

**COUNSELING AND STUDENT
PERSONNEL PSYCHOLOGY**

**COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM HANDBOOK**

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

University of Minnesota

17th Edition

September 2007

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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 the CSPP office.)

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 as well as 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 practicums. 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

* 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 practicums 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 may be available near the CSPP student mailboxes. See Appendix B for an overview of the steps needed to complete the CSPP doctoral degree. Please refer to “Steps to earning the doctorate in Educational Psychology” section 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/>, look under General Information, then Doctor of Philosophy Degree). A maximum of 12 graduate credits taken as a non-degree seeking student at the University of Minnesota may be transferred into a 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 Filing CSPP Petitions section below and Appendix C).

Filing a Degree Program:

Degree program forms are available from the Graduate School, 316 Johnston Hall, or online at (http://www.grad.umn.edu/current_students/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.

One Ed Psych Examining Committee Consent Form must be submitted with the degree program. It must be signed by all the members of the student’s committee to ensure that they have agreed to serve on the committee (See Appendix A).

- 1) On the degree program form, Ph.D. students will complete the identification information in full and indicate “Ph.D.” as the degree sought, “Educational Psychology” as the major field, and add the minor or supporting program, if declared. Enter the grade earned for all completed courses.
- 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 the program. Unofficial transcripts are acceptable.
- 4) In addition to completed coursework, students will list all courses that they plan to take for completion of the doctoral degree. Changes *can* be made to this program after it is approved (see the section in this handbook on Filing Graduate School Petitions).
- 5) Total the number of credits taken in and outside the major, and record these where indicated at the bottom of the form.
- 6) Students should obtain their advisor's signature on degree program form and examining committee form, make a copy for their own records, and turn the program, examining committee form, and core requirements form in to CSPP's Office Supervisor who will forward it to the Graduate Advisory Committee (GAC) representative. The GAC representative will review each program to ensure that all CSPP requirements will be met and, if approved, will initial and forward the 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 the program to the Graduate School.
- 8) The Graduate School will review and send copies of the approved program to the student and to the student's advisor.
- 9) If any problem is noted within Steps 6-8, the degree program form will be returned to the CSPP program and a program representative will contact the student.

Filing CSPP Petitions:

In order to ensure that each student's degree program has adequate breadth and depth, CSPP has specified a core of required courses. If a student has already have taken related graduate work in any of these required areas and believe that the program requirement would constitute a duplication, the student may petition to substitute a previous **graduate-level** coursework into her/his program; this coursework **cannot** be part of the student's undergraduate degree. Obvious courses may not need to be petitioned (e.g., Social Psychology Theory, Statistics and Measurement, etc.), but written approval of such substitutions must still be submitted to the Assistant to the DGS to document that all department requirements have been met.

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).
- 2) Meet with the professor who is teaching the course in question in order to determine if the

previous course is an acceptable substitute. Ask the professor to sign the petition.

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

It is the **STUDENT'S** responsibility to make sure that the petition form reaches the appropriate professor, the student's advisor, and the Office Supervisor 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 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).

EXPECTATIONS REGARDING STUDENT SELF-DISCLOSURE WHILE ENROLLED IN CSPP:*

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become very familiar and comfortable working with the process of individual's self-disclosure and introspection. Therefore, it is an essential training component of the CSPP program to provide assignments and classroom experiences that call for students (i.e., counselors-in-training) to self-disclose and personally introspect about personal life experiences to an extent not expected in their academic disciplines. As such, the CSPP faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

These expectations are in accordance with APA whose comments regarding the ethics of requiring self-disclosure in an academic program are as follows: *Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal*

problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others. (APA, 2002, 7.04).

Because (1) and (2) above apply to our program, we require self-disclosure in our academic program. In summary, we require that our students be willing to engage in self-examination (i.e., to disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

* This statement has been adapted from the following other universities and/or Counseling Psychology Program statements: Auburn University, Miami University, University of Missouri-Columbia, and the University of North Dakota.

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 8406	Professional Ethics for Counselors and Psychologists	(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.)
EPsy 8407	Assessing and Counseling Clients with Psychological Disorders	(4 cr.)

ALSO:

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.)
EPsy 8512	Internship	(12 cr.)
EPsy 8888	Doctoral Thesis	(24 cr.)

ALSO:

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

** See Appendix E in this handbook for approved courses in these areas and review the requirement descriptions below.

*** Students must have successfully completed their abnormal/appraisal requirement (EPsy 8407, Psy 5604H, Psy 8111, **or** Psy 8112) in order to register for this course. See below for details on abnormal/appraisal requirement.

Measurement Requirement:

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.

Learning/Cognition Requirement:

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

Abnormal Requirement:

Any CSPP doctoral student who has successfully completed the following master's course EPsy 8407: Assessing and Counseling Clients With Psychological Disorders (either while a student in the CSPP master's program or while in the doctoral program) meets the doctoral requirement for abnormal psychology. Therefore these students will **not** be required to register for an additional abnormal psychology course.

Any doctoral students who has not yet taken the course above to complete the abnormal requirement has the option to take any one of the following courses in order to fulfill the requirement:

EPsy 8407	Assessing and Counseling Clients with Psychological Disorders	(4 cr.)
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Psy 5604H	Abnormal Psychology	(3 cr.)
Psy 8111	Psychopathology I	(4 cr.)
Psy 8112	Psychopathology II	(3 cr.)

Grading Basis:

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, and Abnormal Psychology 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 Advanced Practicum (EPsy 8522) at a community or university-based site, during their second year. Prerequisite to beginning this advanced practicum a student must have successfully completed 450 hours of a supervised master's practicum in counseling (or equivalent). Prior practicum experience will be reviewed by CSPP faculty during the spring before the student's first year in the program. Following this review, each student will receive a letter with practicum recommendations that the student may discuss with her/his advisor. For additional information, please refer to the Advanced Counseling Practicum Handbook which will be distributed during the student's first year.

Doctoral students may elect to repeat the advanced practicum (EPsy 8522) in a subsequent year in their program provided that space is available. Any student interested in doing so must consult with the advanced practicum instructor to see if space is available.

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 Ph.D. 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 doctoral peers.
- 5) Complete a Practicum Agreement Form and submit the original to the instructor and a copy to the Ph.D. Training Director.
- 6) Develop a “Learning Contract,” for each semester of practicum. Submit the original to the instructor and a copy to the Ph.D. Training Director.
- 7) Maintain a “Counseling Log” and hand it in to the instructor and a copy to the Ph.D. Training Director.
- 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 Ph.D. Training Director.
- 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 the CSPP office. A student may pursue one of these sites or develop her/his own. **Students wishing to select a site that is not on this list must receive permission from the Ph.D. Training Director.**

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 A 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 practicums 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 master's practicum (or equivalent).

Requirements:

- 1) During spring semester of the student's first year in the doctoral program, students will be surveyed and asked to indicate whether they will enroll in this practicum the following year and to rank their preference for fall or spring semester. Students will be notified by the Ph.D. Training Director regarding the semester to which they have been assigned.
- 2) Ph.D. student supervisors 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) Supervisors 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 8994-002 (grade basis A/F). Prior to the start of the term in which students plan to register, they should ask their advisor 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, MMC 820, 420 Delaware Street SE, Minneapolis, MN 55455; phone 612-626-5654; fax 612-626-6061; e-mail irb@umn.edu; <http://www.research.umn.edu/irb/download/>)

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 advisor a statement specifying their unique contribution to the project. The advisor 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 advisor and committee member 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 purpose of the written counseling preliminary exam is to assess a student's ability to write extemporaneously on a variety of topics germane to counseling psychology. The student is expected to produce a complete, coherent, and appropriately supported answer in response to a variety of questions.

Preparation:

Coursework provides the foundation for the student's preparation. The student is expected to build on this foundation by reading broadly in both contemporary and classic literature that pertains to the field.

Eligibility:

To be eligible to sit for the written preliminary exam, a student must have:

- 1) Completed all required coursework
- 2) Filed an approved degree program

And

- 3) Successfully completed the predissertation research project (see Predissertation Research section, above).

The CSPP faculty expects that the earliest a student could be ready to take the written preliminary exam would be during fall semester of the third year of the doctoral program.

Schedule:

The Counseling Prelim will be scheduled for during the sixth week of the semester. The exam will be administered over 2 days on the sixth Monday of the semester from approximately 8:00a.m. to noon and the following day from approximately 1:00 p.m. to 5:00 p.m. Specific times depend on the availability of the computer lab and will be stated on the sign up sheet. It is important for students to arrive 5 to 10 minutes early to get settled in the exam room in order to start promptly.

Registration:

Students must register in the **first two weeks** of the semester in which the prelim exam will be taken. A registration sheet along with logistical information about the exam will be available in the CSPP office.

Overview of the Exam:

After signing up for the written prelim, a description of the exam will be made available to the examinee. CSPP frequently reviews and revises the nature of the exam to ensure that it adequately assesses a student's readiness for doctoral candidacy. The coursework described in current and recent CSPP M.A. and Ph.D. handbooks serve as a fairly comprehensive list of the subject areas that may be examined. Recent exams have focused on the following areas of counseling psychology:

- Assessment
- Career development
- Ethics
- Group counseling
- Individual counseling
- Multicultural counseling
- Personality
- Professional Issues
- Supervision
- Statistics
- Design
- Measurement

Scoring:

Scoring is on a scale of 0-5 (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 an average of 2.5 on EACH question. If the student fails to obtain a 2.5 or higher on a question, the student fails that portion of the exam and is required to retake that section of the exam. The question(s) asked during a retake of the exam will not be identical to the question(s) asked in the original exam.

Report to the Graduate School:

The student must report passing the examination by submitting the Preliminary Written Exam Report and the Ed Psych Checklist for Written Prelim to the Assistant to the DGS (see Appendix A). These forms must be submitted before scheduling the oral preliminary examination.

Failing the exam:

The preliminary examination is not passed until the student demonstrates competency in each area examined. Therefore, if a student fails one or more questions on the preliminary, s/he must retake that portion of the exam. In order to retake any portion or all of the exam, the student will need to participate in a remediation that will be designed in consultation with his or her advisor. The remediation could include, but is not limited to, completing a project, retaking and passing a class, or reading assigned chapters or articles. Once the student has completed the remediation to his or her advisor's satisfaction, he or she may sign up to retake the failed portion of the exam during the regularly scheduled preliminary examination time. In addition, it is important to note that a student failing any area of the preliminary exam must be prepared to be examined orally on that failed area during his or her oral preliminary examination.

If any area of the exam is failed twice, the student must obtain special permission by the Progress and Retention Committee in order to sit for another retake. This permission may or may not be given depending on the Committee's evaluation of the likelihood that the student has the ability and motivation to pass the examination if given another opportunity. Remediation at that point will also include input from the Progress and Retention Committee before the student will be allowed to re-sit for the examination.

Oral Preliminary Exam:

The oral preliminary examination is taken after successful completion of the CSPP written preliminary exam and completion of all other program requirements except Internship (EPsy 8512) and Doctoral Thesis (EPsy 8888). The student's performance is evaluated during a two-hour meeting by the student's committee, which consists of the adviser (who serves as chair), two other members who hold Examining Status in the Educational Psychology Department, and one faculty member from a department other than Educational Psychology. The student is responsible to schedule the oral exam 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 of the oral exam.

Prior to the oral preliminary exam, students must prepare a critical review of literature in an area agreed upon by the student and the student's adviser. 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). This paper may be reviewed and edited one time by the adviser prior to its dissemination to the entire committee. It must be distributed to the committee members at least **one week** prior to the exam.

Students are examined on the content of their papers but can be questioned on all aspects of their graduate programs. 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 spiral bound copy of their oral prelim paper to the CSPP Office Supervisor.

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 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>.

Criteria for Choosing a Predoctoral Internship:

Students 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 a student chooses an internship in a different geographic region, the student will 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) The student will be eligible for employment at APA-accredited Veterans Affairs medical centers.
- 4) The student will be eligible/competitive for academic and clinical positions that require or prefer applicants who have completed APA-accredited internships.
- 5) There are a large number of national sites to which students may apply, increasing the chance 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 students 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 Ph.D. Training Director (see Appendix G).

How to Find and Apply for Internships:

There are a number of steps students 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/>).
 - Conducting informational interviews with students who are doing or have completed a predoctoral internship.
 - Conducting informational interviews with staff at agencies.
 - Reviewing internship websites and/or requesting internship 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 , students may want to begin reviewing internship websites and materials in the summer. Non-accredited internship application deadlines and starting dates are highly variable throughout the calendar year.
- 3) It is important to allow plenty of “lead time,” as sites require detailed, elaborate personal statements and documentation. Virtually all sites now use the APPIC Application for Psychology Internship, which is available to download online at <http://www.appic.org/>.. However, although the application process has become more standardized due to the APPIC application, some questions still require personalization.
- 4) Consult with the Ph.D. Training Director, CSPP faculty, and other psychologists.
- 5) Students may elect to seek program sanctioning of clinical experiences that are not part of their advanced practicum (EPsy 8522). If these experiences are officially sanctioned by the CSPP program they can be counted as doctoral practicum hours on the APPIC Pre-doctoral application. See Appendix P for the CSPP Sanctioned Clinical Experience Agreement Form.

Other Internship Requirements:

- 1) Register for 12 credits of EPsy 8512. Students may sign up for these credits **at any time**.

Students will receive an “X” grade until the final evaluation is received from the internship site supervisor. (**Note:** Students may wish to register for 6 credits for two consecutive semesters to reinforce the idea that the 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 Ph.D. Training Director identifying the agency and the proposed activities (see Appendix G) prior to beginning the internship.
- 4) For non-APA-accredited internships, submit a learning contract (see Appendices H & I) to the Ph.D. Training Director **prior to** each semester of the internship.
- 5) Have the site supervisor submit at least one **mid-year** and one **end-of-the-year** evaluation to the Ph.D. Training Director. 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 advisor and two other members of the student’s Ph.D. committee (one from the graduate faculty of 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 one and a half hour meeting of the Thesis Panel. Prior to the Thesis Panel meeting, the student distributes a dissertation research proposal to the three members. Upon completion of the Thesis Panel meeting, the student submits the following three completed forms to the Assistant to the Ed Psych DGS: (a) **Thesis Planning Panel Form** (an Ed Psych form available from <http://www.education.umn.edu/edpsych/forms/>), (b) **Thesis Title Form**, and (c) **Thesis Proposal Form** [both (b) and (c) forms are available from the Grad School at http://www.grad.umn.edu/current_students/forms/doctoral.html, see also 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, MMC 820, 420 Delaware Street SE, Minneapolis, MN 55455; phone: 612-626-5654; fax: 612-626-6061; email: irb@umn.edu;

<http://www.research.umn.edu/irb/download/>), the study can begin.

FINAL ORAL EXAM

The final oral defense of the doctoral 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 the graduate faculty of Educational Psychology. **The final oral exam cannot be scheduled within 10 weeks of the preliminary oral examination.** The final oral exam may take place 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) The approved thesis proposal forms are on file with the Graduate School.
- 4) The student must request a Graduation Packet from the Graduate School and then complete the Reviewer's Report Form, which is a part of the Graduation Packet.
- 5) Thesis reviewers are to have **at least two weeks to read and consider the thesis prior to signing the Reviewer's Report Form**. Students are advised to check with all committee members to see how far in advance they wish to receive the draft to determine if longer than two weeks will be needed to review the thesis.
- 6) The student must have the Reviewer's Report Form signed by her/his advisor and the other two readers and then deliver it to the Graduate School at least one week prior to the defense. The Reviewer's Report Form certifies that the thesis is ready for defense.

When ready to schedule the exam, the student must work with committee members to find a common meeting time for the two-hour examination. When this time is identified, the student may submit the Final Oral Exam Scheduling Form to the Graduate School. This form must be submitted **at least one week prior** to the final oral exam. It is a good idea to hand in the Reviewer's Report Form and the Final Oral Exam Scheduling Form at the same time to ensure that both are filed at the Graduate School on time. Once the exam is scheduled, the student **must** inform the Assistant to the Director of Graduate Studies of Ed Psych about the time, place, and title of the thesis so that a notice can be posted to inform any interested persons.

The student must turn in the signed Final Oral Examination Report to the Graduate School within 24 hours of the completion of their defense. Students must submit one spiralbound copy of the final draft of their dissertation to the CSPP Office Supervisor.

COMMENCEMENT AND GRADUATION

Graduate School commencement ceremonies are held in late spring and late fall each year. Attendance is encouraged but not required. Students who plan to attend must have their advisor sign the **Commencement Attendance Approval Form** (from the Graduation Packet, see also Appendix A) and then the student must submit the form to the CSPP office specialist. CSPP office staff will then obtain the DGS signature for the student. It is essential that the student submit this form to CSPP with sufficient time to acquire the DGS signature prior to the Graduate School deadline. For fall semester this would typically mean submitting the form to CSPP by mid-September, for spring semester, the form is typically due in the CSPP office by mid-February.

In order to complete the paperwork necessary to graduate, students in their last semester must request a **Graduation Packet** from the Graduate School, 316 Johnston Hall, or via their website at www.grad.umn.edu. Included in the packet are multiple forms that will be necessary to complete the defense and apply for the doctoral degree. Please note that the paperwork for attendance in the commencement ceremony and the paperwork required to formally process and award a degree are entirely different.

Degrees are formally awarded at the end of each month. In order to graduate in a particular month, students must submit the **Application for Degree Form** (see Appendix A) to the Office of the Registrar 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 the student's advisor) 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 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, sex, 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/>) and *Graduate School Catalog* (<http://www.catalogs.umn.edu/grad/>). 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 “S” 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 advisor 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 and to meet program requirements. Students with disabilities are encouraged to contact their advisor 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>, 180 McNamara Center; 612 626-1333).

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). These forms will be distributed at the conclusion of each term in all CSPP core classes that have TAs. Completed TA Evaluation Forms are to be returned to the Educational Psychology Department front desk following the class period in which they are completed..

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 practicums, 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 Student Conflict Resolution Center (612-624-7272, 211 Eddy Hall, sos@umn.edu, <http://www.sos.umn.edu>). See Student Grievance Process section below for more information.

Readmission Policy:

The Graduate School policy requires students to enroll 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 AND
- 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 advisor) 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 Board of Regents Policies as they apply to students and student employees. (See the University Board of Regents policy website at <http://www1.umn.edu/regents/polindex.html>). For University grading policies see: <http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradingpolicy.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 Student Conflict Resolution Center or Office for Conflict Resolution.

If a student does not choose to meet first with a faculty member, the student may also directly contact the Student Conflict Resolution Center (612-624-7272, 211 Eddy Hall, sos@umn.edu, <http://www.sos.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). Students may also contact this office for 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 Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related grievance issues, students may contact the Office for Conflict Resolution (formerly the University Grievance Office) at 612-624-1030 (662 Heller Hall, conflict.resolution@umn.edu, <http://www1.umn.edu/ocr/>). See also <http://www1.umn.edu/ocr/policies.html> for additional Office of Conflict Resolution policy and procedures.

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, eoaa@umn.edu, 419 Morrill Hall, <http://www.eoaffact.umn.edu>.

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: School Counselor (K-12) Licensure, Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), or Licensed Psychologist (LP).

Students planning to become a school counselor should consult with the School Counseling Director. For information regarding Minnesota K-12 Licensed School Counselor requirements, see the Minnesota Department of Education website: <http://www.revisor.leg.state.mn.us/arule/8710/6400.html> or for the application go to: http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/index.html, (651) 582-8691.

For information regarding Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC) licensing requirements, contact: the Board of Behavioral Health and Therapy (BBHT), <http://www.bbht.state.mn.us> or 612-617-2177. Study guides for the National

Counselor Exam (NCE), the Examination of Clinical Counselor Practice (ECCP), and the National Clinical Mental Health Counseling Exam (NCMHCE)—all tests related to LPC and LPCC licensure—are available in the CSPP office

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

NATIONAL CERTIFICATION AND REGISTRY REQUIREMENTS

Several national organizations provide opportunities for additional certification in various specializations in counseling and psychology. CSPP master's or doctoral program graduates may qualify to be a National Certified Counselor (NCC) or Certified Clinical Mental Health Counselor (CCMHC). Graduates who are Licensed Psychologists may qualify to be listed in the National Register of Health Service Providers in Psychology. Finally, graduates 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., <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, <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., <http://www.abpp.org> or 1-800-255-7792.

Appendix A

Some of the forms listed below may be available near the student mailboxes.

FORMS	Location of form	Obtain these signatures prior to delivery:	Deliver to:	Contact w/ questions
Degree Program Transmittal Form	Web/GS	-----	CSPP Office Specialsit	Advisor or Office Supervisor
Degree Program Form	Web/GS	Advisor	CSPP Office Specialsit	Advisor or Office Supervisor
EPsy Examining Committee Consent	Web (EPsy)	Advisor & Committee members	CSPP Office Supervisor	Advisor or Office Supervisor
CSPP Petition	Web/CSPP	Advisor/Professor	CSPP Office Supervisor	CSPP Office Supervisor
Internal Ed Psych Petition	Web (EPsy)	Advisor/Professor	CSPP Office Supervisor	CSPP Office Supervisor
Grad School Petition	Web/GS	Advisor	CSPP Office Supervisor	CSPP Office Supervisor
PRACTICUM FORMS	see Advanced Counseling Practicum Handbook			
Practicum Agreement	CSPP	Site supervisor	Original to prac instructor; copy to Ph.D. Training Director	Prac Instructor
Learning Contract	CSPP	Site supervisor	Original to prac instructor; Copy to Ph.D. Training Director	Prac Instructor
Counseling Log	CSPP	-----	Original to prac instructor; Copy to Ph.D. Training Director	Prac Instructor
Evaluation of Practicum Student	CSPP	Site supervisor	Original to prac instructor; Copy to Ph.D. Training Director	Prac Instructor
Evaluation of Practicum Site	CSPP	-----	Clinical Training Assistant	Prac instructor
Checklist for written prelim form	Web (EPsy)	Advisor & one committee member	CSPP Office Supervisor	CSPP Office Supervisor
Preliminary Written Exam Report	Web/GS	Advisor	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	Appendices G, H, I, and J in this Handbook			
Approval of Predoctoral Internship Site	CSPP	Ph.D. Training Director	Ph.D. Training Director	Ph.D. Training Director
Learning Contract	CSPP	Ph.D. Training Director & Site Supervisor	Ph.D. Training Director	Ph.D. Training Director
Semester Evaluation Form	CSPP	Site supervisor	Ph.D. Training Director	Ph.D. Training Director
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 the Graduation Packet, which can be requested online from the Graduate School.*

CSPP – Counseling and Student Personnel Psychology program forms:

<http://education.umn.edu/EdPsych/CSPP/student.html>. You may contact the CSPP Office Specialist with any questions.

EPsy - Educational Psychology Department forms:

<http://www.education.umn.edu/EdPsych/forms>

GS - Graduate School forms for doctoral students:

http://www.grad.umn.edu/current_students/forms/doctoral.html or pick up from 316 Johnston Hall. Grad School phone: 612-625-3490.

OTR - Office of the Registrar form:

http://onestop.umn.edu/Forms/pdf/Appl_Degree.PDF or pick up from 316 Johnston Hall.

CSPP Principal Office Specialist, phone: 612-624-6827

CSPP Office Supervisor, phone: 612-626-0708.

DGS Assistant, phone: 612-624-1698.

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 the Ed Psych Graduate Student Handbook.

Year #	ACTIVITY
1	<ul style="list-style-type: none"> • Orientation (August) • Coursework • Begin Pre-Dissertation Research Project (Contact advisor) • Arrange Practicum Site (Attend info meeting in January)
2	<ul style="list-style-type: none"> • Coursework • Advanced Practicum (Fall and Spring Semesters) • File Degree Program (Spring Semester) • Complete Pre-Dissertation Research Project (Spring Semester; must be completed to sit for Written Preliminary Exam) • Prepare for Written Preliminary Exam (Summer)
3	<ul style="list-style-type: none"> • Sign up for Written Preliminary Exam (Fall or Spring) • Take Written Prelim Exam (Fall or Spring) • Upon passing Exam, submit Preliminary Written Exam Report and Ed Psych Checklist for Written Prelim to DGS • Preliminary Oral Exam Paper (20-40 page lit review; see advisor) • Preliminary Oral Exam (Fall or Spring, on content of Prelim Oral Paper and other aspects of graduate education) <ul style="list-style-type: none"> -Schedule date & time w/ committee members; submit Preliminary Oral Exam Scheduling Form to Grad School -Submit Prelim Oral Examination Report Form to Grad School
4	<ul style="list-style-type: none"> • Preliminary Oral Paper and Examination (see above) • Thesis Proposal (submit forms to EPsy and to Grad School) • Dissertation (see advisor) • Internship (see Predoctoral Internship section of this book) • Request Ph.D. Graduation Packet from Grad School <ul style="list-style-type: none"> -Contains: Graduation Instructions; Commencement Attendance Form Application for Degree—check for current deadlines • Final Dissertation Defense (Fall or Spring) <ul style="list-style-type: none"> -Schedule date & time w/ committee members; submit Final Oral Exam Scheduling Form to Grad School; inform Assistant to the DGS -Submit Final Oral Examination Report Form to Grad School • Commencement Ceremony
5	<ul style="list-style-type: none"> • Dissertation (see above) • Internship (see above) • Final Dissertation Defense (see above) • Commencement Ceremony

Appendix C

CSPP Petition

INSTRUCTIONS TO THE STUDENT

To ensure adequate breadth and depth in students' programs, CSPP has outlined degree requirements, including 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. The student may also petition changes in program requirements other than course substitutions.

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.

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, the student will meet with her/his advisor 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 must have the signatures of the professor and the advisor 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.

*These steps also apply to petitions for changes in program requirements other than course substitutions with this exception: Students should begin with Step 2 and next proceed to meet with and request signatures from other relevant personnel, as appropriate (e.g., Ph.D. Training Director). Then they should proceed to Step 3.

CSPP PETITION FORM

Student's Name _____ Date _____

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

Will this change a filed degree program: Yes No
If this changes a degree program, a Graduate School petition must also be filed.

Is this petition for the purpose of course substitution? If so, the professor whose course you are substituting must sign below:

To the Professor: I have reviewed the rationale for the proposed course 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) and the substitution of _____ (course # and designator) is sufficient.

Professor's signature: _____ Date: _____

OTHER PROPOSED CHANGE (not a course substitution):

RATIONALE SUPPORTING PROPOSED CHANGE:

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.

Advisor's signature _____ Date _____

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

Approved Not Approved

Signature for Committee _____ Date _____
Chair

_____ Student notified _____ Advisor Notified _____ Petition added to file

Appendix D
COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY
SAMPLE Ph.D. PROGRAM¹

YEAR ONE

FALL SEMESTER (13 credits)

EPsy 8261	Statistical Methods I	3 cr.
EPsy 8412	Sem: Adv. Counseling Theory & Ethics	4 cr.
EPsy 8452	Psych Aspects of Counseling Supervision	3 cr.
XXXX	Social Psychology course	3 cr.

SPRING SEMESTER (13 credits)

EPsy 8262	Statistical Methods II	3 cr.
EPsy 8411	Seminar: Advanced Counseling Research	4 cr.
EPsy 5243	Principles & Methods of Evaluation	3 cr.

YEAR TWO

FALL SEMESTER (8 credits)

*EPsy 8509	Supervision Practicum ²	2 cr.
EPsy 8522	Advanced Counseling Practicum	3 cr.
XXXX	Biological Bases of Behavior course	3 cr.

SPRING SEMESTER (9 credits)

**EPsy 8413	Pers. Assessment of Adoles. & Adults	3 cr.
EPsy 8522	Advanced Counseling Practicum	3 cr.
EPsy 8905	Landmark Issues	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” for each of these additional credits until all requirements are complete.

Total: 78 semester credits

¹This 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.

²Apply for one semester of supervision practicum at the end of the 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 EPsy 8407, Psy 5604H, Psy 8111, **or** Psy 8112 before registering for this course.

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

IMPORTANT NOTE: *This is only one way to schedule the required Ph.D. courses.*
 Students should consult with their advisor before registering.

Appendix E

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

As students plan their degree program, it is important to select courses that further the student's mastery of psychology. With this in mind, students should select survey courses if they have not taken previous work in the area, and select more specialized courses after completing 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 (<i>survey</i>)
EPsy 5112	Knowing, Learning, and Thinking (<i>survey</i>)
EPsy 5114	Psychology of Student Learning (<i>survey</i>)
EPsy 5115	Psychology of Adult Learning and Instruction (<i>survey</i>)

CPsy 8301	Developmental Psychology: Cognitive Processes
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

Measurement:

EPsy 5221	Basic Principles of Educational Measurement (<i>survey</i>)
Psy 5862	Psychological Measurement: Theory and Methods (<i>survey</i>)
EPsy 5222	Measurement and Analysis: K-12 Education Accountability
EPsy 5614	Foundations of Special Education II
EPsy 8221	Psychological Scaling
EPsy 8222	Advanced Measurement: Theory and Application
Psy 5865	Advanced Psychological and Educational Measurement

Social Psychology:

- Psy 5204 Psychology of Interpersonal Relationships (*survey*)
- Soc 8721 Theories of Social Psychology (*survey*)
- EPsy 5141 Aggression in the Schools (*survey*)

- EPsy 5135 Human Relations Workshop
- EPsy 5151 Cooperative Learning
- EPsy 5152 Psychology of Conflict Resolution
- EPsy 5155 Group Dynamics and Social Influence
- EPsy 5157 Social Psychology of Education
- 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 5702 Psychological Foundations of Individual Behavior in Organizations
- Psy 8107 Cross-Cultural Study of Personality
- Psy 8201 Social Cognition
- Psy 8202 Close Relationships
- 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

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

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 Ph.D. Training Director

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

CSPP Ph.D. Training Director Signature & Date

Signature of Site Supervisor & Title & Date

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 Ph.D. Training Director

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 THE EDUCATIONAL PSYCHOLOGY DEPARTMENT OFFICE,
ATTN: CSPP OFFICE SPECIALIST
ATTACH AN UNOFFICIAL COPY OF YOUR TRANSCRIPT TO THIS FORM**

STATUS IN Ph.D. GRADUATE TRAINING QUESTIONNAIRE 2006-2007

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 last page):

Types of services provided (use service activity codes, see last page):

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

10. Did you have a *not-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 last page):

Types of services provided (use service activity codes, see last page):

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

11. 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: _____

12. Please list the name of any scholarships, fellowships, travel funds, and/or professional awards that you have received during this academic year.

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

14. Are you licensed as a Psychological Practitioner in Minnesota? Yes ____ No ____
Are you licensed as a Professional Counselor at the M.A. level? Yes ____ No ____
If Yes, in what state(s)? _____
Do you hold any other licenses or certificates? Yes ____ No ____
If Yes, please specify: _____

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

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

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

17. Did you apply for a predoctoral internship for next academic year? Yes ____ No ____

- If yes, did you accept an internship? Yes ____ No ____
- Is your site APA accredited? Yes ____ No ____
- Is your site provisionally APA accredited? Yes ____ No ____
- Is your internship funded? Yes ____ No ____
- Is your internship full-time? Yes ____ No ____
- Name and location of internship site:
- Type of setting (use employment setting codes, see last page):
- Types of services provided (use service activity codes, see last page):
- Types of clients served (e.g., children, adolescents, adults):

j. Anticipated start & end dates of internship:

k. Highest degree of your primary supervisor(s):

l. Credentials of primary supervisor(s) (e.g., licensure, diplomate):

18. Are you currently participating in an internship? If yes, please answer Nos. 17. b.-l. above.

19. Please list any papers or workshops that you presented or co-presented during this academic year at national, state, or regional conferences.

20. 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.)

21. Please list any presentations or manuscripts that you submitted over the past academic year that are not included above.

22. Please briefly describe any ongoing research projects you are involved in during this academic year. Was this research grant-supported?

23. Please list any grants (federal, state, local, or private foundation) that you received support from during this academic year.

24. Are you a member or affiliate of a national, state, or regional professional association?
Yes _____ No _____ If Yes, please list.

For use with questions #9, #10, #17, and #18:

Employment Setting Codes

1. Community Mental Health Center
2. Health Maintenance Organization
3. Medical Center
4. Military Medical Center
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. masters 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
9. School Counseling
33. Other (e.g., community-based intervention), please specify

Ph.D. Anonymous Survey, 2006-2007

*** Please return to the Educational Psychology Department Office, attn: CSPP Office Specialist***

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: _____

Additional Criteria for Evaluation of Student Problematic Performance:

1. Openness to new ideas (rated from Closed [1] to Open [5])		
Was dogmatic about own perspective and ideas.	Was amenable to discussion of perspectives other than own.	Solicited others' opinions and perspectives about own work.
Ignored or was defensive about constructive feedback.	Accepts constructive feedback without defensiveness.	Invited constructive feedback, and demonstrated interest in others' perspectives.
Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Some evidence of effort to incorporate relevant feedback received to change own behavior	Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility (rated from Inflexible [1] to Flexible [5])		
Showed little or no effort to recognize changing demands in the professional & interpersonal environment.	Effort to recognize changing demands in demands in the professional & interpersonal environment was evident but sometimes inaccurate.	Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
Showed little or no effort to flex own response to changing environmental demands.	Effort to flex own response to new environmental demands was evident but sometimes inaccurate.	Showed accurate effort to flex own response to changing environmental demands as needed.
Refused to flex own response to changing environmental demands despite knowledge of the need for change.	Flexed own response to changing environmental demands when directed to do.	Independently monitored the environment for changing demands and flexed own response accordingly.
Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	Attempts to understand needs for change in established schedule or protocol to avoid resentment.
		Accepted necessary changes in established schedule and attempted to discover the reasons for them.
3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])		
Showed little or no engagement in collaborative activities.	Engaged in collaborative activities but with minimum allowable input.	Worked actively toward reaching consensus in collaborative activities.
Undermined goal achievement in collaborative activities.	Accepted but rarely initiated compromise in collaborative activities.	Was willing to initiate compromise in order to reach group consensus.
Was unwilling to compromise in collaborative activities.	Was concerned mainly with own part in collaborative activities.	Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])		
<p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of feedback of supervisory feedback received.</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p>	<p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> <p>Showed some defensiveness to critique through “over-explanation” of own actions--but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>
5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])		
<p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>	<p>Effort toward recognition of how own words and actions impacted others was impact on others through words and actions.</p> <p>Initiates feedback from others regarding impact of own words and behaviors.</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>
6. Ability to deal with conflict (rated from Unable [1] to Able [5])		
<p>Was unable or unwilling to consider others points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving - when directed.</p>	<p>Always willing and able to consider others points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem solving efforts in conflicts.</p> <p>Actively participated in problem solving efforts.</p>
7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])		
<p>Refused to admit mistakes or examine own contribution to problems.</p>	<p>Was willing to examine own role in problems when informed of the need to do so.</p>	<p>Monitored own level of responsibility in professional performance.</p>

<p>Lied, minimized or embellished the truth to extricate self from problems.</p> <p>Consistently blamed others for problems without self-examination.</p>	<p>Was accurate and honest in describing own and others roles in problems.</p> <p>Might blame initially, but was open to self-examination about own role in problems.</p>	<p>Invited constructive critique from others and applied it toward professional growth.</p> <p>Accepted own mistakes and responded to them as opportunity for self-improvement.</p> <p>Avoided blame in favor of self-examination.</p>
<p>8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])</p>		
<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Acted out negative feelings (through negative behaviors) rather than articulating them.</p> <p>Expressions of feeling were inappropriate to the setting.</p> <p>Was resistant to discussion of feelings in supervision.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> <p>Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate.</p> <p>Expressions of feeling usually appropriate to the setting--responsive to supervision when not.</p> <p>Willing to discuss own feelings in supervision when directed.</p>	<p>Was consistently willing and able to articulate the full range of own feelings.</p> <p>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting.</p> <p>Initiated discussion of own feeling in supervision.</p>
<p>9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])</p>		
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the well being of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment that could have put client safety and well being at risk.</p> <p>Used judgment that could have put client confidentiality at risk.</p>	<p>Maintained clear personal-professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>
<p>10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])</p>		
<p>Often missed deadlines and</p>	<p>Missed the maximum allowable</p>	<p>Met all attendance requirements</p>

classes.	classes and deadlines.	and deadlines.
Rarely participated in class activities.	Usually participated in class activities.	Regularly participated in class activities.
Often failed to meet minimal expectations in assignments.	Met only the minimal expectations in assigned work.	Met or exceeded expectations in assigned work.
Displayed little or no initiative and creativity in assignments.	Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work.

Adapted from "The Professional Performance Review Policy (Rev. 5/05)" used by the College of William & Mary, Counselor Education Program, <http://www.wm.edu/education/programs/space/BulletinBoard/BulletinBoard.html>.

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

Minnesota Board of Psychology Rules of Conduct
Found on the Minnesota Board of Psychology's website:
<http://www.psychologyboard.state.mn.us/statutes.asp?docid=55>.

Appendix O

APA Ethical Principles of Psychologists and Code of Conduct
Found on the American Psychological Association's website:
<http://www.apa.org/ethics/code2002.pdf>.

Appendix P

CSPP Sanctioned Clinical Experiences*

CSPP recognizes that doctoral students frequently engage in supervised clinical experiences that are not part of their advanced practicum (EPsy 8522). If these experiences are officially sanctioned by the CSPP program they can be counted as doctoral practicum hours on the APPIC Pre-doctoral application.

Experiences that are eligible for consideration as program-sanctioned are:

- 1) VA summer traineeship
- 2) Clinical research position
- 3) Time spent in the same practicum setting after the official practicum has ended
- 4) Sites that are on the CSPP list of approved practicums—this list is updated each academic year.

In order for a clinical experience to be sanctioned the following conditions must be met:

- 1) The Ph.D. Training Director must be aware of and approve the experience prior to its commencement.
- 2) The clinical hours must be supervised.
- 3) The CSPP Sanctioned Clinical Experience Form must be completed, signed off by all relevant parties, and a copy must be placed in the student's clinical file.

*Developed in accordance with APPIC (2006) Internship Application Guidelines:
<http://www.appic.org>

CSPP Sanctioned Clinical Experience Agreement

Name of Student: _____ Date: _____

Name of Site: _____

Name of Site Supervisor: _____

Type of Experience (Use categories from the previous page): _____

The Counseling and Student Personnel Psychology program (CSPP) of the University of Minnesota, the _____ (Agency site), the community of _____, MN, and Mr./Ms. _____, (CSPP student), agree to a sanctioned clinical experience according to the conditions outlined in this document. The Supervisor on-site agrees to provide one hour of individual supervision to the student per week.

Upon signatures of the student, the site supervisor, and the University of Minnesota Ph.D. Training Director, the agreement is deemed to be in effect for the time period of _____ to _____.

Student

Date

Site Supervisor

Date

CSPP Ph.D. Training Director

Date