UNIVERSITY OF OKLAHOMA  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

STUDENT HANDBOOK  
for  
Counseling Psychology

April, 2014

Fully 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  
  [http://gradweb.ou.edu/Current/Forms](http://gradweb.ou.edu/Current/Forms)
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.

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

Assistant to the Chair (Krystal Golding)
- Financial matters (budget, salaries, payroll, etc.)
- Personnel matters (appointments, assistantships, tuition waivers, etc.)
- Oversee physical facility (offices, etc.)
- Travel claims
- Course and classroom scheduling
- Supervision of office staff

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Areas of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Beesley, Ph.D.</td>
<td>University of Oklahoma</td>
<td>Women’s psychological health, identity and body image issues; diversity issues; social justice and advocacy, relational health</td>
</tr>
<tr>
<td>Lisa Frey, Ph.D.</td>
<td>University of Nebraska-Lincoln</td>
<td>Issues of violence or abuse; at-risk youth, especially delinquency in girls; diversity issues; relational theories; social justice, and feminist issues</td>
</tr>
</tbody>
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**Enrollment**

All graduate students enroll on-line using [http://ozone.ou.edu](http://ozone.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 profession. Copies of the codes are available at: [http://apa.org](http://apa.org); [http://counseling.org](http://counseling.org). Due to the nature of the counseling 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.

Detailed information on academic misconduct, probation, disenrollment, grievance procedures, etc. is included in the *DEP Student Handbook* ([http://education.ou.edu/departments_1/edpy](http://education.ou.edu/departments_1/edpy)). 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 ([www.judicial.ou.edu](http://www.judicial.ou.edu)). 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.

General expectations for professional behavior in the program include, but are not limited to, the following:

- Students should be cautious about disclosing personal information when navigating public domains (Facebook, personal websites, etc.).
- Students are expected to turn off cell phones or set them to vibrate when in classes, supervision, and program-related meetings.
- Students should abstain from texting, emailing, checking messages, etc. during classes, supervision, and program-related meetings.
- All communication whether face-to-face, via telephone, email, texts, or discussion boards, etc. should reflect appropriate professional standards and ethical guidelines.
- Students should be mindful to maintain confidentiality at all times and to refrain from discussing sensitive information in inappropriate places (e.g., hallways, the clinic office, other open areas of the clinic, and in public situations).
- Students are expected to be punctual at all times for classes, meetings, therapy sessions, etc. If unforeseen circumstances do occur, inform relevant persons immediately.
Problems with Professional Competency (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, required remediation of the problem behavior will be warranted.

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. 31).

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://gradweb.ou.edu/Funding/TuitionWavers]. Note: Currently, the OUHSC Graduate College is only funding the non-resident portion of tuition for GAs appointed to HSC sites.

The Graduate College also offers information on scholarship and fellowship funding for graduate students on their website: [http://gradweb.ou.edu].

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 work day of each work month. Krystal Golding-Ross (krystalg@ou.edu; 405-325-5975) 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://gradweb.ou.edu/Current/SpecialEvents/RCR]. 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 Program for Instructional Innovation ([http://pii.ou.edu]).

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 for graduate students are available at the following websites: [http://education.ou.edu/students_grad_scholarships]; [http://gradweb.ou.edu/Funding/fogs.asp]; [http://scholarships.ou.edu]; and [http://gradweb.ou.edu/Funding/GrantsScholarships].

**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://gradweb.ou.edu/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 as well as additional IRB information and forms are available at http://www.ouhsc.edu/irb-norman.

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.

**Training Model and Values**

The training model of the Counseling Psychology Program at the University of Oklahoma has three central components:

1. A commitment to the scientist-practitioner model, with an emphasis on the integration of practice, theory, and research.
2. An acceptance of and exposure to a range of theoretical and empirical perspectives that foster critical thinking, ethical decision-making, the development of scholarly and applied competencies, and the critical examination of attitudes, assumptions, behaviors, and values relevant to the practice of counseling psychology.
3. Respect for and valuing of diversity and multiculturalism, as reflected in the establishment of a safe and respectful training environment and the fostering of cultural competence and a social justice orientation.

**Scientist-Practitioner-Advocate Model**

The training program strives to facilitate student integration of counseling and psychological theory and research, counseling practice, and the development and application of research skills. Although this is an important program goal, we do not attempt to predetermine the career paths or theoretical and empirical perspectives and interests of our trainees. Instead we focus on offering students diverse perspectives and a critical mass of empirical and applied skills. Our belief is that this philosophy enables students to build successful professional careers in the field and to have a sound framework from which to continue to build competencies throughout their careers.

Our training model is grounded in evidence-based practice in psychology (EBPP), which is defined by the American Psychological Association (APA; 2006) as “the integration of the best available research with clinical expertise in the context of patient [client] characteristics, culture, and preferences” (p. 273). Training in EBPP is operationalized via trainee exposure to a range of theoretical models and intervention strategies, including (but not limited to) common factors, empirically supported treatments, and empirically supported relationships. A developmental perspective is applied in regard to expansion of competency-based skills.

**Diversity in Perspectives**

Our program supports and encourages open inquiry and discussion. This is reflected in student exposure to a range of theoretical and empirical perspectives. It is believed that this approach, in contrast to

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1 Effective Fall 2013, the program is moving toward the development and implementation of a scientist-practitioner-advocate model (Fassinger & O’Brien, 2000).
imposing a rigid body of knowledge regarding theoretical or empirical viewpoints or ways of thinking, fosters critical thinking and ethical decision-making.

An integral part of developing critical thinking, ethical decision-making, and competency in psychological and counseling practice involves interpersonal processing, personal introspection, and self-disclosure to a degree not necessary in other academic disciplines. Counselors must be familiar and comfortable with these skills when working with clients. In addition, counselors’ own attitudes, beliefs, opinions, feelings, personal experiences, and ability to interpersonally process impact their ability to competently perform their functions as a counselor or psychologist. This position is endorsed by the Council of Chairs of Training Councils (CCTC) and the Council of Counseling Psychology Training Programs (CCPTP), the APA (2007) Assessment of Competencies Work Group Task Force on Competencies, and the Association of Directors of Psychology Training Clinics (ACPTC; 2006).

The APA Ethical Principles and Code of Conduct (2002) states:

7.04 Student Disclosure of Personal Information
Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Our expectations comply with this provision. Thus, classroom, practicum, and supervision experiences, assignments, and trainee assessments may call for trainees to engage in interpersonal processing or to self-disclose and introspect about attitudes, feelings, values, and life experiences, especially as they impact clients and colleagues. Likewise, and in order to foster a training community committed to critical thinking and self-examination, students can expect trainers to demonstrate a willingness to explore their own attitudes, assumptions, behaviors, and values.

In keeping with this aspect of the training program, we expect a climate of respect and confidentiality in our training community. In addition, we expect all trainers and trainees to be knowledgeable of, and to conduct themselves in accordance with, the Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

**Diversity and Multiculturalism**
Our program fully endorses the Council of Counseling Psychology Training Programs’ (CCPTP; 2006) Model Training Values Statement Addressing Diversity. We aspire to create and foster a multicultural training environment in which all individuals are valued and accepted. Thus, an essential aspect of training is learning about and appreciating all human diversity, including (but not limited to) gender, gender identity, race/ethnicity, sexual orientation, culture, religion and/or spirituality, language, age, economic status, and ability. We also recognize that all individuals, including trainers and trainees, have multiple cultural and/or social identities; therefore, we strive to be inclusive and respectful of all individual differences and identities. As supported by our profession’s ethical principles and the APA’s

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2 See http://www.ccptp.org/trainingdirectorpage7.html
Accreditation Guidelines, trainers and trainees are expected to be culturally competent and to examine and eliminate the effects of biases from their work. For instance, it is not acceptable for trainees in our program to refuse to work with a client who has a particular social or cultural identity or to put forth their own values as a rationale for refusing to work with a client who differs from them. Therefore, the examination of personal attitudes, beliefs, feelings, and values is expected in learning to work with all clients and colleagues (see previous section). In addition, trainees are expected to be familiar with the various guidelines addressing issues of diversity that are published by the APA (e.g., Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients; Multicultural Guidelines; Guidelines for Psychological Practice with Girls and Women).

We seek to ground the process of developing cultural competence within a social justice framework (e.g., Pieterse, Evans, Risner-Butner, Collins, & Mason, 2009; Speight & Vera, 2004; Vera & Speight, 2003). This emphasis is infused into the curriculum in various ways such as didactic instruction on multiculturalism and multicultural counseling competencies, guided exploration regarding the impact of social justice issues on practice roles and interventions, and providing assignments and service projects promoting social justice, community outreach, and advocacy.

**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. We recognize that, as students have an opportunity to get to know the faculty and their interests, they may decide they would prefer to work with someone other than the advisor initially assigned. It is a commitment of the faculty to honor students’ preferences for advisors. Should a student wish to change advisors, s/he should consult the new advisor to ensure that faculty member is willing and able to accommodate their request and inform the current advisor of their desire to work with someone else. 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. To this end, incoming students are encouraged to make a concerted effort during the fall semester to get to know all faculty members and their respective research interest areas better. We hope that this will aid students in making informed decisions about a preferred dissertation advisor/chair.

**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, 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. For more details and sample activities from these various areas please refer to the DEP and Graduate College Student Handbooks.
As a part of your preparation for the Advisory Conference, you will prepare a statement (with advisor's assistance) of the type and amount of activities you expect to engage in for completion of residency (Residency Plan Report). At your Advisory Conference Meeting, your plan for residency will be reviewed and, upon agreement, will be signed by the Advisory Committee.

**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 held during the fall semester of the first year of doctoral enrollment. At this meeting, the doctoral advisory committee, in conference with the student, approves the coursework and the residency plan. All forms for the advisory conference are available online at [http://gradweb.ou.edu/Current/Forms/doctoral](http://gradweb.ou.edu/Current/Forms/doctoral). After students have completed all forms and obtained advisor approval, they will distribute copies of all forms, their Residency Plan Report, their personal vita, and a statement of the projected time frame for completing the degree requirements to each committee member a minimum of two weeks before the scheduled advisory meeting. It is the student’s responsibility to schedule the meeting time and place. Following the advisory conference, all completed forms must be returned to the Graduate Programs Officer and sent to the Graduate College.

**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 hours at least one site. 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 6) 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 person: Dr. Scott Miller), OU Health Sciences Center [e.g., Department of Pediatrics (contacts: Drs. Steve Sternlof, Barbara Bonner, Jane Silovsky, Lisa Swisher, Susan Schmidt), Psychiatry and Behavioral Sciences (contact: Dr. Elizabeth Risch), and the OU-HSC Counseling Center (contact: Dr. Victoria Christofi)], Moore Counseling Center (contact: Dr. Gant Ward), Joseph Harp (contact: Dr. Robert Powitsky), 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 Department of Educational Psychology and 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://gradweb.ou.edu/Current/Forms/doctoral) 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 presenting the project at the Annual Counseling Psychology Research Colloquium. Completion of this program requirement must be certified by the student’s advisor by October 1st for the student 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 to help students prepare for internship applications and interviews.

**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). The completed project will be presented to your colleagues and the faculty during the annual spring Counseling Psychology Research Colloquium.

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 DEP Graduate Student Handbook and the 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
- Literature review and designing 6050 project
- Complete program advisory committee report (this includes the Residency Plan Report) and hold committee meeting

Second year
- Collect data and complete your 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

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, 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 year of enrollment, in consultation with major advisor, choose at least four other faculty members to serve on doctoral committee; at least one of these four must be from outside the DEP. Schedule the Advisory Conference to plan program of study. Check the doctoral degree requirements of the Department, and the Graduate College in the Graduate College Bulletin. Prepare Residency Plan Report and Report of Advisory Conference. Secure approval of doctoral program from doctoral committee. The signed Report of Advisory Conference form must be filed with the Graduate College via the DEP Graduate Liaison Officer. The signed Residency Plan Report remains in the departmental office. All forms should be returned to the Graduate Programs Officer, who will obtain the Graduate Liaison’s signature and submit to the Graduate College.

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, submit requests for changes to the Graduate College using the designated forms, obtainable from the Graduate College website, http://gradweb.ou.edu/Current/Forms/doctoral. Forms must be returned to the DEP’s Graduate Programs Officer, who will obtain the Graduate Liaison’s signature and submit to the Graduate College.
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 to 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](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 (6-1-14)

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 (Orientation to Clinical Interventions/Brief Therapy, 3 hours; fall)
   - EDPY 6913 Practicum (EBP, Multicultural Competencies, Gender & Intersectionality, 3 hours; spring)
   - EDPY 6910 Practicum (Professional Contexts, 1 hour; summer)
   - EDPY 6913 Practicum (Program Assessment & Outcomes, 3 hours; fall)
   - EDPY 6913 Practicum (EBP/Therapeutic Assessment, 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 5234 Individual Intelligence Testing (3)
    - EDPY 5253 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
    - PSY 5103 Physiological Psychology (3)
    or equivalent approved by committee

VII. **Cognitive - Affective Bases of Behavior:** 3 hours
    - PSY 5203 Survey of Cognitive Psychology (3)
    or equivalent approved by committee

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

IX. **Individual Differences:** 6 hours
    - SWK 5733 Mental Health: Assessment and Diagnosis (3)
    or equivalent approved by committee
    *additional Diversity graduate course from approved list (see Appendix 4) (3)

X. **Human Development:** 3 hours
    - One course in this content area approved by advisory committee (3)

   **EDPY 6980 Dissertation:** 9 hours
### Typical Course Sequence – Counseling Psychology Program
**From Masters (Even Year Sequence)**

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
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<tbody>
<tr>
<td>EDPY 6403 Issues/Ethics</td>
<td>EIP 6203 Quant II</td>
<td>EDPY 6910 Practicum II</td>
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<td>EDPY 6913 Practicum I</td>
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<td>and/or</td>
</tr>
<tr>
<td>EDPY 6050 Indep. Research</td>
<td>PSY 5013 Statistics</td>
<td>PSY 6423 Social Psychology</td>
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<td>or</td>
<td>EDPY 6050 Indep. Research</td>
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</tr>
<tr>
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<td>EDPY 5253 Personality Assess.</td>
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</tr>
<tr>
<td>EDPY 5234 IQ</td>
<td>EDPY 6463 Couples/Family</td>
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<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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13-16 hours

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<tr>
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<tr>
<td>EDPY 6913 Practicum II</td>
<td>EDPY 6913 Practicum II</td>
<td>EDPY 6910 Prac. III (spec)</td>
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<tr>
<td>EDPY 6050 Indep. Research</td>
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<td>PSY 6923 History of Psychology</td>
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<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>
<td>or</td>
<td>PSY 5103 Physiological Psych.</td>
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<tr>
<td>EIPT 6043 Qualitative</td>
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<tr>
<td>PSY 5203 Cognitive Psych.</td>
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13 hours

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<td>EDPY 6423 Adv. Procedures</td>
<td>EDPY 6910 Prac. III (spec)</td>
</tr>
<tr>
<td>EDPY 6483 Advanced Career</td>
<td>and/or</td>
<td>and/or</td>
</tr>
<tr>
<td>EDPY 6980 Dissertation</td>
<td>EDPY 6463 Couples/Family</td>
<td>PSY 6423 Social Psychology</td>
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<tr>
<td>General exam</td>
<td>EDPY 6980 Dissertation</td>
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<tr>
<td></td>
<td>EDPY 6910 Prac III (spec)</td>
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5 hours

*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>
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<th>Summer 2016</th>
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<td>EDPY 6403 Issues/Ethics</td>
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<td>EIPT 5023 Quant I</td>
<td>EDPY 6913 Practicum I</td>
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<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>
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<tr>
<td>or</td>
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<td>EDPY 6503 Super/Consultation</td>
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**13 hours**

<table>
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<tr>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
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<tr>
<td>EDPY 6050 Indep. Research</td>
<td>EDPY 6050 Indep. Research</td>
<td>PSY 6423 Social Psych</td>
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<td>EDPY 6483 Advanced Career</td>
<td>EDPY 6423 Adv. Procedures</td>
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<tr>
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<td>EDPY 5253 Personality Assess.</td>
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<td>or</td>
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<tr>
<td>EIP 6043 Qualitative</td>
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**13 hours**

<table>
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<th>Fall 2017</th>
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<tr>
<td>EDPY 6910 Prac III (spec)</td>
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<td>General Exams</td>
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**8 hours**

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<tr>
<td>EDPY 6920 – Internship</td>
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<tr>
<td>(TOTAL 3 hours)</td>
</tr>
<tr>
<td>EDPY 6980 – Dissertation</td>
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</table>

*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 Policy and Procedures

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 Department of Education Graduate Student Handbook.

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 if 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 DEP Student Handbook located at http://education.ou.edu/departments_1/edpy).
APPENDIX 3

Student Selection, Admissions and Assignment of Advisors: Doctoral Program

Applicant Criteria and File Reviews
- Masters degree in counseling
- Completion of all elements of CP program application
- DEP GPO readsies 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, last two years GPA, psychology GPA, combined verbal & quant scores on the GRE) in a spreadsheet.
  - GPA minimum conforms to Grad College policy (3.0). Students requiring conditional admission (see Grad College policy) will be considered only under extraordinary circumstances.
  - GRE guidelines:
    - scores less than 400 on verbal/quant subtests: very unlikely candidates
    - scores between 400 and 500 on verbal/quant subtests: careful evaluation for any special circumstances such as cultural or learning differences that may be explained by the candidate and the rest of the application record
- Students are rank ordered by score. Other circumstances are noted, including minority candidate, extent of previous practicum experience, etc.

Interview Selections
- 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 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.
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. As students have an opportunity to get to know the faculty and their interests, they may decide they would prefer to work with someone other than the advisor initially assigned. It is a commitment of the faculty to honor students’ preferences for advisors. Should a student wish to change advisors, s/he should consult the new advisor to ensure that faculty member is willing and able to accommodate their request and inform the current advisor of their desire to work with someone else.
Appendix 4

Approved Diversity Courses

ANTH 5263 Feminist Anthropology
ANTH 5305 Women and Development in Africa
ANTH 5703 Gender and Health
COMM 6970 Seminar in Feminist Scholarship
EDAH 5940 Gender, Society & Higher Education
EDPY 6930 Social Psychology of Gender
ENGL 5813 Black, Coloniality, Gender
JMC 5853 Race, Gender & the Media
SOC 5733 Sociology of Gender
SOC 6343 Women and Crime
SWK 5143 Models for Gender and Culturally Sensitive Practice
WGS 5120 Interdisciplinary Course in Women ‘ s & Gender Studies
## Appendix 5

### Resource List

<table>
<thead>
<tr>
<th>Resource Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Jeanine Rainbolt College of Education** | Disability Resource Center  
Ellsworth Collings Hall  
820 Van Vleet Oval, Room 100  
(405) 325-1081  
[http://education.ou.edu](http://education.ou.edu) |
| **Department of Educational Psychology** | Counseling and Testing Center  
Ellsworth Collings Hall  
820 Van Vleet Oval, Room 321  
(405) 325-5974; fax at (405) 325-6655  
[http://education.ou.edu](http://education.ou.edu) |
| **The Graduate College** | OU ID (OneCard)  
731 Elm Ave.  
Robertson Hall, Room 100  
(405) 325-3811  
[http://gradweb.ou.edu](http://gradweb.ou.edu) |
| **Office of Admissions and Records** | Women’s Outreach Center  
University of Oklahoma  
1000 Asp Ave., Room 127  
[http://gradweb.ou.edu](http://gradweb.ou.edu) |
| **Bursar’s Office** | Information Technology  
1000 Asp Avenue, Room 105  
(405) 325-3121  
[https://bursar.ou.edu/tuition_fees.cfm](https://bursar.ou.edu/tuition_fees.cfm) |
| **Enrollment Services** | International Student Services  
1000 Asp Avenue, Room 232  
(405) 325-2016  
[http://ozone.ou.edu](http://ozone.ou.edu) |
| **University of Oklahoma Financial Aid Services** | Responsible Conduct of Research  
1000 Asp Ave., Buchanan Hall Room 313  
(405) 325-4521; Fax (405) 325-7608  
E-mail: financialaid@ou.edu  
[http://www.finaid.ou.edu](http://www.finaid.ou.edu) |
| **Assistantship Paperwork, Salary Issues** | Cleveland Rapid Transit (CART)  
Krystal Golding (krystalg@ou.edu; 325-5975)  
[http://pii.ou.edu](http://pii.ou.edu) |
| **Enrollment problems, Permission** | Employment Information  
Shannon Vazquez (edpsych@ou.edu; 325-4525)  
[http://jobs.ou.edu](http://jobs.ou.edu) |
| **Goddard Health Center** | EAP Office  
(405) 325-4611  
goddard.ou.edu  
405-325-1838  
[http://gradweb.ou.edu/eap](http://gradweb.ou.edu/eap) |
| **Program for Instructional Innovation** | University of Oklahoma Library (Bizzell)  
All-Teaching Assistants Training Program.  
101 Copeland Hall  
(405) 325-2323  
[http://pii.ou.edu](http://pii.ou.edu)  
401 West Brooks Street  
(405) 325-4142  
libraries.ou.edu |
<table>
<thead>
<tr>
<th>Institutional Review Board (IRB)</th>
<th>OUPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Partners Place/350 David L. Boren Blvd., Ste. 1750</td>
<td>2775 Monitor Ave.</td>
</tr>
<tr>
<td>(405) 325-8110</td>
<td>Emergency: Dial 911</td>
</tr>
<tr>
<td>irb.ou.edu</td>
<td>From off-campus, dial 325-1911</td>
</tr>
<tr>
<td></td>
<td>Using a non-local cell phone, dial (405)-325-1911.</td>
</tr>
<tr>
<td></td>
<td>Non-Emergency: (405)-325-2864</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mail-oupd@oupd.ou.edu">mail-oupd@oupd.ou.edu</a></td>
</tr>
</tbody>
</table>
Appendix 6

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 venturers. 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