



University at Buffalo

Department of Counseling, School
and Educational Psychology

Graduate School of Education



2025-2026 HANDBOOK

Combined Counseling Psychology/School Psychology PhD Program

Graduate School of Education

University at Buffalo

State University of New York

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines.

The Counseling, School and Educational Psychology Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Counseling, School and Educational Department website and in future editions of the handbook.

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Mission

With a focus on local-to-global impact, the **Graduate School of Education (GSE)** is an inclusive community engaged in ground-breaking research and teaching across education, human development and information science that improves educational, social and economic opportunities for individuals and communities.

Within the GSE, **The Department of Counseling, School and Educational Psychology** is an interdisciplinary and collaborative department operating within a community-based, scientist-practitioner methodology. In this model, we produce cutting-edge research that informs students, scholars, and practitioners to build upon the strengths of diverse populations. As scientist-practitioners, we educate students in mental health, rehabilitation, and school counseling as well as counseling psychology, school psychology, and educational data science for evidence-based policy and practice. Through an equity, diversity, justice, and inclusion (EDJI) infused framework, our teaching, research, and service has an impact at local, state, national, and international levels.

Welcome

Welcome to the Combined Doctoral Program in Counseling Psychology/School Psychology (CP/SP) at the University at Buffalo, SUNY. The CP/SP program is accredited by the American Psychological Association (APA) [750 First St., NE, Washington, D.C. 20002-4242, 202-336- 5979]. Our program's accreditation follows the Standards of Accreditation for Health Service Psychology (SoA) as developed by the APA Commission on Accreditation and approved by the APA Council of Representatives.

This handbook provides information regarding the doctoral program training model, aims, competencies, and elements, curriculum plan, qualifying research paper, comprehensive examination, program portfolio, as well as practicum, internship, and dissertation requirements. The UB Graduate School website (<https://www.buffalo.edu/grad.html>) should be consulted for general requirements of the doctoral degree and particular time schedule for degree requirements. Careful study of these sources will aid in long range planning of a student's graduate experience.

There are many opportunities and challenges in doctoral-level training. Students are expected to perform competently in a variety of contexts and roles, including academic courses, research, and clinical training activities. It is important that students demonstrate initiative in developing independent research projects, approaching faculty concerning collaborative research, seeking

advisement, consulting their advisor and the Director of Clinical Training on planning clinical training from practicum placements through internship, choosing dissertation committee members, developing a professional identity, and planning coursework and research in specific areas of interest. Obtaining a PhD is obviously not merely a matter of accumulating a specified number of credit hours. Collaboration with other students in research and professional activities is strongly encouraged. Attendance at student meetings, contributions to research team projects, involvement in program advocacy efforts, and participation in faculty-student activities are opportunities for peer interaction outside the classroom. Considerable education as well as support is gained through informal gatherings. The basic assumption made by the faculty is that each student admitted has the ability to complete the program successfully and will have the encouragement of the faculty and the resources of the program to do so. Likewise, faculty members maintain respect for cultural and individual diversity among students and do not discriminate on the basis of ethnicity, race, gender, religion, sexual orientation, gender expression, social class, or disability. We urge students to work collaboratively with us to create an environment that is affirming and inclusive as well as conducive to the professional growth and personal enhancement of all members of our community.

Overview of the Graduate Program

University Graduate School

All graduate degrees at UB are awarded through the University Graduate School, located at 408 Capen Hall, phone 716-645-2939 (distinct from the Graduate School of Education).

The PhD degree in Counseling Psychology/School Psychology must conform to the guidelines set by the Graduate School, whose Policies and Procedures (P&P) are located in the on-line Policy Library: <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

The Dean of the Graduate School is Dr. Graham Hammill, who is also the Vice Provost for Graduate Education.

Graduate School of Education (GSE)

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Science (IS). The GSE Dean's Office is located at 367 Baldy Hall (phone 716-645- 6640).

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Department of Counseling School & Educational Psychology

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Counseling, School and Educational Psychology Department Programs

The Combined Counseling Psychology/School Psychology Program is one of the programs that comprise the Department of Counseling, School and Educational Psychology. Other programs include:

Degree Program	Program Director
Applied Statistical Analysis – Advanced Graduate Certificate	Dr. Sunha Kim
Combined Counseling Psychology/School Psychology PhD	Dr. Wendy Guyker
Educational Data Science – Master of Science (MS)	Dr. Sunha Kim
Educational Data Science – Doctor of Philosophy (PhD)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods – Master of Arts (MA)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods PhD	Dr. Sunha Kim
Mental Health Counseling – Advanced Graduate Certificate	Dr. Amy Reynolds, interim
Mental Health Counseling – Master of Science (MS)	Dr. Amy Reynolds, interim
Rehabilitation Counseling – Advanced Certificate	Dr. Scott Sabella
Rehabilitation Counseling – Master of Science (MS)	Dr. Scott Sabella
School Counseling – Certificate of Advanced Study	Dr. Luis Tosado II
School Counseling – Master of Education (EdM)	Dr. Luis Tosado II
School Psychology – Master of Arts (MA) & Advanced Certificate	Dr. Rebecca Vujnovic

Combined Counseling Psychology/School Psychology Program Faculty

Program Personnel		
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Faculty	Title	Contact Information
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Department Student Organizations

Graduate Student Association (GSA)

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for defraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated based on a constitution, and officers are elected annually. One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board. In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

The Committee for Social Justice and Inclusion (CSJI)

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops,

training, and peer-to-peer discussions are offered monthly during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community. In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

Alumni Association

[GSE Alumni Association](#)

Professional Organizations

The American Psychological Association (APA)

[(800) 374-2721; offers students the opportunity to become affiliate members. Affiliation entitles students to free journals (for division membership) and reduced rates on other journal subscriptions as well as regular information on the latest professional developments via the *APA Monitor*. Students may join specific divisions related to their areas of interest (e.g., Division 17- Counseling Psychology, Division 16 – School Psychology, Division 38 - Health Psychology, Division 35, Women, Division 44- LGBT, or Division 45 – Ethnic Minority Issues). The *National Association of School Psychologists (NASP)* offers student memberships and student members receive the NASP journal *School Psychology Review* and monthly newsletter, the *Communiqué*. The *Psychological Association of Western New York (PAWNY)* is the local affiliate of the *New York State Psychological Association (NYSPA)*; it publishes a newsletter regarding various presentations and activities that are available locally. Reduced rates are available for student members. Student memberships in *NYASP (New York Association of School Psychologists)* are available for a nominal fee. The *Western New York School Psychologists Association (WNYSPA)* offers monthly Friday luncheon workshops on a variety of topics; student participation is encouraged.

Additionally, there are specific associations both within APA (e.g., Divisions 35, 44, and 45) and external to that organization, that address issues and populations that have been historically marginalized within psychology and society. This list is not complete but provides a starting place.

American Arab, Middle Eastern, and North African Psychological Association

Asian American Psychological Association

Association for Women in Psychology

Association of Black Psychologists

National Latina/o Psychological Association

Society of Indian Psychologists

National Association of School Psychologists (NASP)

NASPs mission is to empower school psychologists by advancing effective practices to improve students' learning, behavior, and mental health.

New York Association of School Psychologists (NYASP)

NYASPs mission is to serve children, their families, and the school community by promoting psychological well-being, excellence in education, and sensitivity to diversity through best practices in school psychology.

Western New York Association of School Psychologists (WNYSPA)

General Degree Requirements

Program Goals and Objectives

The various degree programs in GSE have a number of general requirements of which students should be aware. More specific requirements are also listed in this Handbook dealing with the CPSP doctoral degree. Students in the program must abide by the [Graduate School Policy Library](#). The following are among the more important general requirements:

Statute of limitation

PhD students are required to complete their degree within **seven** years from date of matriculation. A [Petition for an Extension of the Time Limit to Complete a Graduate Degree](#) must be submitted to the Graduate School to extend the time limit to complete the degree. Such requests, if granted, usually come with additional requirements.

Continuous registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters every semester until graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitting a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. Here is the [Leave of Absence petition](#). This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically dropped from the program and will need to petition the program if they wish to continue working toward the degree. If the student is approved to return, there will be a required \$350.00 reactivation fee to be paid by the student before the student is able to enroll for courses.

Course completion

Students must satisfactorily complete all courses required for the degree on which they are working.

Graduation Requirements

To graduate, the following records must be on file in the appropriate office:

A. In the Graduate School Office:

1. Application to Candidacy (ATC, also known as your application for degree)
2. "M-form"--certification that **ALL** degree requirements have been satisfied and that the thesis/dissertation has been satisfactorily completed.
3. [Electronic submission of the PhD dissertation](#) (ETD)
4. [Two PhD surveys must be completed](#)

B. In the Office of the Registrar:

1. Original transcripts of courses taken at other universities.

****In addition to the previous requirements, **Doctoral** students must also complete the following requirements:**

1. A preliminary examination (qualifying paper or comprehensive examination) must be completed.
2. A public defense of the dissertation proposal must be held.
3. An oral defense of the completed dissertation must be authorized and held.

The Counseling Psychology/School Psychology Doctoral (PhD) Degree

Philosophy and Training Model

The Combined Doctoral Program in Counseling Psychology/School Psychology (CP/SP) adheres to the scientist-practitioner model of training. Based on this philosophy of training, health service psychologists are encouraged to (a) conduct research on significant social and educational issues, (b) ensure that professional practice is based on a strong empirical foundation, and (c) examine their practices by conducting ongoing research and evaluation (Baker & Benjamin, 2000; Belar, 2002).

Given this model, the program is designed to prepare health service psychologists who can evaluate,

provide, and enhance human services through scientific inquiry and evidence-based practice. Graduates are firmly grounded in psychological science that addresses etiology, prevention, and intervention with contemporary problems.

Within the Combined Doctoral Program in CP/SP, all students complete the core curriculum, which consists of approximately 70% of the coursework and provides generalized training in health service psychology. Students then concentrate in either Counseling Psychology or School Psychology. The major difference between the two concentrations is School Psychology's focus on child and adolescent client populations as compared to Counseling Psychology's emphasis on older adolescent and adult populations. School Psychology's unique competencies include assessment of children and adolescents, behavioral interventions and counseling with the pre-kindergarten through high school populations, and consultation with schools and parents. In contrast, Counseling Psychology's distinctive competencies include vocational psychology, supervision, and evidence-based interventions and therapy with older adolescents and adults.

The training model incorporates an integration of science and practice that is achieved through multiple means. Beginning in the first year, students receive instruction in research methods, assessment, counseling/interventions, and supervised practicum experiences, all offered simultaneously. Furthermore, within each course there is a strong integration of science and practice, with instruction and field-based assignments (e.g., observations, assessments, report writing, treatment planning) adhering to a best-practices integrated model. Hence, the blend of science and practice is an ever-present underlying theme or structure that guides our program model, permeates our program planning, and pervades the day-to-day activities of the program.

Completion of the program qualifies graduates for a variety of positions in schools, universities, hospitals, private practice, mental health centers, university counseling centers, and community clinics. Graduates meet the requirements to sit for the psychology licensure examination in New York and most other states.

Program Aims

To put this model into practice, the CP/SP Program has identified the following three aims with related competencies and elements:

Aim 1: To facilitate students' professional identity development as psychologists and foster strong commitments to ethical guidelines and the provision of services in the context of a multicultural, pluralistic society such that inter-individual differences and differences in culture, race/ethnicity, gender, socioeconomic status, religion, ability, and sexual orientation are understood, respected, and addressed.

Aim 2: To train students in the scientist-practitioner model who are competent in the evaluation, production, and dissemination of research.

Aim 3: To provide students with in-depth training of evidence-based practices under supervised conditions in assessment and interventions.

Profession-wide Competencies and Elements

These competencies and elements were developed by APA as part of the Standards of Accreditation for Health Service Psychologists and are meaningfully integrated into our coursework, research experiences, and clinical training.

I. Research

Elements

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

II. Ethical and Legal standards

Elements

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

III. Individual and Cultural Diversity

Elements

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

IV. Professional Values and Attitudes

Elements

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

V. Communication and Interpersonal Skills

Elements

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

VI. Assessment

Elements

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

VII. Intervention

Elements

- a) Establish and maintain effective relationships with recipients of psychological services.
- b) Develop evidence-based intervention plans specific to the service delivery goals
- c) Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

- d) Demonstrate the ability to apply the relevant research literature to clinical decision making.
- e) Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f) Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

Elements

- a) Demonstrate knowledge of supervision models and practices.
- b) Demonstrate knowledge of application of supervision in diverse settings.

IX. Consultation and Interprofessional/Interdisciplinary Skills

Elements

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

Expanding Competencies

As the program is currently structured, CP students receive instruction in and complete practicum experiences primarily with adult populations. SP students primarily receive instruction in and complete practicum experiences with children and adolescents. To address the desire of Counseling Psychology/School Psychology students who want to expand their competencies beyond their concentration, a unified approach was created for advising doctoral students who wanted to participate in practicum experiences that emphasize competencies or works with populations more commonly found in the other concentration within the combined doctoral program.

All CP/SP students are given basic background in counseling theory through courses they take during their first year. Besides the theories course, there are no other required courses that might prepare CP/SP students to work beyond their clinical competencies (e.g., work with adults/children and/or in school/clinical settings). However, for students who want expanded opportunities, they can pursue additional practicum placements if they take appropriate courses that prepare them for that setting. Students need to negotiate with their adviser and the Director of Clinical Training whether such courses are taken in advance or concurrently to prepare them for that unique clinical experience.

Such expanded practicum placement opportunities will typically occur during the third or fourth year of the program, after students have had time to take the prerequisite courses, and when they are in advanced practicum courses. With our new curriculum, CEP 630 (Advanced Theories) has become required for School Psychology students so no additional courses are needed for them to do an adult-focused practicum. Counseling Psychology students who want to complete a child- focused practicum are required to take either CEP 644 (Counseling with Children and Adolescents OR CEP 650 (Behavior Therapy with Children or Adolescents), depending on the site.

Expectations for Counseling Psychology and School Psychology PhD Students

Faculty Advisor

Upon acceptance into one of the programs in Counseling, School and Educational Psychology Department, students are assigned a faculty advisor. With their advisor, students will plan their coursework. The Application to Candidacy (ATC), outlining the courses taken in completing the requirements for the desired degree will be completed one semester before graduating. The advisor will then present this program of courses to the Counseling, School and Educational Psychology faculty for preliminary approval. The advisor usually serves as Chair of the student's Dissertation Committee. A student may change advisors at any time, although the new advisor must agree to serve as the student's advisor and sign the Change of Advisor form.

Curriculum Plan

To achieve program aims, a coherent program of study has been developed with course work that ensures that students acquire and demonstrate competency in the breadth of scientific psychology as well as ethical and culturally competent service provision (Aim 1), research (Aim 2), and the active integration of science and practice (Aim 3). The curriculum plans list all required courses and illustrate the typical five-year programs of study for both concentrations. Note that some schedule changes are inevitable as the department manages rotating courses, sabbaticals, and other needs. Additionally, there are some courses that are not offered every year so advanced planning is needed so that students ensure that all of the required courses are taken before they leave for their pre-doctoral internship.

In terms of the availability of online courses, students are **ONLY** permitted to take required courses online if a course is only offered online or if they receive special permission from the Director of Clinical Training. Based on recent faculty approval, students may be permitted to take one additional

on-line course over their time in the doctoral program but again this decision must be made in consultation with their advisor.

Five-Year Program: Counseling Psychology (CP)

Program Schedule
Year 1 FALL: Semester 1 (12 credits)
CEP 581: Research Methods I (3) CEP 618 CP: Principles of Counseling Practice (3) CEP 653 Foundations of Counseling Theories (3) CEP 610: Perspectives in Counseling Psychology (3)
YEAR 1 SPRING: Semester 2 (13 credits)
CEP 523: Statistical Inferences II (3) CEP 597 CP: Practicum (3) CEP 634: Multicultural Issues in Counseling (3) CEP 658: Introduction to Group Work (4)
SUMMER BETWEEN YEAR 1 & YEAR 2 (3 credits)
CEP 680: Career Development (3)
YEAR 2 FALL: Semester 3 (12 credits)
CEP 509: Ed & Psych Measurement (3) CEP 590 B: Psy Measures & Intelligence Assessment (3) CEP 601 A: Advanced Practicum (3) CEP 695: Psychopathology and Evidence Based Interventions (3)
YEAR 2 SPRING: Semester 4 (12 credits)
CEP 541: Human Growth and Development (3) CEP 601 A: Advanced Practicum (3) CEP 690: Advanced Topics in Personality Assessment (3) Advanced Statistics Course (3)
YEAR 3 FALL: Semester 5 (12 credits)
Rotation: CEP 606: History and Systems or CEP 674: Functional Neuroscience for the Health Professions (3) CEP 601 B: Advanced Practicum (3) CEP 630: Advanced Theories in Psychotherapy (3) Qualitative Course (3)

YEAR 3 Spring: Semester 6 (12 credits)
Rotation: CEP 547: Social Psychology or CEP 564: Cognitive Psychology (3) CEP 601 B: Advanced Practicum (3) CEP 617: Group Counseling Theory & Practice (3) Grant Writing Course (3)
YEAR 4 Fall: Semester 7 (11 credits)
Rotation: CEP 547: Social Psychology or CEP 564: Cognitive Psychology (3) CEP 601 C: Advanced Practicum (3) CEP 686: Vocational Psychology (3) CEP 702: Dissertation (2)
YEAR 4 Spring: Semester 8 (11 credits)
Rotation: CEP 547: Social Psychology or CEP 564: Cognitive Psychology (3) CEP 601 C: Advanced Practicum (3) CEP 665: Supervision and Consultation (4) CEP 702: Dissertation (1)
YEAR 5 Fall: Semester 9 (3 credits)
CEP 602: Internship in Counseling Psychology (3)
YEAR 5 Spring: Semester 10 (3 credits)
CEP 602: Internship in Counseling Psychology (3)
Total credit hours = 106

Five-Year Program: School Psychology (SP)

Program Schedule
Year 1 FALL: Semester 1 (12 credits)
CEP 581: Research Methods I (3) CEP 590 A: Psy Measures & Intelligence Assessment (3) CEP 640: Perspectives in School Psychology (3) CEP 656: Collaboration for School Safety (3)
YEAR 1 SPRING: Semester 2 (13 credits)
CEP 523: Statistical Inferences II (3) CEP 592: Psychological Assessment of Children and Adolescents (3) CEP 634: Multicultural Issues in Counseling (3) CEP 644: Counseling W Children & Adolescents (3)
SUMMER BETWEEN YEAR 1 & YEAR 2 (6 credits)
CEP 541: Human Growth and Development (3) CEP 653: Foundations of Counseling Theories (3)
YEAR 2 FALL: Semester 3 (12 credits)
CEP 593 B: Practicum in School Psychology (3) Advanced Statistics Courses (3) CEP 650: Behavior Therapy Child Adolescent (3) CEP 695: Psychopathology and Evidence Based Interventions (3)
YEAR 2 SPRING: Semester 4 (12 credits)
CEP 593 B: Practicum in School Psychology (3) CEP 664: Process of Consultation (3) CEP 692: Specialized Counseling Techniques for the Treatment of Children & Adolescents (3) CEP 694: Interventions to Develop Academic Skills (3)
YEAR 3 FALL: Semester 5 (9 credits)
Rotation: CEP 606: History and Systems or CEP 674: Functional Neuroscience for the Health Professions (3) CEP 601 B: Advanced Practicum (3) CEP 630: Advanced Theories in Psychotherapy (3)

YEAR 3 Spring: Semester 6 (12 credits)
Rotation: CEP 547: Social Psychology or CEP 564: Cognitive Psychology (3) CEP 601 B: Advanced Practicum (3) Grant Writing Course (3) CEP 690: Advanced Topics in Personality Assessment (3)
YEAR 4 Fall: Semester 7 (9 credits)
Rotation: CEP 547: Social Psychology or CEP 564: Cognitive Psychology (3) CEP 601 C: Advanced Practicum (3) CEP 702: Dissertation (2)
YEAR 4 Spring: Semester 8 (10 credits)
Rotation: CEP 547: Social Psychology or CEP 564: Cognitive Psychology (3) CEP 601 C: Advanced Practicum (3) CEP 665: Supervision and Consultation (1) Qualitative Course (3)
YEAR 5 Fall: Semester 9 (3 credits)
CEP 699 Internship in School Psychology (3)
YEAR 5 Spring: Semester 10 (3 credits)
CEP 699 Internship in School Psychology (3)
Total credit hours = 101

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Advanced Statistics and Research Methods Courses

Every CP/SP doctoral student (beginning with the cohort that entered program in 2020-2021) now follows an advanced statistics and research methods course map that aligns with the GSE-wide Doctoral Excellence initiatives. This sequence is reflected in both the CP and SP concentration curriculum maps.

Every CP/SP doctoral student is required to take at least one advanced statistics course, in addition to the required CEP 522/523 sequence. We encourage students to take courses that match their research and methodological interests. While this requirement focuses on advanced quantitative courses, we do strongly encourage that any students who plan to conduct qualitative research take at

least one additional methods course in qualitative methods. Students are expected to discuss these options with their advisor. Below is a list of possible advanced statistic courses, as designated by the Educational Data Science (EDS) program. It is important to note that some of these courses are offered on a rotating basis and are not available every year. If you are interested in taking a statistical course offered in another department, you will need to get prior approval from the Program Director of the Educational Data Science Program.

- CEP 524: Experimental Design 3cr
- CEP 525: Multivariate Statistical Techniques 4cr
- CEP 526: Linear Structural Models with Latent Variables 3cr
- CEP 527: Secondary Analysis of Large-scale Databases 3cr
- CEP 528: HLM: Multilevel & Longitudinal Data Analysis 3cr
- CEP 529: Applied Regression Analysis 4cr
- CEP 530: Introduction to Meta-analysis 3cr
- CEP 531: Survival Analysis 3cr
- Courses that students may select to meet the requirement for a Qualitative Inquiry Course, include: ELP 593 (this course may only be taken as part of a **2 course** sequence, 593 and 594 fall & spring requirements) and LAI 669: Qualitative Techniques for Education
- If a student is doing a qualitative dissertation and would like to take a qualitative stats course to fulfill their requirement of an advanced statistics course, this must be discussed and approved by the student's advisor, and an appropriate advanced qualitative course must be identified (e.g., LAI 619: Qualitative Research Design)

Program Portfolio

The program portfolio is an assessment tool and process whereby students in the Program annually document their professional growth and development. Portfolios are reviewed in the spring of years 1-4 in the Program. Students on pre-doctoral internship are not expected to complete a Portfolio. The Portfolio, which is completely online using UB Box, contains **work samples or measurable outcomes** as substantiation of the nine Program-wide competencies. The portfolio is cumulative, and items will be retained from year to year, as new items are added. All students submit the same artifacts or outcomes across their time in the program as reflective of their work. Advisors will review the portfolios of their students every spring using the detailed Portfolio Rubric, which will also be shared with the Director of Clinical Training. A sample Portfolio Guide and Rubric can be found on the CP/SP UB Learns page under the Portfolio tab.

To successfully complete the Portfolio, it is essential that students retain digital copies of ALL essential documents such as course assignments, practicum evaluations, course syllabi and CITI certificates and score reports throughout their time in the program. There is no guarantee that advisors, faculty members, or others may have copies and without them, the Portfolio is incomplete. Retaining such information may also be useful and/or essential in the internship and licensure process so students are urged to be diligent about maintaining their records.

Practicum Experiences and Expectations

Practical experience refers to **structured, supervised, hands-on training** in professional settings where students apply psychological theories, research, and intervention skills with real clients or populations. This experience, which ***must emphasize a focus on student learning/growth***, is a core component of doctoral-level training and is essential for developing competencies required for licensure and professional practice.

Definition of Practical Experience:

Practical experience includes **direct and indirect service activities** conducted in approved settings (e.g., schools, clinics, hospitals, community agencies) under the supervision of licensed or credentialed professionals. These experiences are designed to prepare students for work as health service psychologists in both educational and clinical contexts.

Components of Practical Experience:

1. Practicum:

- Early-to-mid level field placements.
- Focused on building foundational skills in assessment, counseling, consultation, and intervention.
- Supervised by licensed psychologists or qualified professionals.
- Settings may include schools, counseling centers, hospitals or community agencies.

2. Internship (Predoctoral Internship):

- A full-time, year-long (or equivalent part-time) capstone experience.
- Accredited by the APA or otherwise meeting professional standards.
- Emphasizes integration of knowledge, skills, and attitudes necessary for independent practice.

Students, on occasion, may gain additional practical experience to build specialized competencies and/or to gain experience in specific populations or service delivery models.

Practical Activities Typically Include:

- Psychological assessment (e.g., cognitive, emotional, behavioral)
- Individual, group, and family counseling/therapy
- Academic and behavioral interventions
- Consultation with teachers, parents, or healthcare providers
- Crisis intervention
- Development of treatment and intervention plans
- Report writing and documentation
- Participation in multidisciplinary teams

Supervision Requirements:

- Regular, structured supervision (often weekly)
- Provided by appropriately credentialed professionals
- Includes both individual and group formats

During the second year, SP students are placed in school districts with supervision provided by certified school psychologists, whereas CP students apply to a variety of mental health settings with supervision provided by licensed psychologists or individuals appropriately credentialed for the setting. When engaged in a practicum experience, students are required to enroll in the appropriate practicum class where they receive group supervision by a licensed CP/SP faculty member. In the third and fourth years for both concentrations, advanced practicum settings require skills that are more complex and often occur with more challenging clients or settings, with on-site supervision provided by licensed psychologists or appropriately certified professionals. Often students select sites that reflect their professional interests (e.g., health, eating disorders, college students, ADHD), or setting preferences (e.g., WNY Children's Psychiatric Center, VA Hospital, UBMD Neurology, College Counseling Center), and/or clientele (children, adolescents, adults, and families). Most students elect placements in distinct settings across different years, which results in students having experiences in at least 3-4 different settings by the time they apply for internship. The Clinical Coordinator assists students in this process although all practicum placements must receive ultimate approval by the Director of Clinical Training.

The primary difference between the practicum placements for the two concentrations is in the clients served, with CP students focusing primarily on older adolescents and adults, and SP students working primarily with children and adolescents. Students in both concentrations, however, may provide services to clients across the full age range if they have completed the appropriate prerequisite course work. The *Expanding Competencies Policy*, described previously in this handbook, outlines what is required of students before they work at a practicum site that may require a different set of knowledge and/or skills than they may have been taught within their concentration. It is also understood that many practicum placements involve ancillary contact with clients in different age ranges, such as when they consult with the parents of their child client but that is different from working in a setting that primarily serves a population different than what students are trained for within their concentration.

Doctoral students are expected to apply for practicum placements where they can receive on-site supervision by a licensed psychologist or appropriately credentialed provider.

Occasionally, students with advanced standing will identify a practicum site that may not have an appropriately licensed professional to provide weekly supervision. If the site is a unique setting that addresses a career goal that cannot be otherwise met, a meta-supervision model is used where the student is supervised weekly by a staff person at the practicum site and may include some individual

supervision on a less frequent basis by the instructor of the practicum course or other faculty member.

We also encourage students to consider appropriate coursework as electives when they are seeking a practicum with a specific clinical population. For example, the grief counseling course (CEP 616 Grief Counseling) would be appropriate when working at Roswell Park Cancer Institute, a course in substance abuse (e.g., CEP 504 Introduction to the Rehabilitation of Substance Abuse and Addiction) might be suggested when working with clients recovering from addiction, and the family therapy courses would be helpful when working at treatment facilities with children and adolescents (e.g., Western New York Children's Psychiatric Center, Child and Adolescent Outpatient Services).

Most of our practicum sites have a long-term relationship, familiarity, and commitment to the Program. Because the program maintains a close working relationship with the on-site supervisors, which includes at least one on-site visit (or phone/electronic communication in the case of practicum placements at a significant distance) per semester by the Clinical Coordinator, students are able to select from a wide variety of placements that provide excellent training opportunities. Sites include counseling centers, hospitals, schools, day treatment programs, inpatient psychiatric centers, clinics, and community mental health centers. The ratio of on-site supervisor to student is typically 1:1 or 1:2. Students engage with a wide range of experiences including: assessment; consultation; individual, group, and family counseling; and, when appropriate, training in specialty areas such as crisis intervention, functional behavior analysis and planning, neuropsychological assessment, and pain management. It may be possible for students to receive salary or other compensation for their practicum experiences, but such opportunities must be cleared with the Director of Clinical Training in advance because there are complicating factors that may influence what is possible. Students may also be able to count clinical GA opportunities as practicum hours but must consult with the Clinical Coordinator and receive approval from the Director of Clinical Training first. To count such hours, students must have a site visit with the Clinical Coordinator and submit all required paperwork at the end of the term (e.g., practicum evaluations, Time2Track paperwork). If there are specific placements that are not represented in our current list, we are always open to expanding the list of available sites. In those circumstances, students are encouraged to speak directly with the Clinical Coordinator who will investigate such a possibility and if appropriate, develop an Affiliation Agreement with the new site.

Students need to be thoughtful regarding their clinical training trajectory, including discussing their training goals and interests in various practicum sites with their advisor and/or practicum instructors. In order to assist in the process of determining the practicum placement sites where CP/SP students

may want to apply, every February we hold a mandatory Practicum Day where supervisors from placements across Western NY come to present information about their sites and mingle with students.

In terms of addressing practicum and internship questions, we want students to consult the correct individuals. We know it is commonplace for students to consult with or get advice from more advanced students. That can be helpful in many ways, and we want to encourage that type of community and generativity. However, it is not always productive or helpful when interpreting program policy and expectations. It is also important to not overburden our Clinical Coordinators. They are amazing and committed professionals, but they have a specific job to do which involves the coordination of practicum selection process, completing paperwork on new and old sites, and conducting site visits twice a year at each site. They are not the individuals that students need to consult on all issues related to practicum and internship. As much as they want to help every student, they do not have time, and we want to respect their part-time status.

Practicum Day

Attendance at Practicum Day is MANDATORY for all current first, second, and third/fourth year students who are not going on internship the following year. First year SP students who will be placed in school settings for their second year are exempt although they may want to attend to begin considering what sites to apply to for the following year. Students who do not plan on completing a practicum the following year or those experiencing an unresolvable scheduling conflict may only be excused with permission of the Director of Clinical Training.

Practicum Day Tips

DRESS PROFESSIONALLY. You want potential supervisors to picture you working with their client population. A suit is not necessary but dress the way you would at a practicum site.

ASK QUESTIONS. Supervisors like to discuss what their site has to offer to practicum students, beyond what their brief presentation might cover.

MINGLE & NETWORK. Practicum Day is a wonderful opportunity to get to know supervisors and the sites where you want to apply next year AND in future years. Talk with the supervisors from the sites

where you think you may apply. This way they have already met you and have formed a (hopefully) positive impression when you send in your application materials, and you will be able to better determine if they are someone you would like to work with. Many practicum sites are competitive with numerous students from our program and other doctoral programs applying so meeting and talking with the supervisor(s) in person definitely makes you a more competitive applicant and helps you make a more informed decision about where to apply.

Practicum Application/Interview Tips

1. Talk with other students who have completed or are currently doing practicum at the sites where you want to apply. This will help you get a feel for what clinical activities happen on site and what your experience would be like.
2. Check and recheck any correspondence to potential supervisors (e.g., emails, cover letters, CV). Ask a peer, advisor, or mentor to edit or make suggestions. You want your materials to be concise, professional, and free of grammar/spelling errors.
3. When asking for recommendation letters, provide a copy of your CV and give the person sufficient time to write a good letter. Be sure to get letters to practicum sites **before** application deadlines.
4. Be sure to update your CV. If you are applying to a site for a second time, be sure that your cover letter and all supporting documents have also been updated.
5. Get your materials in early. Don't wait until the deadline. By then, other students have already applied and possibly interviewed, and the site may have already made offers to other student(s).
6. Arrive 10-15 minutes before the interview, and dress professionally. Bring a copy of your application materials with you. Leave your phone in the car.

7. Discuss why you chose to apply to a particular site and how it fits with your training, internship, and career goals.
8. Highlight your strengths and describe your weaknesses as growth edges, talking about how you plan to strengthen those areas.
9. Ask thoughtful questions during your interview. You are interviewing the site and supervisor just as much as they are interviewing you. Asking questions also shows that you are interested

If you are offered and want to accept a Practicum offer, you **must** first contact the Clinical Coordinator for permission **before** accepting the offer. We need to make sure that the training of students matches the demands of the practicum site. In the event that the agency needs an immediate response, you may accept the offer but must inform the agency that UB needs to approve the placement. It is unethical to accept a placement and later decline it if you receive a “better” offer.

Once you accept a placement, you must complete the online practicum placement form. The deadline for completing the form is May 1st. We strongly encourage students to only do one practicum placement per year. Before doing more than one practicum placement, students must get prior clearance from both their advisor and the Director of Clinical Training and then complete separate forms for each practicum site. The link for the practicum placement form is: <https://gseweb.gse.buffalo.edu/gse-survey/TakeSurvey.aspx?SurveyID=l8LK4m8K>. If students are found participating in a practicum placement where they are not registered, they will not be permitted to count those hours and may be asked to leave the site. This includes part-time, secondary, or even one semester sites.

Practicum Hours and Requirements

We expect that students will specifically ask the Practicum supervisor about their expectations regarding start date, end date, number of total hours per week, expectations for work outside of the practicum setting, etc., even if they do not discuss these expectations with you. We also expect that students will ask what the policy is for requesting time off, both for illness and for other essential occasions when advance notice is possible. If there are multiple students at the site and a student is

requesting a day off in advance, we expect the student to make every attempt to find someone to cover for them. While it is typical for most students to work at their practicum placement during some of winter break, there is some variability across sites. Students should specifically discuss expectations for work during the winter and spring breaks before accepting a position so that they can make an informed decision before accepting the practicum offer. It is vital that the requirements of the practicum site not interfere with your classes and academic responsibilities (e.g., if a mandatory meeting is at the same time as your class). Your classes are your first requirement, and you cannot participate in a practicum (for that given year) if there are scheduling conflicts.

All students are expected to complete at least **1,000 hours** of practicum over the 4 years of the program prior to internship; however, most students report 1200 – 1500 practicum hours when applying for internship. Based on standards for internship eligibility, trainees are expected to complete at least 450 face-to-face, program-sanctioned, verified graduate practicum assessment/intervention hours that include evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other appropriate mental health professional. Supervision should be delivered according to accepted individual or group models and **must include direct observation of the trainee's work EVERY SEMESTER as required by the SoA guidelines.**

The Program utilizes a series of mechanisms to ensure that: (a) practicum experiences provide a broad range of training opportunities, (b) all students receive appropriate levels and types of supervision, (c) all students act ethically and in accordance with APA Principles of Psychologists and Code of Conduct, and (d) supervisors mentor students in line with the Program Aims, Competencies, and Elements. Every year students are asked to sign a confidentiality agreement where they agree to abide by professional standards of conduct. At the beginning of each year, supervisors and students also review and sign the ***Practicum Role and Contract***. This document reviews the scientist-practitioner training model, the Program Aims, Competencies, and Elements, and the range of experiences students can expect. Second, students are **required** to purchase the ***Time2Track*** program to log practicum hours based on the APPIC Internship Application categories (e.g., contact hours, supervision hours, client demographic data, type of service provision). We ask that students review the ***Time2Track*** summary data with both their supervisor and advisor and utilize the information in planning practicum placements to ensure that they obtain experience in broad service areas before applying for internship. ***Time2Track*** information must be signed by the clinical supervisor and submitted at the end of every semester with the ***Practicum Evaluation Form***.

To evaluate the competencies that students attain during practicum experiences, the on-site supervisor evaluates each student once a semester using the ***Practicum Evaluation Form***. This

evaluation form is **mapped directly** to the CP/SP Program Aims, Competencies, and Elements. The on-site supervisor provides a rating of 1-5 for each competency with a **rating of 3** stating that the student's performance is satisfactory for that specific competency and element. The Director of Clinical Training and the Clinical Coordinator review the ratings of all students and the feedback from site supervisors at the end of each semester. Supervisors are also in contact with the Clinical Coordinator throughout the practicum experience. If a student is experiencing difficulty or has not obtained the minimal level of competency, a remediation plan is developed and implemented. The plan usually consists of a coordinated set of additional training experiences, close supervision and mentoring, and frequent evaluation and feedback. Students will not move to the next level of training (e.g., advanced practicum, internship) until the minimal level of competence is satisfactorily obtained. The Program also asks each student to rate their training experiences, using the ***Evaluation of Practicum Placement Form***. Also mapped directly to the CP/SP Program Aims, Competencies, and Elements, these ratings facilitate our ability to ensure that students are receiving appropriate experiences and supervision. These forms are made available for students to review as they contemplate future training opportunities

Summer Practicum

Some students participate in summer practicum placements which typically occur when their full year practicum extends into the summer, or a new practicum placement begins before the fall semester so the student may engage in training/preparation. Students must complete the online practicum registration form for summer practicum hours even if they will be at the same site for the next academic year. Summer is treated as a separate semester, and requires weekly supervision, a practicum evaluation, and tracked hours. Appropriate on-site supervision for summer practicum placements must be arranged in keeping with departmental policy (e.g., whenever possible, supervision by a licensed psychologist is preferred, but when not possible, supervision by an appropriately credentialed professional for the setting). An evaluation must be completed and returned to the Clinical Coordinator by September 1st for students to be able to count their hours. Hours should be tracked via **Time2Track**, and a copy of those hours must be verified and signed by the supervisor and submitted to the Clinical Coordinator.

Guidelines for Counting Practicum Hours

As a preamble, we want to emphasize that students should not become overly concerned with their numbers of clinical hours. They are required by the program to complete at least 1000 practicum hours and most students report around 1200-1500 hours, so numbers are rarely a concern for

students. It is more important to focus on quality rather than quantity alone. We realize that sometimes students worry that their direct contact hours in either counseling/intervention or assessment hours are low for the type of internship sites they want to target. That is a conversation that should happen with one's practicum instructor and advisor on an annual basis, so students are on track.

We strongly encourage students to consult with their advisors every semester about practicum issues and long-term training goals; however, the most crucial individuals to consult with about your current practicum placement are practicum instructors. If they are unsure of the answer to your question, they will consult with the Director of Clinical Training and then provide students with the necessary information.

1. As a general rule, the only practicum hours that can count are clinical hours from pre-approved settings where there is a signed Affiliation Agreement and where there are practicum evaluations and T2T forms signed by the onsite supervisors. For summer practicum experiences, there also must be proof of insurance turned in as well before those hours can count.
2. Working with mock clients cannot count as clinical hours. So, any practice hours in either counseling or field work courses (e.g., CEP 596, CEP 617) or assessment courses (e.g., CEP 590A, CEP 590B, CEP 592, CEP 690) where you get volunteers to work with you to help you develop and enhance your skills will not count and should NOT be part of your Time2Track or your APPI paperwork for internship.
3. There are times when doctoral students have graduate assistantships or research experiences that allow them to accrue clinical hours. This can happen at UBCS or through work on research studies that are clinically based. Again, in order to count these hours, the placement must be approved IN ADVANCE, there must be ongoing supervision, the hours must be tabulated, and upon conclusion of that experience, there must be an appropriate evaluation or letter that signs off on any hours that you want to count.
4. At this time, we have identified only one exception to these guidelines that we want to address. Sometimes there are SP students who begin the master's program and before they complete their degree, decide to apply to the doctoral program and are accepted. Because they did not receive a terminal master's degree, they would not typically be allowed to count any of those hours for their APPI paperwork. However, as long as students count their hours, maintain appropriate paperwork, and get

either an evaluation or a letter from their onsite supervisor signing off on their hours, they are able to count those hours as part of their doctoral hours. This would be true for hours during fall and spring terms as well as summer. This paperwork must be completed before the end of their first semester of the doctoral program. For CP students, the only times that master's hours may be counted as part of APPI paperwork is when there are signed records of verifiable hours. Final decisions on these matters are made by the Director of Clinical Training.

EdM Degree

Increasingly, some internship sites are requiring that applicants have a master's degree before being eligible to apply. Such requirements may be caused by a variety of issues, including billable hours policies that prevent trainees with only a bachelor's degree from generating any billable hours. The sites do not typically require applicants to have a license-eligible degree and appear to be open to any master's degree. In response to this concern, we have created the opportunity for CPSP students to earn an EdM degree along the way to their doctoral degree. Given the purpose of this degree, students who already have a master's degree are not eligible to apply for the EdM. If interested, students are encouraged to seek the EdM the year before they apply for internship (typically the fall of their 3rd year) by making a request to the Director of Clinical Training who will forward those names to the CSEP Academic Advisor who will take care of the paperwork.

Internship

All students are required to complete a full-time pre-doctoral internship, preferably at an APA accredited site, a site meeting the requirements of the Council of Directors of School Psychology Programs (CDSPP), or a site that has been reviewed and approved by the Director of Clinical Training.

To be eligible for internship, students must have completed their Qualifying Research Paper, passed their Qualifying Comprehensive Examination, completed all their coursework (with no incompletes or failing grades) [prior to leaving for internship], and have completed the dissertation proposal defense by October 1st of the year they plan to apply for internship.

Students must have advanced to candidacy (i.e., have their ATC Form completed and approved) before their internship begins. Students are required to register for their respective internship classes for 6 hours (CEP 602 for Internship in Counseling Psychology and CEP 699 for Internship in School Psychology) (3 credits per semester). To qualify for federal loans, most students are enrolled for at least 6 graduate credit hours. However, the Graduate School can grant Full-Time status to students who, for a variety of reasons, are unable to sign up for at least 6 graduate credit hours. There is a form to request Full-Time status, which must be submitted to the CSEP Academic Advisor.

Students should begin exploring potential internship sites at least a year before they plan to apply for internship. The *American Psychologist* annually publishes a list of APA accredited sites. The APPIC website (<http://www.appic.org/>) includes information about the different internship programs, a searchable database to locate programs, and information about the APPIC Match. Students who are preparing to apply for internship should sign up for the Match Listserv the summer prior to application. Information on how to do this is provided on the APPIC website. The National Matching Services website (<http://www.natmatch.com/psychint/>) contains information about registering for the Match. The Council of Directors of School Psychology Programs (CDSPP) provides a listing of internships appropriate for that concentration in the fall of each year (www.cdspp.edu). Former students who have completed their internships are also excellent sources of information.

Internship applications are typically **due between November 1 and January 1** each year. **All students are required to apply to APA accredited internships.** Students applying to APA accredited sites through APPIC are required to apply to approximately 12-15 internship sites because research has shown that number optimizes the likelihood of matching. Most internship sites request a letter from practicum supervisors and academic advisor utilizing a Standardized Reference Form developed by APPIC. After students complete their applications, there is a period when sites review applications. Beginning in December, students may start hearing from internship sites with the offer of an interview. Some sites offer applicants the choice of engaging in phone, Zoom, or in person interviews while other sites require that applicants participate in only one type of interview. If a student is seriously interested in an internship site, it may be important to travel for the interview if that is an option. Visiting provides students with first-hand knowledge of the facilities and may enhance their understanding of the internship. Since interviewing conditions vary with internship sites, students should be prepared for both individual and group interviews. The internship interview should be viewed as an employment interview since most internship facilities regard the intern as a fully functioning professional. The student should not expect definitive feedback during or after the interview concerning acceptance or rejection of the candidacy.

Results of the internship match via the APPIC computer matching system is announced during **February** each year.

For students with family or personal circumstances that prevent them from applying broadly to 12-15 pre-doctoral internship sites because of their need to remain local, they must submit a brief paragraph to the Director of Clinical Training requesting a waiver from the required minimum of 12-15

applications. Such students are strongly encouraged to extend the circle and apply outside of the immediate area (possibly within 2-3 hour driving radius) because there are a limited number of accredited internships in the Buffalo area. When students are focused more on locality and less on fit, it is harder for them to be successful in the internship process.

We have developed a detailed process that is integrated into the curriculum, primarily through practicum coursework, to ensure that students are ready to apply for internship thus increasing their odds of successfully matching with an accredited internship placement.

Internship preparation occurs in the Advanced Practicum class during the third year (CEP 601B) and fall of the fourth year (CEP 601C). During the third year, students submit a draft of the four APPIC required essays. They will receive feedback on those written responses from their practicum instructor as part of their practicum class. Over the summer they are expected to revise their essays and complete a draft of their curriculum vita. During the fall of the fourth year, students spend time in their advanced practicum class focusing on the application process and receiving feedback on their internship essays, CV, and sample cover letters from the practicum instructor as well as the Director of Clinical Training. In addition, students are encouraged to identify a detailed list of potential sites during the summer and are expected to submit a detailed list of the sites they intend to apply to so that their practicum instructor and the Director of Clinical Training may provide feedback on their list. Students are expected to participate in mock interviews through the Career Services office on campus in the fall. In the spring, before they submit their final ranking of internship sites, all students are expected to meet with the Director of Clinical Training to discuss their options and approach to ranking.

While on internship, doctoral students enroll in six credits of internship for fall and spring semesters (3 credits each semester). CP students enroll in CEP 602 and SP students enroll in CEP 699. These courses are set up differently because the SP internship course involves both master's and doctoral students.

The Director of Clinical Training is expected to contact the internship Training Director prior to the beginning of the internship and provide them with a summary of the students' current standing in the program. At the end of the internship process, the Director of Clinical Training is responsible for ensuring that final evaluations and/or certificates of completion are submitted before the students are eligible for graduation.

Students who do not pursue, in the case of SP students, or acquire, in the case of CP students, an APA-accredited internship site must have an alternative site/consortium approved by the Director of Clinical Training. The alternative site must be “CDSPP equivalent” thus meeting their criteria. The Clinical Coordinator leads such students through a process where they develop a detailed and formal proposal for their non-APA accredited internship which includes information on start/end dates, weekly hours, salary, benefits, and holidays, supervision, site description, internship goals and content, didactics, evaluation, and information on the site’s due process and complaint policy. After final approval by the Director of Clinical Training, the document is signed by the student and the internship coordinator at the proposed placement.

Qualifying Research Paper (QP)

During the first year, all students register for CEP 581 Research Methods, which is designed to provide an overview of various behavioral science research strategies and methodologies. Special emphasis is given to the conceptualization and justification of a research problem, and the design, execution, and evaluation of research. The goal is to understand research as a dynamic, ongoing, and individual process.

To complete the QP, students must submit the manuscript directly to a journal, with the approval of each student’s research advisor. To document completion of the QP, the student submits to their advisor and the Director of Training a copy of the acknowledgment email from the journal editor (or a screen shot of that information on the journal portal) verifying that the manuscript has been submitted AND must submit to the Director of Training, the approval from their research advisor. Students must also complete the Dissertation Readiness Form, to be reviewed and signed by their advisor. The purpose of this form is to document that students have made significant contributions to the paper they are submitting as their QP. Upon receipt of these materials, the QP requirement is considered complete. Acceptance of the manuscript for publication (i.e., in press) is not required, although it is recommended that students continue to work with their research advisor until their manuscript is published.

If the manuscript is rejected by the editor (i.e., not sent out for review), students must work with their research advisor to resubmit their manuscript to an alternative journal within 4 weeks of the rejection notice.

The Qualifying Research Paper must be completed prior to completing the Qualifying Comprehensive Examination and before submitting a Dissertation Proposal. Specifically, the QP must be completed

no later than December 1 of the third year assuming they are on the five-year plan (or the year before they apply for internship if they extend their time in the program). If the project is not completed at that time, the student will be placed on academic probation. Students will remain on probation until their QP is completed. Students will not be able to take comps until the QP is completed which will likely delay when they are able to apply for internship.

If the research involves human subjects, the proposed research plan must be reviewed and certified by the appropriate Institution of Research Board (IRB). If appropriate, faculty members work with their advisees to facilitate the application process to the IRB. Before students begin collecting data, the faculty sponsor must approve the research proposal.

Students will then write a publishable research article based on the results of the study.

To meet the criteria, the QP must be data-based including quantitative, qualitative, or mixed methods. Meta-analysis-based studies are acceptable. At least one of student's two research projects (QP and dissertation) must involve actual data collection rather than publicly available data. Students who complete the QP using archival data, or a meta-analysis should collect qualitative and/or quantitative data for the dissertation.

The manuscript may be co-authored by faculty members and/or other students or members of the research team. Projects of sufficient scope that are undertaken by two or more students may satisfy the QP for each if so, approved by the research advisor(s) and the Director of Clinical Training. While multiple students may share data on some research studies, only one student can get credit for a specific QP article. It is not necessary for students to be first- author or engage in independent research for the QP, however, the advisor must stipulate that the student has made significant and meaningful contributions to the study and the manuscript for it to meet the QP requirement.

Students who have completed a master's thesis or published a recent article prior to beginning their doctoral degree may request a waiver of the QP requirement. This involves a conversation with their advisor and may include requesting information from undergraduate advisor or other faculty members involved in the student's research to ensure that their involvement was central to the research study.

See the [CPSP Policy on AI Use for Dissertations, Theses and Capstones](#)

Qualifying Comprehensive Examination

The Qualifying Comprehensive Examination (CE) corresponds to the Program's aims and several of the Profession-wide Competencies, specifically Research, Intervention, Assessment, Ethical and Legal Standards, and Cultural and Individual Diversity. The CE is intended to address three main aims of the program, specifically ethical and multiculturally competent service provision (Aim 1), research (Aim 2), and the active integration of science and practice (Aim 3).

The Comprehensive Exam must be passed before students can work on their dissertation or apply for internship. The Qualifying Research Paper must be completed prior to sitting for the Qualifying Comprehensive Examination. Passing the CE does not exempt a student from completing any required courses.

Below is a question-and-answer format to assist clarity. A required Comprehensive Exam Preparation session is offered approximately once per year and must be completed before students complete their exam. Students with further questions are urged to discuss them with their advisor.

1. What are Comprehensive Examinations?

Although they may have different names (major field, preliminary examinations), it is common for PhD programs to require that students participate in an examination procedure prior to being considered candidates for the PhD degree. At UB, the graduate school requires that all PhD programs have examinations.

2. How should a student prepare for the Comprehensive Exams?

All students are required to attend a Comprehensive Exam Preparation Session prior to the exam. This session will review what to expect and how to prepare for the exam.

3. What are the format and procedures of the Comprehensive Exam?

Information on the specific format and procedures of the Comprehensive Exam will be provided to students each year. The Exam requires students to demonstrate different skills required of doctoral level psychologists (e.g., review research literature, plan a study that addresses a current issue in the literature, assess and intervene with a case, understand how to deal effectively with ethical and diversity issues).

4. What criteria will be used in evaluating the Qualifying Comprehensive Exam?

A rubric that is directly linked to key Program Aims and Profession-wide Competencies will be utilized.

See the [CPSP Policy on AI Use for Dissertations, Theses and Capstones](#)

Guidelines for Dissertation

Students are required to register for dissertation guidance (CEP 702) for a minimum of 3 credit hours during their program. To be eligible for an accredited internship, students must complete their dissertation proposal no later than **October 1** of their 4th year assuming they are on a five-year plan (or the year they apply for internship if they extend their time in the program).

The key to students successfully writing a dissertation in a timely manner is sustained effort and subsequent collaboration with their advisor and committee members with whom they will work closely on all aspects of the project. There is considerable variation in the format of proposals. Dissertation advisors have their own expectations, strengths, and style related to the production of a dissertation. In writing a dissertation, doctoral students demonstrate their abilities to conceptualize and conduct independent research that is original and significant in its contribution to the current body of knowledge.

Guidelines for Writing a Dissertation in GSE Research Proposal

The key to successfully writing a dissertation in a timely manner is based on your ability to fully engage and collaborate with your major advisor. Please note from the onset that there is considerable variation in the form and shape of doctoral dissertations and completed proposals. Advisors have their own expectations, strengths, and style related to the production of a dissertation. You should discuss these expectations prior to choosing a dissertation advisor.

The first step in the dissertation process is to choose a topic; something students do in concert with their major advisor. Once students select a topic, they thoroughly investigate it, primarily by reviewing the literature, and then prepare a draft of a research proposal that describes the problem based on a *comprehensive review of current related literature*, and how they propose to study it.

Students submit the draft to their advisor for feedback, revise it, resubmit it, revise it again, and resubmit it again until their advisor approves it for dissemination to the dissertation committee. (Note: Whenever students submit a draft of their proposal or dissertation to their advisor or to committee members, students should always allow up to 14 days for feedback). Please keep in mind the time frame may vary depending upon the time of year.)

Depending on an advisor's judgment, some proposals are 15 to 25 pages in length while others consist of virtually the introduction, literature review, and methodology chapters of the dissertation and may span anywhere from 40 to 80 pages in length. The proposal should demonstrate a thorough knowledge of the research and clearly define a research problem and methodology.

See the [CPSP Policy on AI Use for Dissertations, Theses and Capstones](#)

Dissertation Committee

While working on their proposal, students and their advisor will identify two faculty members to serve on the proposal/ dissertation committee. Once the students' advisor approves the proposal, the students submit it to the committee members, give them time to read it, meet with them to discuss it, revise it as per their suggestions, resubmit it to them, revise it again if needed, and then resubmit it again until each committee member approves it. At least two of the three required committee members must be from the department. Students may select a faculty member outside of the Counseling Psychology/School Psychology Program, CSEP, and the Graduate School of Education to serve on their dissertation committee if that individual is approved for such a role by the faculty. Adjuncts may not serve as one of the three committee members but may be added as an additional fourth member. Clinical faculty may not serve as the chair but may be added as the third member. All core members of the committee must be **members of the UB Graduate Faculty**, which requires an approval process.

Dissertation Proposal Meeting

The dissertation proposal meeting is held with the student and committee members to discuss the proposal. Students arrange for the meeting by selecting a date acceptable to all committee members and going to the Assistant to the Department Chair who will schedule a room, create and send out an announcement to the faculty (which must go out one week before the proposal meeting), and identify any necessary paperwork that needs to be completed, such as the Application to Candidacy (ATC). The meeting is attended by the student, committee members, and interested faculty and students (who may wish to see what it is like as they prepare for their proposal meetings). It usually lasts between 60 and 90 minutes. The Chair of the Dissertation Committee will begin the proposal defense

by asking the student to present the proposal, usually focusing on the purpose and methodology, for 10 to 20 minutes.

Following the short presentation, the advisor will invite the committee members to ask the student questions and make comments about the proposal. When the committee has completed the questioning, the Chair may ask the student (and any guests) to step out of the room while the committee formally deliberates on the acceptability of the proposal. The student is then invited back into the room and given the result of the decision and any feedback from the committee.

There are four possible outcomes of the Proposal Meeting: (a) proceed as per the proposal with no alterations, (b) minor revisions, (c) major revisions requiring the student to revise certain aspects of the proposal and resubmit for review by the committee without an additional meeting, and (d) major revisions, which require another Proposal Meeting. (Of these options, “b” is the most common and “d” is the least common.) Although students may submit the IRB proposal prior to the Proposal Meeting, the application may require amendments based on the outcome of the Meeting. Students may not conduct research without proper documentation of IRB approval or exemption.

Conducting the Research

Once approval to proceed has been granted by the committee, students conduct their research, staying in close contact with their advisor. Students may consult with other committee members as the advisor deems desirable. As the research proceeds toward completion, students write the remaining chapters of the dissertation, submitting drafts for feedback until the advisor approves the dissertation document. Most dissertations (quantitative and qualitative) consist of five chapters: Introduction (Chapter One), Review of Literature (Chapter Two), Methods and Procedures (Chapter Three), Results (Chapter Four), and Discussion (Chapter Five). Upon approval by the Dissertation Committee Chair, the dissertation is submitted to the rest of the committee members, again giving them a minimum of two weeks to review the document. As with the proposal, students receive feedback and make revisions until each committee member acknowledges that the dissertation is ready for the Oral Defense.

Dissertation Oral Defense

The Dissertation Committee, interested faculty and students, and others the student wishes to invite (including family members) may attend the Oral Defense. It usually lasts between 60 and 90 minutes with the primary foci on the results and discussion sections of the dissertation. Other faculty

members and students participate and may ask questions but do not have voting privileges. As with the proposal defense, when all discussion is completed, all but the committee will be asked to leave the room while the committee deliberates. The student is then recalled and notified of the outcome. Often the dissertation is approved as it was presented. Occasionally the committee makes suggestions for additional changes to the dissertation. Following the defense of the dissertation, each committee member and the Department chair sign the appropriate forms for a PhD dissertation and the forms are sent to the Graduate School. A single “no” vote from any committee member means that the dissertation has not been approved.

As a final note, students are advised that the most frequent problem encountered in the process of completing a dissertation is poor planning and time management. **To graduate by June 1st, the completed dissertation is typically due to the Graduate School around May 1st.** Faculty members are always busier in the spring than in the fall.

Accordingly, to allow time for reading and revision, **students typically submit the completed dissertation to their committee by March 30th** or earlier. **The Final Oral Defense should be held by April 15th at the very latest** so there is adequate time to make revisions. Of course, these dates depend on how much revision is needed. If students are on internship and the end date of that internship is June or later, their degree will be conferred in September even if they have defended their dissertation by the May dates. To march in the May graduation ceremony, a **completed M form must be filed in the Dean’s Office of GSE by May 1st.**

The Graduate School of Education has created a document meant to advise doctoral students in the completion of their dissertation. While there is some redundancy with the previous section, we are including it here for your assistance.

UB Guidelines and Requirements to Submit Dissertation

[Electronic Submission Required](#)

[Required Format for Electronic Dissertation](#)

[Electronic Dissertation FAQs](#)

Summary of PhD Degree Graduation Requirements

To simplify student progress through the program, the following steps are summarized:

Waiver/Transfer Credits

Students who are admitted into the program with a master's degree, or have successfully completed applicable graduate coursework, may have the opportunity to transfer some courses into the doctoral program. We comply with the requirements or policies specified by the UB Graduate School regarding the options available to students; however, there is some flexibility in how our program addresses this issue. The first issue is how many credits can be transferred. According to the Graduate School, transfer credits for the doctoral degree may not constitute more than one-half the total credits of that specific degree program. Therefore, only up to 45 graduate credits can potentially be applied to the 90 credits that are required for the CPSP doctoral program.

The goal of waiving/transferring credits is so that students do not need to retake foundation courses, which will allow them to take additional courses or do additional research as part of their doctoral program. Students must go through a waiving process of any such courses and once that has been determined, they will need to formally transfer the approved courses. The rationale for that requirement is so that the courses that are transferred will appear as part of the doctoral transcript, which means that all the required courses will be on one transcript which can simplify tasks when applying for licensure and other credentials.

The process for transferring courses is as follows:

- Review the course requirements and identify possible transfer courses **prior** to the

FIRST semester of the program

- Meet with your faculty advisor, and possibly the Director of Clinical Training, to discuss those courses.
- Send emails to faculty members who teach the equivalent course in CP/SP, with a copy of the syllabus from the previous course, asking if the course is equivalent to the course we require. Please be sure that each syllabus to be considered includes the course number, program, university, and number of credits associated with the course. The syllabus should also correspond to the semester when you successfully completed the course.

- It is important to realize that not every course a student wants to transfer will be accepted by the faculty. It may be that the course does not cover requisite material that is essential at the doctoral level. Or it may be that retaking a core course is essential to how we train our students (e.g., assessment, practicum, or research methods).
- Once students receive approval for the courses they want to transfer, they will need to complete transfer forms for each course: Graduate Student Petition for Approval of (non-UB) Transfer Credits by the end of the **FIRST** semester in the program. The paperwork should be coordinated with the CSEP Academic Advisor.
- Since transfers do take time, it is essential (and Graduate School policy) that this process be completed during the first semester in the program. Without an understanding of what classes can be transferred into the program, students will not be able to plan their course of study.

Course Schedule

Scheduling courses is a second task leading to graduation. The program course requirements and recommended course schedule are detailed earlier in this Handbook. Students should never register for courses without the approval of their advisor. Following the recommended curriculum plan (e.g., in this Handbook) will mitigate scheduling difficulties. It is essential that students be mindful, as some courses rotate and are only offered every other year.

Practicum

Once transfer credits and course scheduling are accomplished, the students face a third major task: ensuring that practicum requirements are satisfied. The Department assists in the arrangement of initial practicum placements for both CP and SP students. Advanced practicum placements are obtained during the spring of each year. Following Practicum Day, students then choose sites that they want to apply to for the following year's practicum. This is followed by interviews and ultimately potential offers from various practicum sites. **Students should not take more than a total of 1500 hours of practicum.**

Qualifying Research Paper

For the fourth milestone, students must also complete the QP described earlier in the Handbook.

Qualifying Comprehensive Examination

A fifth major milestone on the road to graduation is the Qualifying Comprehensive Examination, which ensures minimum competency in areas deemed important to Counseling Psychology and School Psychology. If there is a disability that may hinder performance, the Program will offer an alternative form of testing, such as an oral examination or will grant more time. This accommodation, however, is rare. An official letter from the treating physician or psychologist must indicate the disability and what reasonable accommodations are required. Students can contact the Accessibility Resources Office for further information (60 Capen Hall; Phone: 716-645-2608; TTY: 716-645-2616).

Portfolio

All students are required to complete an annual portfolio during the course of their doctoral training (except when they are on internship).

Candidacy

When the Qualifying Comprehensive Examination has been passed, the Qualifying Research Paper is approved, the Portfolio is completed, and the Dissertation Proposal Defense is successful, students must file an Application to Candidacy (available online through the Graduate School website). Students complete the statement, and the advisor presents the Application to the faculty. The faculty considers those factors listed on the Application (i.e., grades, courses, comprehensive examination results, dissertation proposal) along with the student's effectiveness in practicum placements and general progress and appropriate professional behavior. If everything is satisfactory, the student receives an affirmative vote from the faculty, and the Graduate School approves, the student is advanced to doctoral candidacy status. Students must complete the **Advancement to Candidacy Form** before going on internship.

Dissertation and Internship

The successful writing of a dissertation and completion of the pre-doctoral internship then complete the degree process. To graduate, all requirements must be completed prior to a specified date during each semester. These dates are prominently displayed in the Annual Academic Calendar published online in MYUB. The Graduate School makes no exceptions. Degrees are awarded three times per year: June 1, August 31, and January 1.

Length of Time in the Program

The mean time it takes students to complete the combined doctoral degree in Counseling Psychology/School Psychology is five years. Occasionally, students decided that they want to extend their time in the program by a year for either personal or academic reasons. Such a decision should

occur as the result of conversation between students and their faculty advisor and to be supportive of students, anyone wishing to extend their program of study by a year will be asked to formally make that request in writing to their advisor and the Director of Clinical Training that includes a revised plan for all major program requirements such as QP, comps, and dissertation. This request will vary depending on whether the student makes the request early on or near the end of their program.

Additional Program Requirements, Procedures, and Information

Full-Time Status

The Program in Counseling Psychology/School Psychology is designed as a full-time program of study. Students are required to be registered each semester. Full-time status requires being registered for at least 12 credit hours each semester. Graduate assistants are considered full-time when registered for 9 credit hours. The intent of the full-time residence requirement is to provide the interactions with faculty and fellow students necessary for acculturation and socialization in the science and practice of psychology.

Assessment Fees

For the assessment courses within the curriculum (e.g., CEP 590A, 590B, 690), there are assessment fees that will be charged when as part of registration for the courses. Those fees are used to purchase testing materials and supplies.

Student Records

In general, students may inspect their program files upon request of their faculty advisor or Director of Clinical Training. UB adheres to the Family Educational Rights and Privacy Act (FERPA) that provides students with the right to inspect and review their education records within **45 days** of the date the University receives a request for access to such records. In these circumstances, students should submit a written request to the Department Chair that identifies the records they wish to inspect. The Chair will make arrangements for access and notify the students of the time and place where the records may be inspected. In some circumstances, the Program may follow the more formal university procedures.

Graduate Assistantships

All graduate assistants in the Department may utilize the shared departmental office space on the 4th floor of Baldy during the time that they perform their assistantship duties. Those students who do not hold a department assistantship may utilize the office space if it is available. The room combination may be obtained from the Assistant to the Department Chair in **406 Baldy Hall**. Offices may be used over the summer if a specific request is made to the Department Chair.

CPSP Policy on AI Use for Dissertations, Theses and Capstones [added 8-4-2026]

Artificial intelligence (AI) tools may be used only as limited editorial supports. They may not be used for thinking, learning, clinical reasoning, diagnostic formulation, synthesis, or scholarly judgment. Doctoral-level work requires independent intellectual engagement, disciplinary expertise, ethical decision-making, and original professional voice. Any use of AI that substitutes for these expectations constitutes a violation of academic integrity.

Students are responsible for adhering to statewide and SUNY guidance on AI and should refrain from using any tools prohibited by UB and NYS.

Permitted AI Use (Editorial Only)

Students may use AI tools *solely* for surface-level editing after the substantive work is complete.

AI may function as an advanced copyeditor, not a collaborator or co-author.

Permitted uses include:

- Spelling correction
- Grammar and punctuation correction
- Minor sentence-level clarity edits that do *not* alter meaning, structure, or content
- Formatting assistance (e.g., APA 7th edition style, headings, spacing)
- Review of tone, flow, or academic writing conventions
- Accessibility-related formatting (e.g., headings, readability adjustments)

AI must not introduce new language that reflects analysis, interpretation, synthesis, or conceptual framing.

Prohibited AI Use (Academic Integrity Violation)

Use of AI for any of the following is *strictly prohibited* and will be treated as academic dishonesty:

- Generating ideas, arguments, hypotheses, or thesis statements
- Outlining or structuring responses to case studies or exam prompts
- Rewriting, paraphrasing, or substantively editing student-generated content
- Summarizing readings, theories, DSM criteria, or source materials
- Conducting or assisting with literature reviews
- Clinical conceptualization, diagnosis, differential diagnosis, or case formulation
- Developing interventions, treatment plans, mechanisms of change, or recommendations
- Ethical analysis or decision-making
- Statistical interpretation, scoring, or coding responses
- Generating examples, narratives, scripts, or clinical language
- Creating or fabricating citations, references, or quotations
- Any use that substitutes for student reasoning, synthesis, judgment, or scholarly voice

If AI contributes to the intellectual content in any way, the work is not considered the student's own.

AI Use Disclosure Requirement (Mandatory)

Students must include an *AI Use Disclosure Statement* at the end of the written response (before references, if applicable).

Required disclosure language (verbatim):

AI Disclosure: I used [Tool name and version] solely for grammar, spelling, punctuation, and clarity editing. No AI tool was used to generate ideas, content, paraphrasing, analysis, interpretation, or citations. All intellectual work, synthesis, clinical reasoning, and scholarly judgment are my own.

Failure to include this statement will be treated as undisclosed AI use.

AI Usage Log (Required)

Any AI use, however minimal, must be documented. AI use without a usage log constitutes academic dishonesty.

Students must submit an appendix or separate document including the following:

Date	Tool Used	Purpose	Sections Edited	Notes	Prompt Used
11/10/26	<i>Example</i> Grammarly / ChatGPT (GPT-5)	Grammar & punctuation only	Introduction	Corrected tense and commas only	“Please check this paragraph for grammar and clarity only. Do not change ideas, sentence structure, or meaning.”

Citation of AI Tools (If Used)

If AI tools are used for permitted editorial purposes, they should be cited only in the appendix, not in the reference list, following APA guidance for non-generative assistance.

Example:

ChatGPT (GPT-5). (2025). Editing and grammar assistance for final draft [Large language model].
OpenAI.Violations and Consequences

Violations include, but are not limited to:

- Content generation or rewriting
- Paraphrasing or restructuring substantive text
- Fabricated or AI-generated citations
- Undisclosed or hidden AI use
- Missing, incomplete, or inaccurate AI usage logs

Consequences may include grade reduction, assignment failure, required remediation, or formal academic integrity action. *In cases of unauthorized AI use, we are required, as faculty, to report the incident to the Academic Integrity Office.*

Professionally Relevant, Non-Academic Performance

In addition to performing at acceptable academic levels in the Program, students will demonstrate the ability to function at acceptable levels in the various professional activities in which they are engaged. This aspect of student performance in practicum, internship, and other relevant professional activities (including interactions with faculty and other students) will be evaluated regularly and will contribute a significant part of the assessment of each student's progress toward the successful completion of the Program.

In general, students in the Program should demonstrate levels of performance in relation to clients, supervisors, and other professionals in their practicum/internship placements that are acceptable to professional personnel of the agency/school and to the Departmental faculty.

Every year students receive a copy of the following Professionalism and Professional Etiquette document to ensure that they understand what is expected of them in terms of professional, non-academic behavior.

This document addresses the broad area highlighted below and students are expected to be able to perform adequately in the following areas of behavior:

1. The ability to develop and maintain satisfactory relationships with children/families/clients appropriate to the level of performance of the student.
2. The ability to engage in acceptable peer and faculty relationships within the context of the professional work situations in the field and in the Department.

3. The ability to engage in constructive consultation in the professional workplace involving communicating with onsite supervisors and other staff about children/families/clients.
4. The ability to accept and profit from professional supervisory relationships.
5. The ability to function within guidelines of the professional ethics and standards of APA.

The Department will review student performance in the previous areas on a regular basis. Consultation with practicum/internship onsite supervisors will be a part of the process; written evaluation reports from those sites will be placed in the student's folder. The student's advisor will review the record with the student on a regularly scheduled basis and notify the Director of Training regarding any concerns.

Professionalism & Professional Etiquette

The following information relates to professionalism & professional etiquette.

In addition to such guidelines detailed below, students must be familiar with and abide by the ethical standards of their appropriate professional organizations and the University at Buffalo's rules and regulations as they relate to the student's professional activities. These standards include, but are not limited to:

[American Psychological Association Ethical Principles and Code of Conduct](#)

[National Association of School Psychologists](#)

[American Counseling Association](#)

[University at Buffalo Rules and Regulations](#)

The faculty and staff of the Counseling, School and Educational Psychology Department are extremely proud of our graduate students. UB graduates distinguish themselves by their exceptional level of skill and their representation of the profession of psychology and counseling in the classroom, schools, clinical and research settings, and the broader community.

Overall, our graduate students expected to demonstrate professionalism in actions and interactions with peers, faculty, support staff and other professionals as well as with teachers, supervisors, clients, students, research participants, staff, and others in the practicum and internship environments. As such, our students are often sought by practicum and internship sites.

PROMPTNESS

Our distinguished students are on time and prepared for classes, practicum, and internship obligations, as well as meetings with supervisors, teachers, and parents. Such students meet deadlines and due dates for coursework and practicum/internship tasks within acceptable time limits.

DRESS

Our distinguished graduate students present themselves in a professional manner, understanding that the choice of attire has a direct influence on the way they are perceived and gives others an immediate, first impression. They understand that new professionals must take special care to present themselves in a way that communicates an appropriate level of seriousness and respect for the work they do.

Our students discuss the topic of acceptable professional attire for any practicum, internship, clinical, research, or teaching context with their supervisor (as different placements may have different expected dress codes).

However, as a general guideline, they dress appropriately for all practicum and internship, research, and clinical obligations, at minimum, in a “business casual” attire. This includes:

- TOPS: Button down/collared shirts (oxford shirts), cotton or silk blouses, or sweaters

- NO sweatshirts, tank tops, T-shirts
- BOTTOMS: Khaki or dress pants, skirts of appropriate knee length
 - NO yoga pants, athletic gym wear, or leggings
 - NO Jeans
 - If your site specifies that jeans are acceptable, please ensure that they are not ripped, frayed, too tight, or too worn
- SHOES: brown/black leather or cloth shoes, low heels
 - NO sneakers
 - NO flip flops
- Limited jewelry
- Limited/Natural Make Up

Clothing that reveals cleavage, back, chest, stomach, or underwear is not appropriate in the academic environment or other places of business. Additionally, any tattoos must be covered.

EMAIL

With regard to email messages, our distinguished students are professional in all communications concerning oneself, others, or the program. They understand that once emails are sent out, there is no control over who eventually views them (e.g., if they are forwarded to others or inadvertently sent out to a complete email list) or how the content of the email will affect the personal and professional impressions others may form.

- Emails should be: Longer than a few words (i.e., “ok. Thank you.”)
- Appropriate greeting & sign-off salutations should be included
 - Dear Dr. Smith
 - Dear Ms. Smith
 - NEVER use first names of professors, supervisors, teachers, parents, etc.

- NEVER use “Hey” as a professional email salutation
- ALWAYS include a sign-off salutation
 - Recommended: “Sincerely,” “Best,” or “Thank you,”
 - PLEASE be aware of your “email signature” that you have set up on your computer to ensure it is professional
 - If you are using an automatic signature, it is recommended that you use only your name and title
- AND ALWAYS include a signature (your name!)
- Use appropriate punctuation
- Avoid jargon, slang, and abbreviations
 - Remember, YOU ARE NOT TEXTING, so do not use LOL, BTW, FYI
- SPELL CHECK!
- Stick with professional stylistic formatting
 - Simple, Black Font
 - Simple white background
- Make sure that you are aware of TO WHOM you are replying
 - Be careful in responding to emails sent to multiple people
- AND REMEMBER, emails can be permanent records

USE OF CELL PHONES

Our graduate students are professional when using cell phones or texting. Our distinguished students remember to silence their cell phones during all classes, in practicum or internship settings, during supervision and when presenting at or attending sessions at professional meetings or conferences.

They respectfully refrain from sending or responding to calls or texts during these activities.

They also refrain from texting professors, supervisors, teachers, staff, and other professionals, unless specifically directed to do so.

RESPONSIBILITIES REGARDING YOUR PRESENCE ON SOCIAL MEDIA

Information students share across social media platforms, such as blogs, personal pages on Tik Tok, Instagram, Twitter, Facebook, Tumblr, etc. on personal web pages, emails, and recorded messages or voicemails may have implications for their professional development as psychologists and counselors.

Electronic media are being accessed or used in ways that extend beyond their original intent. Several instances have been reported in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and voicemail answering messages. Examples of how these media have been accessed include, but are not limited to, the following:

- Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Potential employers conduct on-line searches of potential employees prior to interviews and job offers.
- Clients conduct web-based searches on trainees' names and find information about student therapists and may decline to come to clinics based on what they find.

Consequently, what might be seen as "private" self-disclosures reflecting a student's perception of him or herself among friends may be very public. Anything on the internet is potentially available to all who seek.

Our distinguished graduate students are advised to engage in "safe" web practices and be concerned and vigilant about their professional demeanor and presentation. If students are reported doing (or are depicted on a website or in an email as doing) something unethical or illegal, and this information is conveyed to program faculty, this information will be investigated in accordance with departmental and university policies.

COMMUNICATION

Our distinguished students actively communicate with their advisors, professors, practicum supervisors, and CSEP staff. They are timely in their response to emails and phone calls promptly and appropriately. Our students immediately communicate any scheduling conflicts, ask permission to miss class or a day of practicum and discuss how you will make up any missed time or assignments. Students who are sick and must miss class or practicum, work to give as much notice as possible, acknowledging that others are counting on them, and this responsibility is crucial.

POLITENESS

Our distinguished graduate students always use appropriate language in a professional setting, including treating one's work colleagues, clients, students, parents, and staff with utmost respect. Swearing or use of other inappropriate language in any professional context (whether verbal or written) is not acceptable.

In all settings, our graduate students show appreciation/say thank you - to supervisors, but also to clients/teachers/parents/administrators. They understand that everything that they do or say may leave a lasting impression and always want it to be a positive one.

Monitoring Student Progress

The evaluation of students is ongoing, although formal evaluations take place annually. All students must complete an End of Year Accomplishment Form; this information helps faculty to evaluate student progress and program effectiveness, and complete reports required by our accrediting body, APA. The Program in Counseling Psychology/School Psychology uses the following Graduate Student statement from the Graduate Student Manual:

Good Academic Standing

Good academic standing means that a student is making acceptable progress toward a graduate degree and is eligible to register and take academic course work at this university for the current semester. All graduate students are expected to remain in good academic standing throughout the entire course of their study. Minimum Academic Requirements for Good Academic Standing

established by the Graduate School are as follows (individual divisions may establish additional academic standards):

1. Exclusive of "S" grades, courses submitted for candidacy in a master's or doctoral program must average a "B" (3.00) grade point average or better
2. An "S" grade will be awarded only in those instances in which a student's letter grade would have been a "B" (3.00) grade point or better.

Academic Review/Probation

Students are placed under academic review/probation based on the following criteria:

- a. Students who receive a grade of "U," "F," "C," or "D" in any course required for completion of a degree program.
- b. Students who fall below the minimum academic requirements stated above.
- c. Students who do not make sufficient clinical progress as determined by the program faculty.
- d. Students who manifest inappropriate and/or unethical behaviors within the Department and/or clinical placement.

Students who meet the previous criteria will receive an immediate academic review by their graduate program faculty. Students who receive a C+ or below in a required course must repeat the course and obtain a higher grade. Students are also able to take a similar course to meet the requirement if they receive prior approval from the Director of Clinical Training.

Such action will not remove the low grade but will allow them to meet the program requirement. Upon completion of the academic review, the program faculty may place the student on academic probation. Students will be made aware of the probationary status in writing by the Director of Clinical Training or designee immediately following such a determination and will be informed of the terms of the probation including the potential removal of any students who do not meet the terms of their probation contract. This action should be taken prior to the Add/Drop period of the next semester.

Academic Dismissal and Transcripts

Graduate students who do not meet the written terms of their academic probation may be academically dismissed from the University by the department/graduate program. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the semester final examinations. The Office of the Graduate School will be notified in writing of all such academic dismissals. Graduate students who are dismissed from a graduate program for academic reasons will have a notation placed on their graduate transcripts indicating that they were academically dismissed and the date of the dismissal.

Reinstatement

Graduate students who have been officially dismissed and who seek reinstatement shall submit a formal request for reinstatement along with a supporting statement of explanation to the Chair of the academic department. The request shall be acted upon by the established procedure or review group within the specific graduate program. Only if students are subsequently readmitted to the program from which they were dismissed will the dismissal notations be removed from the transcripts by written request to the Office of the Graduate School.

Doctoral Student Evaluation Process

Students receive on-going evaluation through grades, feedback on assignments, and supervisor ratings on profession-wide competencies. In addition, every semester written feedback on each student is solicited from the faculty. Once a year, a more comprehensive evaluation occurs in May. The first step in this annual evaluation process involves each doctoral student completing their Portfolio and an Annual Report that includes a self- evaluation of their achievements of profession-wide competencies. They provide an updated curriculum vita and transcript as part of this evaluation.

The Director of Clinical Training convenes a meeting with the faculty to discuss each student's progress in May. Feedback from this meeting, consensus ratings on the Annual Progress

Review form and the semester review comments are provided to each student in a letter that is sent to the students. If the annual review indicates enough concern, a selective review may be called by the faculty to discuss the concerns directly with the student and a formal remediation plan may be developed. After that meeting, the students discuss their evaluation with their advisors, who in turn provides Advisor Comments on the document after which all the documents are submitted to the Director of Clinical Training. For students who are about to begin their internship, a summary of the content of this letter will be sent to the Internship Training Directors (as part of the AAPI).

Outcome Competencies for the CP/SP Program

Discipline specific knowledge, as described by the APA Standards of Accreditation, is primarily assessed via course grades. Profession-wide competencies are assessed during practica, coursework and by the successful completion of program requirements (e.g., comprehensive exam and dissertations). Each practica has a rating form that allows the instructor/supervisor to assess each student on all the relevant profession-wide competencies. Students must achieve a grade of B- or better in each course and must receive a rating of 3 or better on the competency rating form to demonstrate Minimum Levels of Achievement (MLAs) and make adequate progress in the program.

Minimum Levels of Achievement of Discipline-Specific Knowledge Category: History and Systems of Psychology

Basis of assessment:

- Course grade of “B-” or better (CEP 606: History & Systems).

Category 2: Basic content areas in scientific psychology

Basis of assessment for Cognitive Bases of Behavior:

- Assignment grade of “B-” or better on Memory Exploration (CEP 564 Cognitive Psychology: Cognition and Affect).

Basis of assessment for Affective Bases of Behavior:

- Assignment grade of “B-” or better on Emotion and Thought (CEP 564 Cognitive Psychology: Cognition and Affect).

Basis of assessment for Developmental Bases of Behavior:

- Course grade of “B-” or better (CEP 541: Human Growth and Development).

Basis of assessment for Biological Bases of Behavior:

- Course grade of “B-” or better (CEP 674: Functional Neuroscience for the Health Professions).

Basis of assessment for Social Bases of Behavior:

- Course grade of “B-” or better (CEP 547: Seminar in Advanced Social Psychology).

Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

Basis of assessment:

- Assignment grade of “B-” or better on Integrative Paper: Personal “Burning Question” (CEP 547: Seminar in Advanced Social Psychology).

Category 4: Research and Quantitative Methods

Basis of assessment for Psychometrics:

- Course grade of “B-” or better (CEP 509 Educational and Psychological Measurement [CP only]).
- Course assignment grade of “B-” or better (CEP 590A Psychological Measurement and Intellectual Assessment [SP only]).

Basis of assessment for Research Methods:

- Course grade of “B-” or better (CEP 581 Research Methods I)

Basis of assessment for Quantitative Methods:

- Course grade of “B-” or better (CEP 523 Statistical Methods in Education II); Course grade of “B-” or better in at least one of the following courses [(CEP 512 (Survival Analysis); CEP

525 (Applied Multivariate Analysis); CEP 526 (Structural Equation Modeling); CEP 527 (Analysis of Large-Scale Data Bases); CEP 528

(Multilevel Modeling); CEP 529 (Applied Regression Analysis); CEP 530 (Introduction to Meta-analysis)

Minimum Levels of Achievement of Profession-Wide Competencies

1. Research:

Profession-Wide	Basis of Assessment/Product
1A. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.	1. Obtain 80% accuracy on the CITI Social and Behavioral test, resulting in a completion certificate. 2. Receive a passing score on the Comprehensive Exam's Research element. 3. Obtain a course grade of B- (i.e., 80%) or higher in CEP 523, 581, and 582.
1B. Conduct research or other scholarly activities.	1. Letter, email, or portal from journal stating that the Qualifying Research Paper manuscript has been sent out for editorial review. 2. Completed Dissertation Approval form
1C. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	1. Letter, email, or portal screenshot from journal stating whether the Qualifying Research Paper manuscript has been sent out for editorial review. 2. Completed Portfolio form with related artifacts demonstrating professional presentations

2. Ethical and Legal Standards:

Profession-Wide	Basis of Assessment/Product
2A. Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, states, regional, and federal levels; and relevant professional standards and guidelines.	1. Obtain a grade of B- (i.e., 80%) or higher on Ethics Knowledge Exam for CEP 640 (SP) and CEP 610 (CP). 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness or Practicum Evaluation forms on this Ethics element (Item 2A). 3. Receive a passing score the Comprehensive Exam's Ethics element.
2B. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	1. Obtain a grade of B- (i.e., 80%) or higher on Ethics Case Assignment for CEP 601A Advanced Practicum (CP) or Ethics Case Reflection for CEP 593B Practicum in School Psychology (SP). 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Ethics element (Item 2B). 3. Receive a passing score on the Comprehensive Exam's Ethics element.
2C. Conduct self in an ethical manner in all professional activities.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Annual Review Form for the Ethics element (Item 2). 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Ethics element (Item 2C).

3. Individual and Cultural Diversity:

Profession-Wide	Basis of Assessment/Product
3A. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	1. Obtain a course grade of B- (i.e., 80%) or higher in CEP 634. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this 3. Diversity element (Item 3A).
3B. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	1. Obtain a course grade of B- (i.e., 80%) or higher in CEP 634. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Diversity element (Item 3B) 3. Receive a passing score on the Comprehensive Exam's Diversity element.
3C. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Diversity element (Item 3C).
3D. Demonstrate the requisite knowledge base ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Diversity element (Item 3D). 2. Receive a passing score on the Comprehensive Exam's Diversity element.

4. Professional Values and Attitudes:

Profession-Wide	Basis of Assessment/Product
4A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	1. Receive ratings of 3 or higher on all items in the following areas of the Service Learning Project Evaluation Form in CEP 640 (SP): (a) Personal Characteristics, (b) Family-School Collaboration Services. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Professional element (Item 4A).
4B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	1. Obtain a grade of B- (i.e., 80%) or higher on the School Psychology Role Analysis assignment in CEP 640 (SP). 2. Obtain a grade of B- (i.e., 80%) or higher on Counseling Psychology Identity and History project in CEP 610 syllabus (CP). 3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Professional element (Items 4B and 4C). 4. Confirmation e-mail of membership is present in student's portfolio. 5. Copy of attendance or presentation at professional conference is present in student's portfolio.
4C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Professional element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Professional element (Item 4D).

Profession-Wide	Basis of Assessment/Product
	3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Readiness to Apply to Internship form on this Professional element).
4D. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Readiness to Apply to Internship form on this Professional element.

5. Communications and Interpersonal Skills:

Profession-Wide	Basis of Assessment/Product
5A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Communication and Interpersonal element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Communication and Interpersonal element (Item 5A). 3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Readiness to Apply to Internship form on this Communication and Interpersonal element.
5B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Communication and Interpersonal element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher

Profession-Wide	Basis of Assessment/Product
	on the Practicum Evaluation form on this Communication and Interpersonal element (Item 5B). 3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Readiness to Apply to Internship form on this Communication and Interpersonal element.
5C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Communication and Interpersonal element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Communication and Interpersonal element (Item 5C). 3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Readiness to Apply to Internship form on this Communication and Interpersonal element.

6. Assessment:

Profession-Wide	Basis of Assessment/Product
6A. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Assessment element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this 3. Assessment element (Item 6A).

Profession-Wide	Basis of Assessment/Product
6B. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Assessment element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Assessment element (Item 6B). 3. Obtain a grade of B- (i.e., 80%) or higher on the Functional Behavioral Assessment report in CEP 664 (SP). 4. Obtain a grade of B- (i.e., 80%) or higher on the Academic Intervention report in CEP 694 (SP).
6C. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Assessment element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Assessment element (Item 6C).
6D. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	1. Obtain a mastery score (at least 4.0 out of 5.0) on assessment protocol(s) in CEP 590. 2. Obtain a grade of B- (i.e., 80%) or higher on alin-person or live assessment administrations in CEP 592. 3. Obtain a grade of B- (i.e., 80%) or higher on the Functional Behavioral Assessment report in CEP 650 (SP). 4. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this 5. Assessment element (Item 6D).

Profession-Wide	Basis of Assessment/Product
6E. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	1. Obtain a grade of B- (i.e., 80%) or higher on the Psychological Report of Cognitive Ability in CEP 592. 2. Obtain a grade of B- (i.e., 80%) or higher on the Psychoeducational Report: Cognitive Ability & Academic Achievement in CEP 592 (SP). 3. Obtain a grade of B- (i.e., 80%) or higher in CEP 690: Advanced Personality Assessment. 4. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Assessment element (Item 6E). 5. Receive a passing score on the Comprehensive Exam's Assessment element.
6F. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	1. Obtain a grade of B- (i.e., 80%) or higher in CEP 590A: Cognitive Assessment. 2. Obtain a grade of B- (i.e., 80%) or higher in CEP 694: Academic Intervention (SP). 3. Obtain a grade of B- (i.e., 80%) or higher in CEP 690: Advanced Personality Assessment. 4. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Assessment element (Item 6F).

7. Intervention:

Profession-Wide	Basis of Assessment/Product
7A. Establish and maintain effective relationships with the recipients of psychological services.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Intervention element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Intervention element (Item 7A).
7B. Develop evidence-based intervention plans specific to the service delivery goals.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Intervention element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Intervention element (Item 7B). 3. Obtain a grade of B- (i.e., 80%) or higher on the Behavior Intervention Plan report in CEP 664. 4. Obtain a grade of B- (i.e., 80%) or higher on the Academic Intervention report in CEP 694.
7C. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Readiness form on this Intervention element. 2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Intervention element (Item 7C).
7D. Demonstrate the ability to apply the relevant research literature to clinical decision making.	1. Receive a passing score on the Comprehensive Exam's Intervention element.

Profession-Wide	Basis of Assessment/Product
7E. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Intervention element.
7F. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluations.	1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation form on this Intervention element (Item 7E).

8. Consultation and Interprofessional/Interdisciplinary Skills:

Profession-Wide	Basis of Assessment/Product
8A. Demonstrate knowledge and respect for the roles and perspective of other professions.	1. Ratings of 3 or above (3 = student's performance is satisfactory for this competency) on items 8A (demonstrates knowledge and respect for the roles and perspective of other professions) and 8B (demonstrates knowledge of consultation models and practices) on the Practicum Evaluation Form and the Internship Evaluation Form (CP, SP) 2. If written, positive qualitative comments on 8-Comments section on the Practicum Evaluation Form and the Internship Evaluation Form (CP, SP)
8B. Demonstrate knowledge of consultation models and practices.	1. Passing grade (B-; i.e., 80% or above) on the process of consultation course (SP) 2. Passing grade (B-; i.e., 80% or above) on the group consultation project (CP)

9. Supervision:

Profession-Wide	Basis of Assessment/Product
9A. Demonstrate knowledge of supervision models and practices.	1. Obtain a grade of B- (i.e., 80%) or higher on the theory of supervision paper assignment in CEP 665. 2. Obtain a grade of B- (i.e., 80%) or higher on the case conceptualization presentation assignment in CEP 665 (CP). 3. Obtain a grade of B- (i.e., 80%) or higher on supervision literature review assignment in CEP 665 (SP).
9B. Demonstrate knowledge of application of supervision in diverse settings.	1. Obtain a grade of B- (i.e., 80%) or higher on the Supervision in Diverse Settings Paper in CEP 665 (CP/SP)

Performance Improvement Plans (PIP)

If a student fails to achieve competency or sufficient skill development (i.e., not meeting a Minimum Level of Achievement, MLA) displays inappropriate professional behavior or dispositions, or inadequate ethical judgment, or is in anyway not progressing satisfactorily, the student will have a selective review with the CPSP faculty. Such deficiencies will usually be indicated by an unsatisfactory grade (U or lower than a B-) and/or a rating of “1” or “2” (unsatisfactory) on at least one competency rating of the practicum evaluation form. In addition to the practicum evaluation form, there are two other forms which may signal unsatisfactory performance: the “Annual Review” form and the “Portfolio” form. Both forms assess the students more globally (i.e., across multiple roles or activities) and are completed annually by their advisors. The Annual Review form is consistent with the 1-5 Likert-type scale for the practicum evaluation form and provides an opportunity for faculty to provide qualitative comments about each student. The rating scale of the “Annual Review” form is 1-3 where a rating of “2” (Developing as expected) is required and a rating of “1” (Very minimal skills) will prompt a selective review if such a review is not already in place.

While most selective reviews occur at the end of a semester, at any time a CEP faculty member or a practicum supervisor may request the CP/SP faculty to convene and evaluate a student’s lack of progress/deficits. The focus of most selective review meetings is to develop a Performance Improvement Plan (PIP) [after hearing the student’s point of view], for the faculty to ask clarifying

questions, and to directly express any concerns about the student's behavior and failure to demonstrate adequate competence.

The outcome of an initial selective review meeting may include:

1. the student has made, or is currently making adequate adjustments such that the concern is considered corrected or needs no further intervention,
2. the student is failing to demonstrate at least one MLA or is in some way behaving inappropriately and a formal PIP will be written,
3. immediate dismissal from the program.

The most common outcome of a selective review is a PIP. Most PIPs are focused on behaviors or competencies that need to be demonstrated. Decisions and PIPs rendered by the CPTC will be sent to the student in writing signed by the Training Director as the chair of the committee. Students will be asked to sign any PIP developed for them. Below are the components and steps of a PIP.

1. A faculty, supervisor, or advisor notice that the MLA for at least one competency is not being met by a doctoral student.
2. The training staff member provides a description of the problem(s) to the trainee that provide evidence of which elements within a competency are not being demonstrated, as well as the essential behaviors that still need to be demonstrated and initiates a selective review meeting.
3. Based on the data gathered during the selective review meeting the CPTC faculty provide a written PIP document (see the "Performance Improvement Plan" form) that includes: a) Date(s) the problem(s) was brought to the trainee's attention and by whom; b) steps already taken by the trainee to rectify the problem(s) that was identified; c) Steps already taken by the supervisor(s)/faculty to address the problem(s); d) Expectations for Acceptable Performance, including what are the trainee's responsibilities and actions and what are the supervisors' or faculty's responsibilities and actions; e) Indicate the timeframe for the acceptable Performance f) What are the assessment methods used for determining the MLA? g) The dates of the re-evaluation (when is the deadline for remediation); and h) Consequences for unsuccessful remediation or performance improvement and the next stage in due process procedures (e.g., what are the student's rights in appealing the decision). The duration of the PIP and the assessment of its outcome are based on the needs of the student and available resources.

4. There is the follow-up meeting where the relevant training staff determines if the PIP has been successfully completed (see PIP Evaluation Form). During this meeting the training staff reiterates which elements of which competencies are being addressed (with the possibility that new elements need attention given the lack of achieving MLAs in some new area). The training staff provides a description of the trainee's performance in the element(s) listed above and an assessment of the trainee's outcomes related to the relevant MLAs (e.g., met, partially met, not met). The trainee is made aware of any next steps, if needed, which could include the following decisions: plan concluded, plan continued and modified, and the next stage in due process procedures. If needed, additional re-evaluation dates may be set at this time.

Annual assessment of students' progress includes an assessment of students' ability to receive feedback and take corrective action. When the CPSP faculty conduct their Annual Progress Review, they will review any PIP evaluation forms from that year, potentially discuss this information with the student, and will include in the student's annual evaluation letter a statement indicating whether the PIP is complete or if additional steps are needed. Failure to achieve MLAs following performance improvement efforts can result in students being dismissed from the program due to lack of progress.

The only exception to the selective review process described above is if a student receives one "2" rating during their first year. In this case the student can meet with just the faculty member to develop a PIP based on a meeting with just the faculty member (assuming both parties are agreeable to this arrangement). This exception is made because the faculty realizes that some minor difficulties are more developmental in nature and may not require the resources of the entire CPSP faculty. Conversely, while attempts at performance improvement are generally the first step in corrective action there may be some actions that require immediate dismissal. Highly unethical behavior may result in a selective review meeting that determines the student should be immediately dismissed from the program.

Finally, if the concern that prompted the selective review is serious enough it will be labeled as a "complaint" and will be ultimately described on the APPI form.

University Policy and Procedures

Academic Integrity

UB's **Office of Academic Integrity** and the **Office of Student Advocacy** serve as primary resources for both faculty and students in matters related to alleged academic misconduct. These offices provide guidance and support, ensuring a clear and streamlined appeals process for students. For more information, visit the Office of Academic Integrity: <https://www.buffalo.edu/academic-integrity.html>

- Common Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at: <https://www.buffalo.edu/academic-integrity/about/violations.html>
- Academic Integrity Process: <https://www.buffalo.edu/academic-integrity/about/process.html>
- Student Resources can be found here: <https://www.buffalo.edu/academic-integrity/resources.html>

Grievance Procedures

According to GSE policy, the Academic Grievance Preamble states that “it is an objective of the University at Buffalo and its Graduate School to encourage the prompt consultative resolution of grievances of graduate students as they arise and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation.

This set of procedures is designed to provide a well-defined, yet appropriately flexible structure that recognizes and reflects the issues unique to graduate education as well as academic areas common to all faculty-student or administrator-student relationships.

The following procedures provide a sequence of steps for the orderly and expeditious resolution of grievances initiated by graduate students. While recognizing and affirming the established principle that academic judgments and determinations are to be reached solely by academic professionals, it is the Graduate School's intention to secure, to the maximum extent feasible, equitable treatment of every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity, but also to considerations of substantive fairness.”

Grievance definitions and limits, Academic grievance consultative resolution, and Academic grievance formal resolution processes can be found on the GSE website → Policies, Procedures, & Resources → Academic Grievance: <https://ed.buffalo.edu/policies.graduate.html>

UB Discrimination & Harassment

Equity, Diversity and Inclusion: The Office of Equity, Diversity and Inclusion (EDI) ensures UB's compliance with policies covering discrimination, harassment, accommodations, equal opportunity and child protection.

UB's Discrimination & Harassment Policy states: "The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, reproductive healthcare choices, or criminal conviction status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants, or other members of the university community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, breastfeeding, transgender status, or sexual violence victim status. The university will provide accommodations to individuals with disabilities in accordance with its *Reasonable Accommodation Policy*. Religious accommodations will be provided in accordance with the university's *Religious Accommodation and Expression Policy*.

Retaliation against anyone who reports discrimination, participates or assists in an investigation, or opposes a discriminatory act, practice, or policy is unlawful and is prohibited by this policy. Retaliation will not be tolerated and may result in a referral to the university's disciplinary process.

Discrimination Reporting

Equity, Diversity and Inclusion (EDI) is the campus office designated to manage reports of discrimination. EDI will receive reports of discrimination, conduct necessary investigations, report findings, and make recommendations in accordance with the process outlined below.

The discrimination reporting process provides a mechanism through which the university may identify, respond to, prevent, and eliminate incidents of illegal discrimination. It may be used by any person who believes they have been the subject of discrimination in connection with UB. If a claim of discrimination or harassment involves a non-UB entity such as a contractor, vendor, or affiliated hospital, UB will coordinate as necessary to ensure that an appropriate investigation is conducted and that discriminatory or harassing behaviors are addressed.”

Information related to the EDI Office can be found here: <https://www.buffalo.edu/equity.html>

Please note that the Discrimination and Harassment Policy states that supervisors, managers and instructors should report instances of discrimination and harassment to EDI. Therefore, if a student reports experiencing discrimination or harassment, the faculty member may be required to contact EDI for consultation.

Students can be assured that EDI will keep the matter private and will not take action without consulting with them.

Guidelines for Reporting Bias-Related Confrontations and Incidents

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Gender Identity, Gender Expression, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

More information about reporting Bias-Related Confrontations and Incidents can be found here: <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct/reporting-bias-related-confrontations-and-incidents.html>

Student Code of Conduct

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about student rights and responsibilities, standards of behavior and an overview of student-related University policies.

During the first semester at UB you will be prompted to read and affirm the Student Code of Conduct.

More information can be found here: <https://www.buffalo.edu/studentlife/life-on-campus/community/rules.html>

Obstruction or Disruption in the Classroom

Each student's behavior in the classroom affects others. We encourage all students to arrive on time, pay attention to the instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, students should still understand the expectations for classroom behavior, as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

Photography and Video

Photographs and videos of members of the University community are taken regularly, and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at ub-ucum@buffalo.edu.

Additional Rules, Regulations and Guidelines can be found here

<https://ed.buffalo.edu/policies.html>

Additional Campus Resources and Services

International Students Information

International Student Services	210 Talbert Hall Buffalo, New York 14260-1604 (716) 645-2258 isss@buffalo.edu
Immigration Services	1 Capen Hall Buffalo, New York 14260-1604 (716) 645-2355 immgsvc@buffalo.edu

Photocopying

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

Financial Information

The CSEP Department offers a limited number of assistantships for doctoral students. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work 20 hours per week, usually as a research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but start at \$23,690, effective fall 2025.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently.

Likewise, student assistant positions (hourly on campus employment), work study positions (must have a work study award as part of your Financial Aid package to be eligible) and part-time community-based jobs are also posted on Bullseye (powered by Handshake) through Career Services (link above).

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the New York State Higher Education Services Corporation (HESC) for further information on these programs.

<https://www.hesc.ny.gov/find-aid/nys-grants-scholarships>

Important University Resources

Office	Phone Number (voice)
CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Resources	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Library Services

UB students have access to the University Libraries as part of the SUNY “world-class” library system. Consult the [University Libraries Student Support](#) link for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, [Molly Poremski](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Molly Poremski, 423 Lockwood Library, (716) 645-7750, poremski@buffalo.edu.

Editorial Assistance Program

Editorial Assistance and Tutorial Support is provided by the Graduate Student Association’s (GSA’s) Graduate Writing Center located in 310 Student Union. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>. If you have waived the GSA fee, you are not eligible for services.

Center for Excellence in Writing

There is also a Center for Excellence in Writing, located on the 2nd floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on writing. In-person and virtual. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

Accessibility Resources

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall (North Campus) or 1 Diefendorf Hall (South Campus), (716) 645-2608 (TTY 645-2616). Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at the University at Buffalo. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, you should contact Accessibility Resources. Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

Additional Resources

A list of all additional resources is posted on the UBLeads Program Page → Resources for Students → New Student Welcome Packet

These include:

Technology, UB library, Academic Support, Career Services, Conference Funding, Startup & Innovations, Workshop Sources, Mentoring, Health & Wellness, Food Support & Emergency, Faith, Child Care & NYS Supports and more

Appendix A: Mandatory Professional Licensure Disclosure

New York State prides itself in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if the goal is to practice in another state, this disclosure will help you check to see what that state requires.

Per U.S. Federal Regulations, §668.43 (2019 Rule), and in compliance with the State Authorization Reciprocity Agreements (SARA) Manual version 19.2, SUNY BUFFALO provides the following disclosure related to the educational requirements for professional licensure and certification.¹

This Disclosure is strictly limited to the University at Buffalo's determination of whether its educational program, *Combined Doctoral Program in Counseling Psychology/School Psychology* that if successfully completed, would be sufficient to meet the educational licensure or certification requirements in a State for practice as a licensed psychologist.² SUNY BUFFALO cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming. Such individual determinations are made by state licensing boards and are fact-specific determinations.

This disclosure does **not** provide any guarantee that any particular state licensure or certification entity will approve or deny your application. Furthermore, this disclosure does **not** account for changes in state law or regulation that may affect your application for licensure and occur after this disclosure has been made. **Enrolled students and prospective students are strongly encouraged to contact their State's licensure entity using the links provided to review all licensure and certification requirements imposed by their state(s) of choice.**

The University at Buffalo has designed an educational program curriculum for a Master of Arts (MA) and Certificate of Advanced Study (CAS) in School Psychology- that if successfully completed **is**

sufficient to meet the licensure and certification requirements for an advanced practice license in the following states²:

STATE	Department of Education Certification Contact
New York	http://www.op.nysed.gov/prof/psych/#

University at Buffalo has designed an educational program curriculum for *PhD with concentrations in Counseling Psychology or School Psychology*, and currently has made no determination that the curriculum is **insufficient to meet** the licensure and certification requirements for advanced practice nursing in any of the 50 states and territories.

After making all reasonable efforts, University at Buffalo **cannot determine** whether its educational program curriculum for a *PhD with concentrations in Counseling Psychology or School Psychology*-that if successfully completed, is sufficient to meet the licensure and certification requirements for advanced practice nursing in the following states⁴:

STATE Board of Psychology	Notes
Alabama	
Alaska	
American Samoa	N/A
Arizona	
Arkansas	
California	
Colorado	
Connecticut	

⁴ This does not mean the educational program will not ultimately be approved by the state entity, or that licensure could not result from attending this program.

STATE Board of Psychology	Notes
Delaware	
District of Columbia	
Florida	
Georgia	
Guam	
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	
Kansas	
Kentucky	
Louisiana	
Maine	
Maryland	
Massachusetts	
Michigan	
Minnesota	
Mississippi	
Missouri	
Montana	
Nebraska	
Nevada	
New Hampshire	

STATE Board of Psychology	Notes
New Jersey	
New Mexico	
North Carolina	
North Dakota	
Commonwealth of Northern Mariana Islands	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	
Commonwealth of Puerto Rico	
Rhode Island	
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Virgin Islands	
Washington	
West Virginia	

STATE Board of Psychology	Notes
Wisconsin	
Wyoming	

