

**Handbook of the Combined  
Counseling Psychology/School  
Psychology Doctoral Program  
Department of Counseling, School  
and Educational Psychology**

**Graduate School of Education  
University at Buffalo  
State University of New York**

2019- 2020

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.

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## Mission

The Graduate School of Education is a professional school with a social mission in the public interest. We create and apply knowledge informed by research on human development, educational policy, pedagogy and information science.

The Department of Counseling, School and Educational Psychology's mission is to inform and influence the fields of education, counseling and psychology through scholarship.

## 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 (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 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 (<http://grad.buffalo.edu/>) 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 practicum 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 Ph.D. 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 professional growth and personal enhancement.

## **Overview of Graduate Program**

### **Department Acronyms and Abbreviations**

AC = Advanced Certificate

AGC = Advanced Graduate Certificate

CAS = Certificate of Advanced Study

CASA = Certificate of Applied Statistical Analysis

CE = Counselor Education

CPSP = Counseling Psychology/School Psychology

CSEP = Counseling, School and Educational Psychology

EdM = Master of Education

EPQM = Educational Psychology and Quantitative Methods

GSE = Graduate School of Education

MA = Master of Arts

MHC = Mental Health Counseling

MS = Master of Science

MCWE = Mindful Counseling for Wellness and Engagement

PhD = Doctor of Philosophy

RC = Rehabilitation Counseling

SC = School Counseling

SP = School Psychology

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<http://ed.buffalo.edu/counseling/directory/faculty.html>

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## Department Programs

The Counseling Psychology/School Psychology Program is one of several programs that comprise the Department of Counseling, School and Educational Psychology.

Degree Program  
AC in Applied Statistical Analysis  
AGC in Mental Health Counseling  
AC in Mindful Counseling for Wellness and Engagement  
AC in Rehabilitation Counseling  
CAS in School Counseling  
EdM in School Counseling  
MA in Educational Psychology and Quantitative Methods  
MA/AC in School Psychology  
MS in Mental Health Counseling  
MS in Rehabilitation Counseling  
PhD in Counseling Psychology/School Psychology  
PhD in Counselor Education  
PhD in Educational Psychology and Quantitative Methods

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Dr. Amy Reynolds  
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Dr. Jaekyung Lee



## **Graduate School of Education (GSE)**

<http://ed.buffalo.edu/about/directory/staff.html>

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 in 367 Baldy Hall (ph. 716-645- 6640). The GSE administration includes:

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## **The UB Graduate School**

All UB graduate degrees come from the University Graduate School, located at 408 Capen Hall, ph. 645-2939 (not to be confused with 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://grad.buffalo.edu/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.

## **Department Student Organizations**

### **Graduate Student Association:**

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 degraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated on the basis of 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 on a monthly basis 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: <https://ed.buffalo.edu/alumni.html>

## Professional Associations

The *American Psychological Association (APA)* [(800) 374-2721; <http://www.apa.org>] 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 unique and specific issues within psychology. This list is not complete but provides a starting place.

American Arab, Middle Eastern, and North African Psychological Association  
<https://www.amenapsy.org>

Asian American Psychological Association  
<http://aapaonline.org/>

Association for Women in Psychology  
<https://www.awpsych.org>

Association of Black Psychologists  
<http://www.abpsi.org/>

National Latina/o Psychological Association  
<http://www.nlpa.ws>

Society of Indian Psychologists  
<https://www.aiansip.org>

## **General Degree Requirements**

The various degree programs in GSE involve a number of general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. Students in the program must abide by the Graduate School policies found at: <http://grad.buffalo.edu/succeed/current-students/policy-library.html>. The following are among the more important general requirements:

### **Statute of limitation**

Ph.D. students are required to complete their degree within **seven** years from date of matriculation. A petition 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. The petition is found at: <https://grad.buffalo.edu/content/dam/grad/study/pet-extension.pdf>.

### **Continuous registration**

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to 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 submitted a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. The petition is found at: <https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>. 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 re-apply to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required 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**

In order to graduate, the following records must be on file in the appropriate office:

### **A. In the Graduate School Office:**

1. Application to Candidacy (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 Ph.D. dissertation  
<https://grad.buffalo.edu/succeed/graduate/electronic-submission.html>

**B. In the Office of the Registrar:**

1. Original transcripts of courses taken at other universities.

\*\*In addition to the above 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.
4. Completed on-line Doctoral Degree Recipients Survey  
<http://grad.buffalo.edu/succeed/graduate/surveys.html>

## **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 with the first semester, 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 specific 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:

- 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.
- Conduct research or other scholarly activities.
- 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:

- Be knowledgeable of and act on 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 state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemma.
- Conduct self in an ethical manner in all professional activities.

## III. Individual and Cultural Diversity

### Elements:

- 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;
- 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;
- 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.

- 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:

- 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.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- 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:

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

#### VI. Assessment

##### Elements:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).



- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 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.
- 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.
- 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:

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

## VIII. Supervision

### Elements:

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

## **IX. Consultation and Interprofessional/Interdisciplinary Skills**

Elements:

- Demonstrate knowledge and respect for the roles and perspectives of other professions
- 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. In an effort 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 a practicum experience that emphasizes competencies or works with populations more commonly found in the other concentration within the combined doctoral program.

All CP/SP students are given background in counseling theory, which students from both programs take during the fall of 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 as long as 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.

Requirement for SP students who want to provide counseling and assessment in settings that are multi-age in significant ways.

CEP 630      Advanced Theories in Psychotherapy

Requirement for CP students who want to provide counseling and assessment in settings that are multi-age in significant ways

CEP 644      Counseling with Children and Adolescents **OR**

CEP 650      Behavior Therapy with Children and Adolescents

## **Credit Hours & PhD Coursework Requirements**

### **Advisement**

Upon acceptance into one of the programs in Counseling, School and Educational Psychology Department, students will be assigned a faculty advisor. With their permanent 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 (for the Ph.D. degree). 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 (Form #4).

### **Curriculum Plan**

To achieve these goals, a coherent program of study has been implemented 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 internship.

In terms of the availability of online courses, students are **ONLY** allowed to take required courses online if a course is only offered online (e.g., CEP 606 History and Systems), if there are no on-campus courses available (e.g., CEP 634 in the summer) or if they receive special permission from the Director of Clinical Training.

## Five-Year Program: Counseling Psychology (CP)

FALL	SPRING
<b>First Year</b>	First Year
<b>CEP 522: Statistical Methods I*</b>	CEP 523: Statistical Methods II
<b>CEP 581: Research Methods I</b>	CEP 582: Research Methods II
<b>CEP 618: Principles of Counseling Practice</b>	CEP 597: Counseling Practicum
<b>CEP 509: Ed. &amp; Psy. Measurement</b>	CEP 634: Multicultural Counseling
<b>CEP 653: Foundations of Counseling Theories</b>	CEP 658: Introduction to Group Counseling
<b>CEP 610: Perspectives in Counseling Psychology</b>	
<b>Second Year</b>	<b>Second Year</b>
<b>CEP 525: Multivariate Analyses OR CEP 529: Regression Analyses**</b>	CEP 528: HLM**
<b>CEP 590B: Adult Cognitive Assessment</b>	CEP 541: Human Development
<b>CEP 601A: Advanced Practicum</b>	CEP 601A: Advanced Practicum
<b>CEP 695: Psychopathology &amp; Evid.-Based Interventions</b>	CEP 690: Personality Assessment
<b>CEP 700: Research Project</b>	CEP 700: Research Project
<b>Third Year</b>	<b>Third Year</b>
<b>CEP 601B: Advanced Practicum</b>	CEP 564: Cognitive Psychology#
<b>CEP 630: Advanced Theories in Psychotherapy#</b>	CEP 601B: Advanced Practicum
<b>CEP 674: Functional Neuroscience#</b>	CEP 617: Advanced Group Counseling
<b>CEP 700: Research Project</b>	CEP 702: Dissertation

**Fourth Year****CEP 601C: Advanced Practicum****CEP 606: History & Systems#****CEP 686: Vocational Psychology#\*\*\*****CEP 702: Dissertation****Fourth Year**

CEP 547: Social Psychology#

CEP 601C: Advanced Practicum

CEP 665: Supervision and Consultation

CEP 702: Dissertation

**Fifth Year****CEP 602: Internship in Counseling Psychology****Fifth Year**

CEP 602: Internship in Counseling Psychology

\*May be waived with prior approval

\*\*Possible options for required Advanced Statistical Courses though other options are available

#Rotating courses offered every other year

\*\*\*Prerequisite career counseling course may be required

**Five-Year Program: School Psychology (SP)****FALL****SPRING****First Year****First Year****CEP 522: Statistical Methods I\***

CEP 523: Statistical Methods II

**CEP 581: Research Methods I**

CEP 582: Research Methods II

**CEP 590A: Psyc. Measurement & Intell Assessment**

CEP 592: Psych Assess. Child &amp; Adolescents

**CEP 593A: Practicum in School Psychology**

CEP 593A: Practicum in School Psychology

**CEP 640: Perspectives in School Psychology**

CEP 644: Counseling w Child &amp; Adolescents

**CEP 653: Foundations of Counseling Theories****Second Year****Second Year**

<b>CEP 525: Multivariate Analyses OR CEP 529: Regression Analyses**</b>	CEP 528: HLM**
<b>CEP 593B: Practicum in School Psychology</b>	CEP 551: School-wide Practices for Diverse Learners
<b>CEP 650: Beh Therapy w Child &amp; Adolescents</b>	CEP 593B: Practicum in School Psychology
<b>CEP 656: Collaboration for School Safety</b>	CEP 664: Process of Consultation
<b>CEP 700: Research Project</b>	CEP 694: Interv to Develop Academic Skill
	CEP 700: Research Project
<b>Third Year</b>	<b>Third Year</b>
<b>CEP 601B: Advanced Practicum</b>	CEP 541: Human Development
<b>CEP 674: Functional Neuroscience#</b>	CEP 601B: Advanced Practicum
<b>CEP 695: Psychopathology &amp; Evid.-Based Interventions</b>	CEP 634: Multicultural Counseling
<b>CEP 700: Research Project</b>	CEP 690: Personality Assessment
	CEP 702: Dissertation
<b>Fourth Year</b>	<b>Fourth</b>
<b>CEP 601C: Advanced Practicum</b>	CEP 547: Social Psychology#
<b>CEP 606: History &amp; Systems#</b>	CEP 564: Cognitive Psychology#
<b>CEP 702: Dissertation</b>	CEP 601C: Advanced Practicum
	CEP 665: Supervision & Consult (1 credit)
	CEP 702: Dissertation

## Fifth Year

## Fifth Year

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### CEP 699: Internship in School Psychology

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CEP 699: Internship in School Psychology

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\*May be waived with prior approval

\*\*Possible options for required Advanced Statistical Courses though other options are available

#Rotating courses offered every other year

### Advanced Statistic Courses

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 Psychology and Quantitative Methods (EPQM) 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 Chair of Educational Psychology and Quantitative Methods.

- CEP 512 Survival Analysis
- CEP 525 Applied Multivariate Analysis
- CEP 526 Structural Equation Modeling (SEM)
- CEP 527 Analysis of Large-Scale Data Bases
- CEP 528 Multilevel Modeling (HLM)
- CEP 529 Applied Regression Analysis
- CEP 530 Introduction to Meta-analysis

### Program Portfolio

The program portfolio is an assessment tool and process whereby candidates 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 internship are not expected to complete a Portfolio. The Portfolio, which is completely online using UB Box, will contain **work samples or measureable 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 will be submitting 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 UBlearns page under the Portfolio tab.

In order 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, or CITI certificates 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**

Course work and practicum experiences are concurrent and highly integrated throughout the program, developing a progression of student self-awareness, knowledge, and skills. During the first year, all students are in structured practicum or training settings, thus ensuring that all students are given experiences commensurate with their level of expertise and that they receive frequent individual feedback, supervision, guidance, and mentoring. During the first two years, students in the two concentrations typically have different experiences. In the first year, students in the SP concentration (SP students) do not have a formal practicum experience and focus their learning on mastering the varied assessments that they will be required to implement during their second year when they are placed in the schools. They participate in some field experiences (e.g., pre-kindergarten assessments) that link closely with their coursework. In the first year, students in the CP concentration (CP students) have different experiences in the fall and spring. During the fall, they conduct sessions with mock clients who are undergraduate student volunteers and during the spring, they have their first clinical practicum training experience. This practicum placement will occur either at the UB Counseling Services (UBCS) or in an appropriate clinical setting in the community that is closely vetted by the program. Those placements are determined by student needs and placement availability. 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 particular professional interests (e.g., health, eating disorders, college students, ADHD), or preference regarding setting (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 received 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 services 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 then supervised individually 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 receive 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 is 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. Students may also be able to count clinical GA opportunities as practicum hours, but must consult the Clinical Coordinator and receive approval from the Director of Clinical Training first. In order 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 instructor. 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 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 a lot of ways and we want to encourage that type of community and generativity. However, it is not always 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.

## **Types of Practicum Placements Available (this list is not exhaustive)**

- ADHD Treatment Practicum, Center for Children and Families
- Build Community School
- Buffalo Psychiatric Hospital
- Canisius College Counseling Center
- Cleveland Hills Family Resource Center, Cleveland Hill Schools
- Community Concern of WNY
- Dent Neurologic Institute
- Erie County Medical Center
- Erie County Forensic Mental Health Services
- Mount Hope Family Center
- Office for People with Developmental Disabilities
- Oishei Children's Hospital-Children's Psychiatry Center
- Roswell Park Cancer Institute
- Summit Center
- SUNY Buffalo State College Counseling Center
- SUNY University at Buffalo Counseling Services
- UBMD Neurology
- VA Western NY Healthcare System, Psychosocial Rehabilitation and Recovery Center
- Western NY Children's Psychiatric Center

### **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 in order 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. In the event of inclement weather, the event will take place unless the campus is formally closed. However, we don't want students to risk hazardous driving conditions - call or email the Clinical Coordinator to let her/him know if unable to attend and why.

#### **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 interested 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** 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 1<sup>st</sup>. 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 such as Greater Buffalo Counseling Center and schools.

## **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 break before accepting a position so that they can make an informed decision before accepting the practicum offer.

All students are expected to complete at least **1000 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.**

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 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, an 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 1<sup>st</sup> in order 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 about matters occurring on 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, then 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.

## **Internship**

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 of their coursework (with no incompletes or failing grades) [prior to leaving for internship], and have completed the dissertation proposal defense by October 31<sup>st</sup>/February 1<sup>st</sup> 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 internship. 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). In order to qualify for federal loans, most students are enrolled for at least 6 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 6 credit hours. There is a form to request Full-Time status, which must be submitted to the Assistant to the Chair.

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](http://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 CP students are required to apply to APA accredited internships while SP students have the option to apply to APA accredited or local CDSPP appropriate internship sites. Students applying to APA accredited sites through APPIC are required to apply to a minimum of 11 internship sites based on new data and revised recommendations. The research suggests that between 11 and 15 is the ideal number of internships to apply to in order to maximize matching with an internship site. CPSP faculty also approved a policy for considering waivers to this requirement, which will be reviewed on a case-by-case basis. Students who believe they have a compelling reason for not applying to the minimum number of APA-accredited internship sites (i.e., under 11 sites) may petition the faculty asking for an exception. They must submit a one paragraph justification to the CPSP Director of Training, in consultation with the instructor of the 601C course taken during the year they are applying to internship. Petitions for waiving the eleven internship site minimum number requirement will be subject to approval by the CPSP faculty. Petitions must be submitted by the end of the second week of September during the year the student is expecting to apply to internship. In order to be considered for this waiver, students must demonstrate specific factors that limits their ability to travel or would cause significant hardship thus requiring that they apply to fewer than 11 sites.

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 of time 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, skype, 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 the possibility of being offered an internship. Since interviewing conditions vary with agencies, 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.

We have developed a detailed process that is integrated into the curriculum 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 spring of the third year (CEP 601B) and fall of the fourth year (CEP 601C). During the spring of the third year, students submit a draft of the four APPIC essays. They will receive feedback on those written responses from their practicum instructor. 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 practicum class focusing on the application process and receive 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 will submit a detailed list of the sites they intend to apply to so that their 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, 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 is expected to make contact with 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.

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 them 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**

During the first year, all students register for two courses, CEP 581 Research Methods I and CEP 582 Research Methods II, which are 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.

All students are expected to produce a Qualifying Research Paper (QP), which is similar to a master's thesis, except that the material is written for submission to a journal rather than in chapter format. Hence, the QP provides students with an introduction to the research experience by formulating research questions, collecting data, analyzing the results, and reporting the findings using APA format. The research is conducted under the supervision of a program faculty member, typically the student's advisor. Students may select the research topic and method based on their own research interests or based on the ongoing research projects of their faculty mentor. If necessary, upon consultation with their research team leader, students are able to switch research teams. Qualified non-departmental individuals may serve as project mentors with the permission of the advisor and Director of Clinical Training.

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.

In order to meet the criteria, the QP must be data-based although the data may be quantitative or qualitative in nature. 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 in order for it to meet the QP requirement.

To complete the QP, students must submit the manuscript *directly to a journal* and the manuscript must be accepted for peer review. To document completion of the QP, the student submits to 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 sent out for editorial board review. 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.

The Qualifying Research Paper must be completed prior to sitting for 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 (i.e., the year before students apply for internship). 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.

## **Qualifying Comprehensive Examination**

The Qualifying Comprehensive Examination (CE) corresponds to the Program's aims and several of the Profession-wide Competencies as put forth by the American Psychological Association (APA), 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). Table 1 displays the grading rubric.

Each year the Comprehensive Exam will be offered two **Wednesdays before the start of the fall and spring semesters**. Students will have the examination for seven days (typically 9:00 a.m. Tuesday morning – 9:00 a.m. Tuesday morning). The CE Committee that prepared the questions will, within three weeks of the exam date, grade each as Pass with Distinction, Pass, Deferred Decision, or Fail. Within six weeks of the exam date, the CE Committee (or Committee's designees), will share feedback with the students and those with a result of deferred decision or fail will meet with those faculty members to discuss next steps. Students who fail the exam may retake the exam but if they do not pass the exam the second time, they may be dismissed from the program.

In order to pass the exam, students must receive a 3 or higher on at least 4 of the 6 areas described in the rubric (Assessment, Intervention, Individual and Cultural Diversity, Ethics and Legal Standards, Research Design, APA Style). Students who do not meet that criteria will have failed the exam. Students with a Deferred Decision will typically be asked to rewrite no more than two sections of their exam where their responses were viewed as inadequate. Students will develop a remediation plan in consultation with the CE Committee, their advisor, and/or the Director of Training. The plan may consist of additional coursework, readings, papers, or attendance at workshops. The remediation plan will specify what must happen and by what date for the exam requirement to be considered met. Such specifications may, but need not, include retaking all or parts of the CE.

The Comprehensive Exam must be passed before students can work on their dissertation or apply for internship. We recommend that students plan to take the Exam in their third year. 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 we provide a question and answer format to assist clarity. The exam process will be discussed in open meetings with students. 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 Ph.D. programs to require that students participate in an examination procedure prior to being considered candidates for the Ph.D. degree. At UB, the graduate school requires that all Ph.D. programs have some kind of major field examination.

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

All students are required to attend a Comprehensive Exam Preparation Session that will be offered every fall prior to sitting for the exam in the spring or the following fall. This session will review what to expect and how to prepare for the exam. Students are advised to review key material from their course work. Recent volumes of key journals (e.g., *American Psychologist*, *Psychological Bulletin*, *The Counseling Psychologist*, *The Journal of Counseling Psychology*, *School Psychology Quarterly*, *The Journal of School Psychology*) should be reviewed so students are aware of current issues and methodologies. Studying in groups may be a beneficial way of discussing the meaning and implication of research findings and professional issues and providing support. It may be useful to generate possible questions and practice writing responses for group critique. Located on the Program Page of UBlearns is a collection of old exams as well as some exemplar responses from previous students. Since the

examination will change every time, students should not restrict their study to merely reviewing old questions.

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

The Comprehensive Exam consists of four parts. Each part requires students to demonstrate a different skill 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, and understand how to deal effectively with ethical and diversity issues). Students will choose one clinical case for Part 1 and one scenario for Part 2. All questions under Parts 3 and 4 must be answered by all students. Page length suggestions are listed for each part of the exam. Student papers should be double-spaced and should adhere to the 6th edition of the APA style manual. When in doubt about whether details are needed, students should err on the side of giving more information, but write succinctly and include references.

Students will create an identifying number, which should appear as part of the header on each page of their typed response. By providing no names or other identifying information, the Program ensures that the exams receive a blind review. Students are to submit an electronic copy of their exam by 9:00 a.m. Monday morning.

Students may use any library, internet, or other archival resources in responding to the questions. However, they may not get help from each other, other students, or other non-students within or outside of the university. Use of direct quotations or simple paraphrasing of any source without attribution will be considered plagiarism. Use of help from other students or professionals and plagiarism are grounds for immediate failure and may place a student's standing in the program in jeopardy.

Responses must be double-spaced and utilize APA guidelines in every aspect of the exam. Students will have seven days to complete the examination. The expectation is that students will spend about 40 hours total on their response, recognizing they still have professional, family and other obligations during the examination period.

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

Questions are designed to allow students to demonstrate their ability to integrate the science of psychology as applicable to professional/societal issues and problems. There is no single correct answer to the questions. Rather, the readers look for understanding of methodological and measurement issues underlying research findings, the appropriate application of ethical, multicultural, and professional issues, and the ability to communicate coherently. Responses will be read by two faculty members. If they disagree and cannot reach consensus on the evaluation, a third faculty member may be asked to read the exam. A grading rubric that is directly linked to our Program Aims and Profession-wide Competencies will be utilized by

examiners who are scoring the comps. Note that not all program aims or competencies will be addressed with every comprehensive examination and students will be generally evaluated on those categories addressed by the specific examination they complete.

Table 1

**Comprehensive Exam Rubric**

Score	5	4	3	2	1
Q1A: Assessment	<p>Exceptional response that provides a detailed step-by-step assessment strategy that clearly identifies what information is needed and how this information will be gathered. Response fully supported by theoretical and empirical primary citations, very appropriate in number and relevancy. Response is exceptionally well-written and well-organized. Exceptional detail is provided for each section of the question.</p>	<p>Very good response that is somewhat detailed about the assessment strategy and what information is needed. Response mostly supported by theoretical and empirical primary citations, appropriate in number and relevancy. Response is well-written and well-organized. A variable amount of detail is provided for each section of the question.</p>	<p>Adequate response lacking in some detail and specificity with regard to the assessment plan. Response supported by very few theoretical and empirical primary citations, merely adequate in number and relevancy. Writing style is adequate and could have been better organized.</p>	<p>Poor response lacking in detail. Response supported by very limited theoretical and empirical primary citations, insufficient in number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail.</p>	<p>Inadequate response lacking in detail. Response supported by very few to no primary citations, insufficient number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail. Inadequate attention to multicultural dimensions. Response introduces material that is irrelevant to the question, as well as material that suggests a lack of understanding</p>



					of the area involved.
Comments					
Q1B: Intervention	Exceptional response fully supported by theoretical and empirical primary citations, very appropriate in number and relevancy. Response is exceptionally well-written and well-organized. Exceptional detail is provided for each section of the question. Exceptional attention to case conceptualization.	Very good response mostly supported by theoretical and empirical primary citations, appropriate in number and relevancy. Response is well-written and well-organized. A variable amount of detail is provided for each section of the question. Attention to case conceptualization is variable or incomplete.	Adequate response supported by very few theoretical and empirical primary citations, merely adequate in number and relevancy. Writing style is adequate and could have been better organized. Case conceptualization is mentioned or referred to, but not adequately discussed.	Poor response supported by very limited theoretical and empirical primary citations, insufficient in number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail. Inadequate attention to case conceptualization.	Inadequate response supported by very few to no primary citations, insufficient number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail. Inadequate attention to case conceptualization. Response introduces material that is irrelevant to the question, as well as material that suggests a lack of understanding of the area involved.
Comments					

<p>Q1C: Individual and Cultural Diversity</p>	<p>Exceptional response that provides thorough attention to individual and cultural diversity in the assessment, case conceptualization, and intervention components of Question 1. All relevant aspects of diversity receive adequate attention. Response incorporates related theoretical and empirical primary citations, appropriate in number and relevancy. Response is exceptionally well-written and well-organized. Exceptional and meaningful detail on</p>	<p>Very good response that is somewhat detailed about individual and cultural diversity. Most relevant aspects of diversity receive adequate attention. Response mostly supported by theoretical and empirical primary citations, appropriate in number and relevancy. Response is well-written and well-organized. A variable amount of detail on individual and cultural diversity is provided for all three aspects of Question 1.</p>	<p>Adequate response lacking in some detail and specificity with regard to individual and cultural diversity. Some relevant aspects of diversity receive adequate attention. Response supported by very few by theoretical and empirical primary citations, merely adequate in number and relevancy. Writing style is adequate and could have been better organized.</p>	<p>Poor response lacking in detail about individual and cultural diversity. Limited relevant aspects of diversity receive adequate attention. Response supported by few theoretical and empirical primary citations, insufficient in number and relevancy. Response is not well-written or well-organized. Not all sections of the question addressed individual and cultural diversity in adequate detail.</p>	<p>Inadequate response lacking in detail about individual and cultural diversity. Relevant aspects of diversity did not receive adequate attention. Response supported by very few to no primary citations, insufficient number and relevancy. Response is not well-written or well-organized. Individual and cultural diversity was not incorporated into all three aspects of Question 1 in adequate detail. Response introduces material that is irrelevant to the question, as</p>
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	diversity rather than broad generalities is incorporated into all three aspects of Question 1.				well as material that suggests a lack of understanding of diversity. Writing style and organization is lacking.
Comments					
Q2: Ethics and Legal Standards	Exceptional response that provides a detailed step-by-step ethical decision-making framework and intervention plan. Response fully supported by theoretical and empirical primary citations, very appropriate in number and relevancy. Response is exceptionally well-written and well-organized. Exceptional detail is provided for each section of the question.	Very good response that is somewhat detailed about the ethical decision-making framework and intervention plan. Response mostly supported by theoretical and empirical primary citations, appropriate in number and relevancy. Response is well-written and well-organized. A variable amount of detail is provided for	Adequate response lacking in some detail and specificity with regard to the ethical decision-making framework and intervention plan. Response supported by very few theoretical and empirical primary citations, merely adequate in number and relevancy. Writing style is adequate and could have been better organized.	Poor response lacking in detail about ethical decision-making framework and intervention plan. Response supported by few theoretical and empirical primary citations, insufficient in number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail.	Inadequate response lacking in detail about an ethical decision-making framework and intervention plan. Response supported by very few to no primary citations, insufficient number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail. Response introduces material that is

		each section of the question.			irrelevant to the question, as well as material that suggests a lack of understanding of ethical and legal standards.
Comments					
Q4: Research Design	Exceptional response fully supported by theoretical and empirical primary citations, very appropriate in number and relevancy. Response is exceptionally well-written and well-organized. Exceptional detail is provided for each section of the question. Thorough review of the literature as evidenced by range and type of literature cited.	Very good response mostly supported by theoretical and empirical primary citations, appropriate in number and relevancy. Response is well-written and well-organized. Quality of literature review in terms of content and depth of citations is variable. A variable amount of detail is provided for	Adequate response supported by very few theoretical and empirical primary citations, merely adequate in number and relevancy. Writing style is adequate and could have been better organized. Literature review is reviewed briefly but not adequately discussed. Multicultural dimensions are mentioned or referred to,	Poor response supported by very limited theoretical and empirical primary citations, insufficient in number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail. Examination of literature is quite limited and lacks substance. Inadequate attention to multicultural dimensions.	Inadequate response supported by very few to no primary citations, insufficient in number and relevancy. Response is not well-written or well-organized. Not all sections of the question were answered in adequate detail. Inadequate attention to multicultural dimensions. The literature review is severely lacking. Response introduces

	Exceptional attention to multicultural dimensions.	each section of the question. Attention to multicultural dimensions is variable or incomplete.	but not adequately discussed.		material that is irrelevant to the question, as well as material that suggests a lack of understanding of research.
Comments					
APA Style:	APA style followed throughout with regard to formatting, citation of references in text and reference list, and appropriate use of quotes.	APA style followed for the most part. A few minor errors.	APA style followed to some extent but 10 or more minor errors.	APA style followed to some extent but some major and consistent errors.	APA style not followed at all.
Comments					

## Guidelines for Dissertation

Students are required to register for dissertation guidance (CEP 702) for a **minimum of 10 hours** during the program. To be eligible for an accredited internship, students must complete their dissertation proposal **no later than October 31 of their 4th year** (i.e., the year they apply for internship). For SP students completing local, non-accredited internships, they will have to defend their proposal no later than **February 1 of their 4<sup>th</sup> year** (i.e., the year they apply for internship).

The key to students' ability to successfully write 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**

The key to successfully writing a dissertation in a timely manner is your (the student's) own effort and subsequent collaboration with your major advisor with whom you will work closely on all aspects of your project. Please note from the onset that there is considerable variation in the form and shape of doctoral dissertations and completed proposals. Each advisor has his/her 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 you do in concert with your major advisor. Once you select a topic, you thoroughly investigate it, primarily by reviewing the literature, and prepare a draft of a research proposal that describes the problem based on a comprehensive review of current related literature, and how you propose to study it.

You submit your draft to your advisor for feedback, revise it, resubmit it, revise it again, and resubmit it again, etc., until your advisor approves it for dissemination to your dissertation committee. (Note: When you submit a draft of your proposal or your dissertation to your advisor or to your committee members, you should always allow them about 14 days to read and respond to it. Please keep in mind your 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 be 40 to 80 (with some exceptions) pages in length. The proposal should demonstrate a thorough knowledge of the research and clearly define a research problem and methodology.

While you're working on your proposal, you and your advisor should select two faculty to serve on your dissertation committee. Once your advisor approves your proposal, you submit it to your 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, resubmit it again, etc., until each committee member approves it. Then and only then, you arrange for the Oral Proposal Defense by selecting a date acceptable to your advisor and committee and going to your appropriate departmental secretary who will help you find a room, promulgate

announcement to the faculty (which must go out one week before the defense), and identify any necessary paperwork that needs to be done.

The Oral Proposal Defense usually is attended only by you and your committee, though interested faculty, students (who may wish to see what it's like as they prepare for their defense), and others are eligible to attend and on occasion do so. It usually lasts between 60 and 90 minutes, sometimes less, rarely more. Your major advisor will begin the defense by asking you to present your proposal—usually focusing on the purpose and methodology—for 10 to 20 minutes. Having just read and approved it, your committee is very familiar with it, and your presentation is intended merely to re-familiarize them with it. Following your short presentation, your advisor will invite your committee to ask you questions and make comments about your proposal. When the committee has completed its questioning, your advisor may summarize the proceedings and ask you to step out of the room while the committee formally deliberates on the acceptability of your proposal. You will then be invited back into the room and told the result of their decision.

There are usually four possible outcomes of the Oral Proposal Defense: (a) proceed as per your proposal with no alteration; (b) the committee will require some relatively minor revisions in what you propose to do and your advisor will meet with you to discuss them; (c) the committee will require some relatively major revisions requiring you to revise certain aspects of your proposal which must be resubmitted either to your advisor or to the whole committee who will approve them in individual discussions with you; (d) the committee will require you to revise your proposal and hold another Oral Proposal Defense meeting. (Of these options, “b” is the most common and “d” is the least common.) Although you may submit your IRB proposal to the IRB prior to the Oral Proposal Defense, please note that you may have to amend your IRB proposal based on the outcome of the Oral Proposal Defense.

Once approval to proceed has been granted by the committee, you carry out your research staying in close contact with your advisor. You may consult with other committee members as student and advisor deem desirable. As your research proceeds toward completion, you write the chapters of your dissertation, submitting drafts of each to your advisor as required, receiving feedback, etc., until your dissertation is written and approved by your advisor. Most dissertations (quantitative and qualitative) consist of five sometimes overlapping sections: Introduction, Review of Literature, Method, Results, and Discussion. This might vary depending on the field of study. Most qualitative dissertations tend to be somewhat longer than quantitative dissertations.

Upon approval by your advisor, you submit your dissertation to your committee. While most committee members prefer to receive the completed dissertation for their review, some prefer to see each chapter as you go along, so check with your committee about what they would like.

As with the proposal, you receive feedback, revise, etc., until each committee member tells you your dissertation is ready for the Final Oral Dissertation Defense. Then and only then, do you schedule your Final Oral Dissertation Defense through the department secretary as you did with your proposal defense. All dissertations must be accompanied by an abstract of no more than 350 words. The abstract should contain the following elements:

- Short statement about the area of investigation and the purpose of the study including hypothesis tested or major questions addressed.
- Brief discussion of the methods or approach used in the study
- Condensed summary of the findings.
- Conclusions reached in the study.

The Final Oral Dissertation Defense is attended by your committee, interested faculty and students, and anyone else you care to invite including family members. It usually lasts between 60 and 90 minutes and follows the same format as your proposal defense, except your presentation focuses on what you found and should take about 10 to 25 minutes. Aim for parsimony and brevity; time flies when you're talking about a project around which your life has recently been centered. As with your proposal defense, when all discussion is completed, all but your committee will be asked to leave the room while your committee deliberates. The possible outcomes are the same as with the proposal defense, with "b" and "a" the most likely.

As a final note, the most frequent problem encountered in the process of completing a dissertation is poor planning and time management. To graduate in May, your completed dissertation is usually due in the Graduate School around May 1. Faculty are always busier in the spring than in the fall. Your advisor will need to receive your final dissertation draft by February 1 to have the best chance of ensuring a May graduation. Accordingly, to allow time for reading and revision, you should get your completed dissertation to your committee by March 15 and preferably earlier considering spring vacation, professional conventions, etc. The Final Oral Dissertation Defense should be held by April 15 at the very latest. Of course, these dates depend on how much revision is needed. To march in the May graduation ceremony, a completed M form must be filed in the Graduate School of Education's Dean's Office by May 1.

## **Research Proposal**

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). Typically, the proposal consists of the first three chapters of the dissertation (i.e., Introduction, Literature Review, and Methodology) and may be 40-50 pages (or longer) in length. The proposal should demonstrate a thorough knowledge of the research and clearly define a research problem and methodology. **Dissertations involving human participants must have clearance from IRB, typically occurring after the Proposal meeting.**

## **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.

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 Ph.D. 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 1<sup>st</sup>, the completed dissertation is typically due to the Graduate School**

**around May 1<sup>st</sup>.** 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 30<sup>th</sup> or earlier. The Final Oral Defense should be held by April 15<sup>th</sup> 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 1<sup>st</sup>.**

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

<https://grad.buffalo.edu/succeed/graduate/electronic-submission.html>

Required Format for Electronic Dissertation

<https://grad.buffalo.edu/succeed/graduate/electronic-submission/guidelines.html>

Electronic Dissertation FAQs

<https://grad.buffalo.edu/succeed/graduate/electronic-submission/faq.html>

## **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, in particular, foundational 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 of 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 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
- 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 (pp. 8-9 of 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 15, September 1, and January 1.

## **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**

*Student records are kept in two ways. All student records (including complaints or grievances) are filed and/or managed by the department's Assistant to the Chair (ATC). Generally, all student files are stored as either paper files in several locked file cabinets located in CSEP Office or as electronic files kept on the UB secure server through our UBbox program. The ATC and faculty have access to secure hard copy or digital student files for various administrative purposes. We are in the process of converting all paper files to electronic files so that eventually there will be no additional paper files.* 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 4<sup>th</sup> 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.

## **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

<http://www.apa.org/ethics/code/index.aspx>

National Association of School Psychologists

<https://www.nasponline.org/standards-and-certification/professional-ethics>

American Counseling Association

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

University at Buffalo Rules and Regulations

<https://www.buffalo.edu/studentlife/life-on-campus/community/rules.html>

University at Buffalo Classroom Policies

<https://catalog.buffalo.edu/policies/obstruction.html>

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 particular 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 “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 Facebook, Twitter, or Instagram, 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. A number of 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 actually 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 particular 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 End of Year Accomplishment form that includes a self-evaluation of their achievements of profession-wide competencies. They provide an updated curriculum vita and unofficial 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 in order to demonstrate Minimum Levels of Achievement (MLAs) and make adequate progress in the program.

## **Minimum Levels of Achievement of Discipline-Specific Knowledge**

### Category 1: 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:

- Quiz grade of “B-” or better on Cognitive Quiz (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 Paper (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])
- Psychometric 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)
- Course grade of “B-” or better (CEP 582: Research Methods II)

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

### 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.	<ol style="list-style-type: none"> <li>1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Research element (Item Q3 on the Comprehensive Exam Rating Form).</li> <li>2. Obtain a course grade of B- (i.e., 80%) or higher in CEP 522, 523, 581, 582, and one of the Advanced Statistics courses (or their equivalent) including CEP 512, 525, 526, 527, 528, 529, or 530.</li> </ol>
1B. Conduct research or other scholarly activities.	<ol style="list-style-type: none"> <li>1. Letter, email, or portal screenshot stating that the QP manuscript has been sent out for editorial review, as evidenced in the CPSP Portfolio Form.</li> <li>2. All dissertation committee members approve the dissertation as evidenced by a signed Dissertation Approval- M Form.</li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Letter, email, or portal screenshot stating that the QP manuscript has been sent out for editorial review, as evidenced in the CPSP Portfolio Form.</li> <li>2. At least one conference presentation as evidenced in the CPSP Portfolio Form.</li> </ol>

### Ethical and Legal Standards:

Profession-Wide	Basis of Assessment/Product
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<p>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.</p>	<ol style="list-style-type: none"> <li>1. Obtain a grade of B- (i.e., 80%) or higher on Ethics Knowledge Exam for CEP 640 (SP) and CEP 610 (CP).</li> <li>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 2A).</li> <li>3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Ethics element (Item Q2 on the Comprehensive Exam Rating Form).</li> </ol>
<p>2B. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.</p>	<ol style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Ethics element (Item Q2 on the Comprehensive Exam Rating Form).</li> </ol>
<p>2C. Conduct self in an ethical manner in all professional activities.</p>	<ol style="list-style-type: none"> <li>1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Annual Student Review Form for the Ethics element (Item 2).</li> </ol>

	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).
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**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.	<ol style="list-style-type: none"> <li>1. Obtain a course grade of B- (i.e., 80%) or higher in CEP 634.</li> <li>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 3A).</li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Obtain a course grade of B- (i.e., 80%) or higher in CEP 634.</li> <li>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).</li> <li>3. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Diversity element (Item Q1C on the Comprehensive Exam Rating Form).</li> </ol>
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	<ol style="list-style-type: none"> <li>1. Receive a rating of 3 (1 = Very Minimal Skills to 3 = Exceeds Expectations) on the Diversity component of the Annual Review Form.</li> <li>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 2C).</li> </ol>

group membership, demographic characteristics, or worldviews create conflict with their own.	
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.	<ol style="list-style-type: none"> <li>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).</li> <li>2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Diversity element (Item Q1C on the Comprehensive Exam Rating Form).</li> </ol>

### 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.	<ol style="list-style-type: none"> <li>1. 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).</li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Obtain a grade of B- (i.e., 80%) or higher on the School Psychology Role Analysis Paper in CEP 640 (SP).</li> <li>2. Obtain a grade of B- (i.e., 80%) or higher on Counseling Psychology Identity and History Assignments in CEP 610 syllabus (CP).</li> <li>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).</li> <li>4. Copy of attendance or presentation at professional</li> </ol>

	conference as evidenced in the student's CPSP Portfolio Form.
4C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.	<ol style="list-style-type: none"> <li>1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Annual Student Review Form for the Professional element (Item 4).</li> <li>2. 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 (Items 3B and 3C).</li> <li>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 (Item 4B and 4C).</li> <li>4. 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 (Item 3B and 3C).</li> </ol>
4D. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	<ol style="list-style-type: none"> <li>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 (Item 3D).</li> <li>2. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Annual Student Review Form for the Professional element (Item 4).</li> </ol>

## Communications and Interpersonal Skills:

Profession-Wide	Basis of Assessment/Product
<p>5A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</p>	<ol style="list-style-type: none"> <li>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 (Item 4A).</li> <li>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).</li> <li>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 (Item 4A).</li> </ol>
<p>5B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</p>	<ol style="list-style-type: none"> <li>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 (Item 4B).</li> <li>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 5B).</li> <li>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 (Item 4B).</li> </ol>

<p>5C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</p>	<ol style="list-style-type: none"> <li>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 (Item 4C).</li> <li>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).</li> <li>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 (Item 4C).</li> </ol>
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**Assessment:**

Profession-Wide	Basis of Assessment/Product
<p>6A. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology</p>	<ol style="list-style-type: none"> <li>1. Obtain a course grade of B- (i.e., 80%) or higher in CEP 695.</li> <li>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 6A).</li> </ol>
<p>6B. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)</p>	<ol style="list-style-type: none"> <li>1. 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).</li> </ol>
<p>6C. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</p>	<ol style="list-style-type: none"> <li>1. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Practicum Evaluation Form on</li> </ol>

	<p>this Assessment element (Item 6C).</p>
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Obtain a mastery score (at least 4.0 out of 5.0) on assessment protocol(s) in CEP 590A (SP) or CEP 590B (CP).</li> <li>2. Obtain a grade of B- (i.e., 80%) or higher on all in-person or live assessment administrations in CEP 590A (SP) and CEP 590B (CP).</li> <li>3. 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 6D).</li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Obtain a grade of B- (i.e., 80%) or higher in CEP 590A (SP) or CEP 590B (CP).</li> <li>2. Obtain a grade of B- (i.e., 80%) or higher in CEP 690: Advanced Personality Assessment.</li> <li>3. 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).</li> <li>4. Receive a rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Assessment element (Item Q1A on the Comprehensive Exam Rating Form).</li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Obtain a grade of B- (i.e., 80%) or higher in CEP 590A (SP) or CEP 590B (CP).</li> </ol>

	<ol style="list-style-type: none"> <li>2. Obtain a grade of B- (i.e., 80%) or higher in CEP 690: Advanced Personality Assessment.</li> <li>3. 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).</li> </ol>
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**Intervention:**

Profession-Wide	Basis of Assessment/Product
7A. Establish and maintain effective relationships with the recipients of psychological services.	<ol style="list-style-type: none"> <li>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 (Item 6A).</li> <li>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).</li> </ol>
7B. Develop evidence-based intervention plans specific to the service delivery goals.	<ol style="list-style-type: none"> <li>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 (Item 6B).</li> <li>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).</li> </ol>
7C. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	<ol style="list-style-type: none"> <li>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 (Item 6C).</li> </ol>



	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 rating of 3 (3=Student's performance is satisfactory for this competency) or higher on the Comprehensive Exam's Intervention element (Item Q1B on the Comprehensive Exam Rating Form).
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 (Item 7E).
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 7F).

**Supervision:**

Profession-Wide	Basis of Assessment/Product
9A. Demonstrate knowledge of supervision models and practices.	<ol style="list-style-type: none"> <li>1. Obtain a grade of B- (i.e., 80%) or higher on the Theory of Supervision Paper in CEP 665 (CP/SP).</li> <li>2. Obtain a grade of B- (i.e., 80%) or higher on the Case Conceptualization Presentation in CEP 665 (CP).</li> <li>3. Obtain a grade of B- (i.e., 80%) or higher on the Supervision</li> </ol>

	Literature Review Paper in CEP 665 (SP).
9B.	1. Obtain a grade of B- (i.e., 80%) or higher on the Supervision in Diverse Settings Paper in CEP 665 (CP/SP).

**Consultation and Interprofessional/Interdisciplinary Skills:**

Profession-Wide	Basis of Assessment/Product
8A. Demonstrate knowledge and respect for the roles and perspective of other professions.	<ol style="list-style-type: none"> <li>1. Ratings of 3 or above (3 = student’s performance is satisfactory for this competency) on Item 8A on the Practicum Evaluation Form.</li> <li>2. 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 Consultation element (Item 7A).</li> </ol>
8B. Demonstrate knowledge of consultation models and practices.	<ol style="list-style-type: none"> <li>1. Passing grade (B-; i.e., 80% or above) on the Process of Consultation course CEP 664 (SP).</li> <li>2. Passing grade (B-; i.e., 80% or above) on the Group Consultation Project in CEP 665 (CP).</li> </ol>

**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 an instructor, their advisor or the Director of Clinical Training, depending on the circumstances. 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 of these 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 a 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 placed on probation or 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. In particular, 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 considered to be serious enough it will be labeled as a "complaint" and will be ultimately described on the APPI form.

## **International Students Information**

### **International Student Services**

<http://www.buffalo.edu/international-student-services.html>

210 Talbert Hall  
Buffalo, New York 14260-1604  
(716) 645-2258  
[isss@buffalo.edu](mailto:isss@buffalo.edu)

### **Immigration Services**

<http://www.buffalo.edu/immigration-services.html>

1 Capen Hall  
Buffalo, New York 14260-1604  
(716) 645-2355  
[immgsvc@buffalo.edu](mailto:immgsvc@buffalo.edu)

### **Financial Aid**

<https://financialaid.buffalo.edu/international-students/>

1 Capen Hall (North Campus)  
114 Diefendorf (South Campus)  
(716) 645-8232  
[UBFA@buffalo.edu](mailto:UBFA@buffalo.edu)

## **Campus Resources and Services**

### **Departmental Resources**

#### **Student Lounge**

The Gilbert D. Moore Room (415 Baldy) is used as a classroom, but may be open for other student-related use such as meetings, receptions, and the like. Additionally, the Robert Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment and is equipped with couch, recliner, table & chairs, computer, telephone, refrigerator, and microwave. Use of the Rossburg Lounge is a privilege that requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge, and use privileges may be revoked for disruptive or abusive behaviors.

#### **Secretarial Services**

Students may not use the Departmental secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.

## **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 Department offers a number of assistantships awarded on a competitive basis. While students are not guaranteed funding, the department makes every effort to fund students for their first two years whenever possible. The second year of support depends on the availability of funds and an acceptable quality of work during the first year. The Department assistantship carries with it a tuition waiver, valued at the in-state level of tuition. The awardee is expected to work 20 hours per week, usually as a research or graduate assistant for one or two professors or as a teaching assistant. The stipends attached to these assistantships change annually; the stipend currently is \$15,000.00. Students are responsible for paying all University fees. Out of state students should immediately take steps to become New York State residents so they do not have to pay the extra money for out of state tuition. First year out of state students with a GA position or Fellowship, typically have to make up the difference between in-state and out of state tuition for one semester. As long as you become a resident in that first fall, tuition will be at the in-state level after that first term. Please contact the Assistant to the Department Chair for more information.

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, part-time community-based jobs are also posted.

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 Office of Student Accounts for further information on these programs (1 Capen Hall; Phone: 716-645-2450; Toll Free: 1-866-838-7257; E-mail: [src@buffalo.edu](mailto:src@buffalo.edu)).

The Mark Diamond Research Fund (MDRF) is a division of the Graduate Student Association (GSA) that enables graduate students to receive grants that help to defray expenses directly related to data collection for their theses or dissertations. This program is supported through

mandatory student activity fees (GSA) and funds from the Office of the Vice Provost for Research. The maximum available through the MDRF for Doctoral research is approximately \$1,200. Students may also apply to the GSA to gain access to funds for travel to professional conferences.

## University Information

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

*Note:* Amherst (North) Campus telephone numbers begin with 645; Main Street (South) Campus numbers with 829. The area code is 716.

**GSE Dean:** Dr. Suzanne Rosenblith

The committees that review student programs are appointed by the GSE. Visit the GSE webpage for more information: <http://ed.buffalo.edu/>.

## UB Graduate School

All UB graduate degrees come from the University at Buffalo's Graduate School (not to be confused with the Graduate School of Education) and so the Ph.D. degree in Counselor Education must conform to their guidelines. You are encouraged to read the Graduate School Publications carefully. Although you are unlikely to have direct contact with the Graduate School, the Dean of the Graduate School is Dr. Graham Hammill, 409 Capen, (Phone: 716-645-2939). Further, for information on UB's Graduate School, go to: <http://grad.buffalo.edu/>.

## Computer Labs

Students may use any of the two GSE computer labs when classes are not being held in them. Labs are located in Baldy 14 (Mac), and Baldy 14a (PC).

Further information about GSE computer labs is available here:

<http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>

## 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, [Cynthia Tysick](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, 716-645-8629, [cat2@buffalo.edu](mailto:cat2@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 your GSA fee, you are not eligible for services.

There is also a Center for Excellence in Writing located on the 2<sup>nd</sup> floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on your writing. 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, (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 SUNY 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.

## University Policy and Procedures

### Academic Integrity 2019-2020

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**. Second, the instructor will determine whether to impose **Sanctioning** or not. Third and final step is **Reporting**, in which the instructor sends the student a decision through UB e-mail, copying the department chair, dean, and Office of Academic Integrity. Should the student wish to appeal the decision, the student may submit an appeal request and the Office of Academic Integrity will make a determination as to whether the appeal has cause or not.

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:

[https://catalog.buffalo.edu/policies/academic\\_integrity\\_2019-20.html](https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html).

The Office of Academic Integrity (<https://academicintegrity.buffalo.edu/>) is located in 9A Norton Hall and the telephone number is (716) 645-3512.

The Office of Student Advocacy (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>) is located in 520 Capen Hall.

### Grievance Procedures

Students occasionally experience conflicts and disagreements with other students, faculty, and supervisors over the course of their graduate career. The usual procedure in such circumstances is to first raise the issue with the person in question and see if it can be informally resolved. If not, students should then seek the counsel of a third party. In all cases, the program director will be available to discuss these issues.

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the

satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to 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." Find more information at <http://gra.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

## **Equity, Diversity and Inclusion**

The Office of Equity, Diversity and Inclusion (EDI) manages and assists with the following UB policies:

- Discrimination and Harassment
- Reasonable Accommodation
- Religious Accommodation and Expression
- Web Accessibility
- Child Protection
- Sexual Violence Response Policy
- Student Preferred Name Policy

More information found at: <https://www.buffalo.edu/equity/policies.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 your rights and responsibilities, standards of behavior and an overview of student-related University policies.

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

## **Additional Rules, Regulations and Guidelines**

You may also be subject to additional rules, regulations, procedures and guidelines as a member of the UB community. Here are some of the most commonly referenced resources.

## **The Good Samaritan Policy**

The health and safety of UB students is our first priority. The Good Samaritan Policy eliminates disciplinary consequences for you and the people you are with if you call for help when drinking or using other drugs.

## **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, Sexual orientation, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

Learn more about reporting Bias-Related Confrontations and Incidents

## **Obstruction or Disruption in the Classroom**

As a student, your behavior in the classroom affects others. We encourage you to arrive on time, pay attention to your instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, you should still understand the expectations for your 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-ucom@buffalo.edu](mailto:ub-ucom@buffalo.edu).

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.