appropriate to the setting				
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Comments

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.

For any area rated below, an explanation is provided.

Professional area

Rating

▪ In class personal presentation and attendance	1	2	3	NA
▪ Interactions with peers, faculty, professionals	1	2	3	NA
▪ Interactions on practicum or internship	1	2	3	NA

Comments

Committee Recommendation

- _____ ___ Satisfactory progress – no action required.
- _____ ___ Remediation required – attach copy of plan.
- _____ ___ Dismissal recommended – must be reviewed and approved by Department Chairperson

I acknowledge that I have received the above evaluation:

Student's Signature _____ Date _____

Recommendation Approved

Student's Advisor (or CP Committee member) _____ Date _____

Director of Training _____ Date _____

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.

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 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.

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 checks and signs one of the below.)

____ I HAVE READ AND AGREE TO THE ABOVE PLAN:

Student Signature: _____ Date _____

____ I HAVE READ BUT DO NOT AGREE TO THE ABOVE PLAN:

Student Signature: _____ Date _____

Advisor/Mentor: _____ Date _____

Counseling Psychology Director of Training: _____ Date _____

Student Self-Assessment for Annual Review
(Please use the current form on the internet.)

Name: _____
School year: _____
Advisor: _____

Current Year in Program:
(circle one): First Second Third Fourth Fifth (other)

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

1. Reviewed by the Counseling Psychology Committee (**Exam week**)
2. After which you will meet with your advisor (**June**)

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.*

PROGRESS TOWARDS LAST YEAR'S GOALS

In the space below, please list out your Goals from Last Year's Self-Assessment and how you have/have not achieved these goals.

ACADEMIC COURSEWORK AND PERFORMANCE

a. List the classes you have completed in the **last 12 months** and your grades. (**If you are currently in a class, do not indicate your final grade unless you know what it will be.**)

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

ACADEMIC PROFESSIONALISM

Regarding your *performance in classes* —

Answer the following questions, with the scale:

	<u>Never</u>		<u>Sometimes</u>		<u>Always</u>
	(1)	2	(3)	4	(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 complete assignments on time.	1	2	3	4	5
I am engaged in classroom discussion.	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 and academic performance during the coming school year, and (b) for each goal, indicate how you will know you've accomplished it.

GOAL 1

GRADUATE ASSISTANTSHIP

Have you had an assistantship in the past year? YES NO

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?

ATTENDANCE AT UCA FUNCTIONS

NOTE: All Counseling Psychology Doctoral Students **are required** to attend all of these functions!

Check all that apply:

Counseling Round Tables	_____	Fall	_	Spring
Counseling Psychology Town Hall Meetings	_____	Fall	_	Spring
Interviews with Doctoral Applicants				_____
				Spring

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:	Never		Sometimes		Always
	(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

Through your field experiences, how have you grown to be more multiculturally competent?

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.

GOAL 2

PROFESSIONAL ORGANIZATIONS AND INVOLVEMENT

In what professional organizations are you currently a member?

Note: Membership in APA Division 17 (Counseling Psychology) is expected by the program.

American Psychological Association (optional) Yes No

Division 17 (Society of Counseling Psychology) (required) Yes No **Membership Number:** _____

List others below:

List professional conferences you have attended throughout the past year.

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

In what ways have you been active in these professional organizations?

Through your professional and community experiences, how have you grown to be more multiculturally competent?

Please list a reasonable goal you would have for the coming year in order to become more active (or maintain a current high level of activity) in a professional organization(s):

GOAL 3

RESEARCH/SCHOLARSHIP/PROFESSIONAL PRESENTATIONS

What are your specific areas of research/scholarship/presentation interests?

List your research/scholarship activities during the previous year. (Please use **APA Style**.)

Publications:

Presentations:

UCA Dissertation (for 1st and 2nd year students, please provide tentative information).

Title: _____
_____.

Dissertation Chair: _____ (_____ Final _____ Temporary)

Describe how your dissertation topic relates to Counseling Psychology.

Describe how you have been working with your advisor or dissertation chair to work towards completing your dissertation.

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 the Research/Scholarship areas (b) for each goal, indicate how you will know you've accomplished it.

GOAL 4

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

Student Signature / Date

Advisor (or CP Committee member) Signature / Date

Director of Training Signature / Date

Thank you for your contribution to your annual review.

- *Students and Advisors – please **keep a copy** of the signed form so you can refer to the goals next year.*
- *Advisors – please return signed/completed forms to **Director of Training**.*

APPENDIX F

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

(Please see Graduate School web page for latest version.)

APPENDIX G

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/) 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

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)

APPENDIX H

Costs and Financial Assistance

Costs

To estimate tuition and fees please use the tuition and fee calculator located on the Student Accounts website (<http://uca.edu/studentaccounts/tuition-fees/>).

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 Program 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 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 I

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 Program. 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 Psych Info and Psych Articles 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 J

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 Chi¹

- 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 the faculty advisor!

UCA Psi Chi Officers

- **Faculty Advisor**
 - Shawn R. Charlton, Ph.D.
 - Assistant Professor of Psychology
 - scharlton@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 *anytime!*
 - Find a CAPS officer.
 - Pay the \$5 dues (\$5 *per semester*).
 - Sign & keep a copy of the receipt form.

For more information & recent updates on meetings & events, please find us on Facebook (UCA CAPS) or email capssecretary@gmail.com.

The Society of Counseling Psychology Doctoral Students

This organization shall be known as the Society of Counseling Psychology Doctoral Students.

OBJECTIVE

Section I. Purpose

The purpose shall be to create a stronger, more unified program where needs are communicated with peers as well as to the Counseling Psychology Committee.

Section 2. Objectives

The major objectives shall be to (1) create a stronger community of Counseling Psychology students, (2) communicate needs with one another as well as with faculty members, (3) help to create a stronger program, and (4) advise and work with the Counseling Psychology Committee.

MEMBERS

Section I. Eligibility

- A. Membership in the Society of Counseling Psychology Doctoral Students is open to all students enrolled in the Counseling Psychology Doctoral Program at the University of Central Arkansas.
- B. All Counseling Psychology Doctoral students are encouraged to be a part of this group. Participation and level of involvement is up to each individual. Lack of involvement will not be penalized by this organization.

APPENDIX K

Student Appeals Processes (from UCA Student Handbook)

TYPES OF STUDENT APPEALS

If students have concerns regarding how they are treated, there are avenues of grievance and protections. All student rights are clearly stated in the UCA Student Handbook (see section on **ACADEMIC POLICIES/Student Academic Appeals**); further, the appeals process is outlined in the CPP-Hb (see section on **EVALUATION AND REVIEW OF STUDENT PERFORMANCE/Student appeals**). These processes refer, but are not limited to, **sexual harassment, due process, academic appeals, university records, and discipline**. Students are introduced to these documents during the CP program's fall orientation meeting.

SEXUAL MISCONDUCT AND RELATED CONCERNS

1. **Sexual misconduct** is strictly prohibited at this university, and these policies are clearly outlined on the Title IX web pages of UCA:

Sexual misconduct, including, but not limited to sexual harassment, sexual assault, dating violence, domestic violence, and stalking, by any faculty member, staff member, student, or a third party who is a participant in a university-sponsored program, event, or activity, is a violation of both state and federal law as well as university policy and will not be tolerated at the University of Central Arkansas.

All UCA students are required to complete the Haven Program, which describes the types of sexual misconduct that may occur and which encourages responsible behavior that respects the rights of others.

Further, UCA has a Title IX Coordinator (see current UCA web site).

2. Further, this appeals process through the Title IX Coordinator also applies to similar complaints for other forms of:

Other forms of harassment based upon **race, religion, national origin, sex or age** may have the same impact as sexual harassment. In the absence of other policies addressing these specific issues, the university encourages the use of the steps and procedures in this policy in reporting other types of harassment and will generally conduct investigations of those complaints in the same manner.

3. Similarly, UCA prohibits discrimination based upon:

gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs.

4. Appeals on the basis of Disability may also be made by students. Such appeals are outlined on the resources page of the Disability Resource Center. Also from the web page:

If a student is approved through the Disability Resource Center to receive accommodations and has a complaint alleging violation(s) of the Americans with Disabilities Act (or other applicable law), including failure to provide reasonable and appropriate accommodations or discrimination on the basis of disability, a complaint may be filed with the Disability Resource Center.

The student wishing to file a complaint is encouraged to have a discussion with the individual who is allegedly not complying with the accommodations afforded under the Americans with Disabilities Act (or other applicable law) and/or committing discrimination on the basis of the student's disability.

If no resolution is reached, the student will need to complete the Disability Grievance Form (attached below), print out a copy, and bring it to the Disability Resource Center, located in the Student Health Building- Room 212. The student must submit the grievance form within 30 calendar days of the incident.

Once the form is received, the Director of the Disability Resource Center will contact the student to set up a meeting to discuss the procedure and review the situation. After the meeting with the student, the Director will conduct an investigation into the grievance that the student has submitted and make a determination in support or opposition to the grievance. The student will be notified via writing of the decision.

HOW STUDENTS ARE INFORMED OF THE APPEALS PROCESSES.

Students are made aware of these processes through: (a) the annual meeting with Counseling Psychology students at the beginning of each fall semester; (b) through Town Hall Meetings conducted at least once a semester in which faculty discuss such issues at the meeting; (c) through email announcements to the doctoral students about such issues, as the need arises; (d) through the UCA web site, which contains all documents related to the appeals processes; (e) through individual faculty – the Counseling Psychology are informed of the various appeals processes on a yearly basis and are available to describe the appeals process to students should they request it.

APPENDIX L

Corrective Actions and Plans

The following corrective actions will be taken by the Counseling Psychology Committee (CPC) in the following cases:

1. Course grades required in the program that are below a “B” will be retaken by the student until passed with a B or A before the student will be allowed to graduate.
2. Students must pass both the multiple choice exam and written case study to pass comps. Students who fail one or more sections will have an opportunity to retake the failed section(s) before the end of the semester in which the comprehensive exam is taken. If necessary, a second retake will be given before the end of the semester. Any subsequent retakes will be given in the next semester, until the student passes all sections. (A record of the failure and the subsequent pass will be placed in the student’s record.)
3. Should the student perform unacceptably on any section of quals (based upon the decision of the committee of the student’s performance following writtens and orals): (a) the student will be dismissed from the program or (b) a remediation plan will be developed for each section of concern. Any remediation plan must be completed within 12 months from the date of failure. The student cannot apply for internship until all sections have been deemed “acceptable”² (see “Final Determination” above) and the doctoral-dissertation proposal meeting has been successfully completed. (A record of the signed Corrective Action Plan will be placed in the student’s record.)
4. Ratings below a “2” on all required PWC ratings (i.e., Profession Wide Competencies, as indicated by the CP Program’s PWCs) on onsite practicum and internship forms or Student Annual Evaluation will be remediated before the end of the semester, or the student will be assigned an “incomplete” for the course until successfully remediated.
5. All assignments in classes that are covered by the program’s PWCs and DSKs will be remediated under the supervision of the course’s professor before the end of the semester.
6. All other remediation required by the program but not covered by the above list will be remediated by the Counseling Psychology Committee with the use of the Corrective Action Plan by committee, with the signed plan being put in the student’s record.

APPENDIX M
Procedures for the Yearly
Review of the Program by the
Counseling Psychology
Committee

The Counseling Psychology Committee reviews the program and student performance on a yearly basis to insure that its goals are met, to maintain APA Accreditation, and to improve the program by meeting student needs, taking into account current advances in the field. In this review, proximal and distal data, particularly for the past year, are gathered, organized, and studied. Further, progress towards the program/department's Diversity Plan is examined, and additional student-input is provided by the liaison to the Society of Doctoral Counseling Psychology Students, and from the Annual Student Self-Assessments.

Through this process, strengths and weaknesses in the program are identified, discussed, and, if necessary, addressed.

Should you wish to provide additional input that may strengthen the program, please inform any member of the Counseling Psychology Committee of your suggestions.

Thank you.