

**COUNSELING AND STUDENT  
PERSONNEL PSYCHOLOGY**

**COUNSELING PSYCHOLOGY  
DOCTORAL PROGRAM HANDBOOK**

**Department of Educational Psychology  
College of Education and Human Development**

**University of Minnesota**

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# COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY

## COUNSELING PSYCHOLOGY DOCTORAL PROGRAM HANDBOOK

### TABLE OF CONTENTS

GENERAL INFORMATION.....	1
The CSPP Program .....	1
Transfer of Coursework .....	2
Filing a Degree Program.....	2
Filing CSPP Petitions.....	3
Filing Graduate School Petitions .....	4
REQUIRED COURSES .....	4
CSPP Master’s Degree Level Requirements .....	4
CSPP Doctoral Degree Level Requirements .....	5
Minor/Supporting Field .....	5
DOCTORAL SEMINAR.....	6
COUNSELING PRACTICUM.....	6
LIABILITY INSURANCE.....	7
PSYCHOLOGICAL ASPECTS OF COUNSELING SUPERVISION .....	8
SUPERVISION PRACTICUM .....	8
PREDISSERTATION RESEARCH.....	9
PRELIM EXAMS .....	9
Written .....	9
Oral .....	11
PREDOCTORAL INTERNSHIP .....	11
APA-Accredited Internships .....	12
APPIC-Member Internships.....	12
Internships Meeting Minnesota Licensure Criteria.....	12
Which Criteria Do I Use to Choose a Predoctoral Internship?.....	13
How Do I Go About Finding an Internship? .....	13
How Do I “Sign-up” for an Internship?.....	14
DOCTORAL THESIS .....	15
FINAL ORAL EXAM .....	15
COMMENCEMENT AND GRADUATION.....	16

STUDENT PROGRESS AND RETENTION POLICY AND PROCEDURES .....	16
Student Conduct Standards .....	16
Performance Standards .....	17
Evaluation of Student Progress .....	18
Readmission Policy .....	18
Student Grievance Process .....	19
LICENSING REQUIREMENTS IN MINNESOTA .....	20
Psychological Practitioner .....	20
Licensed Psychologist .....	20
Licensed Professional Counselor .....	20
Licensed School Counselor .....	21
Licensed Marriage and Family Therapist .....	21
Licensed Alcohol and Drug Counselor .....	21
NATIONAL CERTIFICATION AND REGISTRY REQUIREMENTS .....	21
National Certified Counselor .....	21
Certified Clinical Mental Health Counselor .....	21
National Register of Health Service Providers in Psychology .....	21
American Board of Professional Psychology Diplomate .....	21
APPENDICES	
A - Forms .....	22
B - Sequential Step to CSPP Doctoral Degree .....	24
C - CSPP Petition .....	25
D - Ph.D. Program .....	27
E - Foundations Courses That Meet Requirements in Biological Bases of Behavior, Learning/Cognition, Measurement and Social Psychology .....	28
F - Liability Insurance .....	30
G - Approval of Predoctoral Internship Site .....	31
H - Internship Learning Contract .....	33
I - Sample Internship Learning Contract .....	34
J - Internship Semester Evaluation .....	35
K - Status in Ph.D. Graduate Training Questionnaire .....	36
L - Evaluation of Student Problematic Performance .....	43
M - TA Evaluation Form .....	47
N - Minnesota Board of Psychology Rules of Conduct .....	49
O - APA Ethical Principles of Psychologists and Code of Conduct .....	56

# COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY

## COUNSELING PSYCHOLOGY DOCTORAL PROGRAM HANDBOOK\*

### GENERAL INFORMATION

#### **The Counseling and Student Personnel Psychology (CSPP) Program:**

Counseling psychology and student personnel work have a long, rich history at Minnesota. This history involves several “firsts,” including: the first university counseling center; the first editor of the *Journal of Counseling Psychology*, CSPP faculty member Gilbert Wrenn; and receipt of APA accreditation in 1952, the first year counseling psychology programs were accredited. The CSPP program has a long list of distinguished alumni and an ongoing positive reputation within counseling psychology and student personnel work. For more information on CSPP history and tradition, see Henry Borow, “Counseling Psychology in the Minnesota Tradition,” *Journal of Counseling and Development*, Special Issue, Vol. 68, January/February 1990. (Article available for checkout from 206 Burton.)

The primary objective of the CSPP doctoral program in counseling psychology is to provide a fundamental body of knowledge and skills that prepares counseling psychologists for work in a variety of settings. Conceptually, the program is built on a synthesis of psychological approaches to human growth. This leads to a broad course of study but one with strong, unifying themes. The CSPP faculty are committed to addressing current social issues such as multicultural and diversity concerns, gender equity, and positive health and wellness.

The CSPP doctoral program subscribes to a scientist/practitioner model, which assumes that scholarly inquiry and counseling practice are interdependent and complementary. An important mission is to prepare counseling psychologists who will bring a researcher’s attitude and interest to bear on the application of psychological and psychoeducational knowledge. Therefore, students are trained to become skilled clinicians and producers and critical consumers of research.

In addition to the CSPP core faculty, professionals from other academic and student affairs units are involved as program affiliates, teaching courses, advising students, serving on student committees, and supervising practica. Their involvement comprises one of the ways that CSPP taps the outstanding resources of the University of Minnesota.

Completion of the CSPP doctoral program prepares students to be Counseling Psychologists. Required and elective experiences can lead to one or more of the following types of occupations: university/college faculty, university/college psychologist or student development professional, director of college counseling and student development services, career development coordinator, director of school counseling services, research psychologist, community agency psychologist, counselor educator, counselor in employee assistance program, human resource psychologist, and independent practitioner. To prepare students for these professional roles, the

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\* Students are bound by the requirements indicated in their program handbook from the fall semester in which they are first admitted to the CSPP program. However, in some situations, changes in curriculum and/or policy that occur after that time will also apply to them. This includes, but is not limited to, a change in the number of credits for a required course, changes in forms such as the Student in Status Training form, etc.

program provides a strong foundation in counseling, research, and the teaching of educational psychology, as well as in specializations that students choose in selecting a minor or supporting program. These specializations are enhanced by doctoral practica and internships in colleges, community agencies, hospitals, schools, and businesses.

### **Forms**

For a list of all required forms and their locations, please see Appendix A. Most forms are available online. Copies of many forms are available near the CSPP student mailboxes on the first floor of Burton Hall. See Appendix B for an overview of the steps needed to complete the CSPP doctoral degree. Please refer to p. 45 of the Educational Psychology Handbook for an additional timeline.

### **Transfer of Coursework:**

The number of graduate credits accepted for transfer is determined by the CSPP faculty and the Educational Psychology Director of Graduate Studies. Please refer to the Graduate School Catalogue for additional information on transfer-eligible credits (<http://www.grad.umn.edu/catalog/index.html>). A maximum of 12 graduate credits taken as a non-degree seeking student at the University of Minnesota may be transferred to your doctoral degree program.

The transfer of previous coursework is accomplished by the inclusion of the courses on the proposed degree program. To request that previous coursework be added to the degree program, students must fill out a CSPP Petition (see p. 3 and Appendix C).

### **Filing a Degree Program:**

Degree program forms are available online, from the Graduate School, 316 Johnston Hall, or online (<http://www.grad.umn.edu/forms/g89a.pdf>). Ph.D. students should file the degree program form in their **third semester** of study. This form must be filed and approved before a student may register for the CSPP written prelim.

Two Ed Psych forms must be submitted with the degree program: a) An Ed Psych Examining Committee Consent Form which must be signed by all the members of the student's committee to ensure that they have agreed to serve on the committee, and b) Ed Psych Core Requirements Form (See Appendix A).

- 1) On the degree program form, complete the identification information in full and indicate that you are seeking the Ph.D., your major field (Educational Psychology), and your minor, supporting field, or specialty.
- 2) List courses (including transfer courses) in chronological order starting with counseling MA courses. Be sure to indicate the instructor's name (or institution if a transfer course). Attach a copy of any approved petitions.

- 3) Attach transcripts for any transferred coursework listed on your program. Unofficial transcripts are acceptable.
- 4) In addition to completed coursework, list all courses that you plan to take for completion of your doctoral degree. Changes *can* be made to this program after it is approved (see the section on Filing Graduate School Petitions, p. 4).
- 5) Total the number of credits taken in and outside the major, and record these where indicated at the bottom of the form.
- 6) Obtain your advisor's signature on degree program form and examining committee form, make a copy for yourself, and turn your program, examining committee form, and core requirements form in to CSPP's Office supervisor in 206 Burton Hall who will forward it to the Graduate Advisory Committee (GAC) representative. The GAC representative will review your program to ensure that all CSPP requirements will be met and, if approved, will initial and forward your program to the Educational Psychology Director of Graduate Studies (DGS).
- 7) The DGS will review the program to ensure that all Ed Psych requirements will be met and will forward your program to the Graduate School.
- 8) The Graduate School will review and send copies of your approved program to you and to your advisor.
- 9) If any problem is noted within Steps 6-8, your degree program form will be returned to the CSPP program and a program representative will contact you.

### **Filing CSPP Petitions:**

In order to ensure that your degree program has adequate breadth and depth, CSPP has specified a core of required courses. If you already have taken related graduate work in any of these required areas and believe that the program requirement would constitute a duplication, you may petition to substitute your previous **graduate-level** coursework into your program; this coursework cannot be part of your undergraduate degree. Obvious courses do not need to be petitioned (e.g., Social Psychology Theory, Statistics and Measurement, etc.).

Petitions may also be filed to request changes in program requirements other than course substitutions.

The procedure for petitioning a change in course requirements is as follows:

- 1) Fill out the CSPP Petition (Appendix C) in duplicate.
- 2) Meet with the professor who is teaching the course in question in order to determine if your previous course is an acceptable substitute. Ask the professor to sign the petition.

- 3) Meet with your adviser to determine if s/he will permit the substitution. Ask your adviser to sign the petition.
- 4) Submit the signed petition to CSPP's Office Supervisor in 206 Burton Hall. The chair of the Progress and Retention Committee (PRC) will bring your petition before that committee. Your petition **MUST** have the signature of the professor and your adviser before the committee will consider it .
- 5) The PRC will review your petition, and the chair of the PRC will inform you of the committee's decision. The approved petition will be placed in your CSPP student file.

It is **YOUR** responsibility to make sure that the petition form reaches the appropriate professor, your advisor, and the Office Supervisor in 206 Burton Hall who will direct it to the chair of the PRC.

### **Filing Graduate School Petitions:**

The Graduate School has a petitioning process that is used primarily for making changes **to a previously approved degree program form**. These petitions are routed through CSPP's Office Supervisor in 206 Burton Hall to CSPP's GAC representative who determines if the change is consistent with CSPP requirements. The Graduate School petition is then forwarded to the Educational Psychology Director of Graduate Studies (See Appendix A).

### **REQUIRED COURSES**

Doctoral students must complete the following courses or equivalents (see Appendix D for an example of a typical Ph.D. program).

### **CSPP Master's Level Degree Requirements:**

EPsy 5231	Introductory Statistics and Measurement in Education	(4 cr.)
EPsy 5415	Child and Adolescent Development and Counseling	(4 cr.)
EPsy 8132	Personality Development and Socialization	(3 cr.)
EPsy 8400	Ethics	(3 cr.)
EPsy 8402	Individual Counseling: Theory and Applications	(3 cr.)
EPsy 8403	Social/Cultural Contexts: Counseling and Skills	(3 cr.)
EPsy 8404	Group Counseling: Theory, Applications, and Skills	(3 cr.)
EPsy 8405	Career Development: Theory, Skills, and Counseling Applications	(3 cr.)
EPsy 8431	M.A. Research Seminar	(4 cr.)
EPsy 8501	Counseling Pre-Practicum	(3 cr.)
EPsy 8503	Counseling Practicum I	(4 cr.)
EPsy 8504	Counseling Practicum II	(4 cr.)

ALSO:

Abnormal/Appraisal	(4 cr.)
Learning/Cognition*	(3 cr.)

### **CSPP Doctoral Level Degree Requirements:**

EPsy 5243	Principles and Methods of Evaluation	(3 cr.)
EPsy 8261	Statistical Methods I: Probability and Inference	(3 cr.)
EPsy 8262	Statistical Methods II: Regression and the General Linear Model	(3 cr.)
EPsy 8411	Seminar: Advanced Counseling Research	(4 cr.)
EPsy 8412	Seminar: Advanced Counseling Theory and Ethics	(4 cr.)
EPsy 8413	Personality Assessment of Adolescents and Adults**	(3 cr.)
EPsy 8452	Psychological Aspects of Counseling Supervision	(3 cr.)
EPsy 8509	Supervision Practicum	(2 cr.)
EPsy 8522	Advanced Counseling Practicum (two semesters)	(6 cr.)
EPsy 8905	History & Systems of Psychology: Landmark Issues in Ed Psych	(3 cr.)
EPsy 8994	Predissertation Research	(2 cr.)
Psy 5604H	Abnormal Psychology	(3 cr.)
or Psy 8111	Psychopathology I	(4 cr.)
or Psy 8112	Psychopathology II	(3 cr.)
EPsy 8512	Internship	(12 cr.)
EPsy 8888	Doctoral Thesis	(24 cr.)

#### ALSO:

Learning/Cognition*	(3 cr.)
Social Psychology*	(3 cr.)
Biological Bases of Behavior*	(3 cr.)

\*See Appendix E in this handbook for approved courses in these areas.

\*\*Students must have successfully completed Psy 5604H, Psy 8111, or Psy 8112 in order to register for this course.

#### Measurement Requirement

PLEASE NOTE: Students who complete the master's in CSPP, have obtained the equivalent of 3 credits in measurement, therefore students who wish to transfer in graduate credits from other institutions must document 3 credits of graduate-level measurement. Please refer to Appendix E for a list of approved measurement courses.

#### Abnormal Requirement

PLEASE NOTE: Any CSPP doctoral student who successfully completes the following masters courses: EPsy 8400: Counseling Clients with Psychological Disorders and EPsy 8400: Assessing Clients with Psychological Disorders (either while a student in the CSPP masters program or while in the doctoral program) will have met the doctoral requirement for abnormal psychology. Therefore these students will not be required to register for abnormal psychology (Psy 5604H, Psy 8111, or Psy 8112). Furthermore, any doctoral students who are required to meet CSPP MA coursework requirements (i.e., students with a masters degree from another program or institution; students with a bachelor's degree who are admitted directly to our doctoral program) have the option to take either the two EPsy 8400 courses listed above or one of the abnormal psychology courses listed above.

The Graduate School allows one-third of the course credits on the degree program to be taken S/N. However, CSPP core courses and courses taken to fulfill Ed Psych core requirements must be taken A/F. In the CSPP program only Biological Bases, Social Psychology, Abnormal Psychology and Principles & Methods of Evaluation can be taken S/N. All other courses must be taken A/F.

**Minor/Supporting Field:**

Doctoral students must complete 12 credits in a supporting field outside the Department of Educational Psychology. Many students fulfill this requirement by taking learning/cognition, social psychology, and biological bases of behavior courses along with abnormal/psychopathology in the Department of Psychology.

**DOCTORAL SEMINAR (EPsy 8411 and 8412)**

A major doctoral offering of the CSPP program is a two-semester series of seminars on advanced counseling research, advanced counseling theory, and counseling ethics and professional issues. This two-semester sequence helps students integrate and deepen their knowledge of counseling theory and research; engages students in systematic research in counseling psychology; allows for discussion of relevant professional literature in the three content areas; and provides a vehicle for building a strong peer group through continuous student interactions during the first year. It is hoped that such interactions will increase professional socialization and reduce student stress.

**ADVANCED COUNSELING PRACTICUM (EPsy 8522)**

Doctoral students are required to complete two semesters of practicum at a community or university-based site, during their second year. Prerequisite to beginning this practicum a student must have successfully completed 450 hours of a supervised master's practicum in counseling (or equivalent). Prior practica experience will be reviewed by CSPP faculty during the spring before your first year in the program. Following this review, you will receive a letter with practicum recommendations that you may discuss with your advisor. For additional information, please refer to the Advanced Counseling Practicum Handbook which will be distributed during the student's first year.

- Requirements:**
- 1) Spend a minimum of 13 hours per week at the practicum site in orientation, training, counseling/therapy, supervision, and related activities.
  - 2) Meet with a site supervisor one hour per week. The supervisor must be a psychologist who is licensed at the M.A. or Ph.D. level or who is license-eligible. Supervision can involve review of clients, tapes, counseling/therapy issues, ethical and professional concerns, and other pertinent topics. **Permission of the CSPP Doctoral Training Director is required if the site supervisor and/or supervision does not meet these criteria.**
  - 3) Accrue 50 client contact hours during fall semester and 70 during spring semester. One client contact hour is calculated as follows: one 50-minute

session, two 30-minute sessions, or four 15-minute sessions. Activities can include individual, group, dyad, or family counseling or therapy, testing and assessment, psychoeducation and outreach, and provision of consultation and supervision.

- 4) Meet two hours per week with a CSPP faculty member and your doctoral peers.
- 5) Complete a Practicum Agreement Form and submit the original to the instructor and a copy to the Doctoral Director of Clinical Training.

- 6) Develop a “Learning Contract,” for each semester of practicum. Submit the original to the instructor and a copy to the Doctoral Director of Clinical Training.
- 7) Maintain a “Counseling Log” and hand it in to the instructor and a copy to the Doctoral Director of Clinical Training.
- 8) Hand in or have sent to the instructor the site supervisor’s completed “Evaluation of Practicum Student” form at the end of each semester. Provide a copy to the Doctoral Director of Clinical Training.
- 9) Hand in to the Clinical Training Assistant a completed “Evaluation of Practicum Site” form at the end of spring semester only.

**Site Selection:** Each student is responsible for obtaining a practicum site. However a number of potential sites have been identified by the program. A list of possible sites and evaluations of these sites by former practicum students are available for review in Room 206 Burton Hall. You may pursue one of these sites or develop your own. **Students wishing to select a site that is not on this list must receive permission from the Doctoral Director of Clinical Training.**

**Minimum Practicum Hours:** 390 hours at site; 60 hours in practicum class. Total = 450 hours.

**Client Contact Hours:** 1) If a student does not accrue the required hours during a semester, thereby receiving an incomplete practicum grade, the student may make up the needed hours after the semester ends, under the supervision of the faculty member who awarded the incomplete. For example, students who have an incomplete may continue to see clients between the end of fall semester and the beginning of spring semester and apply these to their fall semester practicum. 2) Students **cannot** apply any client contact hours accrued during fall semester or between semesters to their spring semester client contact hour requirement.

**Termination at a Practicum Site:** Students who wish to terminate at a practicum site during their practicum must petition to do so. Prior to submitting a petition to the CSPP Progress and Retention Committee, the student must consult with the practicum instructor, who will then contact the site supervisor. The practicum instructor will provide written documentation of this contact, which the student will submit with the petition. **PLEASE CONSULT WITH STAFF AT THE PRACTICUM SITE AND WITH THE PRACTICUM INSTRUCTOR BEFORE FINALIZING YOUR DECISION TO TERMINATE.**

### **LIABILITY INSURANCE**

The University provides liability insurance coverage for students engaged in practicum if they are enrolled in a *credited* practicum sequence and are practicing within the scope of the practicum (e.g., following program and syllabus requirements and adhering to APA ethical codes and any ethical codes specific to the practicum site). Practicum students are covered between

fall and spring semesters and also if the practicum was not completed (i.e., received an incomplete grade).

The University also provides liability coverage for students who are paid University of Minnesota employees and are providing services as part of their job description.

Students in other situations (i.e., other than credited practica or paid U of M employees providing services as part of their job description) should consult with their employer or supervisor to determine whether they are responsible for their own liability coverage.

The CSPP program strongly encourages purchasing liability insurance. See Appendix F for a list of two professional organizations that offer reasonable rates. Students should purchase **occurrence** coverage, as this type will cover students in situations where a person sues several years after the alleged incident. This is important because a new insurance company will not cover “preexisting incidents.”

### **PSYCHOLOGICAL ASPECTS OF COUNSELING SUPERVISION (EPsy 8452)**

This course involves a consideration of theories and a review of relevant research regarding supervision of counselors and related mental health professionals. The format includes lecture, discussion, role plays, and activities designed to help students develop an integrative philosophy of supervision. Typically, Ph.D. students with a master’s degree in counseling complete EPsy 8452 during fall semester of their first year in the doctoral program.

### **SUPERVISION PRACTICUM (EPsy 8509)**

Doctoral students are required to complete one semester of counselor supervision practicum, supervising master’s students who are enrolled in a counseling practicum. The prerequisites for this practicum are successful completion of EPsy 8452: Psychological Aspects of Counseling Supervision or concurrent enrollment in Epsy 8452 and EPsy 8509; and successful prior completion of a 450-hour supervised masters practicum (or equivalent).

- Requirements:**
- 1) During spring semester of your first year in the doctoral program, you will be surveyed and asked to indicate whether you will enroll in this practicum the following year and to rank order your preference for fall or spring semester. You will be notified by the Doctoral Director of Clinical Training regarding the semester to which you have been assigned.
  - 2) You will meet weekly with master’s practicum students for didactic supervision activities. Specific activities are determined by the master’s practicum instructor teaching that semester of master’s practicum.
  - 3) You will meet weekly with the master’s practicum instructor and other doctoral student supervisors for consultation/supervision.

**Minimum Practicum Hours:** 60 hours supervising students and doing related activities;  
30 hours in consultation/supervision; Total = 90 hours.

## **PREDISSERTATION RESEARCH (EPsy 8994-002)**

All students are required to complete predissertation research while enrolled in the CSPP doctoral program and should register for 2 credits of EPsy 8994, section 2 (grade base A/F). Prior to the start of the term in which students plan to register, they should ask their adviser to contact the CSPP office requesting a permission number be emailed to the student. Prior to beginning new research, students must complete all necessary forms for the University Human Subjects Committee (D528 Mayo Building, Box 820, 420 Delaware Street S.E., Minneapolis, MN 55455; phone 612/626-5654; fax 612/626-6061; e-mail [irb@umn.edu](mailto:irb@umn.edu); [www.research.umn.edu/subjects/humans/form.htm](http://www.research.umn.edu/subjects/humans/form.htm)) and must have received this committee's approval.

The student must report the completed research in a written manuscript that meets all requirements in the *Publication Manual of the American Psychological Association* (5th edition) for submission to APA journals. The paper's length, references, tables, figures, etc. should model articles in the *Journal of Counseling Psychology* or other appropriate APA-style journals. For collaborative research projects, students need to prepare and submit to their adviser a statement specifying their unique contribution to the project. The adviser and one Ed Psych member of the student's committee must read and evaluate the predissertation research project, approve the proposed dissemination plan, and sign the Checklist for Written Prelim Form (see Appendix A).

**The predissertation research project must be completed by spring semester of the second year of doctoral study.** Students will not be admitted to the Written Counseling Preliminary Examination until the predissertation research requirement is completed and a grade is submitted. The project must also be submitted for dissemination prior to approval by adviser and committee members in one of the following ways: submitted to a journal for publication; submitted for a local, national, or international conference; or submitted for presentation as a colloquium within Ed Psych.

## **PRELIMINARY EXAMS**

### **CSPP Written Preliminary Exam:**

Purpose: The Counseling Preliminary Examination is required of all doctoral students in CSPP. The purpose of the written counseling prelim is to provide students with the opportunity to read broadly in both contemporary and classic literature that pertains to the field. This prelim is intended to assess a student's ability to think in an integrated, extemporaneous, and coherent way about complex issues.

Eligibility: To be eligible to sit for this prelim, a student must have: 1) completed all required coursework (or be concurrently enrolled in the final required courses); 2) filed an approved degree program; and 3) successfully completed the predissertation research project (see Predissertation Research section, above). The CSPP faculty expects that a student will be ready to table this prelim during fall semester of the third year of the doctoral program.

Registration: 1) You should register in the **first two weeks** of the semester in which you will take the prelim. A registration sheet will be posted in 206 Burton Hall. 2) You should make a copy of your approved degree program, fill in the grades for all completed courses, and give it to the prelim committee chair at the time of prelim registration.

Schedule: The counseling prelim is held on the fifth Friday of Fall and Spring semesters in the Ed Psych Computer Lab (Room 325 Peik). The prelim is scheduled for a maximum length of 7½ hours. There is also a one-hour lunch break between sessions. The morning session is from 8:00 to 12:00; the lunch break from 12:00 to 1:00; and the afternoon session from 1:00 to 4:30.

Process: Students may either hand write or word process their responses. CSPP will provide paper, pencils, and computer disks. Prelim results for those who word process the exam will be returned to advisers **five weeks** from the date of the prelim. Prelim results for those who hand write the exam will be returned to advisers **seven weeks** from the date of the prelim.

If a student chooses to hand write the prelim, the program will make a copy of the student's answers within a few days of the exam. At that time, the student will be contacted to pick up her/his answers. The student will type the prelim answers and turn them in to the CSPP Office Supervisor by noon on Friday of the seventh week of the semester.

When you arrive for the exam you will be provided with a copy of: Graham, J. H. (2000). *MMPI-2: Assessing Personality and Psychopathology* (3<sup>rd</sup> ed). New York: Oxford University Press. **DO NOT BRING YOUR OWN COPY TO THE EXAM.** You are allowed to bring a dictionary to the exam (either English dictionary or an English translation dictionary). You **SHOULD NOT** bring a calculator to the exam because it is not necessary.

Prelim Questions: The prelim is divided into two Sections. Section I consists of five parts and Section II consists of one part. Three parts from Section I are administered in the morning and two parts in the afternoon. Section II is administered in the afternoon. Due to time restrictions, different areas of the counseling psychology field may receive more or less emphasis on any given prelim. However, students should prepare themselves in all areas. The prelim questions will sample several of the following areas:

Section I:

- 1) Career development
- 2) Multicultural counseling
- 3) Ethics
- 4) Group counseling
- 5) Individual counseling
- 6) Personality
- 7) Professional Issues
- 8) Assessment
- 9) Supervision

Section II:

- 1) Statistics/design/measurement

Sections vary in length—some with shorter questions and some with longer questions with multiple parts. Questions will vary in their complexity, and therefore, the amount of time to respond to them will vary. The prelim contains questions that cover both the scientist and practitioner aspects of your preparation. Once students have completed the morning section, it is collected by the proctor. Students cannot return to this section in the afternoon.

Scoring: Scoring is on a scale of 1-5 (4-5 = high pass, 3-3.9 = pass, 2.5-2.9 = low pass, below 2.5 = fail). In order to pass, the student needs to have a mean average of 2.5 on EACH section. If the student fails to obtain a 2.5 or higher on a section, the student is required to retake the failed section of the exam.

Report to the Graduate School: A report of completion of the written preliminary examination must be submitted by the student to the Graduate School after passing the written prelim and before scheduling the oral preliminary examination (see Appendix A).

Preparation: Suggestions for preparing for this prelim include reviewing materials from prior counseling psychology master's and doctoral coursework, and do additional reading in the counseling psychology literature.

### **Oral Preliminary Exam:**

The oral preliminary examination is taken after successful completion of the CSPP written prelim and completion of all required courses with the exception of Internship (EPsy 8512) and Doctoral Thesis (EPsy 8888). It is evaluated during a two-hour meeting by the student's committee which consists of the adviser (who serves as chair), two other faculty members in Educational Psychology), and one faculty member from a department other than Educational Psychology. The exam must be scheduled with the committee. The student must submit the Preliminary Oral Exam Scheduling Form (see Appendix A) to the Graduate School at least one week in advance.

Prior to the oral preliminary exam, students must prepare a critical review of literature in an area agreed upon by the student and the advisor. The oral preliminary exam paper, written in APA style, must be at least 20 pages, but no longer than 40 pages in length (excluding references, figures, and tables). It must be distributed to the committee members at least one week prior to the exam.

During the two-hour exam, students are examined on the content of the paper and can be quizzed on aspects of their graduate training. At the completion of the exam, students must return the Preliminary Oral Exam Report, signed by their committee members, to the Graduate School.

Students must submit one spiralbound copy of their oral prelim paper to the CSPP Office Supervisor in 206 Burton.

## **PREDOCTORAL INTERNSHIP (EPsy 8512)**

Doctoral students are required to complete a 2000-hour predoctoral internship as part of their program degree requirements. Students have the option to pursue one of three types of internships:

- A) APA-accredited internships
- B) APPIC-member internships
- C) Internships meeting Minnesota psychologist licensure criteria

#### **A. APA-Accredited Internships:**

Each year, the *American Psychologist* publishes a list of APA-accredited predoctoral internships in its December issue. Most APA-accredited internship sites are located outside of the Twin Cities. A vast majority, if not all of these sites are full-time, one-year experiences.

#### **B. APPIC-Member Internships:**

Each year, the Association of Psychology Postdoctoral and Internship Centers (APPIC) publishes a directory of internship programs in professional psychology, including postdoctoral training programs. APPIC membership indicates that a program meets all membership criteria and conforms to APPIC policies. APA-accreditation status is also noted for each internship site in this directory. A copy of the directory is available for review in 206 Burton Hall or on the APPIC website (<http://www.appic.org/>).

#### **C. Internships Meeting Minnesota Psychologist Licensure Criteria:**

Students may pursue an internship that meets the following education requirements for licensure as a psychologist in Minnesota:

- 1) The internship experience must be at least 2,000 hours.
- 2) It must be completed within 24 months.
- 3) It must be at least half-time (i.e., 20 hours per week).
- 4) The internship may be done in up to three settings. At least one third of the total internship hours must be done in each setting.
- 5) The internship supervisor must be licensed or licensable in Minnesota and competent in the areas of practice for which supervision is provided (CSPP requires that the supervisor have a Ph.D.).
- 6) A full-time internship (40 hours per week for 12 months) requires at least two hours per week of regularly scheduled, formal, face-to-face, individual supervision. The licensed supervisor must provide an average of one hour per week of supervision but may delegate other training to appropriate agency staff. A part-time internship (20 hours per week for 24 months) requires at least one hour per week of regularly scheduled, formal, face-to-face, individual

supervision with the licensed supervisor.

Please contact the Minnesota Board of Psychology for additional information: (612) 617-2230, <http://www.psychologyboard.state.mn.us/license.asp>.

### **Which Criteria Do I Use to Choose a Predoctoral Internship?**

You are *strongly* encouraged to seek an internship that is APA-accredited. There are several reasons for this, including:

- 1) APA-accreditation assures a level and type of training that meet counseling psychology's standards for professional education.
- 2) If you choose an internship in a different geographic region, you gain exposure to different training models and cultural experiences and have the opportunity to network with a wider spectrum of psychologists and other professionals.
- 3) You will be eligible for employment at APA-accredited Veterans Affairs medical centers.
- 4) You will be eligible/competitive for academic positions that require or prefer applicants who have completed APA-accredited internships.
- 5) There are a large number of national sites to which you may apply, increasing your chances of successfully obtaining an internship.
- 6) Several states will only award licenses to individuals with an APA-accredited or APPIC-member internship (please check specific state guidelines for further information).

If completion of an APA-accredited internship is not possible, then an APPIC-member internship is recommended. The advantages of this type of internship include:

- 1) Assured standards of training.
- 2) Exposure to other models, cultures, and professionals.
- 3) The large number of national sites to which you may apply.

If completion of an APPIC-member internship is not possible, then a site meeting Minnesota state licensing requirements is an option. This option must be approved by the CSPP Doctoral Director of Clinical Training (see Appendix G).

### **How Do I Go About Finding an Internship?**

There are a number of steps you may take, including:

- 1) Find out about available sites by:

- Reviewing the December issue of the *American Psychologist*.
  - Reviewing the APPIC website (<http://www.appic.org/>) or the *APPIC Directory* (available in Room 206 Burton Hall).
  - Conducting informational interviews with students who are doing or have completed a predoctoral internship.
  - Conducting informational interviews with staff at agencies.
  - Requesting internship application materials from agencies.
- 2) Most APA-accredited and APPIC-member sites have application deadlines in November and December, for internships beginning in the following summer or fall. Therefore, you may want to request applications in the summer. Non-accredited internship application deadlines and starting dates are highly variable, throughout the calendar year.
  - 3) It is important to allow yourself plenty of “lead time,” as sites require detailed, elaborate personal statements and documentation (e.g., some require a case write-up). Many sites now use the APPIC Application for Psychology Internship, which is available to download online at [www.appic.org](http://www.appic.org). However, although the application process has become more standardized due to the APPIC application, a number of questions still require personalization.
  - 4) Consult with the Doctoral Director of Clinical Training, CSPP faculty, and other psychologists.

### **How Do I “Sign-up” for an Internship?**

- 1) Register for 12 credits of EPsy 8512. You may sign up for these credits **at any time**. You will receive an “X” until the final evaluation is received from your internship site supervisor. [Note: You may wish to register for 6 credits for two consecutive semesters to reinforce the idea that your internship is a consecutive experience, thus avoiding any questions by a licensing board.]
- 2) Successfully complete the oral preliminary exam and the thesis panel prior to beginning the predoctoral internship.
- 3) For non-APA-accredited internships, submit a contract to the Doctoral Director of Clinical Training identifying the agency and your proposed activities (see Appendix G) prior to beginning the internship.
- 4) For non-APA-accredited internships, submit a learning contract (see Appendices E & F) to the Doctoral Director of Clinical Training *prior to* each semester of your internship.
- 5) Have your site supervisor submit at least one **mid-year** and one **end-of-the-year** evaluation to the Doctoral Director of Clinical Training. The supervisor may use a standard agency form or, if the agency has no form, the CSPP program form (see Appendix J).

## **DOCTORAL THESIS (EPsy 8888)**

All doctoral students must complete a thesis in order to earn the Ph.D. The Graduate School requires that students successfully complete the doctoral thesis within five calendar years after successful completion of the Oral Prelim Exam. The thesis should show originality, embody results of research that form a significant contribution to knowledge, and exhibit mastery of the literature pertaining to the subject and familiarity with these sources. The thesis should be prepared according to APA style and Graduate School guidelines.

The doctoral thesis is written in consultation with three readers; the adviser and two other members of the student's Ph.D. committee (one from Educational Psychology and one outside of Educational Psychology). These three members become the Thesis Panel. Prior to beginning the dissertation research, the research project needs to be approved at a 1½ hour meeting of the Thesis Panel. Prior to the Thesis Panel meeting, the student distributes the dissertation research proposal to the three members. Upon completion of the Thesis Panel meeting, the student submits the following three completed forms to the DGS Assistant in 206 Burton Hall:

(a) **Thesis Planning Panel Form** (an Ed Psych form), (b) **Thesis Title Form** (a Grad School form), and (c) **Thesis Proposal Form** (a Grad School form). (See Appendix A.) **These forms must be submitted to the Graduate School no later than the first semester after passing the oral prelim.**

Once the readers have approved the thesis proposal and the student has received approval from the University Human Subjects Committee (D528 Mayo Building, Box 820, 420 Delaware Street S.E., Minneapolis, MN 55455; phone: 626-5654; fax: 626-6061; email: [irb@umn.edu](mailto:irb@umn.edu); [www.research.umn.edu/subjects/humans/form.htm](http://www.research.umn.edu/subjects/humans/form.htm)), the study can begin.

## **FINAL ORAL EXAM**

The final oral defense of the thesis occurs at a two-hour meeting with the student and the four member Ph.D. committee chaired by a member other than the advisor. The committee consists of the three readers from the Thesis Panel and another person from Educational Psychology. **The final oral cannot be scheduled within 10 weeks of the preliminary oral examination.** The final oral exam is scheduled with the Graduate School after the following considerations are met:

- 1) All coursework for the degree program is successfully completed (with the exception of EPsy 8512: Internship).
- 2) The written and oral preliminary exams have been successfully completed.
- 3) An approved thesis proposal is on file with the Graduate School.
- 4) The Reviewer's Report Form is sent to the Committee Chair upon submission to the Graduate School of the Thesis Title Form. The Reviewer's Report Form certifies that the

thesis is ready for defense. It is signed by the adviser and the other two readers and filed with the Graduate School. Thesis reviewers are to have *at least two weeks to read and consider the thesis prior to signing the Reviewer's Report Form.*

The two-hour examination must be scheduled by the student with the committee (keeping in mind that it is sometimes difficult to find a common meeting time for five people). The student must schedule the final oral by submitting the Final Oral Exam Scheduling Form to the Graduate School **at least one week before** the date of the oral. Once the exam is scheduled, the student should inform the Director of Graduate Studies of Ed Psych about the time, place, and title of the thesis so that a notice can be posted in Burton Hall to inform any interested persons. Students are advised to check with all committee members to see how far in advance they wish to receive the draft of the thesis prior to the final oral exam.

Students must submit one spiralbound copy of the final draft of their dissertation to the CSPP Office Supervisor in 206 Burton.

## **COMMENCEMENT AND GRADUATION**

Graduate School commencement ceremonies are held in late spring and late fall each year. Attendance is encouraged but not required. If you plan to attend, you must submit a **Commencement Attendance Approval Form** to the Graduate School (316 Johnston Hall) by the deadline specified in the class schedule. The form must be signed by your adviser and the Director of Graduate Studies for Ed Psych.

Degrees are awarded at the end of each month. In order to graduate in a particular month, you must submit the **Application for Degree Form** (see Appendix A) to Student Relations in 200 Fraser Hall by the first workday of that month. Then, all degree requirements must be completed and the Final Oral Examination Report Form, a copy of the thesis abstract, and a copy of the thesis (all signed by your adviser) must be submitted to the Graduate School by the last workday of that month.

## **STUDENT PROGRESS AND RETENTION POLICY AND PROCEDURES**

This policy is designed to help students know their rights and responsibilities and the avenues for addressing any conflict situations. This section outlines the standards for academic performance and professional conduct for students enrolled in the CSPP doctoral program. It also describes a policy for defining and addressing problematic performance. The procedure used by the program to evaluate student academic performance and progress, as well as the policy for readmitting students who have been dropped from the Graduate School/CSPP program are described next. Finally, a step-by-step guide to student grievance procedures is included.

### **Student Conduct Standards**

Students are required to satisfy University standards for student conduct (see the Student

Conduct Code Policy at <http://www1.umn.edu/regents/polindex.html>). In addition, they must meet the following CSPP student conduct standards:

- 1) Adhere to Minnesota Board of Psychology and American Psychological Association (2002) guidelines for ethical practices and professional conduct in all aspects of training (see Minnesota Board of Psychology Rules of Conduct in Appendix N and APA Ethical Principles of Psychologists and Code of Conduct in Appendix O).
- 2) Adhere to all University policies requiring non-discriminatory treatment of others in academic and professional settings without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, or sexual orientation. (All University Board of Regents Policies may be viewed at: <http://www1.umn.edu/regents/polindex.html>)

### **Performance Standards**

Students are required to satisfy Department of Educational Psychology, Graduate School, and University standards for academic and professional performance (see the *Educational Psychology Graduate Program Handbook* (<http://www.education.umn.edu/EdPsych/handbook/default.html>) and *Graduate School Catalog* (<http://www.catalogs.umn.edu/grad/index.html>)). In addition, they must meet the following CSPP minimum academic and professional standards:

- 1) Students must take the written preliminary exam no later than their third year.
- 2) Students must successfully complete the oral preliminary exam and the thesis panel prior to beginning the predoctoral internship and no later than fall semester of their fourth year.
- 3) Students must earn a grade of “A” or “B” for all predoctoral internship credits.
- 4) Students must maintain a minimum GPA of 3.00.
- 5) Students may not have more than six credits of incompletes at any one time.
- 6) The doctoral program must be completed in five years.

This set of performance standards assumes that a student has met all requirements of the CSPP M.A. program prior to beginning doctoral study. Students not meeting all M.A. requirements will be given extra time to complete their programs. The extra time will be specified in writing at the time that the student is admitted to the Ph.D. program.

The faculty reserves the right to terminate any student who fails to meet these standards of progress. Extensions may be granted to accommodate special needs of a given student. All extensions must be documented in a written contract between the student and the CSPP Progress and Retention Committee (PRC). The student should meet with her/his adviser to discuss preparation of the contract, which should specify all activities that must be completed and a

timetable for their completion.

It is University, and therefore, CSPP policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented physical, sensory, learning, and psychiatric disabilities that may affect their ability to participate in to meet program requirements. Students with disabilities are encouraged to contact their adviser to discuss their individual needs for accommodations. Accommodations are determined through a consultative process with Disability Services, the student, the CSPP PRC, and other relevant members of the campus community. Students who suspect they may have a disability or who would like general disability information are encouraged to contact Disability Services (<http://ds.umn.edu/index.html>, 180 McNamara Center; Phone: 626-1333).

### **Problematic Performance Policy**

The University of Minnesota Graduate Program in CSPP recognizes its responsibility to provide education and training that will promote student attainment of the knowledge, skills and competencies necessary to function as a competent counseling professional. Attainment of knowledge, skills, and competencies is a developmental process that occurs over time and varies from student to student. Program faculty are committed to providing instruction, feedback, and mentoring to students in a constructive atmosphere that allows students to meet the goals of the program and develop as a professional

The *Problematic Performance Policy* applies to rare situations in which a student experiences significant difficulties in attaining and/or in demonstrating the knowledge, skills, and/or competencies that will allow him or her to function as a competent counseling professional. This policy is intended to be used with students who are not adequately progressing through the developmental process of becoming a counseling psychologist. The problems described in this policy occur rarely and therefore it is rarely necessary to implement the full procedures described in the policy.

Program faculty, including clinical training supervisors, accept multiple responsibilities in their role of educating counseling professionals. These responsibilities extend not only to the students in the program but also to the profession at large and to the public.

- Program faculty and clinical supervisors have a responsibility to teach and supervise students, which is typically done in the context of a collaborative relationship.
- These individuals also have a responsibility to protect the public from incompetent professionals and to maintain the accepted ethics and standards of the profession.
- Unfortunately, it is possible that some students are not capable of becoming competent professionals and therefore they will not be able to maintain the standards of the profession.
- In these cases, the program is obliged by the Minnesota Board of Psychology Rules of Conduct(Appendix N) and the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (Appendix O) to take action to protect the public as well as the profession.

Definition of problematic performance. Generally, problematic performance for a counseling student can be defined as any combination of personal characteristics, emotional difficulties, life situations, and/or lack of competence (knowledge or skills) that interfere with a student's ability to function in a professional manner.

In determining whether a student is exhibiting problematic performance, criteria that are considered include:

- The problematic performance is not restricted to one area of professional functioning.
- The student has difficulty acknowledging, understanding and/or addressing the problematic performance when it is identified.
- The problematic performance is not merely a reflection of the normal progression in competency and skills that is expected throughout training or specific deficits in knowledge or skills that can be rectified by academic or didactic training.
- The quality of student performance is consistently negatively affected by the problematic performance.
- The student's behavior does not change as a function of feedback, remediation efforts, and/or time.

*Examples of behaviors, which may be categorized as problematic performance are listed next. Note that this list provides examples, and is not intended to be definitive or all-inclusive.*

- A violation of professional standards or ethical codes.
- Inability or unwillingness to acquire and demonstrate professional skills at an acceptable level of competency as judged by a clinical supervisor.
- Serious deficits in the areas of knowledge and application of professional standards.
- Behaviors that can be reasonably predictive of poor future professional functioning, such as extensive tardiness, carelessness with curricular requirements, poor compliance with supervisory requirements, etc.
- Interpersonal behaviors and intrapersonal functioning that impair one's professional functioning, such as psychopathology, inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems.

### **Evaluation of Student Performance**

The CSPP program faculty conduct an annual review of all students during the spring. Students complete a Status in Training form (see Appendix K) to assist in this review process. Based on this review, students receive written feedback informing them as to their progress in the program.

It should be noted that faculty actions and decisions are not confined to the annual review. Evaluation of student performance is an on-going activity.

### **Evaluation of Teaching Assistants:**

Students frequently assist in courses as paid or volunteer teaching assistants. Any student who serves in such a capacity in a CSPP core course must be evaluated by the students at the end of the course (See Appendix M for the TA Evaluation Form). Completed TA Evaluation Forms should be returned to the CSPP Office Supervisor in 206 Burton Hall.

**Program Response to Student Violations:**

If a CSPP faculty member has reason to believe that a student is in violation of any of the student conduct or performance standards or is exhibiting problematic performance, action will be taken by the CSPP program. Such action may include, but is not limited to, the following:

- 1) A CSPP faculty member will speak directly with the student and other involved parties, as appropriate.
- 2) In order to document faculty concerns regarding problematic student performance, the Evaluation of Student Problematic Performance Form contained in Appendix L will be completed and placed in the student's file.
- 3) All CSPP core faculty will be informed of the violation(s). Written documentation of this process of informing all core faculty will be done and kept in confidential student files.
- 4) The chair of the Department of Educational Psychology, as well as other faculty/professionals, will be informed of the violation(s), as appropriate.
- 5) The CSPP program faculty and other faculty/professionals will meet either to determine the steps necessary for the student to rectify the violation(s) or to terminate the student from the program. In the former case, faculty may require, for example, additional coursework, repeating coursework, additional supervised practica, a leave of absence, psychological evaluation, and/or counseling. The student will receive a written statement detailing the violation(s) and the steps necessary to rectify the violation(s).
- 6) In the event that a student is not terminated, a written contract between the student and the CSPP program will be developed detailing the necessary steps for rectifying the violation(s) and specifying a timetable for their successful completion.
- 7) Disagreements about the resolution of any issue can be handled through University grievance policies (see p.19).

**Readmission Policy**

*The Graduate School policy requires students to enroll no less than every Fall and Spring semester in order to remain on "active" status. The Graduate School also requires students to successfully complete the doctoral thesis within five years after successful completion of the preliminary oral exam. Failure to register for one semester or failure to complete the doctoral thesis within five years after successful completion of the prelim oral exam will result in students*

being dropped by the Graduate School for inactivity. Whenever students have been dropped, they must file forms with the Graduate School to receive permission to resume work on their degrees. In CSPP, when a student has been dropped by the Graduate School for inactivity and has failed to register for two of the last three academic year semesters, the Progress and Retention Committee shall also review the student for readmission to the CSPP program.

Students will be *considered* by the PRC for readmission after they have:

- 1) Filed the required documents with the Graduate School.
- 2) Sent a letter to the chair of the PRC requesting readmission and describing their motivation and plan for completing the degree.

In response to the student's request, the PRC will: 1) determine if the student's past performance was satisfactory, and 2) determine if the program has the resources (e.g., an available adviser) to support the student as s/he pursues a degree. If there are no concerns regarding performance or resources, the PRC will offer to readmit the student contingent upon the student agreeing to the following requirements:

- All readmitted students must meet the degree requirements in force *at the time of readmission*.
- Doctoral degree students who were dropped seven or more years prior to their readmission must take the currently required CSPP *written* preliminary exam, whether or not they have previously taken the exam.

If, after considering the above policy and any petitions filed by the student, the PRC determines that additional coursework must be taken, the student will be required to include this coursework on the degree program form, and if the program has already been filed with the Graduate School, the student will be required to file a revised program.

As with all CSPP requirements, students may petition the PRC for an exemption or substitution. Students should be aware, however, that the intent of the above requirements is to help ensure that individuals who graduate in a given year have completed equivalent programs. The burden of proof is, therefore, on the student to demonstrate that this equivalence can be achieved in an alternative way that is acceptable to faculty.

### **Student Grievance Process**

It is the student's responsibility to be aware of the University's Student Academic Grievance Policy and Grievance Process Policy (See the University Board of Regents Policies website at: <http://www1.umn.edu/regents/polindex.html>).

If students have a grievance issue, the CSPP program recommends that they use the following resolution process which involves the student meeting with and attempting to resolve the issue with the faculty member. If the student has met with the faculty member and the problem has

not been resolved, then the student should contact the CSPP program coordinator or the department chair. Students should be aware that there may be limits to confidentiality with any of these personnel.

Students also may by-pass this internal process and go directly to the University Grievance Policy and Procedures.

Alternatively, if a student does not choose to meet with the faculty due to the nature of the problem, the student may also directly contact the Student Dispute Resolution Center (612/625-5900, 107 Eddy Hall, sos@tc.umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid grievances, academic misconduct charges, student judicial issues) or to get assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements, unfair treatment, financial aid or billing problems). The Student Dispute Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. If students have been accused of violating University rules or feel that their rights have been violated, they are entitled to a due process hearing and representation of their choice. Students should be aware that there are time limits for taking action in some cases.

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the Office of Equal Opportunity and Affirmative Action at 612/624-9547 (419 Morrill Hall, www.EOAffAct.umn.edu).

For employment-related grievance issues, students may contact the University Grievance Office at 612/624-1030 (662 Heller Hall, ugo@tc.umn.edu). See the University's Grievance Procedure Policy at: <http://www1.umn.edu/regents/polindex.html>.

Please note that progress toward degree completion must halt during the time in which a grievance is in progress.

### **LICENSING REQUIREMENTS IN MINNESOTA**

Students who are completing a doctoral degree may be interested in pursuing licensure in one or more of the following licensure areas: Licensed Psychological Practitioner (LPP) Licensed Psychologist (LP), Licensed Professional Counselor (LPC), School Counselor (K-12) Licensure, Marriage and Family Therapist (LMFT), or Alcohol and Drug Counselor.

For information regarding licensing requirements for Licensed Psychological Practitioner (LPP) or Licensed Psychologist (LP), contact: Minnesota Board of Psychology, <http://www.psychologyboard.state.mn.us/license.asp> or (612) 617-2230.

For information regarding Licensed Professional Counselor licensing requirements, contact: The Board of Behavioral Health and Therapy (BBHT), <http://www.bbht.state.mn.us> or (612) 617-2177.

For information regarding Licensed School Counselor licensing requirements, contact: Personnel Licensing Section, Minnesota Department of Education, [http://education.state.mn.us/html/intro\\_licensure.htm](http://education.state.mn.us/html/intro_licensure.htm) or (651) 582-8691.

For information regarding Licensed Marriage and Family Therapist (LMFT): requirements, contact: Minnesota Board of Marriage and Family Therapy, [www.bmft.state.mn.us](http://www.bmft.state.mn.us) or (612) 617-2220.

For information regarding licensing requirements for Licensed Alcohol and Drug Counselor contact: Minnesota Department of Health, Health Occupations Program, <http://www.health.state.mn.us/divs/hpsc/hop/adc/> or (651) 282-6300.

### **NATIONAL CERTIFICATION AND REGISTRY REQUIREMENTS**

Several national organizations provide opportunities for additional certification in various specializations in counseling and psychology. With a master's or doctoral degree in CSPP, you may qualify to be a National Certified Counselor (NCC) or Certified Clinical Mental Health Counselor (CCMHC). If you are a Licensed Psychologist you may qualify to be listed in the National Register of Health Service Providers in Psychology. Finally, you may want to complete the necessary post-degree examination to become a Diplomate of the American Board of Professional Psychology (ABPP).

For information regarding National Certified Counselor (NCC) and Certified Clinical Mental Health Counselor (CCMHC) requirements, contact: the National Board for Certified Counselors, Inc., [www.nbcc.org](http://www.nbcc.org) or (336) 547-0607.

For information regarding registration as a provider in psychology, contact: Council for the National Register of Health Service Providers in Psychology, [www.nationalregister.org](http://www.nationalregister.org) or (202) 783-7663.

For information on the American Board of Professional Psychology (ABPP) Diplomate contact: American Board of Professional Psychology, Inc., [www.abpp.org](http://www.abpp.org) or 1-800-255-7792.

Appendix A

*Some of the forms listed below are available near the student mailboxes on the 1<sup>st</sup> floor of Burton Hall.*

<b>FORMS</b>	Location of form	Obtain these signatures prior to delivery:	Deliver to:	Contact w/ questions
Degree Program Forms				
Degree Program Transmittal	Web/GS	-----	CSPP Office Supervisor	Adviser or Office Supervisor
Degree Program	Web/GS	Adviser	CSPP Office Supervisor	Adviser or Office Supervisor
EPsy Core Requirements	CSPP	-----	CSPP Office Supervisor	Adviser or Office Supervisor
EPsy Examining Committee Consent	Web (EPsy)	Adviser & Committee members	CSPP Office Supervisor	Adviser or Office Supervisor
CSPP Petition	Web (CSPP)	Adviser	CSPP Office Supervisor	CSPP Office Supervisor
Grad School Petition	Web/GS	Adviser	CSPP Office Supervisor	CSPP Office Supervisor
<b>PRACTICUM FORMS</b> (see Advanced Counseling Prac Handbook)				
Practicum Agreement	CSPP	Site supervisor	Original to prac instructor; copy to Doctoral Dir. of Clinical Training	Prac Instructor
Learning Contract	CSPP	Site supervisor	Original to prac instructor; Copy to Doctoral Dir. of Clinical Training	Prac Instructor
Counseling Log	CSPP	-----	Original to prac instructor; Copy to Doctoral Dir. of Clinical Training	Prac Instructor
Evaluation of Practicum Student	CSPP	Site supervisor	Original to prac instructor; Copy to Doctoral Dir. of Clinical Training	Prac Instructor
Evaluation of Practicum Site	CSPP	-----	Clinical Training Assistant	Prac instructor
Checklist for written prelim form	Web (EPsy)	Adviser & one committee member	CSPP Office Supervisor	CSPP Office Supervisor
Preliminary Written Exam Report	Web/GS	Adviser	CSPP Office Supervisor	CSPP Office Supervisor
Preliminary Oral Exam Scheduling Form	Web/GS	-----	Grad School	Grad School
Preliminary Oral Exam Report (sent to Committee Chair)	N/A	Committee members	Grad School; Copy to CSPP Office Supervisor	CSPP Office Supervisor

INTERNSHIP FORMS (in this Handbook)				
Approval of Predoctoral Internship Site	CSPP	Doctoral Director of Clinical Training	Doctoral Dir. of Clinical Training	Doctoral Dir. of Clinical Training
Learning Contract	CSPP	Doctoral Dir. of Clinical Training & Site Supervisor	Doctoral Dir. of Clinical Training	Doctoral Dir. of Clinical Training
Semester Evaluation Form	CSPP	Site supervisor	Doctoral Dir. of Clinical Training	Doctoral Dir. of Clinical Training
Thesis Planning Panel	Web (EPsy)	Thesis Panel members	DGS Assistant	DGS Assistant
Thesis Proposal Transmittal Form	Web/GS	-----	DGS Assistant	DGS Assistant
Thesis Title Form	Web/GS	Advisor	DGS Assistant	DGS Assistant
Thesis Proposal Form	Web/GS	-----	DGS Assistant	DGS Assistant
Thesis Reviewer's Report Form*	NA	Thesis Reviewers	CSPP Office Supervisor	CSPP Office Supervisor
Commencement Attendance Approval*	Web/GS	Advisor	DGS Assistant	CSPP Office Supervisor
Application for Degree Form*	Web/OTR	-----	200 Fraser	Grad School
Final Oral Exam Scheduling Form	Web/GS	-----	Grad School	Grad School
Final Oral Examination Report (sent to Committee Chair)	N/A	Committee members	Grad School	DGS Assistant

*\*These forms will be included in your Graduation Packet, which you can request online from the Graduate School.*

CSPP – Counseling and Student Personnel Psychology program forms: check the slots near the student mailboxes, if none there, then pick up from 206 Burton Hall. Many forms can also be sent via email. Email requests to: [cspp-adm@umn.edu](mailto:cspp-adm@umn.edu).

EPsy - Educational Psychology Department forms:  
<http://www.education.umn.edu/EdPsych/forms> or pick up from 206 Burton Hall.

GS - Graduate School forms for doctoral students:  
[http://www.grad.umn.edu/current\\_students/forms/doctoral.html](http://www.grad.umn.edu/current_students/forms/doctoral.html) or pick up from 316 Johnston Hall. Grad School phone: 625-3490.

OTR - Office of the Registrar form:  
[http://onestop.umn.edu/Forms/pdf/Appl\\_Degree.PDF](http://onestop.umn.edu/Forms/pdf/Appl_Degree.PDF) or pick up from 316 Johnston Hall.

CSPP Office Supervisor, 206 Burton Hall, Phone: 626-0708.

DGS Assistant, 206 Burton Hall, Phone: 624-1698.

## Appendix B

### SEQUENTIAL STEPS TO CSPP DOCTORAL DEGREE

(Note that some activities are listed more than once to indicate that there is some variability in the year in which different students complete the activity.) For an additional timeline, please refer to p. 45 of the Ed Psych Graduate Student Handbook.

Year #	ACTIVITY
1	<ul style="list-style-type: none"> <li>• Orientation (August)</li> <li>• Coursework</li> <li>• Begin Pre-Dissertation Research Project (Contact adviser)</li> <li>• Arrange Practicum Site (Attend info meeting in January)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Coursework</li> <li>• File Degree Program (Fall Semester)</li> <li>• Advanced Practicum (Fall and Spring Semesters)</li> <li>• Complete Pre-Dissertation Research Project (Spring Semester; must be completed to sit for Written Preliminary Exam)</li> <li>• Prepare for Written Preliminary Exam (Summer)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Sign up for Written Preliminary Exam (Fall or Spring)</li> <li>• Take Written Prelim Exam (Fall or Spring)</li> <li>• Upon passing Exam, submit Preliminary Written Exam Report to Grad School</li> <li>• Preliminary Oral Exam Paper (20-40 page lit review; see adviser)</li> <li>• Preliminary Oral Exam (Fall or Spring, on content of Prelim Oral)               <ul style="list-style-type: none"> <li>Paper and other aspects of graduate education                   <ul style="list-style-type: none"> <li>-Schedule date &amp; time w/ committee members; submit Preliminary Oral Exam Scheduling Form to Grad School</li> <li>-Submit Prelim Oral Examination Report Form to Grad School</li> </ul> </li> </ul> </li> </ul>
4	<ul style="list-style-type: none"> <li>• Preliminary Oral Paper and Examination (see above)</li> <li>• Thesis Proposal (submit form to Grad School)</li> <li>• Dissertation (see adviser)</li> <li>• Internship (see p. 14 of the handbook)</li> <li>• Final Dissertation Defense (Fall or Spring)               <ul style="list-style-type: none"> <li>-Schedule date &amp; time w/ committee members; submit Final Oral Exam Scheduling Form to Grad School</li> <li>-Submit Final Oral Examination Report Form to Grad School</li> </ul> </li> <li>• Request PhD Graduate Packet from Grad School               <ul style="list-style-type: none"> <li>-Contains: Graduation Instructions; Commencement Attendance Form (due 4/1); Application for Degree (due 5/1)</li> </ul> </li> <li>• Commencement Ceremony (first Friday in May)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Dissertation (see above)</li> <li>• Internship (see above)</li> <li>• Final Dissertation Defense (see above)</li> <li>• Request PhD Graduate Packet from Grad School (see above)</li> <li>• Commencement Ceremony (first Friday in May)</li> </ul>

## Appendix C

### CSPP Petition

#### INSTRUCTIONS TO THE STUDENT

To ensure adequate breadth and depth in students' programs, CSPP has outlined a core of required courses. If a student has already taken graduate work in some of these required areas and feels that the program requirement would constitute a duplication, the student may petition to substitute his/her previous coursework into his/her program.

It is the responsibility of the student to make sure that the petition form reaches the appropriate professor, the advisor, and the committee. The student should complete the petition form in duplicate.

The procedure for petitioning a change in course requirements is as follows:

1. First, meet with the professor who is teaching the course in question in order to ascertain if there would be duplication. Have him/her sign this form.
2. Next, meet with your adviser to determine if s/he will permit the substitution. Have him/her sign this form.
3. Submit a petition to the Progress and Retention Committee. (The petition form on the reverse side must have the signatures of the professor and your adviser before the committee will consider it.)
4. The Progress and Retention Committee will decide whether or not to approve the student's request and may make stipulations regarding the student's program.
5. The result of the committee's decision will be added to the student's file, and the student will be informed of the committee's action.

**PETITION FORM**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

CSPP Status (check one): Ph.D. \_\_\_\_\_ M.A. \_\_\_\_\_

DESCRIPTION OF PROPOSED CHANGE:

RATIONALE SUPPORTING PROPOSED CHANGE:

To the Professor: I have reviewed the rationale for the proposed program change and approve it. It is my belief that the student has already acquired the knowledge and/or skills that are taught in my course, \_\_\_\_\_(Course # and designator).

Professor's signature \_\_\_\_\_ Date \_\_\_\_\_

To the Advisor: I have reviewed the above rationale as stated by the student and as approved by the above named professor, and I am in agreement with the proposed change in the student's course requirements.

Advisor's signature \_\_\_\_\_ Date \_\_\_\_\_

ACTION TAKEN AND/OR STIPULATIONS BY PROGRESS AND RETENTION COMMITTEE:

Signature for Committee \_\_\_\_\_ Date \_\_\_\_\_  
Chair

\_\_\_\_ Student notified

\_\_\_\_ Petition added to file

Appendix D  
**COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY**  
**SAMPLE Ph.D. PROGRAM<sup>1</sup>**

**YEAR ONE**

**FALL SEMESTER** (13 credits)

EPsy 8261	Statistical Methods I	3 cr.
EPsy 8411	Seminar: Advanced Counseling Research	4 cr.
EPsy 8452	Psych Aspects of Counseling Supervision	3 cr.
XXXX	Learning/Cognition course	3 cr.

**SPRING SEMESTER** (13 credits)

EPsy 8262	Statistical Methods II	3 cr.
EPsy 8412	Sem: Adv. Counseling Theory & Ethics	4 cr.
EPsy 5243	Principles & Methods of Evaluation	3 cr.
Psy 5604H	Abnormal Psychology <b>or</b>	3 cr.
Psy 8111	Psychopathology I	4 cr. <b>or</b>
Psy 8112	Psychopathology II	3 cr.

**YEAR TWO**

**FALL SEMESTER** (8 credits)

*EPsy 8509	Supervision Practicum <sup>2</sup>	2 cr.
EPsy 8522	Advanced Counseling Practicum	3 cr.
XXXX	Social Psychology course	3 cr.

**SPRING SEMESTER** (12 credits)

**EPsy 8413	Pers. Assessment of Adoles. & Adults	3 cr.
EPsy 8522	Advanced Counseling Practicum	3 cr.
EPsy 8905	Landmark Issues	3 cr.
XXXX	Biological Bases of Behavior course	3 cr.

Additional credits: Students are required to complete predissertation research (2 credits) - EPsy 8994, sec. 2.  
 Students are required to complete a pre-doctoral internship (12 credits) - EPsy 8512, sec. 1 or 2.  
 Students are required by the Graduate School to register for thesis credits (24 credits) - EPsy 8888.  
 Students receive a grade of “X” until all requirements for the additional credits are complete.

<b>Total: 84 semester credits</b>
-----------------------------------

<sup>1</sup>This program assumes that a student has completed an M.A. degree from CSPP. Those without an M.A. from CSPP may be required to complete additional coursework.

<sup>2</sup>Apply for one semester of supervision practicum at the end of your first year. Semester to be negotiated.

\*It is required that a student has already taken or is concurrently taking EPsy 8452 and has successfully completed a 450-hour supervised master’s practicum.

\*\*It is required that a student has already successfully completed, Psy 5604H, Psy 8111 or Psy 8112 before registering for this course.

NOTE: 12 credits must be taken outside of Educational Psychology (EPsy).

<p><b>IMPORTANT NOTE:</b> <i>This is only one way to schedule the required Ph.D. courses.</i> Consult with your adviser before registering.</p>
---

## Appendix E

### **FOUNDATIONS COURSES THAT MEET REQUIREMENTS IN BIOLOGICAL BASES OF BEHAVIOR, LEARNING/COGNITION, MEASUREMENT, AND SOCIAL PSYCHOLOGY. September 2004**

As you plan your program, you should select courses that further your mastery of psychology. With this in mind, select survey courses if you have not taken previous work in the area, and select more specialized courses once you have completed a survey course in an area. Educational Psychology requirements state that if a student has not had a survey course in a required area, a course designated “survey” below should be taken to meet the requirement.

#### **Biological Bases of Behavior:**

- Psy 5061 Neurobiology of Behavior
- Psy 5137 Introduction to Behavioral Genetics
- Psy 8055 Seminar: Cognitive Neuroscience
- Nurs 5225 Psychopharmacology for Advanced Practice Psychiatric/Mental Health Nursing

#### **Learning/Cognition:**

- EPsy 5101 Intelligence and Creativity (*survey*)
- EPsy 5112 Knowing, Learning, and Thinking (*survey*)
- EPsy 5114 Psychology of Student Learning (*survey*)
- EPsy 5115 Psychology of Adult Learning and Instruction (*survey*)
  
- EPsy 5113 Psychology of Instruction and Technology
- EPsy 5117 Problem Solving and Decision Making
- EPsy 5616 Behavior Analysis and Classroom Management
- EPsy 8111 Seminar: Knowledge and Skill
- EPsy 8115 Psychology of Instruction and Technology
- Psy 5015 Cognition, Computation, and Brain
- CPsy 8301 Developmental Psychology: Cognitive Processes

#### **Measurement:**

- EPsy 5221 Basic Principles of Educational Measurement (*survey*)
- Psy 5862 Psychological Measurement: Theory and Methods (*survey*)
  
- EPsy 5614 Foundations of Special Education II
- EPsy 5849 Observation and Assessment of the Preschool Child
- EPsy 8221 Psychological Scaling
- EPsy 8222 Advanced Measurement: Theory and Application
- Psy 5865 Advanced Psychological and Educational Measurement

**Social Psychology:**

- EPsy 5156 Social and Personality Influences on Education (*survey*)
- Psy 5204 Psychology of Interpersonal Relationships (*survey*)
- Soc 8721 Theories of Social Psychology (*survey*)
- EPsy 5135 Human Relations Workshop
- EPsy 5151 Cooperative Learning
- EPsy 5152 Psychology of Conflict Resolution
- EPsy 5155 Group Dynamics and Social Influence
- CPsy 8302 Developmental Psychology: Social and Emotional Processes
- Psy 5202 Attitudes and Social Behavior
- Psy 5205 Applied Social Psychology
- Psy 5207 Personality and Social Behavior
- Psy 8107 Cross-Cultural Study of Personality
- Psy 8201 Social Cognition
- Psy 8208 Social Psychology: The Self

Appendix F

**LIABILITY INSURANCE**

American Counseling Association Insurance Trust  
Professional Liability Insurance Program  
5999 Stevenson Avenue  
Alexandria, VA 22304-3300  
1-800-347-6647, ext. 284; [www.acait.com](http://www.acait.com)

American Psychological Association Insurance Trust  
Professional Liability Insurance Program  
750 First Street N.E., Suite 605  
Washington, DC 20002-4242  
1-800-477-1200 or 1-800-852-9987; [www.apait.org](http://www.apait.org)

Appendix G

University of Minnesota  
Counseling and Student Personnel Psychology Program (CSPP)  
**APPROVAL OF PREDOCTORAL INTERNSHIP SITE\***

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

Name, Address, Phone # of Site: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name, Degree, Title of Primary Supervisor: \_\_\_\_\_

\_\_\_\_\_

Phone # (if different from above): \_\_\_\_\_

Description of Site

Mission/Philosophy: \_\_\_\_\_

\_\_\_\_\_

Clientele served and Counseling Issues: \_\_\_\_\_

\_\_\_\_\_

Type of Clinical Activities (e.g. short-term, long-term, individual, group, family, etc.):

\_\_\_\_\_

\_\_\_\_\_

Activities: List the activities you will engage in while at your site.

\*If you are proposing an internship at more than one agency, complete one form per site and staple them together.

Supervision: Describe the type and frequency of supervision you will receive.

Specify whether your proposed internship meets APPIC criteria or Minnesota state licensure criteria. For an internship that meets Minnesota state licensure criteria, specify how each criterion is satisfied (attach additional pages if necessary):

List the dates of your proposed internship:

Starting date \_\_\_\_\_ (mo/day/yr)      Completion date: \_\_\_\_\_ (mo/day/yr)

Time Commitment per Week:

\_\_\_\_\_ Direct Service      \_\_\_\_\_ Supervision      \_\_\_\_\_ Other

\_\_\_\_\_  
Signature of Student & Date

\_\_\_\_\_  
Signature of Director of Clinical Training

Appendix H

University of Minnesota  
Counseling and Student Personnel Psychology Program (CSPP)  
**Predoctoral Internship**  
**LEARNING CONTRACT**

\_\_\_\_\_  
Name of Intern Semester \_\_\_\_\_ Year \_\_\_\_\_

\_\_\_\_\_  
Name of Site

Counseling and Therapy Activity: List the activities you will engage in this semester.

Other Activities: List other direct service activities for this semester (e.g., consultation, testing and assessment, psychoeducation and outreach, provide supervision, etc.

Supervision: Describe the type and frequency of supervision you will receive this semester.

Time Commitment Per Week:

\_\_\_\_\_ Counseling/Therapy    \_\_\_\_\_ Other Activities    \_\_\_\_\_ Supervision

\_\_\_\_\_  
Signature of Intern & Date

\_\_\_\_\_  
Signature of CSPP Doctoral Director of Training

\_\_\_\_\_  
Signature of Site Supervisor & Title

Appendix I

**SAMPLE FORM**

**Predoctoral Internship  
LEARNING CONTRACT**

\_\_\_\_\_  
Name of Intern Semester \_\_\_\_\_ Year \_\_\_\_\_

\_\_\_\_\_  
Name of Site

Counseling and Therapy Activity: List the activities you will engage in this semester.

- To further develop my therapeutic, diagnostic, and treatment planning skills by conducting individual psychotherapy with adults and adolescents and by conducting co-therapy with families and couples.
- To further develop my professional skills by engaging in psychological report writing (intake summaries, case notes, psychological evaluations).
- To observe my supervising psychologists conducting psychotherapy.

Other Activities: List other direct service activities (e.g., consultation, student personnel, career development, advising, testing) for this semester.

- Administration, scoring, and interpretation of psychological tests, including MMPI-2, WAIS-R, WISC-R, as needed/requested.
- Participation in a weekly assessment seminar.

Supervision: Describe the type and frequency of supervision you will receive this semester.

- Participate in one hour, weekly, individual supervision meetings in each of the following areas: adult and marital/family.
- Participate in weekly department meetings, case conferences, didactic seminars, and small-group peer supervision.

Time Commitment Per Week:

26 Counseling/Therapy    10 Other Activities    4 Supervision

\_\_\_\_\_  
Signature of Intern & Date

\_\_\_\_\_  
Signature of CSPP Doctoral Director of Training

\_\_\_\_\_  
Signature of Site Supervisor & Title

Appendix J

University of Minnesota  
Counseling and Student Personnel Psychology Program (CSPP)  
**Predoctoral Internship**  
**SEMESTER EVALUATION FORM**

\_\_\_\_\_  
Name of Intern Semester \_\_\_\_\_ Year \_\_\_\_\_

\_\_\_\_\_  
Name of Agency

Supervisor's Evaluation of Intern:

\_\_\_\_\_  
Signature of Supervisor      Date

Name of Supervisor \_\_\_\_\_

Title of Supervisor \_\_\_\_\_

Address \_\_\_\_\_

Appendix K

**\*\*\*Failure to complete this form by the deadline noted in the cover letter will result in a hold being placed on your fall registration.\*\*\***

PLEASE RETURN TO 206 BURTON HALL

**STATUS IN Ph.D. GRADUATE TRAINING QUESTIONNAIRE 2005-2006**

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

Year started Ph.D. program \_\_\_\_\_ Did you receive your M.A. from CSPP? Yes \_\_\_\_ No \_\_\_\_

Have you completed your M.A.? Yes \_\_\_\_ No \_\_\_\_

1. Have you been enrolled in courses at the University during the past 12 months? Yes \_\_\_\_ No \_\_\_\_  
If yes, list the courses:

If no, indicate *semester* and *year* of your last enrollment: \_\_\_\_\_

2. List *each* incomplete that you have accrued in the CSPP program and indicate the date by which you plan to complete the requirements for that course:

<u>Course</u>	<u>Credits</u>	<u>Completion Date</u>
---------------	----------------	------------------------

3. Are you beyond your 5th year in the doctoral program? Yes \_\_\_\_ No \_\_\_\_  
If yes, a) please provide a brief explanation of why you are beyond your 5th year in the program, and b) list the requirements that you have left and your timetable for completing them. (Use back of page if needed.)

4. Have you received any time extensions beyond the 5 year program completion deadline?  
Yes \_\_\_ No \_\_\_ If yes, how much additional time have you received?
  
5. Briefly describe your academic plans for next year.
  
6. What is your anticipated date of graduation? \_\_\_\_\_
  
7. What are your professional goals upon graduation from CSPP?
  
8. Indicate the total number of *direct* client contact hours that you have completed in a supervised for-credit practicum *in your M.A. and Ph.D. programs to date*: \_\_\_\_\_
  
9. Did you have a for-credit practicum at any time during this academic year? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If Yes, indicate the following:  
 Name of practicum site:  
 Highest degree of your primary supervisor(s):  
 Credentials of primary supervisor(s) (e.g., licensure, diplomate):  
 Type of setting (use employment setting codes, see p. 4):  
 Types of services provided (use service activity codes, see p. 4):  
 Types of clients served (e.g., children, adolescents, adults):
  
10. Indicate the total number of direct client hours you have completed in a supervised non-credit counseling experience (e.g., assistantship, volunteer work, paid employment) in your M.A. and Ph.D. program to date: \_\_\_\_\_
  
11. Please list the name of any scholarships, fellowships, travel funds, and/or professional awards that you have received during this academic year.

12. Please list any teaching experience that you had during this academic year.

13. Are you licensed as a Psychological Practitioner in Minnesota? Yes \_\_\_\_ No \_\_\_\_  
Are you licensed as a Professional Counselor at the MA level? Yes \_\_\_\_ No \_\_\_\_  
If Yes, in what state(s)? \_\_\_\_\_  
Do you hold any other licenses or certificates? Yes \_\_\_\_ No \_\_\_\_  
If Yes, please specify: \_\_\_\_\_

14. Indicate which of the following sources of funding or employment you held in during the current academic year at the University.

<b><u>Position(s)</u></b>	<b><u>% Time</u></b>	<b><u>% Tuition Waiver</u></b>	<b><u># Months</u></b>	<b><u>Funding Source</u></b>
TA _____	_____	_____	_____	_____
RA _____	_____	_____	_____	_____
GA _____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

15. List any other employment that you participated in during the current academic year that was not affiliated with the University.

16. Did you apply for a predoctoral internship for next academic year? Yes \_\_\_\_ No \_\_\_\_

a. If yes, did you accept an internship? Yes \_\_\_\_ No \_\_\_\_

b. Is your site APA accredited? Yes \_\_\_\_ No \_\_\_\_

c. Is your site provisionally APA accredited? Yes \_\_\_\_ No \_\_\_\_

d. Is your internship funded? Yes \_\_\_\_ No \_\_\_\_

e. Is your internship full-time? Yes \_\_\_\_ No \_\_\_\_

f. Name and location of internship site:

g. Type of setting (use employment setting codes, see p. 4):

h. Types of services provided (use service activity codes, see p. 4):

i. Types of clients served (e.g., children, adolescents, adults):

j. Anticipated start & end dates of internship:

17. Are you currently participating in an internship? If yes, please answer Nos. 15 c-j. above.
18. Please list any papers or workshops that you presented or co-presented during this academic year at national, state, or regional conferences.
19. Please list any articles that you authored or co-authored that were published (or in press or accepted) in a professional journal during this academic year. (Use back of page if needed.)
20. Please list any presentations or manuscripts that you submitted over the past academic year that are not included above.
21. Please briefly describe any ongoing research projects you are involved in during this academic year. Was this research grant-supported?
22. Please list any grants (federal, state, local, or private foundation) that you received support from during this academic year.
23. Are you a member or affiliate of a national, state, or regional professional association?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, please list.

*For use with questions #8 and #14:*

**Employment Setting Codes**

1. Community Mental Health Center
2. Health Maintenance Organization
3. Medical Center
4. Military Medical Group
5. Private General Hospital
6. General Hospital
7. Veterans Affairs Medical Center
8. Private Psychiatric Hospital
9. State/County Hospital
10. Correctional Facility
11. School District/System
12. University Counseling Center
13. Academic Teaching Position
  - 13a. Doctoral program
  - 13b. Master's program
  - 13c. 4-year college
  - 13d. Community/2-year college
  - 13e. Adjunct professor
14. Independent Practice
15. Academic Non-Teaching Position
16. Medical School
33. Other (e.g., consulting), please specify
44. Student
99. Not currently employed

**Service Activity Codes**

1. Administration
2. Assessment
3. Consultation
4. Counseling/Psychotherapy
5. Research
6. Supervision
7. Teaching
8. Advising
33. Other (e.g., community-based intervention), please specify

Today's Date: \_\_\_\_\_

**Ph.D. Anonymous Survey, 2005-2006**

*\*\* Please return separately to 206 Burton Hall*

Please evaluate your training in the CSPP program with respect to the following goals and experiences, using the Likert scales indicated.

	<u>Poor</u>	<u>Adequate</u>	<u>Excellent</u>	<u>NA</u>	
1) Development of critical thinking skills Comments:	1	2	3	4	5
2) Development of interpersonal communications skills Comments:	1	2	3	4	5
3) Development of basic and advanced counseling skills Comments:	1	2	3	4	5
4) Development of teaching skills Comments:	1	2	3	4	5
5) Development of conflict resolution skills Comments:	1	2	3	4	5
6) Development of professional leadership skills Comments:	1	2	3	4	5
7) Attainment of core knowledge and skills relating to counseling psychology Comments:	1	2	3	4	5
8) Development of skills to design, conduct, and disseminate research Comments:	1	2	3	4	5

9) Mastery of basic knowledge in the foundational areas of statistics, personality theory, social psychology, learning theory, and biological bases of behavior  
Comments:

1 2 3 4 5

10) Ability to practice counseling psychology with proficiency  
Comments:

1 2 3 4 5

11) Ability to develop unique, personalized career plans  
Comments:

1 2 3 4 5

12) Supervised practicum experience  
Comments:

1 2 3 4 5

13) Supervised internship experience  
Comments:

1 2 3 4 5

14) Core faculty academic advising  
Comments:

1 2 3 4 5

15) Processes used to evaluate student performance  
Comments:

1 2 3 4 5

16) In-program peer relationships  
Comments:

1 2 3 4 5

Any additional comments?

Appendix L

University of Minnesota  
Counseling and Student Personnel Psychology (CSPP)  
**EVALUATION OF STUDENT PROBLEMATIC PERFORMANCE**

Date \_\_\_\_\_

Name of Student \_\_\_\_\_

Name of Individual Completing This Form \_\_\_\_\_

Please circle the number which corresponds to your agreement or disagreement with each of the following items. Use the following scale: 1 = Below Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations, N = No basis for evaluation.

**Interpersonal Competency**

**STUDENT:**

**1   2   3   N**

1. Demonstrates willingness to engage in professional interactions with persons from diverse cultures.

**Comments:**

**1   2   3   N**

2. Exhibits flexibility and responsibility concerning appointments with others.

**Comments:**

**1   2   3   N**

3. Conveys feedback to others in an appropriate manner.

**Comments:**

**1   2   3   N**

4. Exhibits willingness and ability to share knowledge with others.

**Comments:**

**1   2   3   N**

5. Exhibits cooperative behavior.

**Comments:**

1 2 3 N

6. Conveys an interest in the welfare of others.

**Comments:**

1 2 3 N

7. Demonstrates a willingness to take interpersonal risks.

**Comments:**

**Self-Awareness**

**STUDENT:**

1 2 3 N

8. Demonstrates an awareness of and willingness to address personal prejudices and biases.

**Comments:**

1 2 3 N

9. Addresses issues of conflict that arise in classes, counseling sessions, and supervision.

**Comments:**

1 2 3 N

10. Appears to maintain a balance between personal and academic activities in his or her life.

**Comments:**

1 2 3 N

11. Recognizes the link between his or her personal behaviors and their consequences.

**Comments:**

1 2 3 N

12. Possesses an accurate awareness of his/her strengths and limitations.

**Comments:**

1 2 3 N

13. Manages his/her stress effectively and appropriately.

**Comments:**

1 2 3 N

14. Is aware of his/her affect and its impact on him/herself and others.

**Comments:**

1 2 3 N

15. Accepts responsibility for her/his actions.

**Comments:**

### **Openness to Growth**

#### **STUDENT:**

1 2 3 N

16. Shows willingness to appropriately disclose personal concerns that may affect professional performance.

**Comments:**

1 2 3 N

17. Acknowledges feedback from professors, supervisors, and peers, as evidenced by listening to, clarifying, evaluating, and implementing their feedback.

**Comments:**

1 2 3 N

18. Recognizes that being confronted by faculty and peers on personal or academic behavior may be an area for her/his own growth.

**Comments:**

1 2 3 N

19. Demonstrates a willingness to respect viewpoints that differ from his or her own.

**Comments:**

### **Professional Attitudes and Behaviors**

#### **STUDENT:**

1 2 3 N

20. Understands and adheres to appropriate boundaries in the counseling relationship.

**Comments:**

1 2 3 N

21. Demonstrates appropriate behavior in classes.

**Comments:**

1 2 3 N

22. Maintains client/colleague/peer confidentiality as defined by the professional codes of ethics endorsed by the training program.

**Comments:**

1 2 3 N

23. Meets his/her personal and academic responsibilities in a timely and professional manner.

**Comments:**

1 2 3 N

24. Is capable of performing graduate level work (e.g., skills in counseling and research) in a professional manner.

**Comments:**

Please rate the student on the following personal characteristics relevant to the counseling profession using the following scale: 1 = Below Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations, N = No basis for evaluation.

- |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | N | 1. Openness                                   |
| 1 | 2 | 3 | N | 2. Flexibility                                |
| 1 | 2 | 3 | N | 3. Positive attitude                          |
| 1 | 2 | 3 | N | 4. Cooperativeness                            |
| 1 | 2 | 3 | N | 5. Reliability                                |
| 1 | 2 | 3 | N | 6. Emotional stability                        |
| 1 | 2 | 3 | N | 7. Ability to manage stress                   |
| 1 | 2 | 3 | N | 8. Ability to process conflict                |
| 1 | 2 | 3 | N | 9. Respect for differences                    |
| 1 | 2 | 3 | N | 10. Ability to express feelings appropriately |

**Signature:** \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

Appendix M

**Counseling and Student Personnel Psychology (CSPP)  
University of Minnesota**

**TA Evaluation Form**

Course Name & Number: \_\_\_\_\_

Semester & Year: \_\_\_\_\_

Teaching Assistant Name: \_\_\_\_\_

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

Please take the time to fill out this questionnaire thoughtfully. The information will provide useful feedback to the Teaching Assistant and to the instructor. Please rate the TA using the following scale: 1 = Below Expectations, 2 = Meet Expectations, 3 = Exceeds Expectations, N = No basis for observation

My TA .....

**1 2 3 N**

1. Conducts well organized class sessions.

**1 2 3 N**

2. Appears knowledgeable about the subject material.

**1 2 3 N**

3. Appears enthusiastic about the subject matter.

**1 2 3 N**

4. Helps me understand and learn what is expected in the course.

**1 2 3 N**

5. Helps me feel free to ask questions and express my opinions.

**1 2 3 N**

6. Recognizes when I am confused and tries to reduce the confusion.

**1 2 3 N**

7. Effectively guides discussion.

**1 2 3 N**

8. Makes effective use of visual aides (blackboards, overhead, slides etc).

- |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | N | 9. Provides helpful comments on my assignments.       |
| 1 | 2 | 3 | N | 10. Is fair in grading.                               |
| 1 | 2 | 3 | N | 11. Treats me with respect.                           |
| 1 | 2 | 3 | N | 12. Provides active direction when I need assistance. |
| 1 | 2 | 3 | N | 13. Is available outside of class time.               |
| 1 | 2 | 3 | N | 14. Overall, my TA is a good teaching assistant.      |

**Comments:** (Please list two of your TA's major strengths and two suggestions for improvement.)

**Strengths:**

1)

2)

**Suggestions:**

1)

2)

## Appendix N

Printed from the Minnesota Board of Psychology's website:  
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## Appendix O

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