UNIVERSITY OF OKLAHOMA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

STUDENT HANDBOOK
for
Counseling Psychology

2018-2019

Accredited
Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
750 1st Street, NE
Washington D.C. 20002-4242
(202) 336-5979
apaaccred@apa.org
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Note: All necessary program forms are accessible at
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

General Information

The Department of Educational Psychology (DEP) Office is located in Ellsworth Collings Hall (College of Education), Room 321. A list of Counseling faculty is included in this handbook. The DEP Office can be reached by phone at (405) 325-5974; by fax at (405) 325-6655; or by email at edpsych@ou.edu. Interim Chair & Graduate Liaison (Dr. Terri DeBacker). 405-325-5974; debacker@ou.edu

The office staff is knowledgeable and can assist students with many items of concern. Primary staff responsibilities are currently distributed as follows:

Graduate Programs Officer (Anna Steele)
- Graduate admissions
- Generals and comprehensive exams
- Permission to enroll
- Thesis and dissertation
- Student paperwork and forms
- Travel claims
- Textbook orders

Counseling Psychology Faculty 2018-2019

Paula McWhirter, Ph.D., Lic. Psychologist & Training Director (1.0 FTE)
Arizona State University

Interpersonal violence and trauma prevention and intervention; international, intercultural issues in counseling psychology, positive psychology and therapeutic factors in individual, family/child, and group psychotherapy

Terry M. Pace, Ph.D., Lic. Psychologist & Practicum Coordinator (0.5 FTE)
University of Nebraska-Lincoln

Health Psychology, Cardiac Psychology, Geriatric Psychology, Rural psychology, Biopsychosocial Perspectives, Depression and Anxiety, Psychotherapy Process and Outcome, Clinical Training Issues, Scientist-Practitioner Issues, Personality Assessment with American Indians, Social Justice and Advocacy Issues, CBT, ACT, Narrative, Relational and Integrative Psychotherapy.

Karen S. Vaughn, Ph.D., Lic. Psychologist and Visiting Faculty (0.5 FTE)
University of Oklahoma

Client Centered, DBT, and Gestalt psychotherapy. Women's issues, trauma, Self- psychology, Relationships, Trust and group psychotherapy. Licensure and regulation. Mobility for psychologists. Internship training. Administration
Enrollment

All graduate students enroll online using one.ou.edu. It is strongly recommended that students consult with their advisors before enrolling. Some courses in the Department of Educational Psychology may require special permission before enrollment is allowed. In order to obtain permission to enroll in any restricted course, please follow the procedures below:

Email the department at edpsych@ou.edu with the following information:

- Semester you are requesting permission for
- Course prefix, number and section (for example: EDPY 6050, sec. 001)
- Number of credit hours for each course
- Your OU student ID number

Allow up to 24 hours for your request to be processed. (Missing information will delay your request.) You will be notified via your OU email address when the request has been processed. Once you’ve received notification, you may complete your enrollment via Ozone.

If you have additional questions or need further assistance, please call the department office or email the department at edpsych@ou.edu.

Student Rights and Responsibilities

It is the responsibility of students to know and adhere to the relevant ethical codes of the counseling psychology profession. Copies of the codes are available at: http://apa.org; http://counseling.org. Due to the nature of the counseling psychology profession, the program has additional expectations for students in terms of professional behavior. Violations of the ethical principles can result in sanctions from the program and, in severe cases, expulsion from the University. Although this is rare, the faculty sees our responsibility in training and graduating ethical counselors and psychologists as a crucial endeavor. It is recommended that you become familiar with these resources and always feel free to consult with your advisor or other faculty member if you are uncertain about expectations or courses of action. It is also the responsibility of students to follow the rules set forth in the Student Code, which is available from the Office of the Vice President for Student Affairs (http://www.ou.edu/content/dam/studentlife/documents/AllCampusStudentCode.pdf). This code outlines expectations for student behavior as well as procedures to protect student rights. Each student should obtain a copy of the Student Code and become familiar with it.

Problems with Professional Competency, Due Process, Grievance Procedures (See Appendix 1)

The Counseling Psychology program and the faculty expect students to conduct themselves as responsible, competent members of the professional community. In addition to academic competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty. In cases where a student does not meet these standards, remediation of the problem behavior will be warranted.

Faculty recognize students’ rights to disagree with and, if necessary, appeal decisions made in regard to their progress in the program. In cases such as grade appeals, students should seek guidance from the University Grade Appeals policy located at: http://integrity.ou.edu/files/Grade_Appeals_and_Academic_Appeals_Boards.pdf.

In the event of a grievance against a faculty member, instructor, etc., students should seek informal resolution with the appropriate party whenever possible. Soliciting assistance from your advisor and/or the program Training Director may also be part of the informal process. In most cases, acceptable solutions to problems are negotiated through informal means. Detailed information on grievance procedures is included in the GC Bulletin (http://www.ou.edu/gradweb/gcbulletin.html).
Dismissal from the Program (See Appendix 2)

The program faculty does not take lightly the decision to dismiss a student from the program. Dismissal action is generally the final outcome of formal and informal communications with the student regarding her/his unsatisfactory academic, clinical, and professional progress in the program. Concerted efforts to help students address deficit areas will generally come in the form of a cooperatively developed remediation plan designed to facilitate the student in meeting program requirements and training objectives. Reasons for dismissal from the program include, but are not limited to:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica or internship
- Unethical practices and/or unprofessional conduct
- Academic dishonesty
- Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
- Criminal misconduct
- Failure to comply with established University, Graduate College, or Program timetables, requirements, and policies

Student Supports and Resources

Faculty advisors assume the important role of mentors. However, sometimes other supports are necessary, e.g., the Counseling and Testing Center (325-2700) at Goddard Student Health Center; Disability Resource Center at Goddard Student Health Center (325-3852); International Student Services Office, B.C. Wallace Old Science Hall (405) 325-3337. A more comprehensive list of additional student resources is appended to this handbook (Appendix 5, p. 32).

Graduate Student Funding: Assistantships, Tuition Waivers, Travel Funding, Scholarships

Assistantships. The program offers a number of paid graduate assistantship positions (i.e., teaching, research, clinical work, etc.). For information on openings, contact the Director of Training. Assistantship placements and decisions regarding these placements are handled by the Director of Training. Students should not seek out or interview for any placements without first conferring with the Training Director.

Examples of current placements include the following: OU Counseling Psychology Clinic (student supervisor), K-20 Center, CEDaR, OU Health Sciences Center, OU Disability Resource Center, the Athletic Department, University College, CESL, etc.

Responsibilities for students placed in these settings vary depending upon the nature of the clientele, services provided, and agency need. Students typically work 20 hours per week (1/2 time GA) and are paid at University GA salary levels. These placements not only provide additional applied experiences for students across a breadth of settings, but also provide financial support in the form of stipends, tuition waivers, and student health insurance coverage.

Tuition Waivers. Funds are currently available from the Norman campus Graduate College for graduate tuition waivers covering all required graduate degree coursework for appointed .50 GAs on the Norman campus. Please note that this funding is dependent on Graduate College support and may vary in the future depending on their resources. Current information about tuition waivers can be found on the Graduate College website (http://www.ou.edu/content/gradweb/funding_and_aid). The Graduate College also offers information on scholarship and fellowship funding for graduate students on their website (see above link). Note: If you are interviewing or considering a position at OUHSC, please check to make sure that the position comes with a waiver of tuition.

The appointment period for an assistantship may be for one semester, for one academic year (mid-August through mid-May), for the summer term (June—July), or for 12 months. It is expected that students accepting an assistantship appointment for an academic year will not resign at mid-year except in cases of emergency. Graduate assistants appointed for an academic year are expected to begin their
employment on the first day of regular registration. Salaries are paid on the last workday of each work month. Graduate Programs Support (jrcoe_gps@ou.edu; 405-325-4525) handles all assistantship appointment paperwork.

All incoming GA/TA/RAs must complete a two-day training entitled “Responsible Conduct of Research.” Information on available training sessions is accessible at http://www.ou.edu/gradweb/events/pet.html. This training must be completed by the end of the first spring semester of study. All incoming TAs must complete the University’s TA training typically held in August prior to the beginning of classes. Information on this training is available through the Center for Teaching Excellence (http://www.ou.edu/cte/tao.html).

Travel funding for students presenting at professional conferences may be available from the Graduate College, College of Education, or the Department of Educational Psychology (DEP). Please refer to the DEP Student Handbook and Graduate College Student Handbook for additional graduate student funding sources. Professional organizations (e.g., APA, ACA, AERA, etc.) may also offer some travel support. Additional funding opportunities are listed in Appendix 6.

Termination of Assistantship Appointment Before End of Contract and Appeals Procedure. If the performance of duties does not meet the requirements set forth for the graduate student, the supervisor will inform the graduate assistant, both orally and in writing. An attempt will be made to work with the graduate assistant in improving her/his performance.

Whenever grounds exist for the termination of appointment prior to the end of the contract period, notice will be given in writing to the graduate assistant, and a copy of the notice sent to the Dean of the College. The notice will specify the reasons that termination is requested.

Upon receipt of the notice, the graduate assistant may request a hearing before the Graduate Assistant's Appeals Board within the following two-week period. Beyond that period, s/he will have waived the hearing and the termination will become effective.

Unless gross misconduct exists, the graduate assistant will continue in her/his regular duties up to the date of the hearing. Please refer to the Graduate Assistant’s Handbook, available at http://gradweb.ou.edu/Current/GAHandbook.pdf for more detailed information.

English Proficiency Examination for International Graduate Teaching Assistants. It is University policy that prospective graduate assistants who are international students for whom English is not the first language must pass a written and oral English proficiency examination and demonstrate by means of the "SPEAK" or "TEACH" test that they have sufficient oral proficiency for teaching the subject matter. These examinations are offered by the English Assessment Program (EAP) in the Graduate College. Please contact the EAP Office at http://ou.edu/gradweb/eap or call 405-325-1838 for information as to time and place of examination offering.

Institutional Review Board (IRB)

All research conducted under the auspices of the University of Oklahoma, Norman Campus, using human subjects must be reviewed and approved by the OU-NC IRB before subjects can be recruited or data collected. Also, the OU-NC IRB requires that all students and faculty who plan to conduct research with human subjects need to pass the CITI exam before a research proposal can be approved. The exam can be taken online and links are provided on the OU-NC IRB webpage. Information on the CITI exam is available at http://www.ouhsc.edu/irb-norman. To access the IRB online application portal, go to https://iris.ouhsc.edu.
DOCTORAL STUDY IN COUNSELING PSYCHOLOGY PROGRAM

General Requirements
Admission to doctoral study in the Counseling Psychology program requires a minimum of 3.0 grade point average on all graduate work attempted. All applicants must provide GRE test scores, which are used along with other data as a basis for admission. Programs may impose admission requirements in addition to those set by the Graduate College and the Department.

Program Mission and Aims
Accredited by the APA since 1988, the Counseling Psychology Program at the University of Oklahoma aims to train students in a generalist, scientist-practitioner model, which emphasizes education and training in theory, science, assessment, and practice to produce graduates who are skilled scientist-practitioners trained in research and evidence-based practices, with the goal of improving health outcomes. Our training is designed to prepare graduates in health service psychology who integrate science and practice and deliver evidence-based prevention and intervention services with ethical and multicultural competence.

The program’s aims are consistent with the health service provider specialty in professional psychology, specifically counseling psychology, with its focus on training in the “biological, psychological, social, and cultural aspects of health and behavior regardless of whether one proceeds to practice with traditional mental health populations or in other areas of health” (American Psychologist, 2013, p. 12), preparing graduates to embrace social justice, multiculturalism, advocacy, and human strengths via prevention of mental health problems and promotion of health behaviors in their work with diverse members of society in a variety of settings.

As a Ph.D. degree program espousing the scientist-practitioner training, we are dedicated to training students in the integration of science and practice through coursework, clinical practica, research experiences, and other learning activities. The program curriculum is evidenced based, and students are trained to conceptualize science and practice as complementary and interdependent, to both create and disseminate scholarly research, and to use research to engage in evidence-informed practice.

Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training. The program’s curriculum is developmentally sequenced and requires the completion of 92 total semester course credits designed to prepare students for future organized training and lifelong learning. The curriculum consists of required courses and specific professional development activities that students must complete in order to meet minimum levels of competency and knowledge.

Advising
Your advisor is a key person in your doctoral experience. This individual will help you plan your course of study, decide upon and conduct your research, and in general assist you in your professional development. You will be assigned an initial advisor to assist you in identifying and enrolling in appropriate classes and in acclimating to the program upon your entry. If you request a particular advisor, efforts will be made to accommodate your request to the extent possible. Should students wish to change advisors, they should consult the new advisor to ensure that faculty member is willing and able to accommodate their request and discuss the proposed change with the current advisor of their desire to work with an alternate program faculty member. The faculty recognizes the importance of a good working relationship between advisor and student and wants students to understand that choice of an advisor is theirs to make.

Class Substitutions
Students entering the program with a master’s degree or previous graduate work need to get early clarification regarding what courses will transfer and meet program requirements. Students should consult with their advisors for recommendations regarding course substitutions, but ultimately it is up to the student’s committee to decide what is in the best interest of the student.

Doctoral Residency Requirement
Doctoral programs traditionally have "residency" requirements. These requirements are intended to ensure that students spend a period of concentrated and uninterrupted work on their academic
preparation, which leads to activities and experiences designed to foster academic and professional growth. The residency activities selected should be clearly relevant to your post-graduation career plans. Thus, the type and percentage of activities under the suggested categories will differ depending on your background, academic interests, and career goals.

In essence, fulfillment of doctoral residency in the Counseling Psychology Program consists of achievement and documentation of accomplishments. Residency activities generally fall into several
areas, including research and writing; professional service; teaching; development, consultation, and program management; and general professional participation. Your advisor will assist you in developing your Residency Plan Report, which will be disseminated with your ACR form to be reviewed and approved by your committee. For more details and sample activities from these various areas please refer to the Graduate College Student Handbook GC Bulletin.

**Doctoral Advisory Committee/Advisory Conference**

Your doctoral advisory committee should be assembled within the first year of enrollment in the doctoral program. Typically, doctoral committees have 5 members, but may have more. At least 3 of these members must be Counseling Psychology faculty members and one must be from outside the department. Always consider selection of committee members based on expertise and in consultation with your advisor.

The advisory conference is designed to help students develop a plan for obtaining their doctoral degree and should be completed before the end of the spring semester of the first year of doctoral enrollment. Students should access information on how to complete this process and the forms at http://ou.edu/content/gradweb/academic_programs/doctoral_degree/norman.html. Once the coursework and residency plan have been reviewed and approved by the student’s advisor, the electronic forms may be sent out to the remaining committee members for their approval.

**Student Evaluation**

The program adheres to recommendations developed by the Student Competency Task Force of the CCTC. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes. (The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs, 2004, pp. 2-3).

Consistent with CCTC’s policy, students will be evaluated throughout the program to monitor their academic, clinical, and professional progress. The sections that follow illustrate key evaluation areas.

**Competency-Based Practicum Training**
Students will complete a four-semester doctoral practicum sequence with a variety of foci (see p. 17 of this handbook) at our onsite training clinic located at 3200 Marshall Avenue. Please refer to the clinic manual for additional practicum expectations. Evaluation of students’ clinical training is in accordance with the Association of Directors of Psychology Training Clinics (ADPTC) and the Council of Chairs of Training Councils (CCTC).

Specialty Practicum. Specialty practicum experiences are designed to augment program clinical training and can be done at a number of sites in the Norman/Metro area. Students must enroll in a minimum of 3 total hours. The nature of these specialized experiences will differ depending upon the site. All are required to include at least one hour of supervision per week by a licensed psychologist. Students wishing to complete additional specialty prac hours can do so, provided they enroll in at least one hour during the time they are receiving specialized training. Note: The Graduate College tuition waiver only covers the mandated 3 hours.

The procedure for selecting a specialty practicum site is as follows:

- Confer with your advisor, the Training Director, other faculty, and students about site options.
- Once you’ve decided on a site, provide the necessary form (Specialty Practicum/Internship Memorandum of Understanding, (Appendix 7) for review and have it signed by the appropriate authorities. Return the signed documents to the Graduate Programs Officer for placement in your student file.
- Enroll in the appropriate practicum class (EDPY 6913.003).

The following are a sampling of available external specialty practica opportunities: OU Counseling and Testing Center (contact Dr. Karen Vaughn), OU Health Sciences Center [e.g., Department of Pediatrics (contacts: Drs. Elizabeth Bard, Amy Cherry, Barbara Bonner, Jane Silovsky, Lisa Swisher, Susan Schmidt), Psychiatry and Behavioral Sciences (contact: Dr. Elizabeth Risch), the OU-HSC Counseling Center (contact: Dr. Victoria Christofi)], OU’s Disability Resource Center (contact Dr. Chelle’ Lodge-Guttery), Oklahoma Prison System (contact Joe M. Allbaugh, Interim Director), Dr. Cody Commander, Private Practice, Dr. Ray Hand, Private Practice, etc.

Annual Review
Annual student evaluations are completed at the end of each spring semester and assess course performance, practica, progress on research, and general professional development activities. Once the completed annual review materials are turned in to your advisor, a meeting is scheduled with all CP faculty to review and discuss each student’s progress over the course of the year. Recommendations are made to the advisor for a rating of the student's progress. It is important to understand that three consecutive “Unsatisfactory” evaluations will, by Graduate College policy, result in dismissal. Please refer to the Graduate College Bulletin and the Graduate College Student Handbooks for details on specific evaluation criteria.

General Examinations
Detailed departmental and Graduate College procedures and policies for the general exam are provided in the DEP and the Graduate College Student Handbooks. Generals are held fairly early in the fall semester during the same semester you are applying for internship.

In order to take the general examination, an Application for the General Examination (http://ou.edu/content/gradweb/academic_programs/doctoral_degree/norman.html) needs to be completed early during said fall semester and submitted to the DEP Graduate Liaison one month before the scheduled examination for approval by the Graduate Dean. After the written portion of the general exam
is graded, advisors will inform students when to proceed with scheduling their oral defense of the general examination. Following satisfactory completion of this phase, a memorandum stating the results shall be signed by the entire doctoral committee, filed with the DEP Graduate Liaison, and submitted to the Graduate Dean.

Upon successful completion of the General Examination, the Graduate College will provide students the Dissertation Instruction Packet. This packet includes the Request for Authority form, which must accompany the reading copy of the dissertation.

**Internship**

Prior to applying for internship, students must have successfully completed their 6050 research project, including submitting the research to a local, state, national, or international professional conference. **Completion of this program requirement must be certified by the student’s advisor by the first week of the fall semester to be eligible to apply for internship that year.**

One of the requirements of the program is a full-year internship (or residency), which occurs after completion of all courses, general examinations, and practica. It is required that students accept internships at only APA-accredited sites.

Informational seminars are provided internal to the program to help students prepare for internship applications and interviews. Students should be aware that the APA annual convention and APAGAS division provide annual in person and online training workshops on the internship application process.

**Research Requirements**

As a Ph.D. student, you are working toward a research degree. To this end, program training emphasizes the importance of practicing within a framework of scientific inquiry in order to infuse evidence-based practices into clinical work.

Over the course of the program you will conduct a minimum of two research studies. The first is the pre-dissertation research project (the 6050 project). Students must enroll in 1 hour per semester of EDPY 6050 (excluding summers) during their first two years in the program. The pre-dissertation research must be completed and approved by the student’s advisor, and a submission of that research made to a local, state, regional, national, or international conference by the beginning of the fall semester.

The second project is the dissertation. Students should identify their dissertation topic and begin the development of the prospectus in consultation with the major advisor and the dissertation committee. When the major advisor agrees that the prospectus is ready, the student distributes copies to doctoral committee members two weeks before the scheduled meeting. At that meeting the committee, working with the student, will suggest any needed modifications and sign their approval when satisfactory. A signed copy of the prospectus is filed with the Department of Educational Psychology. The student may now proceed with the dissertation research.

To hold a prospectus or dissertation meeting during the summer, the student must obtain written approval for a meeting from all committee members and the department chair prior to the first day of final exams of the spring semester. In agreeing to such a meeting, the student and committee members acknowledge that such action is voluntary and is not considered an expected part of faculty responsibilities during the summer.

**Final Oral Defense**

When approved by the major advisor, reading copies should be distributed to committee members **at least one month before the final oral defense** in order to allow committee members to discern whether the defense should proceed. **Two weeks prior to the defense**, a reading copy of the dissertation is submitted to the Graduate College along with a completed and signed copy of the Request for Authority form. The Graduate College will provide a form authorizing the final examination (oral defense of the dissertation).
It is the student's responsibility to arrange with members of her/his doctoral committee the date, hour, and place of the examination. **Note:** Careful attention should be paid to all the necessary procedural steps and deadline dates regarding dissertations and defense listed on the doctoral checklist and in the current Graduate College Bulletin.

Finally, the following procedure for completing the dissertation prior to entering the internship has been established:

- A memo from the student's doctoral committee chair to the Graduate College must accompany the reading copy of the dissertation when it is submitted to the Graduate College. The memo should state that the student must complete the internship prior to graduation.

- Following completion of the dissertation, the student will not be required to enroll in further dissertation hours but will be required to maintain continuous enrollment in the internship course for the number of hours established by the University.
TIMELINE FOR DOCTORAL STUDENTS

First year
- Complete program advisory committee report and residency plan
- Literature review and designing 6050 project

Second year
- Collect data and complete 6050 project
- Finish your clinic practica, plan for specialty practicum
- Begin designing your dissertation research
- Begin preparing for General Exams
- Begin collecting information about internship sites and organizing your documentation
- Students need to have their ACR submitted and approved by no later than April 1

Third year
- Access information from internship sites and prepare online applications
- Complete Application for the General Examination early in fall semester
- Complete written portion of Generals (usually September)
- Oral defense of the Generals
- Interview at internship sites
- Write dissertation prospectus and, if possible, defend dissertation prospectus and collect data

Fourth year - Internship year
- Finish writing dissertation
- Defend dissertation
- Complete internship
- Graduate and go through commencement (or go through commencement and then graduate)
CHECKLIST FOR DOCTORAL STUDENTS IN
COUNSELING PSYCHOLOGY

NOTE: The Department Office must receive a copy of ALL completed paperwork before forwarding to the Graduate College. All relevant forms for doctoral students are available at http://gradweb.ou.edu/Current/Forms/doctoral.

REGISTRATION AND ENROLLMENT

_____ Obtain registration materials; consult with major advisor. Register for course work. For courses requiring special permission, please email the Graduate Programs Officer and provide her with the semester needed along with the course number, section, credit hours, and your OU ID number.

_____ Obtain and read the Graduate College Bulletin and Student Handbook, the DEP Graduate Student Handbook, the Counseling Psychology Student Handbook, the Graduate Assistant’s Handbook, and the Student Code from the Division of Student Affairs (all online).

_____ For non-EDPY courses, enroll early! They fill up quickly!

ADVISORY CONFERENCE

_____ During the first fall semester in the program and in consultation with your faculty advisor, choose at least four other faculty members to serve on your doctoral committee; at least one of these four must be from outside the DEP. Information on the online ACR process and all forms are posted on the Graduate College website. Once all ACR paperwork is completed and approved by your advisor, email all electronic forms to your remaining committee members for their feedback and approval.

REQUEST FOR CHANGE IN DOCTORAL ADVISORY CONFERENCE REPORT

_____ Proceed with course work. If any changes become necessary in the report of advisory conference or in advisory committee appointments, requests for changes may be completed online using the designated forms:

http://ou.edu/content/gradweb/academic_programs/doctoral_degree/norman.html.
APPLICATION FOR THE GENERAL EXAMINATION

When nearing completion of work, but no less than one month in advance of the general examination, complete and obtain all signatures for the Application for the General Examination form. The DEP Graduate Programs Officer will assist you in obtaining required signatures and forward to the Graduate College.

After completion of written portion of general examination, schedule a doctoral committee meeting to be held before December 1st for oral portion of general examination.

After oral portion of general examination, a memorandum stating results of general examination signed by entire doctoral committee must be submitted to the Graduate Dean within 72 hours. The form should be submitted to the DEP Graduate Programs Officer for copying prior to submission to the Graduate College. The form may be hand-carried to their offices.

DISSERTATION AND FINAL ORAL EXAMINATION

Following initial enrollment in Research for Doctor's Dissertation (EDPY 6980), maintain continuous enrollment in a minimum of two credit hours each fall and spring semester until all degree requirements are completed. You do not need to enroll in dissertation hours for summer unless you have received special permission for a summer defense.

Develop prospectus for dissertation research. Hold prospectus meeting. File one approved and signed copy of prospectus with the DEP Graduate Programs Officer.

After approval of your chair, distribute reading copies to committee members at least one month before the date of your final oral defense of dissertation. Once your committee has given you approval to proceed with your defense, present one reading copy along with Request for Authority form to the Graduate College. The Graduate College will provide authority for examination form, library card, dissertation topic card, and Survey of Earned Doctorate form. Check Class Schedule Bulletin for deadlines for submitting Reading Copy and for holding the defense.

Arrange with members of doctoral committee the date, hour, and place of final oral defense.

Pursuant to a successful oral defense, students must make an appointment to deposit their dissertation by visiting https://iadvise.ou.edu. One unbound copy of the dissertation must be delivered to the Graduate College no later than 60 calendar days after the defense. If you plan to graduate in a particular semester, you must meet the deposit deadline listed in the Academic Calendar for that semester. An electronic copy of your dissertation should be submitted via the SHAREOK institutional repository according to Graduate College instructions. The same deadline listed above applies to the electronic submission as well.

Return signed library card, dissertation topic card, and Survey of Earned Doctorate to the Graduate College office. You will need to return these materials and the Survey of Earned Doctorate to the Graduate College office on the same day you submit your dissertation to the Library.
Minimum Degree Requirements

I. Research Proficiency: 16 hours
   EDPY 6050 Individual Research (4 hours over 4 semesters)
   EDPY 6063 Counseling Psychology Research (3)
   EIPT 5023 Quant Data I or PSY 5003 Statistics I (3)
   or equivalent approved by committee
   EIPT 6023 Quant Data II or PSY 5013 Statistics II (3)
   or equivalent approved by committee
   (and at least one additional advanced statistics or design course) (3)

II. Supervised Practice: 19 hours
   EDPY 6913 Practicum I (3 hours; fall)
   EDPY 6913 Practicum I (3 hours; spring)
   EDPY 6910 Practicum II (1 hour; summer)
   EDPY 6913 Practicum II (3 hours; fall)
   EDPY 6913 Practicum II (3 hours; spring)
   EDPY 6910 Practicum (Specialty Settings, 3 hours minimum)
   EDPY 6920 Internship (3 hours over 1 calendar year)

III. Counseling Specialty: 18 hours
   EDPY 6413 Theories of Counseling and Psychotherapy (3)
   EDPY 6423 Advanced Counseling Procedures (3)
   EDPY 6433 Advanced Group Counseling (3)
   EDPY 6463 Couples and Family Counseling (3)
   EDPY 6503 Counseling Psychology: Supervision and Consultation (3)
   EDPY 6483 Advanced Career Counseling (3)

IV. Psychometrics: 6 hours
   EDPY 6103 Individual Intelligence Testing (3)
   EDPY 6203 Personality Assessment (3)

V. Scientific and Professional Ethics and Standards: 6 hours
   EDPY 6403 Issues and Ethics In Counseling Psychology (3)
   PSY 6923 History of Psychology (3)

VI. Biological Bases of Behavior: 3 hours
   EDPY 5293 Psychoneuropharmacology (3)
   or equivalent approved by committee

VII. Cognitive - Affective Bases of Behavior: 3 hours
   PSY 5280 Seminar in Cognitive Processes (3)
   or equivalent approved by committee

VIII. Social Bases of Behavior: 3 hours
   PSY 6423 Fundamentals of Social Psychology (3)
   or equivalent approved by committee

IX. Individual Differences: 6 hours
    DSM-V Diagnosis course from master’s program or equivalent approved by committee (3)
    Additional Diversity graduate course from approved list (see Appendix 4) (3)

X. Human Development: 3 hours
    Lifespan Developmental course from master’s program or equivalent approved by committee

(3) EDPY 6980 Dissertation: 9 hours

*Note: Modifications of these requirements have been submitted for University approval.
## Typical Course Sequence – Counseling Psychology Program

**From Masters (Even Year Sequence)**

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 6403 Issues/Ethics</td>
<td>EIP 6023 Quant II</td>
<td>EDPY 6910 Practicum II</td>
</tr>
<tr>
<td>EDPY 6913 Practicum I</td>
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<td>and/or</td>
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<tr>
<td>EDPY 6050 Indep. Research</td>
<td>PSY 5013 Statistics</td>
<td>PSY 6423 Social Psychology</td>
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<tr>
<td>EIPT 5023 Quant I</td>
<td>EDPY 6913 Practicum I</td>
<td>EDPY 6483 Adv. Career</td>
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<td>or</td>
<td>EDPY 6050 Indep. Research</td>
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<td>PSY 5033 Statistics</td>
<td>EDPY 6203 Personality Assess.</td>
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<tr>
<td>EDPY 6103 IQ</td>
<td>EDPY 6463 Couples/Family</td>
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</tr>
<tr>
<td>SWK 5733 MH Assessment</td>
<td>and/or</td>
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<tr>
<td>or</td>
<td>EDPY 6423 Adv. Procedures</td>
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<tr>
<td><em>Diversity class (see list)</em></td>
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### 13-16 hours  
### 13-16 hours  
### 7 hours  

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<tr>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>EDPY 6913 Practicum II</td>
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<td>EDPY 6910 Prac. III (spec)</td>
</tr>
<tr>
<td>EDPY 6050 Indep. Research</td>
<td>EDPY 6050 Indep. Research</td>
<td>PSY 6923 History of Psychology</td>
</tr>
<tr>
<td>EDPY 6063 Couns Research</td>
<td>EDPY 6433 Adv. Group</td>
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</tr>
<tr>
<td>EIPT 6063 Multivariate</td>
<td>EDPY 6413 Adv. Theories</td>
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</tr>
<tr>
<td>or</td>
<td>EDPY 5293 Psychoneuropharmacology</td>
<td></td>
</tr>
<tr>
<td>EIP 6043 Qualitative</td>
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<td></td>
</tr>
<tr>
<td>PSY 5280 Cognitive Processes</td>
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### 13 hours  
### 16 hours  
### 4 hours  

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<tr>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
</tr>
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<tbody>
<tr>
<td>EDPY 6910 Prac. III (spec)</td>
<td>EDPY 6423 Adv. Procedures</td>
<td>EDPY 6910 Prac. III (spec)</td>
</tr>
<tr>
<td>EDPY 6980 Dissertation</td>
<td>and/or</td>
<td>and/or</td>
</tr>
<tr>
<td>General Exam</td>
<td>EDPY 6463 Couples/Family</td>
<td>PSY 6423 Social Psychology</td>
</tr>
<tr>
<td></td>
<td>EDPY 6980 Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDPY 6503 Supervision/Consultation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDPY 6910 Prac III (spec)</td>
<td></td>
</tr>
</tbody>
</table>

### 4 hours  
### 6-12 hours  
### 3-4 hours  

**Fall 2019 - Summer 2020**

- EDPY 6920 – Internship (TOTAL 3 hours)
- EDPY 6980 – Dissertation

* You may choose a course to fulfill the additional diversity requirement from Appendix 4.

** Remember to enroll in any non-EDPY courses early as they fill up quickly.
Typical Course Sequence – Counseling Psychology Program
From Masters (Odd Year Sequence)

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
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</thead>
<tbody>
<tr>
<td>EDPY 6403 Issues/Ethics</td>
<td>EIP 6023 Quant II</td>
<td>EDPY 6913 Practicum II</td>
</tr>
<tr>
<td>EDPY 6913 Practicum I</td>
<td>or</td>
<td>and/or</td>
</tr>
<tr>
<td>EDPY 6050 Indep. Research</td>
<td>EIP 5 013 Statistics</td>
<td>PSY 6923 History of Psychology</td>
</tr>
<tr>
<td>EIPT Quant I</td>
<td>EDPY 6913 Practicum I</td>
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</tr>
<tr>
<td>or</td>
<td>EDPY 6050 Indep. Research</td>
<td></td>
</tr>
<tr>
<td>PSY 5033 Statistics</td>
<td>EDPY 6413 Adv. Theories</td>
<td>and/or</td>
</tr>
<tr>
<td>SWK 5733 MH Assess/Diag.</td>
<td>EDPY 6433 Adv. Group</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>EDPY 5293 Psychoneuroparm</td>
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</tr>
<tr>
<td>Diversity elective (see list)</td>
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</table>

13 hours 13-16 hours 1-4 hours

<table>
<thead>
<tr>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
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<tbody>
<tr>
<td>EDPY 6913 Practicum II</td>
<td>EDPY 6913 Practicum II</td>
<td>EDPY 6910 Pract. III (spec)</td>
</tr>
<tr>
<td>EDPY 6050 Indep. Research</td>
<td>EDPY 6050 Indep. Research</td>
<td>PSY 6423 Social Psych</td>
</tr>
<tr>
<td>EIPT 6063 Multivariate</td>
<td>EDPY 6463 Couples/Family</td>
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</tr>
<tr>
<td>or</td>
<td>EDPY 6203 Personality Assess.</td>
<td></td>
</tr>
<tr>
<td>EIPT 6043 Qualitative</td>
<td>EDPY 6503 Supervision/Consult</td>
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</table>

10 hours 16 hours 7 hours

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 6910 Pract III (spec)</td>
<td>EDPY 6413 Adv. Theories</td>
<td>PSY 6923 History of Psych.</td>
</tr>
<tr>
<td>EDPY 6063 Couns. Research</td>
<td>and/or</td>
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<tr>
<td>PSY 5280 Cognitive Processes</td>
<td>EDPY 6433 Adv. Group</td>
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</tr>
<tr>
<td>EDPY 6980 Dissertation</td>
<td>EDPY 6910 Pract. III (spec)</td>
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<tr>
<td>General Exams</td>
<td>EDPY 6980 Dissertation</td>
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</table>

8 hours 5-8 hours 3 hours

Fall 2018 - Summer 2019
EDPY 6920 – Internship (TOTAL 3 hours)
EDPY 6980 – Dissertation

* You may choose a course to fulfill the additional diversity requirement from Appendix 4.
** Remember to enroll in any non-EDPY courses early as they fill up quickly.
Appendix 1

Problems with Professional Competency

This policy outlines the procedures used to monitor student progress, identify deficiencies and assist the student in remediation when appropriate or, if necessary, to recommend dismissal of the student from the program when remediation is not possible.

The Counseling Psychology program and profession expects students to assume roles as responsible, competent members of the professional community. In addition to academic competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, faculty, and the community. These standards include, but are not limited to confidentiality, honesty, and academic integrity.

Our goal in the program is to foster collegial and respectful student-student and student-faculty relationships. The following steps are provided to guide students in resolving challenging professional situations:

1. Consistent with the APA ethical code, we ask that students attempt to resolve problematic interpersonal issues by speaking directly with the person in question. If students are not comfortable speaking with the faculty member or student in question, they should consult with their advisor or the Training Director in order to explore other options for dealing with the issue, e.g., meeting with the DEP Chair.

2. Because the program faculty has an obligation to create a safe environment for all students, if an alleged problem is deemed by a faculty member to be a serious training issue, the reported concern will be addressed consistent with the following procedures:
   a. The faculty member with the concern will attempt to resolve the issue with the student directly.
   b. If the student is not responsive to this level of intervention, the faculty member will advise the Training Director and the student’s advisor of the concern, including the efforts made to engage the student in a resolution.

Addressing Student Competency Issues

If a faculty member determines that a student exhibits problematic behavior, program faculty will meet to discuss this issue. Prior to the meeting, information will be gathered from various formal (e.g., course performance, annual evaluations, clinical skills, etc.) and informal sources (e.g., faculty and peer observations). All data determined to be relevant to the alleged violation will be gathered and reviewed in preparation for the formal meeting of all program faculty. The student will be provided a forum during this meeting to respond to all allegations. Depending upon the nature of the problematic behavior, the following measures may be taken: (1) program faculty will develop a written plan for remediation in collaboration with the student, or (2) in cases of more serious competency issues, program faculty will determine if dismissal from the program will be recommended.
Some indicators of serious impairment include, but are not limited to:

1. The student does not acknowledge, understand or accept responsibility for the identified problematic behavior.

2. The problematic behavior is not confined to a specific skill deficit that may be responsive to remediation.

3. The behavior has the potential for ethical or legal ramifications if not addressed.

4. The problem behavior does not change as a function of feedback or remediation.

5. The problem behavior negatively affects the public image of the agency or the university or the training site.

The student will be given the opportunity to accept the remediation plan, provide a written response, and/or appeal. If the student chooses to provide a response, the program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date the student response was received. If the student wishes to appeal the faculty decision, s/he may follow the appeal procedures outlined in the grievance procedures section of the Graduate College Bulletin: http://ou.edu/content/dam/gradweb/documents/Publications/GCBulletin2016-2017.pdf.

The remediation process will include scheduled review dates to assess progress and target dates for achieving the desired outcomes. The faculty member who initially identified the problem in concert with the Training Director and the student’s advisor will monitor the student’s progress toward remediation goals. After each review, an update of the student’s progress will be shared with the program faculty. If progress toward remediation goals is insufficient, then the program faculty may decide to (1) modify the remediation plan or (2) recommend dismissal from the program. In either case, the student will have an opportunity to respond or appeal.

Clinical Concerns—Practicum Remediation Policy

In cases where the student problem is associated with clinical training, the practicum supervisor retains the right and responsibility of determining and assigning the final course grade. All data determined to be relevant to the alleged violation will be gathered and reviewed in preparation for the formal meeting of all program faculty. It is expected that most clinical concerns will appear, and be addressed, by mid-semester and be part of the student’s practicum evaluation at that point. However, concerns will be dealt with as soon as they are identified; problems that arise after that point will be dealt with in the same systematic fashion.

If remediation is deemed appropriate by the program faculty, they will develop a remediation plan consistent with Graduate College policy, including a timeframe for remediation (typically one additional semester) and behavioral indicators that remediation has been successful. If the remediation period extends beyond the practicum semester, a grade of I will be assigned. If remediation cannot be achieved within one year, the grade of I will become permanent on the transcript and the student will be required to repeat the practicum. If the program faculty feel
the problem is not amenable to remediation, a grade of U will be assigned.

When the remediation period has passed, or when the original practicum instructor believes the remediation plan has been fulfilled, the program faculty will discuss evidence of progress/success. The practicum instructor will take the judgments of his/her colleagues under advisement when making a final grade determination.

**Ethical and Program Policy Violations**

Ethical behavior is expected and evaluated in throughout the program of training. In the event that a student violates ethical, professional standards, or program policies, the following steps will be taken consistent with APA ethical guidelines:

1. The faculty member who observes or learns of an ethical or program policy violation will meet with the student to discuss the matter. If following the meeting, the faculty member believes that the student’s behavior constitutes a violation of APA ethical guidelines or program policies, the faculty member will notify the student’s advisor, the Training Director, and the student in writing that a review by the program faculty will be conducted to further investigate. The letter will also delineate the specific incident and the ethical standard(s) or program policy(ies) allegedly violated.

2. The student will be offered the opportunity to submit a written response to the alleged violation within 72 hours of the outcome of the initial meeting.

3. All program faculty will then meet to discuss the problem, conduct a thorough review of the allegation, and determine an appropriate course of action. Depending on the nature of the violation, the course of action may include specific remediation, probation, or dismissal from the program.

My signature below attests to the fact that I have received, read, and understand this policy:

__________________________  _________________________
Signature                        Date
Trainee Remediation Plan

Date of Remediation Plan Meeting: ________________________________

Name of Trainee: ________________________________________________

Primary Supervisor: _____________________________________________

Student Advisor: ________________________________________________

Names of All Persons Present: ____________________________________

Additional Supervisors/Faculty: ________________________________

Date for Follow-up Meeting(s): ________________________________

Competency domains in which the trainee’s performance does not meet the benchmark:

______________________________________________________________

______________________________________________________________

Description of specific problem(s):

______________________________________________________________

______________________________________________________________

Date(s) the problem(s) was/were brought to the trainee’s attention and by whom:

______________________________________________________________

Steps already taken by the trainee to rectify the problem(s) listed above:

______________________________________________________________

______________________________________________________________

Steps already taken by the supervisor(s)/faculty to address the problem(s):
Criteria for Acceptable Performance:

Student’s Responsibilities:

Faculty/Supervisor Responsibilities:

Timeline for Acceptable Performance:

Assessment Methods:

Consequences for Unsuccessful Remediation:
Summative Evaluation of Remediation

Date of Follow-up Meeting: __________________________

In attendance: ______________________________________

Competency Domain: __________________________________

Criteria for Acceptable Performance: _______________________

Remediation Progress Status (e.g., remediation concluded, modified & extended, etc.):

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Appendix 2

Program Dismissal

Should the faculty determine that a remediation plan is not possible and the student’s behavior is sufficiently problematic, steps will be taken toward dismissal from the program. Be assured that program faculty does not take lightly the decision to dismiss a student from the program. Dismissal action is generally the final outcome of formal and informal communications with the student regarding her/his unsatisfactory academic, clinical, and professional progress in the program. Concerted efforts to help students address deficit areas will generally come in the form of a cooperatively developed remediation plan designed to facilitate the student in meeting program requirements and training objectives. Reasons for dismissal from the program include, but are not limited to, the examples below:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in counseling practica or internship
3. Unethical practices and/or unprofessional conduct
4. Academic dishonesty
5. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
6. Criminal misconduct
7. Failure to comply with established University, Graduate College, or Program timetables, requirements, and policies

Dismissal procedures

In order to protect student due process rights and the rights of faculty to uphold the integrity of the academic and professional standards of the training program, the dismissal review procedures will consist of the following steps:

1. The student will receive in writing a description of the complaint levied against them. Concerns or complaints may emanate from members of the faculty, clinical supervisors, clients, other students, or professionals and agents outside of the University community.
2. Under certain circumstances, the Training Director may advise the student to seek an informal resolution with the party raising the complaint, and to inform the Director of Training as to the outcome of this action.
3. If informal methods at problem resolution are inappropriate or unsatisfactory, the Training Director will inform the student and the student's advisor in writing that the student's status in the program may be in jeopardy. Under these circumstances, a meeting of the program faculty will be convened to review the complaint and to come to a decision about the student's status. Persons with information pertinent to the complaint may be asked to attend the meeting or to submit documentation in writing for review prior to the meeting. The student will be provided copies of all written materials. The student will be asked to attend this meeting and to present information.

4. Immediately following the presentation of information, the program faculty will deliberate and arrive at a decision regarding the student's standing in the program. This decision may result in one of the following outcomes: (a) the student will be exonerated of the complaint, (b) the student will be allowed to continue in the program pending satisfactory completion of a specified remediation plan, or (c) the student will be dismissed from the program.

5. The Training Director will provide the student and the student's advisor a written account of the decision and, if necessary, clearly specify what, if any, remediation plan must be implemented and successfully completed by the student to maintain her/his program standing. The student will also be informed about the procedures to follow if s/he wishes to appeal the outcome of the faculty's decision (Please refer to the grievance procedures section of the Graduate College Bulletin: [http://ou.edu/content/dam/gradweb/documents/Publications/GCBulletin2016-2017.pdf](http://ou.edu/content/dam/gradweb/documents/Publications/GCBulletin2016-2017.pdf)).
Appendix 3

Student Selection, Admissions and Assignment of Advisors: Doctoral Program

The CP program is committed to recruiting, retaining, and graduating diverse students. As such, the faculty and current students engage in various outreach activities through the Clinic Speaker’s Bureau; conducting workshops in the community and around the state; attending state, regional, and national professional conferences; and networking with counseling master’s program faculty to recruit potential graduates. Our commitment to social justice and advocacy provides the foundation for our concerted efforts to create an inclusive, respectful environment. After students enter the program, we provide opportunities through Town Hall meetings, focus groups, one-on-one faculty-student collaborations, and interactive electronic communications for students to provide us with feedback on the quality of our efforts and suggestions for improvement. We also utilize practicum and annual evaluation measures to get feedback on whether we are meeting the clinical training and academic needs of our diverse student body. Current diversity news and information is regularly disseminated via various format (e.g., Diversity Discussion group, Clinic Facebook page, email, listservs, newsletters, email announcements, etc.), and teaching and classroom practices provide opportunities for broader university and community involvement and diversity education.

Applicant Criteria and File Reviews

Master’s degree in counseling
Completion of all elements of CP program application
DEP GPO reads application materials for review.
CP faculty each review all applications using the following criteria: applied accomplishment/formal practicum training, scholarly accomplishments, personal statements, letters of recommendation, unique backgrounds/experiences
These ratings are added to other weighted ratings (GPA, psychology GPA, combined verbal & quant scores on the GRE) in a spreadsheet.
   o GPA minimum conforms to Grad College policy (3.0)
   o GRE guidelines:
      ▪ Minimum scores of 500 on verbal/quant subtests
Students are rank ordered by score. Other circumstances are noted, including minority candidate, extent of previous practicum experience, etc.

Interview Selections
Deadline for applications is December 7th of each calendar year.
Program faculty meet as a group to review the applicant pool and determine who will be invited for interviews.
Training Director, with staff assistance, invites applicants to attend face-to-face or phone interviews and schedules these interviews.

**Interviews**
- On site interviews are typically held on a single day.
- Phone interviews are scheduled based on faculty and student availability.

**Admissions Decisions**
- Applicants are systematically discussed by all faculty.
  - Faculty interviewers share their impressions of fit and readiness for the program.
  - Student interviewers give their feedback and ratings.
- A finalist pool and an alternative pool of additional acceptable applicants are created by faculty consensus.
- **Priority:** admitting diverse cohorts

**Offers**
- Training Director contacts finalists in order of priority making offers on the phone, followed by email messages and hard copy letters detailing the offer.
- Students have until April 15 to accept a formal offer (per national guidelines).
- Faculty may return to alternative pool of applicants to make additional offers as needed to fill a cohort.

**Advisor Assignments**
- An initial advisor will be assigned to each student to assist in identifying and enrolling in appropriate classes and in acclimating to the program. Efforts will be made to accommodate requests for a particular advisor whenever possible. Should students wish to change advisors, they should consult the new advisor to ensure that faculty member is willing and able to accommodate their request and discuss the proposed change with the current advisor of their desire to work with an alternate program faculty member.
## Appendix 4

**Approved Diversity Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 5263</td>
<td>Feminist Anthropology</td>
</tr>
<tr>
<td>ANTH 5305</td>
<td>Women and Development in Africa</td>
</tr>
<tr>
<td>ANTH 5703</td>
<td>Gender and Health</td>
</tr>
<tr>
<td>COMM 6970</td>
<td>Seminar in Feminist Scholarship</td>
</tr>
<tr>
<td>EDAH 5940</td>
<td>Gender, Society &amp; Higher Education</td>
</tr>
<tr>
<td>EDAH 5683</td>
<td>Diversity in Sports</td>
</tr>
<tr>
<td>EDPY 6930</td>
<td>Social Psychology of Gender</td>
</tr>
<tr>
<td>ENGL 5813</td>
<td>Black, Coloniality, Gender</td>
</tr>
<tr>
<td>JMC 5853</td>
<td>Race, Gender &amp; the Media</td>
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<tr>
<td>SOC 5733</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOC 6343</td>
<td>Women and Crime</td>
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<tr>
<td>SOC 5943</td>
<td>Inequality in a Global Perspective</td>
</tr>
<tr>
<td>SWK 5143</td>
<td>Models for Gender and Culturally Sensitive Practice</td>
</tr>
<tr>
<td>SWK 5333</td>
<td>Diversity/Societal Oppression</td>
</tr>
<tr>
<td>WGS 5120</td>
<td>Interdisciplinary Course in Women's &amp; Gender Studies</td>
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<tr>
<td>LSCJ 5283</td>
<td>Human Trafficking &amp; Prostitution</td>
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</table>
# Appendix 5

## Resource List

<table>
<thead>
<tr>
<th>Resource</th>
<th>Contact Information</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeannine Rainbolt College of Education</td>
<td>Ellsworth Collings Hall, 820 Van Vleet Oval, Room 100, (405) 325-1081</td>
<td><a href="http://ou.edu/education">http://ou.edu/education</a></td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>Goddard Health Center, Room 166, (405) 325-3852</td>
<td><a href="http://drc.ou.edu">http://drc.ou.edu</a></td>
</tr>
<tr>
<td>Department of Educational Psychology</td>
<td>Ellsworth Collings Hall, 820 Van Vleet Oval, Room 321, (405) 325-5974; fax at (405) 325-6655</td>
<td><a href="http://www.ou.edu/education/edpy.html">www.ou.edu/education/edpy.html</a></td>
</tr>
<tr>
<td>Counseling and Testing Center</td>
<td>Goddard Student Health, Room 201, (405) 325-2700</td>
<td><a href="http://goddard.ou.edu/counselingservices.html">http://goddard.ou.edu/counselingservices.html</a></td>
</tr>
<tr>
<td>The Graduate College</td>
<td>731 Elm Ave., Robertson Hall, Room 100, (405) 325-3811</td>
<td><a href="http://www.ou.edu/gradweb">http://www.ou.edu/gradweb</a></td>
</tr>
<tr>
<td>OU ID (OneCard)</td>
<td>Oklahoma Memorial Union, Room 127, (405) 325-3113</td>
<td><a href="http://www.ou.edu/onecard">http://www.ou.edu/onecard</a></td>
</tr>
<tr>
<td>Office of Admissions and Recruitment</td>
<td>University of Oklahoma, 1000 Asp Ave., Room 127</td>
<td><a href="http://www.ou.edu/admissions.html">http://www.ou.edu/admissions.html</a></td>
</tr>
<tr>
<td>Women’s Outreach Center</td>
<td>Oklahoma Memorial Union, Room 247, (405) 325-4929</td>
<td><a href="http://www.ou.edu/womensoc">www.ou.edu/womensoc</a></td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td>1000 Asp Avenue, Room 105, (405) 325-3121</td>
<td><a href="http://bursar.ou.edu/tuition_fees.cfm">https://bursar.ou.edu/tuition_fees.cfm</a></td>
</tr>
<tr>
<td>Information Technology</td>
<td>(405) 325-HELP</td>
<td><a href="http://www.ou.edu/it">www.ou.edu/it</a></td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>1000 Asp Avenue, Room 232, (405) 325-2016</td>
<td><a href="http://ozone.ou.edu">http://ozone.ou.edu</a></td>
</tr>
<tr>
<td>International Student Services</td>
<td>B.C. Wallace Old Science Hall, Room 224, (405) 325-3337</td>
<td><a href="http://www.ou.edu/iss/home.html">http://www.ou.edu/iss/home.html</a></td>
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<tr>
<td>University of Oklahoma Financial Aid Services</td>
<td>1000 Asp Ave., Buchanan Hall Room 313, (405) 325-4521; Fax (405) 325-7608</td>
<td><a href="http://www.finaid.ou.edu">http://www.finaid.ou.edu</a></td>
</tr>
<tr>
<td>Responsible Conduct of Research</td>
<td>E-mail: <a href="mailto:financialaid@ou.edu">financialaid@ou.edu</a></td>
<td><a href="http://gradweb.ou.edu/Current/Special/Events/RCR">http://gradweb.ou.edu/Current/Special/Events/RCR</a></td>
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<td><a href="http://www.ouhsc.edu/irb-norman">http://www.ouhsc.edu/irb-norman</a></td>
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<tr>
<td>Assistantship Paperwork, Salary Issues</td>
<td>Graduate Programs Support (<a href="mailto:jrcoe_gps@ou.edu;325-4525">jrcoe_gps@ou.edu; 325-4525</a>)</td>
<td><a href="http://cart.ou.edu/fares.html">http://cart.ou.edu/fares.html</a></td>
</tr>
<tr>
<td>Cleveland Rapid Transit (CART)</td>
<td>Offices: Robertson Hall &amp; Memorial Union</td>
<td><a href="http://www.ou.edu/cte/tao.html">http://www.ou.edu/cte/tao.html</a></td>
</tr>
<tr>
<td>Enrollment problems, Permission</td>
<td>Graduate Programs Support (<a href="mailto:jrcoe_gps@ou.edu;325-4525">jrcoe_gps@ou.edu; 325-4525</a>)</td>
<td><a href="http://jobs.ou.edu">http://jobs.ou.edu</a></td>
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<tr>
<td>Employment Information</td>
<td><a href="http://grweb.ou.edu/eap">http://grweb.ou.edu/eap</a></td>
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<tr>
<td>Goddard Health Center</td>
<td>(405) 325-4611</td>
<td><a href="http://www.ou.edu/healthservices">http://www.ou.edu/healthservices</a></td>
</tr>
<tr>
<td>EAP Office</td>
<td>405-325-1838</td>
<td><a href="http://grweb.ou.edu/eap">http://grweb.ou.edu/eap</a></td>
</tr>
<tr>
<td>University of Oklahoma Library (Bizzell)</td>
<td>401 West Brooks Street, (405) 325-4142</td>
<td><a href="https://libraries.ou.edu">https://libraries.ou.edu</a></td>
</tr>
<tr>
<td>Institution</td>
<td>Address</td>
<td>Contact Information</td>
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</table>
| Institutional Review Board (IRB) | One Partners Place/350 David L. Boren Blvd., Ste. 1750 | (405) 325-8110
|                      |                                              | [http://compliance.ouhsc.edu/hrpp/Norman.aspx](http://compliance.ouhsc.edu/hrpp/Norman.aspx) |
| OUPD                 | 2775 Monitor Ave.                            | Emergency: Dial 911
|                      |                                              | *From off-campus, dial 325-1911*
|                      |                                              | *Using a non-local cell phone, dial (405)-325-1911.*
|                      |                                              | Non-Emergency: (405)-325-2864
|                      |                                              | [http://www.ou.edu/police.html](http://www.ou.edu/police.html) |
Appendix 6

CP Student Funding Information
OU Main Scholarship Website

College-wide scholarships, departmental scholarships, financial aid scholarships, Sooner Parents scholarships, and campus awards were all housed through the online system.
Contact: scholarships@ou.edu
Website: http://www.ou.edu/content/scholarships/ou.html

Scholarships and Travel & Research Grants

Robberson Travel and Research Grants

Website:
http://www.ou.edu/content/gradweb/funding_and_aid/scholarships_travel_research_grants.html

Robberson grants provide financial assistance to outstanding students who are in the early phases of a research project that is leading towards a significant product of creative activity or who are presenting their research at professional conferences. Such activities include dissertation or thesis research, publications, and national exhibitions or performances.

Maximum Award

Research: $1000 for Doctoral students; $500 for master’s students

Travel: $1000 (Note: State laws impose certain restrictions on travel, so it is essential that you consult with your academic unit/department prior to making travel plans to insure your reimbursement can be properly processed. If awarded, we will transfer the funds to your academic unit/department's account and they will, in turn, reimburse you.)

Eligibility Criteria for Applicants of the Robberson Travel & Research Grants:

Must be in good academic standing and have an OU grade point average of 3.00 or better.
Must have completed at least 9 graduate credit hours at OU, in the current degree.
Must be enrolled during the semester he/she plans to travel.

Applicants for the Robberson Travel Grant must be an active presenter at the conference/exhibition.

Multiple awards per degree program may be approved in some cases, but priority will be given to a student's first award in each degree program.

Recipients of the Graduate College International Travel Scholarship are not eligible for the Robberson travel funds for the same activity. Fellows who receive professional development funds from the Graduate College are not eligible.
Application Deadlines: September 15, October 15, November 15, January 15, February 15, March 15, April 15.

The Graduate College International Travel Scholarship
Website: http://www.ou.edu/content/gradweb/funding_and_aid/scholarships_travel_research_grants.html
The Graduate College International Travel Scholarship provides students with matching funds to participate in a prestigious international conference or international juried event. A student is eligible to receive this award once per academic degree.

The Award: The scholarship will provide one-half of the total cost, up to a maximum of $1,800, which must be matched by an equal amount from the student’s college and/or department. Thus, the total award may be up to $3,600.

Funds will not be disbursed until after the travel is complete.

Eligibility Criteria: An applicant for these funds:
- Must be an active presenter at the conference/exhibition.
- Must be sole or first author on the paper presented at the conference.
- Must be in good academic standing and have an OU grade point average of 3.50 or better.
- Must have completed at least 9 graduate credit hours at OU, in the current degree.
- Must be enrolled during the semester he/she plans to travel.

Recipients of the Graduate College International Travel Scholarship are not eligible for Robberson travel funds for the same activity.

Application Deadlines: September 15, October 15, November 15, January 15, February 15, March 15, and April 15

The Eddie Carol Smith Scholarship
Website: http://www.ou.edu/content/gradweb/funding_and_aid/scholarships_travel_research_grants.html
Award, Eligibility, Process, Selection & Deadline
The Eddie Carol Smith Scholarship is a one-year award that will go to a graduate student whose research/capstone project either opens a new area of scholarly endeavor or significantly expands an existing area of scholarly endeavor. Applicants must be near the end of their degree requirements, as it is expected that the academic year during which the student serves as the Eddie Carol Smith Scholar is also the academic year in which the student will complete the degree.

Award:
- $2,000 in professional development funds. These funds may be used to assist with the research project (i.e., data-collection, supplies & equipment, etc.); to assist with the preparation of the final dissertation, thesis, or capstone project; or for travel to either present the research/project or to collect data for the research/project.
- full tuition waiver for both the fall and spring semesters of the award year

Nomination Process: Nomination should be submitted to the Graduate College, attention: Clarissa Dobrinski, by February 15. Nomination materials must include:
- a copy of the student’s completed Admission to Candidacy form for master’s applicants or a copy of the student’s completed Advisory Conference Report for doctoral applicants
• a current copy of the applicant’s curriculum vitae

• a research statement prepared by the applicant. This statement should include a detailed description of the research / project. The statement must be readable by an interdisciplinary audience. It should be written in a grant proposal format rather than as an abstract of a work already completed. It should clearly identify the scholarly issues being addressed in the research / project. It should outline the tasks that will be performed to complete the research/project. If applicable, it should include any early conclusions or preliminary findings.

• a brief budget/financial statement indicating the proposed use of the professional development funds in conjunction to the research/project.

• a reference letter prepared by the applicant’s major professor. This letter should address the ability of the student to complete the proposed research/project and the current status of the research /project (i.e., prospectus completed, conducting research, etc.). It should also describe the scholarly significance and potential impact of the proposed research/project, as well as the expected time frame for the applicant to complete the degree.

• an Endorsement Signature of the applicant’s graduate liaison or department chair AND of the applicant’s budget college or designated representative.

Eligibility Criteria: Any department offering a graduate degree on the Norman campus may submit nominations for this scholarship.

To qualify for the Scholarship an applicant:
• must be a graduate student on the Norman campus
• must carry at least a 3.60 grade point average in all coursework for the degree
• must be approaching the last year of the graduate degree
• must be engaged in a doctoral dissertation, master’s thesis, or master’s capstone project
• must be recommended for the award by the major professor
• must have the endorsement and support of the department and the budget college dean

[Please note: the recipient need not hold a graduate assistantship during the year of the award.]

Selection Process: An ad hoc committee selected from members of the Graduate Council will review the nominations immediately following the deadline and recommend a recipient to the graduate dean.

Application Deadline: The next deadline will be February 15, 2019

Grants

Website: http://www.ou.edu/content/sga/graduate-student-senate/grants.html

Graduate Student Senate grant awards are supplementary in nature and operate on a reimbursement basis. Requirements for eligibility include:
• The applicant must be enrolled in a graduate program at the University of Oklahoma during the semester in which he/she receives the Research and/or Conference Grant(s).
• The applicant must be from an Academic Unit (Department / School / College) in good standing within the Graduate Student Senate.
Applications must be submitted in a large manila envelope addressed and delivered to:
SGA Graduate Student Senate
Oklahoma Memorial Union
Conoco Student Leadership Center, Suite 181
900 Asp Avenue
Norman, OK 73019

Once applications are received and the selection committee has made their final decision, a list of grant recipients and amounts awarded will be posted on this website. If you are awarded a grant, please remember to hound your department to process your receipts. Failure of your department to process our forms by the due date on the award letter means failure to receive funds.

There are instructions on saving the PDFs within the general instructions. Also, the PDFs use the most up-to-date version of Adobe, which can be accessed in any of the computer labs on campus if you are having trouble.

The deadline: Rolling

Fellowships

Website: http://www.ou.edu/content/gradweb/funding_and_aid/fellowships.html

The Graduate College offers funding opportunities to fellows through Alumni Fellowship, Foundation Fellowship, Hoving Fellowship, Hudson Fellowship, and McNair Fellowship.

More information on eligibility criteria is described for each fellowship below.

Alumni Fellowship
In 1998, President David L. Boren established the University of Oklahoma Alumni Graduate Fellowship Program. The multi-year award is designed to recruit nationally competitive students into doctoral programs of participating University of Oklahoma departments.

The Award
The Alumni Fellowship is a multi-year award which includes:

- Competitive stipend (amount varies by department);
- A 0.50 FTE Graduate Teaching or Research Assistantship;
- A full tuition waiver for the total number of hours required to complete the degree;
- A subsidy for the basic student health insurance plan;
- Continuation of the award is contingent upon the student making satisfactory progress towards the degree and the academic unit’s ongoing commitment to provide a 0.50 GTE Graduate Teaching or Research Assistantship.

Selection Process and Application Deadline
Contact the applicable department chair or liaison for funding availability.

Foundation Fellowship
At the request of President David L. Boren, the University of Oklahoma Foundation provides funds each year to support the Graduate Foundation Fellowship Program. This multi-year fellowship is designed to recruit nationally competitive graduate students into participating departments.

The Award
The Foundation Fellowship is a multi-year award which includes:

- Competitive stipend (amount varies by department);
• A 0.50 FTE Graduate Teaching or Research Assistantship;

• A full tuition waiver for the total number of hours required to complete the degree;

• A subsidy for the basic student health insurance plan;

• Continuation of the award is contingent upon the student making satisfactory progress towards the degree and the academic unit’s ongoing commitment to provide a 0.50 GTE Graduate Teaching or Research Assistantship.

Selection Process and Application Deadline
Contact the applicable department chair or liaison for funding availability.

Hoving Fellowship
The Kenneth L. Hoving Graduate Fellowship was established by an anonymous gift to honor Dr. Kenneth L. Hoving, who served as Dean of the Graduate College from 1980 to 1990. The fellowship supports graduate students studying history, music, physics and psychology.

The Award
The Hoving Fellowship is a multi-year award which includes:

• A $5000 stipend supplement for 4 years;

• A 0.50 FTE Graduate Teaching or Research Assistantship;

• A full tuition waiver for the total number of hours required to complete the degree;

• A subsidy for the basic student health insurance plan;

• Continuation of the award is contingent upon the student making satisfactory progress towards the degree and the academic unit’s ongoing commitment to provide a 0.50 GTE Graduate Teaching or Research Assistantship.

Eligibility Criteria
To be eligible for nomination an applicant must:

• Be a U.S. citizen;

• Have at least a 3.50 admission grade point average;

• Be a new doctoral student in one of the following disciplines: Music (Vocal Music, with Opera preference); Instrumental Music (Piano or Violin preference); History; Psychology (Developmental Psychology preference)

Selection Process and Application Deadline
Contact the applicable department chair or liaison for funding availability.

McNair Fellowship
The Ronald E. McNair Scholars Program strives to increase the number of graduate degrees awarded to students from low-income, first-generation and underrepresented groups. The program pairs academically promising undergraduate scholars with graduate faculty mentors, who advise them as they develop, conduct and publicly present original research projects.

The McNair Graduate Fellowship program encourages McNair Scholars who have successfully completed an undergraduate degree and who demonstrate high excellence to attend graduate school.
There will be up to three McNair Graduate Fellowships awarded for the 2016-2017 academic year. The McNair Fellowship is a multi-year award based on the student’s degree program (master’s or doctoral). Each award includes:

- A $5000 stipend supplement for 4 years (doctoral students)
- A $2,500 stipend supplement for 2 years (master’s students)
- A 0.50 FTE Graduate Teaching or Research Assistantship
- A full tuition waiver for the total number of hours required to complete the degree
- A subsidy for the basic student health insurance plan

Continuation of the award is contingent upon the student making satisfactory progress towards the degree and the academic unit’s ongoing commitment to provide a 0.50 GTE Graduate Teaching or Research Assistantship

ELIGIBILITY CRITERIA
To be eligible for nomination an applicant must:

- Be an incoming master’s or doctoral student
- Hold a Qualified Graduate Assistantship
- Successfully have completed an undergraduate McNair Scholars Program
- Have at least a 3.50 admission grade point average

NOMINATION PROCESS
Nomination materials should be submitted to the Graduate College, attention: Clarissa Dobrinski, by the application deadline (see below). Nomination materials must include:

- Departmental nomination request
- A copy of the application packet (include University, Graduate College, and department admission materials)
- Verification of completion of an undergraduate McNair Scholars Program
- Verification of assistantship
- Letter of support from the chair of the academic unit

SELECTION PROCESS
An ad hoc committee will review the nominations following the spring deadlines and recommend recipient(s) to the Graduate Dean.

APPLICATION DEADLINE  February 1 and March 15
(Students nominated for the February 1 deadline will not be reconsidered for the March 15 deadline.)
Research and Travel Funds - Graduate Students (College of Education)

Funds are available for graduate students (Masters or Doctoral) on the Norman campus to help pay expenses related to:

- Travelling to make a presentation at an academic conference or
- Conducting research

A graduate student may apply **once per academic year** for support for travel to a conference or for research-related activities. Typically, the Research Committee tries to fund up to one-third of costs. The maximum award is $1000. You will need to provide expense receipts to receive reimbursement. Additional travel support may be available through your department (ask a member of the departmental staff) and the Graduate College. Information about Graduate College support for travel is available at this link: [http://www.ou.edu/content/gradweb/student_resources.html](http://www.ou.edu/content/gradweb/student_resources.html).

**Directions for applying for funds:**

1. **Complete the online Qualtrics form**
2. The online form requires an estimate of costs. Fill in every box, including typing in $0 if the expected amount is $0.
3. Specify details (travel support or research support, location of conference, summary of anticipated expenses) in the box for narrative (10,000 character limit).
4. If presenting a paper, upload a letter of acceptance or copy the page from the conference program that features your presentation. If you are asking for research support, upload the IRB approval letter.
5. Upload a letter or an email from an OU faculty member who supports your application. You will need to contact an OU Faculty and request a letter.
6. When you click Submit at the bottom of the application, you will receive a pop up that says “SUCCESS!” If you need help with the online form, please email Graduate Programs Support at jrcoe_gps@ou.edu.

**What does NOT qualify for Travel and Research Funding?**

- Food or other expenses for participants in a research study
- Class projects
- Requests for disbursements over $1000
- Any reimbursement request submitted more than 120 days after the event

**Deadlines:**

For travel planned for July 1 – December 31, the deadline is **October 1**. Awards are announced in November.

For travel planned for January 1 – June 30, the deadline is **March 1**. Awards are announced in April.

Of course, funds may fluctuate due to factors beyond the control of the Research Committee, such as the
number of applications and the annual budget. Contact Graduate Programs Support at gps_jrcoe@ou.edu if you have questions.

Other Funding Opportunities for Graduate Students

Website: http://www.ou.edu/content/gradweb/funding_and_aid/fogs.html
This page provides information on the most recent outside scholarship or grant opportunities for funding doctoral dissertations, masters theses, and/or professional research.

PIVOT Funding Search provides the most comprehensive source of funding information available on the Web, with more than 24,000 records, representing over 400,000 funding opportunities.

Center for Research Program Development and Enrichment (CRPDE)
CRPDE was established to assist OU faculty, research scientists, postdocs and students in their efforts to build strong and competitive programs for research, scholarship and creative activities. The Center helps to identify funding opportunities for research projects and assist with the development of proposals for external funding.

Additional Sources from DEP Handbook

In an effort to assist graduate students in locating funding opportunities, the Graduate College provides access to the Community of Science National Funding Opportunities database (https://pivot.cos.com/login).

This comprehensive listing of funds from various government agencies, private foundations, industries and academic institutions offers eligible students excellent opportunities for advanced study. Each entry contains a brief description of the program and an address to obtain further information. Assistance in preparing applications and proposals is available from Proposal Services, located in the Office of Research Services at 201 David L. Boren Blvd. Proposal Services can be contacted at (405) 325 – 4757 (http://ors.ou.edu/proposal/ops.html).
Appendix 7

Memo of Understanding (Specialty Practicum)

On this______day of_____________________, 20_____, the Board of Regents of the University of Oklahoma, by and through the College/University/Department of__________________________ (“the University”), and __________________________ (“the Facility”), agree that Students enrolled at the University may engage in a Specialty Practicum/Internship (“Practicum/Internship”) at the Facility, according to the following conditions:

A. The University and the Facility jointly agree:

1. This Agreement shall be effective beginning__________________________, 20 , and ending_____________________, 20_. Either party may terminate this Agreement by giving the other advance written notice of termination of not less than thirty (30) days. The Agreement may be terminated at any time by mutual consent. If this Agreement is terminated during a Practicum/Internship, however, the parties agree to allow current Students to complete the Practicum/Internship.

2. Access to Student records shall be governed by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, commonly known as “FERPA,” and all other applicable laws.

3. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. seq.) are incorporated into this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, sex, political beliefs, or veteran’s status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran’s Assistance Act of 1974, 38 U.S.C. §4212.

4. Any compensation or payment between the parties will be obtained through external funding sources.

5. Neither party nor any of its participants shall publish any materials as a direct result of the Practicum/Internship, without giving the non-publishing party an opportunity to review and respond to the publication in advance. No confidential information of the Facility, its staff or clients may be included in any publication without prior written notice to the Facility.

6. If a conflict arises between an employee of the Facility and a Student, the Specialty Practicum/Internship Coordinator and Facility Coordinator shall intervene in an attempt to resolve the matter. The Facility may require that the University immediately remove a Student from a Practicum/Internship rotation when that individual exhibits clearly inappropriate behavior; is
disruptive of Facility services, management, or operations; does not comply with Facility rules or policies; or poses a threat to the health, safety or welfare of a client, guest or employee of the Facility. The Facility shall promptly inform the Practicum/Internship Coordinator of the circumstances, who will inform the University, and the University shall remove the Student from the Practicum/Internship rotation.

7. The parties agree not to use each other’s names or logos in any publications or advertising without prior written approval from the other party.

8. The parties will mutually determine the schedule of Student assignments and the number of Students who will participate in the Practicum/Internship rotation.

B. Responsibilities of the University:

1. The University shall designate a University employee to serve as the coordinator for the Practicum/Internship (Practicum/Internship Coordinator) to work directly with Facility personnel and coordinate all aspects of the Practicum/Internship with the Facility and assist in developing Student assignments, training activities and Student evaluations.

2. The University shall require Students to have transportation to and from the Facility, to arrive and depart promptly, and to park in areas designated by the Facility.

3. The University shall be responsible for all actions, activities and affairs of the Students and University employees during the Practicum/Internship to the extent required by Oklahoma law.

4. The University shall be responsible for planning and implementing the educational program, including administration, programming, curriculum content, books and materials, faculty appointments, eligibility and admission criteria, Student selection, matriculation, promotion, graduation, Student performance evaluation, references and all academic aspects of the Practicum/Internship programs.

5. The University shall require each participating Student to complete, sign and return Attachment A, “Student Acknowledgement and Release.”

6. The University will provide policies, rules, regulations and procedures that are applicable to Students who are participating in the Practicum/Internship rotation.

C. Responsibilities of the Facility:

1. The Facility will provide the Student with appropriate training exercises/experiences and resources to foster the Student’s learning experience.

2. The Facility will provide the actual supervision and control of the Student’s activities within the Facility.
3. The Facility will communicate immediately with the Practicum/Internship Coordinator any concern regarding the Student’s performance or progress. At least annually, the Facility will provide to the Practicum/Internship Coordinator a written evaluation of Student performance.

4. The Facility shall designate a Facility employee to serve as its coordinator (the “Facility Coordinator”) for the Practicum/Internship and to work directly with the Practicum/Internship Coordinator to plan and coordinate the Practicum.

5. The Facility shall provide copies of the Facility’s policies, rules, regulations and procedures that are applicable to Students who are participating in the Practicum/Internship rotation to the Practicum/Internship Coordinator who will make them available to the Students.

6. The Facility shall provide an orientation to the Student that includes a tour of the Facility and addresses any facilities or procedures of a particular Facility department pertinent to the Practicum/Internship.

7. The Facility shall permit Students to assist in the provision of counseling-related services to Facility clients, but the Facility may restrict their activities as it sees fit.

8. The Facility shall provide parking in designated areas for Students and the Practicum/Internship Coordinator.

9. The Facility shall permit the University and its accreditation agencies to visit tour and inspect the Facility’s facilities and records relating to the Practicum/Internship on reasonable notice during the Facility administration’s regular business hours, subject to requirements of client confidentiality, legal compliance requirements of the Facility, and minimizing disruption or interference with Facility operations, including client care activities.

10. The Facility shall make its classrooms, conference rooms and library facilities available to the University for the Practicum/Internship, without charge, subject to availability and Facility policies regarding use of its facilities.

D. Miscellany

1. Termination.

   a. Termination for Convenience. The Agreement may be terminated at any time by mutual consent. Furthermore, either party may terminate this Agreement by giving the other advance written notice of termination of not less than thirty (30) days. If this Agreement is terminated during a Practicum/Internship, however, the parties agree to allow Students currently enrolled and participating in a Practicum/Internship, to complete the Practicum/Internship.

   b. Termination for Material Breach. If either party defaults for failure to comply with the material terms of this Agreement, the other party may terminate this Agreement by giving at least 30 days prior written notice to the defaulting party, specifying in reasonable detail the nature of the default, unless the defaulting party remedies the default within the 30 day period. This provision shall not constitute an election of remedies by either party, and each party shall have and retain all rights.
and remedies that may be available at law or in equity in the event of breach or default by the other party.

2. **Responsibility for Actions.** Each party shall be responsible for its own acts and omission and the acts and omissions of its employees, officers, directors and affiliates as provided by Oklahoma law. The University’s liability shall be governed by the Oklahoma Governmental Tort Claims Act.

3. **Disclaimer of Intent to Become Partners.** The Facility and the University shall not by virtue of this Agreement be deemed to be partners or joint ventures. Neither party shall incur any financial obligation on behalf of the other.

4. **Confidentiality.** The University shall require the Practicum/Internship Coordinator and Students to, keep confidential and not divulge to anyone else any of the proprietary, confidential information of the Facility, including client information, unless such information (a) is or becomes generally available to the public other than as a result of disclosure by the University or any of the Students, or (b) is required to be disclosed by law or by a judicial, administrative or regulatory authority. The University, the Practicum/Internship Coordinator, and Students shall not use such information except as required to provide client services in the Practicum/Internship rotations.

5. **HIPAA Compliance.**

   a. The University shall require the Practicum/Internship Coordinators and Students to, appropriately safeguard the protected health information of patients, in accordance with applicable provisions of the Health Insurance Portability and Accountability Act of 1996, as it may be amended from time to time (“HIPAA”) and applicable law. The Practicum/Internship Coordinator and Students may use and disclose protected health information solely for the education and care purposes contemplated by this Agreement.

   b. With respect to information obtained or received from the Facility, the University shall: (i) not use or further disclose the information other than as permitted or required by this Agreement or as required by law; (ii) use appropriate safeguards to prevent use or disclosure of the information other than as provided for by this Agreement; (iii) report to the Facility any use or disclosure of the information not provided for by this Agreement of which the University becomes aware; and (iv) require that any agents, including a subcontractor, to whom the University provides protected health information received from, or created or received by the University on behalf of, the Facility agrees to the same restrictions and conditions that apply to the Facility with respect to such information.

6. **Governing Law.** The validity, construction and enforcement of this Agreement and all disputes that may arise in connection with its performance shall be governed by the laws of the State of Oklahoma without giving force or effect to its choice of law provisions. Any legal action relating in any manner to the subject matter of this agreement shall be filed in a court of competent jurisdiction in the state of Oklahoma, to which jurisdiction and venue the parties expressly agree.
7. **Entire Agreement.** This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties.

**E. Responsibilities of the Student:**

See Attachment A that the Student and one witness shall sign and date.

APPROVED:

Director of Training, Counseling Psychology ___________________ Date ____________________
University of Oklahoma, Department of Educational Psychology

Facility Representative ___________________ Date ____________________
ATTACHMENT A
STUDENT ACKNOWLEDGEMENT AND RELEASE

On this __ day of ___________________, 20 ____________

("the Student") accepts the following responsibilities in order to participate in the Practicum with the Facility:

A. The Student shall act professionally and ethically at all times at the Facility.

B. The Student shall respect the confidentiality of information that the Facility indicates is confidential, and any personal, sensitive, or private information that he/she discovers or has access to, including but not limited to medical records, both during and after the Practicum.

C. The Student shall adhere to Facility and University policies, procedures, and operating standards, and complete and submit all required documentation, including proof of immunizations, drug tests or background checks.

D. The Student will prepare for and participate in any evaluation conferences that the University or Facility may require.

E. The Student is responsible for acquiring and maintaining his/her own health and accident, automobile, and professional liability insurance, if required.

F. Participation in this Practicum does not make the Student an employee of the Facility or the University or entitle him/her to financial remuneration, unless agreed by the Facility and Student in advance and in writing.

G. The Student travels to and from the practicum/internship at his/her own expense and risk.

These terms shall serve as a release and assumption of risk for myself, my heirs, estate, administrator, assignees, legatees, members of my family, and any other representative. APPROVED:

____________________  ____________________  _______________________
Student signature               Date                         Print Student name

____________________  ____________________  _______________________
Witness signature              Date                         Print Witness name
Appendix 8

Externship Agreement

Student Name: [TYPE YOUR NAME HERE]

Counseling Psychology Doctoral Program
Jeannine Rainbolt College of Education at the University of Oklahoma

Externship Site: [TYPE HERE Site name & location]
Site Supervisor: [TYPE HERE Supervisor name, degree, title, license # (must be licensed)]
Term of Externship: [TYPE HERE Term, year]
Supervisor Email and Phone: [TYPE HERE]

Student agrees to do the following during each academic term for which this agreement applies:

- [TYPE HERE A DESCRIPTION OF THE services and activities you will perform on this site as well as the population served and number of hours per week that you will serve at this site].
- [TYPE HERE THE number of credit hours (must be 3-4 hours on site, minimum, per credit hour and must enroll pass/fail)].
- Participate in a minimum of 1 hour of supervision with the site supervisor for every 5 hours of client contact.
- Behave in a professional and ethical manner in all externship activities, including compliance with all record-keeping guidelines.
- Provide a copy of the end of term supervisor’s evaluation and hour logs to the instructor of record (training director). If materials are turned in later than 4 pm the Thursday of finals week you may receive an ‘Incomplete’ for the class. Let the externship instructor know if you will not have your materials in on time. Upon receipt of materials the incomplete will be removed.
- Maintain insurance coverage.
- Register for externship credits during the time frame of the externship.
- Read Counseling Psychology Student Handbook requirements for externship.
- Read all readings and materials as assigned by site supervisor.

Supervisor agrees to the following during each academic term for which this agreement applies:

- Provide a minimum of 1 hour of face-to-face supervision of the student’s externship activities and experiences for every 5 hours of direct client contact by the student.
- Provide an end of term evaluation of the student’s performance that is based in part on direct observation of student, consisting of in vivo observation (including co-therapy), digital/electronic recording review, and/or audiotape review.
- Contact the Director of Training of the Counseling Psychology Program should any ethical or professional concerns arise involving the externship student.

_________________________________ _______________________________
Student name, degree Date
Counseling Psychology Doctoral Student, University of Oklahoma
<table>
<thead>
<tr>
<th>Supervisor name, title, degree</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Psychology Advisor</td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology Externship Instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

Supervisee: 
Supervisor: 
Semester/year: 

University of Oklahoma 
Counseling Psychology Ph.D. Program 
PRACTICUM EVALUATION

Method(s) of Observation:

_____ Live observation
_____ Review of notes, assessments/case conceptualizations
_____ Videotape
_____ Review of raw test data
_____ Audiotape
_____ Discussion of clinical interactions/processes
_____ Co-therapy with trainee
_____ Discussion of personal/professional development
_____ Case review/management
_____ Comments from peers/staff about supervisee

DIRECTIONS: Below are several general areas of professional competencies, each with a set of specific skills or behaviors for evaluation. Please use the following rating scale:

<table>
<thead>
<tr>
<th>Harmful to another’s welfare</th>
<th>Competency has not been demonstrated/observed</th>
<th>Competency has been demonstrated</th>
<th>No opportunity to observe or evaluate (Unable to Evaluate)</th>
<th>Competency is not required for this level of training or for this site</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>N</td>
<td>Y</td>
<td>U/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

That is, provide a numeric rating for each skill or behavior listed which best reflects the trainee’s competence as observed in the most recent evaluation period. If you have not been able to observe or evaluate this skill, write “U/A” for “Unable to Evaluate.” For areas that are not required for this level of training or for this site, write “N/A.”

I. Communication and Interpersonal Skills

In particular, the practicum seeks to enhance students’ skills in forming relationships and developing appropriate interpersonal skills.

**Competency 2.2a:** Students demonstrate the ability to collaborate in training, clinical practice, and research.

**Competency 2.2b:** Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.

**Competency 2.2c:** Students are responsive to feedback from faculty, supervisors, and peers. **Competency 2.2d:** Students engage in critical self-exploration of attitudes, assumptions, behaviors, meanings and values relevant to the practice of counseling psychology

**Competency 2.2e:** Students demonstrate self-awareness of personally held attitudes,
assumptions, behaviors, meanings and values as they relate to all aspects of clinical work

<table>
<thead>
<tr>
<th>RATING</th>
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<table>
<thead>
<tr>
<th>a) with clients:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Ability to take a respectful, helpful, and professional approach to clients</td>
</tr>
<tr>
<td>2) Ability to form a working alliance</td>
</tr>
<tr>
<td>3) Ability to deal with conflict and negotiate differences</td>
</tr>
<tr>
<td>4) Ability to understand and maintain appropriate professional boundaries</td>
</tr>
<tr>
<td>5) Ability to develop authentic relationships with clients</td>
</tr>
<tr>
<td>6) Ability to demonstrate empathic understanding with clients</td>
</tr>
<tr>
<td>7) Ability to competently engage in process oriented communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) with colleagues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8) Ability to work collegially with fellow professionals</td>
</tr>
<tr>
<td>9) Ability to support others and their work and to gain support for one’s own work</td>
</tr>
<tr>
<td>10) Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c) with supervisors, the ability to make effective use of supervision, including:</th>
</tr>
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<tbody>
<tr>
<td>11) Ability to work collaboratively with the supervisor and other professionals (Collaboration refers to understanding, sharing and working by a set of common goals for supervision.)</td>
</tr>
<tr>
<td>12) Demonstrates preparedness for supervision</td>
</tr>
<tr>
<td>13) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations</td>
</tr>
<tr>
<td>14) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment about when supervisory input is necessary</td>
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<table>
<thead>
<tr>
<th>d) with support staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15) Ability to be respectful of support staff roles and individuals</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>e) with community professionals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>16) Ability to communicate professionally and work collaboratively with community professionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f) in the clinic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>17) Ability to understand and observe the agency’s policies, operating procedures, and HIPAA requirements</td>
</tr>
<tr>
<td>18) Ability to participate in furthering the work and mission of the clinic</td>
</tr>
<tr>
<td>19) Ability to contribute in ways that will enrich the clinic as a practicum experience for future students</td>
</tr>
</tbody>
</table>
2. **Individual and Cultural Diversity**

Competent professional practice requires awareness, knowledge, and skills related to cultural diversity, broadly defined (e.g., age, gender, race/ethnicity, family structure, ability, sexual orientation, religion, social class).

Practicum training encourages supervisees to demonstrate an openness to considering their own biases, acquire knowledge of diverse groups, and develop skills for intervening with and assessing a diverse array of clients.

1.3b Students demonstrate ability to integrate assessment data and do comprehensive conceptualization of diverse clients, including an appropriate treatment plan and effective interventions.

3.1a Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, etc.)

3.1b Students apply knowledge of diversity issues to all aspects of clinical work.

3.1c: Students demonstrate awareness of and commitment to multicultural counseling competency and relevant professional guidelines (e.g., APA's Multicultural Guidelines, Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients) in their professional interactions.

3.3a Students recognize connections among injustice, oppression, and privilege, and mental health, and the responsibility of counseling psychologists to address these issues from a perspective informed by ethical practice.

3.3b Students demonstrate critical self-awareness in areas such as privilege, power, social justice, and interpersonal impact.

3.3c Students demonstrate multicultural competency in clinical case conceptualization, intervention, and evaluation of treatment.

<table>
<thead>
<tr>
<th>RATING</th>
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<tbody>
<tr>
<td>20) Ability to reflect on own knowledge/understanding of the principles and empirical findings related to individual and cultural differences as they apply to working with clients</td>
</tr>
<tr>
<td>21) Ability to achieve rapport with almost all clients</td>
</tr>
<tr>
<td>22) Ability to be sensitive to clients’ cultural and other individual differences and be committed to providing culturally-responsive services</td>
</tr>
<tr>
<td>23) Ability to critically self-reflect regarding privilege, power differentials, social justice, and interpersonal impact</td>
</tr>
<tr>
<td>24) Ability to be guided by diversity awareness and social justice values in case conceptualization, intervention, and treatment evaluation</td>
</tr>
<tr>
<td>25) Ability to practice in a manner that integrates multicultural competence</td>
</tr>
</tbody>
</table>

**COMMENTS:**
3. Assessment Skills

Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment throughout the course of treatment, psychological testing (if indicated), and the evaluation of the outcome of psychological service. A foundation of knowledge and skill is needed for psychological assessment.

1.3a Students demonstrate competence in theories and methods of assessment and diagnosis.
1.3b Students demonstrate ability to integrate assessment data and do comprehensive conceptualization of diverse clients, including an appropriate treatment plan and effective interventions.

<table>
<thead>
<tr>
<th>RATING</th>
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</thead>
<tbody>
<tr>
<td>26) Ability to select and implement multiple methods of evaluation that are responsive to and respectful of diverse individuals, couples, families and groups</td>
</tr>
<tr>
<td>27) Ability to use systematic approaches to gathering data to inform clinical decision-making</td>
</tr>
<tr>
<td>28) Knowledge of psychometric issues and bases of assessment methods</td>
</tr>
<tr>
<td>29) Knowledge of issues related to integration of different data sources</td>
</tr>
<tr>
<td>30) Ability to integrate assessment data from different sources for diagnostic purposes</td>
</tr>
<tr>
<td>31) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches</td>
</tr>
<tr>
<td>32) Ability to make effective use of supervision to implement and enhance assessment skills</td>
</tr>
</tbody>
</table>


Intervention includes preventive, developmental and rehabilitative interventions. (The mention below of competencies in empirically supported practice is not intended to restrict the range of training to a particular domain of interventions and should be suggestive of more broadly defined evidence-based practice.)

1.3c Students demonstrate ability to provide effective psychological interventions.
1.3d Students demonstrate ability to evaluate efficacy of interventions.
2.1a Students demonstrate knowledge of a range of theoretical perspectives in clinical case conceptualization, intervention, and evaluation of treatment.

<table>
<thead>
<tr>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>33) Ability to formulate and conceptualize cases</td>
</tr>
<tr>
<td>34) Ability to plan and implement treatments</td>
</tr>
<tr>
<td>35) Ability to implement intervention skills, covering a wide range of developmental, preventative, and rehabilitative interventions, including psychotherapy and psycho-educational interventions</td>
</tr>
<tr>
<td>36) Ability to deal effectively with crisis management and psychological/psychiatric emergency situations as noted in clinic policy and procedure manual</td>
</tr>
<tr>
<td>37) Demonstrates knowledge regarding psychotherapy theory, research and practice</td>
</tr>
<tr>
<td>38) Demonstrates knowledge regarding evidence-based methods and relationships</td>
</tr>
</tbody>
</table>
39) Ability to assess and utilize treatment progress and outcome evaluations
40) Ability to link concepts of therapeutic process to specific intervention strategies
41) Ability to make effective use of supervision to implement and enhance skills

a) Specific Intake Skills:
42) adequately identifies and clarifies nature of the client’s presenting problem
43) gathers sufficient information and history in relevant areas
44) assesses client strengths and problem areas
45) identifies environmental stressors and support systems that bear on client issues
46) assesses for suicidal/homicidal ideation
47) demonstrates appropriate balance between information gathering and attention to the therapeutic relationship
48) writes accurate, thorough intake reports

b) Specific Psychotherapy Skills:
49) basic counseling skills, case management and paperwork
50) recognizes and is responsive to client nonverbal behavior
51) able to deepen session, using affective, cognitive and/or behavioral content
52) uses silence effectively
53) uses confrontation effectively and appropriately
54) offers interpretations effectively and appropriately
55) uses self-disclosure appropriately
56) uses immediacy interventions appropriately
57) addresses issues related to client motivation/readiness/resistance
58) uses the interpersonal and counseling process to facilitate change
59) able to work collaboratively with clients to identify, examine, and deepen affective understanding
60) able to identify thematic content and to intervene at a thematic level
61) demonstrates group therapy skills (if groups conducted)
62) demonstrates couple or family therapy skills (if couples/families seen)

COMMENTS:

5. Ethics and Legal Standards; Professional Values, Attitudes, and Behaviors; Supervision:
Practicum training is a key experience in professional development for psychologists-in-training. Certain central features that characterize professional development in later professional life are a particular focus during the practicum and serve as a foundation for continuing professional development. These can be gathered under two headings:

1.1a Students demonstrate knowledge of the bases of scientific and professional psychology (e.g., developmental, biological, cognitive/affective, and social aspects of behavior, and the history of the discipline of psychology).

2.2c Students are responsive to feedback from clients, faculty, supervisees, and peers.

2.2d Students engage in critical self-exploration of attitudes, assumptions, behaviors, meanings, and values relevant to the practice of counseling psychology.

2.2e Students demonstrate self-awareness of personally held attitudes, assumptions, behaviors,
meanings, and values as they relate to all aspects of clinical work.

2.2f Students demonstrate awareness of their strengths and areas of needed development in order to practice as a competent and ethical professionals.

2.3a Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA’s ethical standards).

2.3b Students demonstrate competence in applying established ethical principles and practices in all facets of their professional work.

2.3c Students are knowledgeable about HIPAA and privacy issues salient to the practice of psychology.

3.2b Students demonstrate commitment to learning and applying multicultural counseling competencies.

---

### a) Practical Skills to Maintain Effective Clinical Practice

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>63) Timeliness</td>
<td>Completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments</td>
</tr>
<tr>
<td>64) Writes and maintains accurate and thorough notes and records</td>
<td></td>
</tr>
<tr>
<td>65) Negotiating/managing fees and payments</td>
<td></td>
</tr>
<tr>
<td>66) Identifying when personal distress or impairment might interfere with professional performance</td>
<td></td>
</tr>
<tr>
<td>67) Seeking consultation and using resources that support healthy functioning when experiencing personal distress</td>
<td></td>
</tr>
</tbody>
</table>

### b) Professional Development Competencies:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>68) Critical thinking and analysis</td>
<td></td>
</tr>
<tr>
<td>69) Time management</td>
<td></td>
</tr>
<tr>
<td>70) Self-awareness, understanding, and personal reflection</td>
<td></td>
</tr>
<tr>
<td>71) Awareness of personal identity (e.g., relative to individual and cultural identities)</td>
<td></td>
</tr>
<tr>
<td>72) Awareness of one’s own beliefs and values as they relate to and impact professional practice and activity</td>
<td></td>
</tr>
<tr>
<td>73) Social intelligence; ability to interact collaboratively and respectfully with other colleagues</td>
<td></td>
</tr>
<tr>
<td>74) Willingness to acknowledge and correct errors, assume responsibility for work</td>
<td></td>
</tr>
<tr>
<td>75) Willingness to challenge self to move toward deeper self-awareness and professional development</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Please comment on the overall strengths of the supervisee:
Overall areas of growth for the supervisee:

______________________________  __________________
Supervisor’s Signature          Date

By signing below, I attest that I have reviewed this evaluation and have discussed it with my supervisor.

______________________________  __________________
Supervisee’s Signature          Date

_____ I agree with the comments herein.

_____ I do NOT agree with the comments herein, and my response is noted on back of page.

RESPONSE (if desired):
Appendix 10

University of Oklahoma Counseling Psychology
PRACTICUM STUDENT EVALUATION OF SUPERVISOR

Student printed name and signature: ______________________________________________________

Supervisor printed name and signature: _____________________________________________________

Site: ___________________________  Semester/ Date: ____________________________

How satisfied are you with the following aspects/components of supervision?

1. Established an effective supervision agreement.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

2. Provided support and advocacy for me in performing services and training activities as needed.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

3. Showed support and interest in my professional development.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

4. Intentionally developed a safe space for me to talk about my areas of growth.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

5. Effectively helped me with increasing my clinical skills.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

6. Willing and able to commit adequate time to my training needs and goals.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

7. Clearly articulated expectations of supervisee.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

8. Helped me identify and clarify my training goals for the Semester.
9. Provided specific feedback regarding my skills, progress, and growth areas.
   Unsatisfied 1--2--3--4--5  Very satisfied N/A

10. Gave helpful suggestions for dealing with specific clinical problems.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

11. Developmentally congruent receptivity to and respect for my ideas and opinions.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

12. Provision of positive and challenging feedback in a growth-inducing manner.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

13. Provided an adequate amount of structure.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

14. Watched or listened to client session video/audio tapes and provided helpful feedback.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

15. Reviewed session case notes, treatment plans, and Semesterination reports in a timely manner and provided helpful feedback.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

16. Demonstrated multicultural awareness and sensitivity in the supervisory relationship.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

17. Helps me think about my role as an agency member.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A

18. Demonstrated knowledge and skills regarding clinical case conceptualization, intervention, and ethical/legal issues.
    Unsatisfied 1--2--3--4--5  Very satisfied N/A
19. Facilitated discussions that helped increase awareness of multi-cultural factors influencing myself and my clients.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

20. Supervisor facilitated my skill development as a multi-culturally skilled therapist.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

22. Willing to be available for brief consultation outside of supervision if needed.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

23. Facilitated discussion of personal and professional issues impacting my clinical work.
   Unsatisfied  1---2---3---4---5  Very satisfied  N/A

Overall, I would rate this supervisory experience as:
   Unsatisfied  1---2---3---4---5  Very satisfied

Summary Statement:
1) What was most helpful in supervision?

2) What was least helpful in supervision?

3) Please note any additional needs for next Semester.
# Appendix 11

University of Oklahoma
Counseling Psychology Doctoral Program

SUPERVISOR EVALUATION OF STUDENT
PROFESSION WIDE COMPETENCIES

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Your Advisor:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Year in Program (1рг, 2нд, 3нд, etc.):**

**Program Milestones Completed** (check all that apply):
- ACR ____
- 6050 ____
- General and Oral Exam ____
- Prospectus ____
- Dissertation ____
- Internship ____

**Clinical Hours Accrued:**
- Number of direct service hours this year ____
- Number of direct service to date ____
- Number of assessment hours this year ____
- Number of assessment hours to date ____
- Number of supervision hours this year ____
- Number of supervision hours to date ____

**Competency Area Global Rating Scale:**
- **No:** Student does not demonstrate competency
- **Yes:** Student demonstrates competency
- **Not Yet:** Student is not yet expected to demonstrate competency

## PROFESSION WIDE COMPETENCIES

1. **RESEARCH:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan; respect for scientifically derived knowledge; conducting research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities

<table>
<thead>
<tr>
<th>1. Displays critical scientific thinking; values and applies scientific methods to professional practice</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
II. ETHICAL AND LEGAL STANDARDS: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | Yes | No | Not Yet |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5. Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. Displays ethical attitudes and values; integrates own moral principles/ethical values in professional conduct</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

III. INDIVIDUAL AND CULTURAL DIVERSITY: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | Yes | No | Not Yet |
| 8. Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others; monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | Yes | No | Not Yet |
| 9. Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings; applies knowledge of others as cultural beings in assessment, treatment, and consultation | Yes | No | Not Yet |
| 10. Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others; applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | Yes | No | Not Yet |
| 11. Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation | Yes | No | Not Yet |

IV. PROFESSIONAL VALUES AND ATTITUDES: Behavior and comportment that reflect the values and attitudes of psychology. | Yes | No | Not Yet |
<p>| 12. Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values | Yes | No | Not Yet |
| 13. Understands how to conduct oneself in a professional manner; communication and physical conduct (including attire) is professionally appropriate, across different settings | Yes | No | Not Yet |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>14.</strong> Accountable and reliable; accepts responsibility for own actions</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>15.</strong> Demonstrates awareness and acts to understand and safeguard the welfare of others</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>16.</strong> Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>17.</strong> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>18.</strong> Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>V. COMMUNICATION AND INTERPERSONAL SKILLS:</strong> Relate effectively and meaningfully with individuals, groups, and/or communities.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>19.</strong> Forms/maintains productive and respectful relationships with clients, peers, supervisors and professionals from other disciplines</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>20.</strong> Displays affective skills; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>21.</strong> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>VI. ASSESSMENT:</strong> Assessment and diagnosis of problems, capabilities and issues associated with individuals and/or groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>22.</strong> Demonstrates basic knowledge of scientific, theoretical, and contextual basis of test construction and interviewing; selects assessment measures with attention to issues of reliability and validity</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>23.</strong> Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>24.</strong> Demonstrates knowledge of measurement across domains of functioning and practice settings; selects appropriate assessment measures to answer diagnostic question</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>25.</strong> Demonstrates knowledge of formulating diagnosis and case conceptualization; utilizes systematic approaches of gathering data to inform clinical decision-making</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>26.</strong> Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>27.</strong> Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>VII. INTERVENTION:</strong> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>28.</strong> Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>29.</strong> Displays clinical skills</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>30.</strong> Implements evidence-based interventions</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>31.</strong> Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>32.</strong> Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>33.</strong> Demonstrates knowledge, understanding, and application of the concept of evidence-based practice</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>34.</strong> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>35.</strong> Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>36.</strong> Understands the differences between individual and institutional level interventions and system's level change; promotes change to enhance the functioning of individuals</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>VIII. SUPERVISION:</strong> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>37.</strong> Demonstrates straightforward, truthful, and respectful communication in supervisory relationship; effectively participates in supervision</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>38.</strong> Demonstrates knowledge of, purpose for, and roles in supervision</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
<tr>
<td><strong>39.</strong> Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice</td>
<td>Yes</td>
<td>No</td>
<td>Not Yet</td>
</tr>
</tbody>
</table>
40. Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices  
Yes  No  Not Yet

41. Displays interpersonal skills of communication and openness to feedback; demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals  
Yes  No  Not Yet

42. Provides helpful supervisory input in peer and group supervision  
Yes  No  Not Yet

IX. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals; knowledge of key issues and concepts in related disciplines; identify and interact with professionals in multiple disciplines.

43. Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)  
Yes  No  Not Yet

44. Identifies literature and knowledge about process of informing consultee of assessment findings  
Yes  No  Not Yet

45. Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings  
Yes  No  Not Yet

46. Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals  
Yes  No  Not Yet

47. Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning  
Yes  No  Not Yet

48. Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals  
Yes  No  Not Yet

49. Develops and maintains collaborative relationships and respect for other professionals  
Yes  No  Not Yet

50. Forms autonomous judgment of organization's management and leadership  
Yes  No  Not Yet

51. Demonstrates awareness of roles of management in organizations  
Yes  No  Not Yet

52. Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures  
Yes  No  Not Yet

Overall Assessment of Trainee’s Current Level of Competence  
Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions: (a) What are the trainee’s particular strengths and weaknesses?; and (b) Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
Faculty Overall Rating of Student: _____________________

Student is deemed ready for the following:

_____ Student has demonstrated readiness to proceed to practicum II
_____ Student has demonstrated readiness to proceed to an external specialty practicum
_____ Student has demonstrated readiness to proceed to internship
_____ Student has demonstrated readiness to proceed to post-doc and/or licensure
_____ Student is not yet ready to proceed. An explanation is provided with a plan for intervention or remediation. (Alternatively, remediation plan may be attached to this document).

Advisor: ___________________ Date: ________________

Students may sign, scan, and return via email to their advisers or send an email acknowledging that they have read and discussed the evaluation with their advisor.

Student: ___________________ Date: ________________
Appendix 12

Discipline-Specific Knowledge

Note: Course passed = grade of B- or better; Comprehensive Exam/Exams passed = score of 3 or higher

1. History and systems of psychology
   a. PSY 6923: History of Psychology course passed

2. Basic content areas
   a. Biological Aspects. EDPY 5293: Psychoneuropharmacology
   b. Affective and Cognitive Aspects. EIPT 6153: Motivation and Emotion
   c. Developmental Aspects. EDPC 5113: Human Development
   d. Social Aspects. PSY 5423: Current Theories in Social Psychology course

3. Advanced integrative knowledge of basic discipline-specific content areas
   a. SPSY 651: Cognitive & Affective Bases of Behavior course
   b. Scientific Aspects of Behavior Generals exam

4. Research methods
   a. Counseling Psychology Research Course: EIPT 6213: Advanced Measurement Theories
   b. Research Design/Statistics topics of Comprehensive Exam passed
   c. Dissertation Proposal defended
   d. Dissertation defended

5. Quantitative methods
   a. EIPT 5023: Analysis of Quantitative Data I course passed
   b. EIPT 6023: Analysis of Quantitative Data II course passed
   c. Research Design/Stats topic of Generals Exam passed

6. Psychometrics
   a. EDPY 6203: Personality Assessment course passed
   b. EDPY 6103: Individual Intellectual Assessment course passed
   c. Assessment Clinical Competency III passed
Appendix 13

Profession Wide Competencies
The University of Oklahoma
Doctoral Counseling Psychology Program

Note: Course passed = grade of B- or better; Comprehensive Exam/Exams passed = score of Competency Met
Descriptions for courses listed below are available on one.ou.edu

1. Research

Competencies

Trainees are expected to:

a. 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;

b. Conduct research or other scholarly activities; and

c. 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.

d. FOR INTERNS: Demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Required Training/Experiential Activities

b. EDPY 6050 Individual Research course

c. EDPY 6063 Counseling Psychology Research course

d. E IPT 5023 Analysis of Quantitative Data I course

e. E IPT 6023 Analysis of Quantitative Data II course

f. Predissertation Research Paper topic approval

g. CITI Certification obtained

h. Predissertation Research Paper written

i. Research Design/Statistics Generals Exam question written

j. Dissertation prospectus written

k. Dissertation and OU library electronic publication

l. Presentation at a professional conference

2. Ethics and Legal

Competencies

Trainees are expected to 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;
c. Relevant professional standards and guidelines;
d. Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas; and
e. Conduct self in an ethical manner in all professional activities.

Required Training/Experiential Activities

a. *EDPY 6403 Issues and Ethics in Counseling Psychology* course passed
b. CITI Certification completed
c. Ethics Question in General Exam passed
d. Practicum course (fall, spring, summer)
e. External Specialty Practicum course (fall, spring, summer)

3. Individual and Cultural Differences

Competencies

Trainees are expected to:

a. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
b. Demonstrate 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;
c. Demonstrate 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 to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during 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; and
d. Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
e. FOR INTERNS: Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Required Training/Experiential Activities

a. Practicum
b. External Specialty Practicum
c. Diversity/Multicultural Question Generals Exam passed. This item within the General Exam requires students to engage in a written and oral presentation of diversity/multicultural research and practice.
d. Diversity/Multicultural essay completed. Students are required to submit their APPIC internship essay that describes their multicultural development, competencies, and practice to their advisors for review prior to completing their APPIC internship applications.

4. Professional Values, Attitudes, and Behavior
Competencies

Trainees are expected to:

a. 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;
b. Engage in self-reflection regarding one’s personal and professional functioning;
c. Engage in activities to maintain and improve performance, well-being, and professional effectiveness;
d. Actively seek and demonstrate openness and responsiveness to feedback and supervision; and
e. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Required Training/Experiential Activities

- Practicum course (fall, spring, summer)
- External Specialty Practicum course (fall, spring, summer)

5. Communication and Interpersonal Skills

Competencies

Trainees are expected to:

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

Required Training/Experiential Activities

- Practicum course (fall, spring, summer)
- External Specialty Practicum course (fall, spring, summer)

6. Assessment

Competencies

Trainees are expected to demonstrate the following competencies:

a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics;
b. 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;
c. 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; and
d. 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.

Required Training/Experiential Activities

- *EDPY 6103 Individual Intelligence Testing* course passed
- *EDPY 6203 Personality Assessment* course passed
- Practicum course (fall, spring, summer)
- External Specialty Practicum course (fall, spring, summer)

7. Intervention

Competencies

Trainees are expected to demonstrate the ability to:

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

Required Training/Experiential Activities

a. *EDPY 6413 Theories of Counseling & Psychotherapy* course passed
b. *EDPY 6433 Advanced Group Counseling & Psychotherapy* course passed
c. *EDPY 6403 Issues and Ethics in Counseling Psychology* course passed
d. *EDPY 6483 Advanced Career Counseling* course passed
e. *EDPY 6423 Advanced Counseling Procedures* course passed
f. *EDPY 6463 Couples and Family Therapy* course passed
g. *EDPY 6503 Counseling Psychology – Supervision* course passed
h. Specialty Practicum course passed (fall, spring and summer)
i. Theoretical Orientation essay completed
j. APA Accredited Internship completed
k. Theoretical Orientation essay completed. Students write and submit to their advisor their APPIC
essay that describes their theoretical orientation before applying for the predoctoral internship.
l. Psychology internship completed.
8. Supervision

Competencies

Trainees are expected to:

a. Demonstrate knowledge of supervision models and practices.
b. FOR INTERNS: Apply this knowledge in direct or simulated practice with psychology trainees or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others and peer supervision with other trainees.

Required Training/Experiential Activities

a. *EDPY 6503 Counseling Psychology – Supervision & Consultation* course passed
b. *EDPY 6403 Issues and Ethics in Counseling Psychology* course passed

9. Consultation and Interprofessional/Interdisciplinary Skills

Competencies

Trainees are expected to:

a. Demonstrate knowledge and respect for the roles and perspectives of other professions; and
b. Demonstrate knowledge of consultation models and practices.
c. FOR INTERNS: Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include, but are not limited to, role-played consultation with others, peer consultation, provision of consultation to other trainees.

Required Training/Experiential Activities

- *EDPY 6403 Issues and Ethics in Counseling Psychology* course passed

Practicum/External Specialty Practicum evaluation meets competency – Other Areas of Competency (fall, spring and summer)

Outcome Measurement

These competencies are assessed regularly by faculty/supervisors to verify that competencies within each area and for each training element are met via the Annual Student Evaluation Form and Progress Reports, Practicum Evaluations and course/assignment grades.
Appendix 14
University of Oklahoma
Counseling Psychology Doctoral Program

SUMMARY OF PRACTICUM EVALUATIONS
2018

Supervisor Evaluation of Student Profession Wide Competencies

Practicum Students, 1st & 2nd Year
Site: OU Doctoral Counseling Psychology Clinic
Total Number of Students: 6
Semester: Spring 2018

<table>
<thead>
<tr>
<th>Student APA ID</th>
<th>Knowledge</th>
<th>Ethical &amp; Legal Standards</th>
<th>Individual &amp; Cultural Diversity</th>
<th>Professional Values, Attitudes, Behaviors</th>
<th>Communication &amp; Interpersonal Skills</th>
<th>Assessment</th>
<th>Intervention</th>
<th>Supervision</th>
<th>Consultation &amp; Interprofessional Skills</th>
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<tbody>
<tr>
<td>2017-000238-002</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
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<tr>
<td>2016-000238-002</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Total Mean Score of 9 PWCs</th>
<th>Supervisor’s Narrative Comments on Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Score</td>
<td>Comment</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2017-000238-002</td>
<td>3.88</td>
<td>Outstanding therapist. One of best first year doc students I have worked with. Strong use of theory and research. Reflective and critical thinker. Strong cultural and social justice awareness and values. Continue to expand theory and research scope and confidence in being more direct.</td>
</tr>
<tr>
<td>2017-000238-001</td>
<td>3.66</td>
<td>Strong basic skills and CBT skills and knowledge. Confident with clients and in processing concerns in supervision. Solid grasp of and comfort with applying research to practice. Continue to grow in theoretical scope and flexibility, timeliness of work, especially paperwork and in processing challenging peer interactions.</td>
</tr>
<tr>
<td>2016-000238-002</td>
<td>3.77</td>
<td>Wonderful therapist and student. Faced a challenging year health wise and kept me informed and worked to make professional adjustments in her work. Very good relational and cultural skills. She is excellent in using the interpersonal process in therapy. Can improve on scope and depth of theory and in using research and in timeliness of writing (however health was a big factor in this).</td>
</tr>
<tr>
<td>2016-000238-004</td>
<td>4</td>
<td>All around excellent and intern ready. Brilliant with theory and strong with relational, cultural and social justice skills. Is developing in use of research. Solid writer, always open and prepared for supervision.</td>
</tr>
<tr>
<td>2016-00238-001</td>
<td>4</td>
<td>She is an excellent therapist and supervisor. Solid professional skills in intervention, assessment, ethics. Outstanding cultural and social justice awareness. Strong boundaries and personal coping skills despite a challenging year personally. Intern ready. Can improve on theoretical scope and confidence.</td>
</tr>
<tr>
<td>2016-00238-003</td>
<td>4</td>
<td>She is an exceptional therapist. Very self and socially aware with solid grasp of theory and research. She is focused yet creative in her therapy work and thinking. She is ethical, prepared, timely and organized. She is intern ready and can grow in using her strengths with more confidence and independence.</td>
</tr>
</tbody>
</table>

**Supervisor Evaluation of Student Profession Wide Competencies**

External Specialty Practicum Students.
3rd–4th Year Students
Total Number of Students: 1
**Spring 2018**

<p>|            | 9 Profession Wide Competencies (PWCs) |</p>
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Knowledge</th>
<th>Ethical &amp; Legal Standards</th>
<th>Individual &amp; Cultural Diversity</th>
<th>Professional Values, Attitudes, Behaviors</th>
<th>Communication &amp; Interpersonal Skills</th>
<th>Assessment</th>
<th>Intervention</th>
<th>Supervision</th>
<th>Consultation &amp; Interprofessional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-000238-002</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name Student APA ID #</th>
<th>Total Mean Score of 9 PWCs</th>
<th>Narrative Comments on Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-000238-002</td>
<td>4</td>
<td>Dr. Jessica Duffel. OKC VA Ambulatory Care Clinic: Methodical in thinking. Rock solid in writing skills. Engaged team player. Delivers case presentations well for follow up providers. Astute awareness of cultural issues. Continue training in assessment as this is an area of her interest.</td>
</tr>
</tbody>
</table>

**Student Evaluation of Practicum**

(Overall Rating)

Practicum Students, 1st & 2nd Year
Site: OU Doctoral Counseling Psychology Clinic
Total Number of Students: 6
Semester: Spring 2018

<table>
<thead>
<tr>
<th>Name Student APA ID</th>
<th>Students’ Overall Rating</th>
<th>Narrative Comments: Students’ Experience in Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-000238-002</td>
<td>7</td>
<td>Dr. Pace OU: Challenging and supportive and really helped me gain confidence as well as clarity of focus.</td>
</tr>
<tr>
<td>2017-000238-001</td>
<td>6</td>
<td>Dr. Pace OU: Helpful and fair in supervision. Able to trust in confidential support. Available and helped me develop theoretical alternatives.</td>
</tr>
<tr>
<td>2016-000238-002</td>
<td>7</td>
<td>Dr. Pace OU: Appreciated his flexibility and supportiveness of my own personal and health needs this year. Helped me gain confidence and also clarity as to my strengths and professional beliefs.</td>
</tr>
<tr>
<td>2016-000238-004</td>
<td>6</td>
<td>Dr. Pace OU: I could trust my supervisor and felt he was always committed to my training.</td>
</tr>
</tbody>
</table>
Dr. Pace OU: he continued to be a fantastic supervisor. Engaged in both positive and constructive feedback in ways that felt congruent, respectful and helpful. He challenged me to utilize new skills with clients and was supportive in the termination and clinic closure process.

Dr. Pace OU: He was very helpful and educational. He regularly recommended or provided readings for continuing education. He was able to challenge me which helped expand my knowledge and skill. He was always available to address concerns. He also provided relevant antidotal case vignettes from his own experience to help with learning and growth. My experience was beneficially challenging and supportive which was impactfully growth promoting.

### External Specialty Practicum Students

**3rd-4th Year Students**

Total Number of Students: **Spring 2018**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student APA ID</th>
<th>Students’ Ratings of Practicum Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students’ Overall Rating</td>
<td>Narrative Comments: Students’ Experience in Practicum</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td><em>My supervisor was great – efficient, intelligent, willing to work with my interests and I learned so much.</em></td>
</tr>
</tbody>
</table>

**External Specialty Practicum Students**

**3rd-4th Year Students**

Spring 2018
Appendix 15

Fall 2018 General Exams Questions: OU Counseling Psychology

Instructions for Written Portion

Description: The written portion of your Generals Examination will require you to respond to two questions, that each integrate a range of issues covered in your doctoral training.

Timeframe: You will have from 8 am on Wednesday September 12th until 8 am on Friday September 14th (48 hours) to complete the written response to the two questions.

Parameters:

- You are to work independently and not discuss questions or answers with colleagues who are currently taking generals (or anyone else, for that matter).
- You may spend your time as you see fit, there is no requirement to complete one set of questions one day and the other the next day.
- You may use any books, notes, journal articles (hard copy or electronic), etc. that you believe will be helpful in responding to the questions.
- CITE YOUR WORK! Write your response in general APA format (double spaced, 12-point font, etc.). Provide a full bibliography for each question.
- Use shoulder headings frequently throughout to delineate content.
- Try to not exceed 15 pages narrative for each general question, not including references.
- Clearly note which question each of your responses is intended to answer.

Due: Please send your completed written responses to me (Terry) electronically at my OU email address tpace@ou.edu by 8 am on Friday September 14th. Be sure to back them up if a problem occurs.

Once your written exams are reviewed and deemed ready for defense, you will be notified and can work with your chair to proceed to schedule your committee for your oral defense. You will need to work with your chair in understanding what is expected and in preparing for your oral defense.

Best of luck! Enjoy the process!
Appendix 16

Counseling Psychology Doctoral Student
Annual Student Evaluation Form & Progress Report
Counseling Psychology Program, University of Oklahoma

Please ensure signed form is placed in the student file.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Year in program:</th>
<th>Advisor:</th>
</tr>
</thead>
</table>

**Academic Progress (Courses & Grades)**

<table>
<thead>
<tr>
<th></th>
<th>Number of Incompletes (I):</th>
<th>Number of grades lower than B-:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Student is on track for year-in-program (in Semesters of # courses successfully completed?):</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>If no, please comment:</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Defenses/Exams Competency Elements**

*Note. Passing Generals constitutes passing of each Generals Exam element*

<table>
<thead>
<tr>
<th></th>
<th>Not yet; anticipated date:</th>
<th>Yes, date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Paper (in Ethics course) passed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Dissertation Research (6050) Paper approved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Dissertation Research (6050) Paper completed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Orientation (for internship application) essay approved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity/Multicultural essay completed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Aspects of Behavior Generals Exam passed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity/Multicultural Generals Exam passed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Design/Statistics Generals Exam passed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Prospectus approved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Prospectus approved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation defended?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Contribution to Scientific Knowledge**

List in APA format, manuscripts (journal articles or book chapters) **published** (note those in press or online first) from **6/1/2017 to 5/31/2018**:


List in APA format, manuscripts (journal articles or book chapters) **submitted**, but not yet published to date, from **6/1/2017 to 5/31/2018**:


List in APA format, papers, posters, workshop **presented or co-presented** at local, regional, national, or international conferences delivered from **6/1/2017 to 5/31/2018**:


**Practicum, External Specialty Practicum, and Internship**

*(Name of Site and Semesters at Site this Year)*

<table>
<thead>
<tr>
<th>Practicum/External/Specialty Practicum</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site #1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site #2:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Site #3:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Going on internship this fall? Yes: No, anticipated date:

Name of site:

Accreditation status of site: APA/CPA APPIC member (but non-APA/CPA)
## Nine Profession-Wide Competency Areas

Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

**Competency Area Global Rating Scale:**
- No: Student does not demonstrate competency
- Yes: Student demonstrates competency
- Not Yet: Student is not yet expected to demonstrate competency

<table>
<thead>
<tr>
<th>1. Research</th>
<th>Yes</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>m. Intro to Counseling Psychology course passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. 6050 Research Paper topic approved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. 6050 Research Paper completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Research Design/Statistics Generals Exam question passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Dissertation prospectus defended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Dissertation defended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Presented 1 conference paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program faculty global evaluation of student performance in **Research** competency area:

<table>
<thead>
<tr>
<th>2. Ethics and legal standards</th>
<th>Yes</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional Ethics course passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CITI Certification completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ethics Oral Question in General Exam passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Fall</strong> Practicum/External Specialty Practicum evaluation meets competency – Ethical &amp; Legal Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spring</strong> Practicum/External Specialty Practicum evaluation meets competency – Ethical &amp; Legal Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Summer</strong> Practicum/External Specialty Practicum evaluation meets competency – Ethical &amp; Legal Standards</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Program faculty global evaluation of student performance in **Ethics & legal standards** competency area:
Nine Profession-Wide Competency Areas
Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

Competency Area Global Rating Scale:
- No: Student does not demonstrate competency
- Yes: Student demonstrates competency
- Not Yet: Student is not yet expected to demonstrate competency

<table>
<thead>
<tr>
<th>3. Individual and cultural diversity</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Counseling Diverse Populations course passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diversity/Multicultural Generals Exam passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diversity/Multicultural essay completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Fall</strong> Practicum/External Specialty Practicum evaluation meets competency – Individual &amp; Cultural Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spring</strong> Practicum/External Specialty Practicum evaluation meets competency – Individual and Cultural Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Summer</strong> Practicum/External Specialty Practicum evaluation meets competency – Individual and Cultural Diversity</td>
<td></td>
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</tr>
</tbody>
</table>

Program faculty global evaluation of student performance in **Individual and cultural diversity** competency area:

<table>
<thead>
<tr>
<th>4. Professional values, attitudes, and behavior</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Fall</strong> All Practicum/External Specialty Practicum evaluations meets competency – Professionalism &amp; Reflective Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spring</strong> Practicum/External Specialty Practicum evaluation meets competency – Professionalism &amp; Reflective Practice</td>
<td></td>
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</tr>
<tr>
<td>• <strong>Summer</strong> Practicum/External Specialty Practicum evaluation meets competency Professionalism &amp; Reflective Practice</td>
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</tbody>
</table>

Program faculty global evaluation of student competency in **Professional values, attitudes, & behavior**:
Nine Profession-Wide Competency Areas
Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

Competency Area Global Rating Scale:
No: Student does not demonstrate competency
Yes: Student demonstrates competency
Not Yet: Student is not yet expected to demonstrate competency

<table>
<thead>
<tr>
<th>5. Communication and interpersonal skills</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Fall</strong> Practicum/External Specialty Practicum evaluation meets competency – Reflective Practice &amp; Other Areas of Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spring</strong> Practicum/External Specialty Practicum evaluation meets competency – Reflective Practice &amp; Other Areas of Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Summer</strong> Practicum/External Specialty Practicum evaluation meets competency – Reflective Practice &amp; Other Areas of Competency</td>
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</tr>
</tbody>
</table>

Program faculty global evaluation of student competency in Communication and Interpersonal Skills:

<table>
<thead>
<tr>
<th>6. Assessment</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individual Intelligence Testing course passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Psychological Assessment course passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Fall</strong> Practicum/External Specialty Practicum evaluation meets competency – Assessment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Spring</strong> Practicum/External Specialty Practicum evaluation meets competency – Assessment</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• <strong>Summer</strong> Practicum/External Specialty Practicum evaluation meets competency – Assessment</td>
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</tbody>
</table>

Program faculty global evaluation of student performance in the Assessment competency area:

<table>
<thead>
<tr>
<th>7. Intervention</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
</table>
Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

Competency Area Global Rating Scale:

<table>
<thead>
<tr>
<th>No:</th>
<th>Student does not demonstrate competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes:</td>
<td>Student demonstrates competency</td>
</tr>
<tr>
<td>Not Yet:</td>
<td>Student is not yet expected to demonstrate competency</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Theories of Counseling &amp; Psychotherapy course passed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advanced Group Counseling &amp; Psychotherapy course passed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional Issues/Ethics course passed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Advanced Career Counseling course passed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advanced Counseling Procedures course passed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Specialty Practicum (course) passed (Fall, Spring and Summer-to-date)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fall Practicum/External Specialty Practicum evaluation meets competency – Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spring Practicum/External Specialty Practicum evaluation meets competency – Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summer Practicum/External Specialty Practicum evaluation meets competency – Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theoretical Orientation essay completed/passed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• APA Accredited Internship completed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Or, if completed to a non-Accredited Internship, please provide rationale for not selecting APA Accredited Internship:

Program faculty global evaluation of student performance in the **Intervention** competency area:
Nine Profession-Wide Competency Areas
Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

Competency Area Global Rating Scale:

No: Student does not demonstrate competency
Yes: Student demonstrates competency
Not Yet: Student is not yet expected to demonstrate competency

<table>
<thead>
<tr>
<th>8. Supervision</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course in Counseling Supervision passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fall Practicum/External Specialty Practicum evaluation meets competency – Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spring Practicum/External Specialty Practicum evaluation meets competency – Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summer Practicum/External Specialty Practicum evaluation meets competency – Supervision</td>
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<td></td>
</tr>
</tbody>
</table>

Program faculty global evaluation of student performance in the **Supervision** competency area:

<table>
<thead>
<tr>
<th>9. Consultation and Interprofessional/Interdisciplinary skills</th>
<th>Yes/Score</th>
<th>No</th>
<th>Not Yet</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional Issues/Ethics course passed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fall Practicum/External Specialty Practicum evaluation meets competency – Other Areas of Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spring Practicum/External Specialty Practicum evaluation meets competency – Other Areas of Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summer Practicum/External Specialty Practicum evaluation meets competency – Other Areas of Competency</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Program faculty global evaluation of student competency in **Consultation & Interprofessional/Interdisciplinary skills**:
Nine Profession-Wide Competency Areas
Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

Competency Area Global Rating Scale:
No: Student does not demonstrate competency
Yes: Student demonstrates competency
Not Yet: Student is not yet expected to demonstrate competency

### Discipline Specific Knowledge – Completed thus far in the program
Note: Indicate with X = Course passed with grade of B- or better;
Generals question passed = Total score of 3 or higher
(if remediation was required prior to passing, please indicate with RX instead of X)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----</td>
<td>----</td>
<td>---------</td>
</tr>
</tbody>
</table>

1. History and systems of psychology
   t. Intro to Counseling Psychology course passed
   u. History & Systems of Psychology course passed

2. Basic content areas (i.e., Psychological Foundations)
   v. Social Aspects of Behavior course passed
   w. Developmental Psychology across the Lifespan course completed/passed
   x. Biological Aspects of Behavior course passed
   y. Cognitive & Affective Bases of Behavior course passed

3. Advanced integrative knowledge of basic discipline specific content areas
   • Cognitive & Affective Bases of Behavior course passed
   • Scientific Aspects of Behavior Generals exam passed

4. Research methods
   • Counseling Research course passed
   • 6050 Research Project completed
   • Research Design/Stats Topics of Generals Exam passed
   • Dissertation Proposal defended
   • Dissertation defended

5. Quantitative methods
   •
   • Qualitative I or Quantitative I course passed
   • Qualitative I or Quantitative I course passed
   • Research Design/Stats Topic of Generals Exam passed
   • Dissertation Prospectus accepted
   • Dissertation defended

6. Psychometrics
   • Psychological Assessment course passed
   • Intellectual Assessment course passed
   • Assessment Clinical Competency III passed
**Nine Profession-Wide Competency Areas**

Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

**Competency Area Global Rating Scale:**

- **No:** Student does not demonstrate competency
- **Yes:** Student demonstrates competency
- **Not Yet:** Student is not yet expected to demonstrate competency

---

**Graduate Employment (GE) 2016-2017**

**Position:**

**Supervisor:**

**Students:** Please indicate agreement with the following statement across the following areas:
“*My GE position included opportunities to enhance my skills in…*”

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Ethics and legal standards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Individual &amp; cultural diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Communication and interpersonal skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Intervention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Consultation and interprofessional/interdisciplinary skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
Faculty’s Overall Evaluation of Student Progress

<table>
<thead>
<tr>
<th>Satisfactory progress:</th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas needing specific attention to continue in good standing:</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative evaluation:** The purpose of this evaluation is to provide you with some written feedback regarding your progress in the doctoral program and to formally acknowledge your activities and efforts. We hope that this document will help to highlight your strengths and accomplishments as well as augment your understanding of the faculty’s perceptions of any areas for attention and growth.

**STUDENTS:** Using this template, please provide 1-4 sentences in each domain area that reflect your activities and accomplishments since beginning this program. *Save this document with your last name in the file name and send it to your advisor along with your updated CV (the CV document must ALSO have your name in the file name). Send it as a word document so that we can add or alter any content to better reflect your progress. Also send any copies of external specialty practicum evaluations.*

- ♦ Assessment, Clinical Intervention, Supervision, & Consultation Skills
- ♦ Research & Scientific Skills
- ♦ Ethical Competency
- ♦ Written Competencies
- ♦ Multicultural Competencies
- ♦ Self-Awareness, Interpersonal Skills, Peer and Faculty Relations
- ♦ Professional Involvement, Growth and Development
- ♦ Goals for Coming Year
Nine Profession-Wide Competency Areas
Completed thus far in the program unless otherwise noted

Note: Course passed = grade of B- or better;
Generals Exam passed = Passing Generals constitutes passing of each Generals Exam element;
(if remediation was required prior to passing please indicate with RX instead of X)
NA = Not applicable to date

Competency Area Global Rating Scale:

No: Student does not demonstrate competency
Yes: Student demonstrates competency
Not Yet: Student is not yet expected to demonstrate competency

♦ Advisor Summary:

Advisor Signature (Date) ___________________________ Student Signature (Date) ___________________________

Dr. McWhirter, Training Director
(Signature, Date)