

Brigham Young University
COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM
STUDENT HANDBOOK
2019-2020

**DEPARTMENT OF COUNSELING PSYCHOLOGY
AND SPECIAL EDUCATION**
340 MCKB, BRIGHAM YOUNG UNIVERSITY, PROVO, UT 84602, 801-422-3857

(Revised July 2019)

Welcome

Welcome to our Ph.D. Program in Counseling Psychology. You have been selected from among a group of highly qualified people. We think you have made a good decision in choosing to pursue your doctoral program with us at BYU.

You will find that our faculty are very competent and caring people. They have earned the reputation for being available, approachable, and fair. They also have high expectations of themselves and of you, our students. You will come to value these qualities.

We have worked hard to craft a strong doctoral program and are accredited by the American Psychological Association. We have studied APA standards, reviewed current literature, and learned from experience what our program should include. We think you will find the program to be highly relevant, comprehensive, well-organized, and enjoyable. (Information on accreditation can be obtained from the Committee on Accreditation, 202-336-5979, or Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, or at www.apa.org/ed/accreditation/.)

In addition to offering the traditional professional preparation you would likely find at other strong programs, BYU offers a unique focus on spirituality and religiosity as they relate to counseling psychology. We believe that in order to be most helpful as therapists, we must be prepared to deal with clients' spiritual issues as well as other aspects of their lives.

While studying to become a counseling psychologist, you will introspect and examine your own emotional health and openness to change and growth. In this sense, you will likely find that your total life experience will be impacted by what you learn in the program.

As you move through the program as outlined, you will acquire knowledge, skills, and dispositions to help qualify you for licensure as a psychologist. With these credentials, you will be prepared for a professional life which promises opportunity and satisfaction.

We invite you to work closely with us in planning your program and carrying out that plan. You will enjoy the experience and find great reward in hard work and devotion to your studies. We wish you success in this enjoyable and demanding undertaking.

Lane Fischer, Ph.D.
Chair
Department of Counseling Psychology and Special Education

Aaron P. Jackson, Ph.D.
Training Director
Counseling Psychology Doctoral Program

Program Description

Informed Decision-Making: Student Admissions, Outcomes, and Other Data

In keeping with APA's policy of facilitating prospective students' decision-making, student admissions, outcomes, and other data in our program are summarized on our website at http://education.byu.edu/cpse/phd/informed_decisions.html

General Information

The Ph.D. program in Counseling Psychology is housed in the Department of Counseling Psychology and Special Education in the School of Education at Brigham Young University. The program is based upon a scientist/practitioner model of training. This model is an integrated approach to training that acknowledges the interdependence of theory, research, and practice. Counseling psychologists engage in the pursuit and application of psychological and educational knowledge to promote optimal development for individuals, groups, and systems and to provide remedies for the psychological and educational difficulties that encumber them.

The Counseling Psychology program at BYU emphasizes the educational, developmental, and preventative functions of counseling psychologists. Students are primarily prepared to work as counseling psychologists in academic departments and counseling centers in university and college settings. Students are also prepared to intervene remedially in educational and mental health settings with people who are experiencing abnormal development and psychopathology. The program prepares its graduates for licensure as psychologists.

The program is accredited by the American Psychological Association (APA). (Information on accreditation can be obtained from the Commission on Accreditation, 202-336-5979, or Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, or at www.apa.org/ed/accreditation/.) In keeping with the values of its sponsoring institution, the Counseling Psychology Program subscribes to the provisions of the Standards of Accreditation outlined below.

I.B.2 The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity. Because of the United States' rich diverse higher education landscape, training can take place in both secular and faith - based settings. Thus this requirement does not exclude programs from having a religious affiliation or purpose and adopting and applying admission and employment policies that directly relate to this affiliation or purpose, so long as public notice of these policies has been made to applicants, students, faculty, and staff before their application or affiliation with the program. These policies may provide a preference for persons adhering to the religious purpose or affiliation of the program, but they shall not be used to preclude the admission, hiring, or retention of

individuals because of the personal and demographic characteristics set forth under the definition of cultural diversity. This provision is intended to permit religious policies as to admission, retention, and employment only to the extent that they are protected by the U.S. Constitution. This provision will be administered as if the U.S. Constitution governed **its application**. Notwithstanding the above, and regardless of a program's setting, the program may not constrain academic freedom or otherwise alter the requirements of these standards. Finally, compelling pedagogical interests require that each program prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity. (emphasis added)

<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>

The following is the University's policy regarding non-discrimination.

As an educational institution sponsored by and affiliated with The Church of Jesus Christ of Latter-day Saints ("Church"), Brigham Young University gives preference to applicants for admission who are members of the Church in good standing. However, the university does not unlawfully discriminate against applicants for admission based on race, color, national origin, religion, sex, age, disability, genetic information, or veteran status, who (1) meet the admission requirements, (2) agree to abide by the [Church Educational System Honor Code](#), including the Dress and Grooming Standards, and (3) are otherwise qualified based upon available space.

In compliance with applicable disability laws, the application for admission does not inquire about applicants' disabilities. In the admission process, applicants do not receive additional consideration, nor are they penalized for having a disability. Contact the University Accessibility Center (UAC) located in 1520 WSC ([422-2767](tel:422-2767)) for questions or concerns relating to disabilities.

Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Office at [\(801\) 422-5895](tel:801-422-5895) during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at [\(801\) 422-2130](tel:801-422-2130) during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at [1-888-238-1062](tel:1-888-238-1062) or visit www.ethicspoint.com.

The program is distinctive among counseling psychology programs because, like its parent institution, it “seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives” (*The Aims of a BYU Education*, <http://aims.byu.edu/>). Students, faculty, and staff in the Counseling Psychology program agree to conduct their lives in harmony with ethical and moral values which are consistent with the gospel of Jesus Christ, as outlined in the University's Honor Code (<https://policy.byu.edu/view/index.php?p=26>).

General Honor Code Statement

Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. This atmosphere is preserved through commitment to conduct that reflects those ideals and principles.

As a matter of personal commitment, students, staff, and faculty of Brigham Young University are expected to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will:

Be honest
Live a chaste and virtuous life
Obey the law and university policy
Use clean language
Respect others
Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
Adhere to the BYU Dress and Grooming Standards
Support others in their commitment to comply with the BYU Honor Code

Specific policies embodied in the Honor Code include: Academic Honesty, Dress and Grooming Standards, Residential Living Standards, and Continuing Student Ecclesiastical Endorsement. These can be found at the Honor Code website: <https://policy.byu.edu/view/index.php?p=26>.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, you may seek resolution through established grievance policy and procedures (see Curriculum, Academic Grievances section of this Handbook). You may also contact the Title IX Office (<https://policy.byu.edu/view/index.php?p=155>) at D-282 ASB, 801-422-5895 or 801-367-5689--24-hours) or contact the Honor Code Office (4440 WSC, 422-2847).

Academic Grievances

The university has an established procedure for handling student academic grievances. If consulting with the teacher or the graduate committee chair does not resolve a grievance, you should describe the problem to the department graduate coordinator and/or the department chair. If difficulties persist, you may ask the college dean and finally the graduate dean for assistance. Students have up to one year from the semester in question to present their grievance. The Graduate Student Academic Grievance Policy can be found under the policies section of the Graduate Studies website (<https://gradstudies.byu.edu/page/policies-and-procedures>).

The following is a summary of the Grievance Procedure outlined in the Graduate Studies Policies and Procedures document.

Graduate Student Academic Grievance Procedure

STUDENT

1. Discuss and seek resolution of the grievance with the faculty member involved no later than one year from the last day of final examinations of the semester in which the alleged unfair or inadequate evaluation occurred. If for any reason the faculty member is unavailable or the student believes the matter will not be fairly dealt with or will create the possibility of retribution, the student may direct the grievance to the department chair. If the department chair is unavailable, the grievance shall be directed to the graduate coordinator or the person designated by the dean of the college to consider such matters.

AFFECTED FACULTY

2. Strive to resolve the grievance amicably.

STUDENT

3. If satisfactory resolution is not reached, submit a written request for review to the department chair (even if the matter concerns the department chair).

DEPARTMENT CHAIR

4. Conduct a review and communicate a decision in writing to the student and faculty member within 45 days of receipt of the graduate student's request for review.

STUDENT

5. If satisfactory resolution is still not reached, submit a written request for review to the dean of the college or school within 45 days of the date of the written decision by the department chair. The request for review should contain an outline of the grievance and its disposition, and it should set forth facts supporting the student's request for review.

DEAN OF COLLEGE OR SCHOOL

6. Conduct a review and communicate a decision in writing to the student and department chair within 45 days of receipt of the graduate student's request for review.

STUDENT

7. If satisfactory resolution is still not reached, and the matter involves terminating the graduate student from the graduate program, submit a written request for review to the Dean of Graduate Studies within 45 days of the date of the written decision by the college dean. The request for review should contain an outline of the grievance and its disposition, and it should set forth facts supporting the student's request for review. Prepare to give a presentation of the grievance at an administrative review.

DEAN OF GRADUATE STUDIES

8. Convene a formal administrative review following the specific format found under Graduate Student Academic Grievance in the Policy Section of this manual.

9. Issue a final decision following the formal review. The decision of the Dean of Graduate Studies cannot be appealed.

Student Support Services

Students with Disabilities

Brigham Young University is committed to providing an accessible working and learning atmosphere for all students. If you have any disability which may require special accommodations, please contact the University Accessibility Center (UAC) (1520 WSC, 422-2767, 422-0436 TTY). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures (see p. 20 below). You may also contact the University Accessibility Center (<https://uac.byu.edu/>).

Counseling Services

Because our students do the bulk of their training in BYU's counseling center, receiving counseling services there could lead to a number of ethical dilemmas. We therefore have arranged for our students to receive counseling services through BYU's community-oriented Comprehensive Clinic (<https://comprehensiveclinic.byu.edu/>), where they can see doctoral practicum counselors from another mental health program for free or senior staff for a \$15/session copay through the University's Health Plan. This arrangement allows the students to receive counseling services without concern for future dual relationships or dual roles.

Financial Aid Office—Information on financial aid is available through this office. <https://financialaid.byu.edu/>

Student Health Center—Services are available to all students. <http://health.byu.edu/>

Women's Services & Resources—Support for all women students. <https://wsr.byu.edu/>

Additional information on all student services can be found under the Campus Life tab on BYU's homepage <http://home.byu.edu/home/>

ORIENTATION

For the Beginning Counseling Psychology Doctoral Student

Full-time studies: This program is a full-time day program. The program typically requires 5 years of full-time study to complete. At least 3 years of work as a full-time student in residence and a year-long internship are required. Most students find it necessary and desirable to work as a graduate assistant while in the program. Accordingly, the department makes every effort to provide or find suitable employment, up to 20 hours per week, for all students. However, students are strongly discouraged from working more than 20 hours per week as our experience has shown that doing so decreases the likelihood of success in the program.

Self motivation: Graduate study differs from undergraduate study in many ways. You are expected to be more responsible for your learning. You will need to dig deeper than you ever have to gain insight and understanding. You will be expected to follow lines of inquiry and pursue ideas without specifically being assigned to do so.

Cohort learning: You are part of a group of experienced and capable peers who will offer you much and expect much from you in course work and practical training. Commit to high involvement with them in sharing, asking, thinking, presenting, seeking, questioning, pursuing, writing, experimenting, and testing.

Timeliness: Whatever your past experience, now is the time to organize your life and time. Anticipate, plan, prepare, and be “on top” of your schedule. Procrastination will yield much anxiety, regret and disappointment in your course work and the overall program.

Meet deadlines: Many deadlines will be imposed throughout your program. We have done and will continue to do our best to make you aware of required paperwork and expectations from the Program, the Office of Graduate Studies, and the University. You will be made aware of many requirements and due-dates. Please review this Handbook, the *BYU Graduate Catalog*, and the *BYU Class Schedule*. Ultimately you are responsible for meeting all deadlines regarding, for example, your program of study, dissertation, internship, and graduation

Maintain balance: We know that your program is not your whole life. It shouldn't be. However, you must commit a large portion of your life to your studies over this specified period of time. Sacrifices must be made, priorities shuffled, and difficult decisions made. At the same time, you must not neglect your loved ones and other important aspects of your life. Each person must determine their own priorities. While seeking this balance, also seek enjoyment and pleasure from this experience. It can and should be one of the most exhilarating and meaningful growing experiences you will have.

Research Teams: Entering doctoral students select or are assigned to a research team comprised of faculty and students. You are encouraged to actively participate on one or more teams, beginning your first semester in the program. This participation will aid you in (1) increasing your research skills, (2) completing your dissertation in a timely way, and (3) becoming involved in presenting and publishing research findings.

Registering for Classes : The *Graduate Catalog* and *Class Schedule* contain specific information about the registration process. All registration is done online. However, some courses require the instructor's permission to register for the course. You will need to have the instructor give you a registration code before you can register for these courses. A Registration Notice is mailed to all eligible students prior to the beginning of the registration period. Registration for the fall semester begins in April, for winter in October, for spring/summer in February.

Who Is Your Advisor? Upon admission to the program, you are assigned a faculty member to work with you as your initial advisor. This person will assist you in getting registered for your first semester, answering questions you may have about the program, and generally helping orient you to the program, the university and graduate study. Your initial advisor will also help you develop your “Study List” during the first semester. In addition to the orientation given individually by your advisor during the first semester, you will register for CPSE 606 which serves as an orientation to the program and the profession. Later in your program, you will identify a faculty member who will serve as your dissertation committee chair and program advisor. This may be the same person to whom you were initially assigned or another faculty member. Your selection of a dissertation advisor and committee will be influenced by your research interests.

Full-Time Status

The doctoral program is considered a full-time day program. The University requires you to register for a minimum of six semester hours during each academic year. While these requirements are minimum university standards, the program schedule requires 12 to 16 hours during Fall Semester, Winter Semester, and Spring Term for the first three years. Refer to the Graduate Catalog for more specific information including differing requirements for international students.

Bachelor’s or Masters’ Degree

Students admitted to the doctoral program typically have completed either a bachelor’s degree in the social/behavioral sciences or a master’s degree in counseling or closely related area. Students who are otherwise qualified but lack specific background course work may be admitted provisionally to the Ph.D. program, but will be required to take the classes in which they are deficient before entering the program or during their first year. The opportunity to continue in the Ph.D. program beyond the first year will only be granted if the student successfully completes the required background course work and if end-of-semester evaluations are satisfactory during his/her first year.

Financial Assistance

Financial assistance is available to students as described below and is dependent upon availability of funds and satisfactory progress in the program. Application forms and additional information are available at the Department office.

Partial Tuition Scholarships (PTS)

Students may apply for partial tuition scholarships on the basis of either financial need or academic merit. PTS awards are available for four years.

Graduate Assistantships

Graduate Assistantships include working with faculty members on research projects, curriculum development, teaching, and other assignments for 5 to 20 hours per week. Several other agencies on campus, such as Counseling and Psychological Services (CAPS), often request doctoral students to serve as graduate assistants.

Clerkship/Externship

Students are typically eligible for clerkship/externship placement at the end of the third year, after they have

completed practicum course at CAPS. Many of these positions are paid and provide financial support during the final year of course work, prior to internship.

Student Travel/Registration Funding Support

The student travel policy will support undergraduate or graduate students presenting **as first-authors when the paper is a dissemination of the student's primary research**, not the faculty sponsor's research. The amount will be \$250 for national conferences; \$100 for regional conferences; and \$25 for state conferences. The Department will also support the registration cost up to \$75 per student for graduate students who are presenting at a national conference, for any level of authorship. Funding may be requested in conjunction with or separate from any travel support requested and granted. **Funding is only available once per calendar year**

Program Facilities and Resources

CPSE Department

The Department of Counseling Psychology and Special Education is housed on the third floor of the McKay Building. It is one of five departments in the David O. McKay School of Education. The department is comprised of three graduate programs—Special Education (M.S.), School Psychology (Ed.S.), and Counseling Psychology (Ph.D.).

Full-time faculty offices are in the McKay Building. Joint appointment faculty offices are in the Wilkinson Student Center. Faculty office hours are posted on their doors, and all secretaries have access to faculty schedules.

Graduate Student Center

Our Graduate Student Center (GSC) is located at the north end of the hallway within the CPC. This facility is designated for doctoral students and graduate assistants to work and study. It contains 8 carrels, each of which has a workspace, a file cabinet, and an upper storage bin. The Center also has a small professional library and materials used in selected courses. Career counseling resources are also housed in the Center. These include assessment kits and protocols. To receive a carrel assignment, contact the department secretary, who will determine your needs, help you select a carrel, and provide policy information about the use of the GSC.

Counseling and Psychological Services (CAPS)

BYU's Counseling and Psychological Services (CAPS) is located on two floors of the Ernest L. Wilkinson Student Center (WSC). The purpose of CAPS is to provide personal counseling, career services, and learning assistance to students at BYU. Counseling is provided by licensed professionals and doctoral level trainees (intern, extern, and practicum). The training facility within CAPS includes a large reception and waiting room; observation rooms for individual and group counseling; additional counseling and meeting rooms; digital video recording equipment; technology for supervisor communication to supervisee during counseling sessions; a counseling library; a career and learning resource library; and an area for personality, career, and other testing. Counseling Psychology practicum students are assigned to an on-site supervisor and a clinical consultation team during their 2nd and 3rd years in the program.

Collaboration with Counseling & Psychological Services (CAPS)

For over three decades, the Counseling Psychology Program and the Counseling and Career Center have worked together for their mutual benefit. Several years ago, a formal collaboration agreement was signed. This collaborative agreement established five “joint-appointment” positions. Five CAPS faculty members have been selected and serve jointly in the CAPS and the CPSE Department. They teach courses, supervise students in their clinical experiences, advise students, supervise student research, and contribute as academic faculty members. Both you and the doctoral program benefit from this collaboration through the opportunity for exposure to the knowledge and research programs of additional clinical faculty, supervision by and interaction with additional licensed psychologists, and organized opportunities for counseling practicum experiences with a large client base.

Program Timeline/Deadlines

First Year

- Submit Study List. Complete your study list in consultation with your temporary advisor or your dissertation advisor if you have identified her/him. This should be completed by the end of your first year. You cannot schedule your dissertation prospectus defense until your study list is submitted.
- Select Dissertation Chair and Committee. You can change your dissertation chair or committee members by submitting an amended study list.

Second Year

- Defend Dissertation Prospectus. Ideally this will be completed during your second year. **The prospectus must be defended by June 15 of your third year in the program, or you will not be able to apply for internship the subsequent fall. This will delay your graduation from the program by one year.**

Third Year

- Clerkship Preparations. In preparation for clerkship opportunities, consult with the training director to determine your options. You may begin clerkship after you complete practicum in April of your third year.
- Performance Comprehensive Exam. This exam is completed during the Winter Semester in consultation with your practicum instructor. It is due April 30 and should be submitted to the department secretary.
- Written Comprehensive Exam. This exam is taken in the computer lab of the McKay Building. The written exam takes two full days and can be schedule anytime between May 1 and August 15. The entire cohort should take the exam together on consecutive days. Your cohort should agree on possible dates and clear them with the department secretary and training director.

Fourth Year

- Internship Applications. Applications are due as early as November 1. **In order to apply you must have defended your dissertation prospectus prior to June 15 and successfully completed your written and performance comprehensive exams.** The application requires you to tabulate your clinical hours and complete several essays, so preparing your application may take a month or more. You are required to have your advisor and one other person review your essays before you can submit your applications.

Fifth Year

- Dissertation Defense. While we strongly encourage you to defend your dissertation during your third or fourth year, the deadline for defending your dissertation, in order to graduate in August, is April 30. Your dissertation must also be submitted for publication by the time it is submitted to the program coordinator for review. Evidence that it has been submitted for publication (e.g. an email from the journal confirming submission) should be forwarded to the program coordinator.

THE ADVISORY SYSTEM

Initial Advisement

Upon acceptance to the doctoral program, you were assigned an initial advisor. This is typically the faculty member supervising your research assistantship. Advisory assignments are made so that the advisory load is shared among faculty members. Consideration is also given to your experience and stated research interests. Students are notified of the name of their advisor so questions or concerns can be addressed to the advisor prior to arriving on campus or at any time there is a need for consultation regarding the program.

This advisor may serve throughout your program as advisory chair. However, your evolving research interests may suggest that a change in advisory chair be made as you define your dissertation topic (see “Dissertation Chair and Committee” below).

During your first semester, you will receive an orientation to the program and the faculty. As part of this orientation, the “study list” is introduced (see attached study list in the Curriculum section below). During the first semester, you are required to **prepare your study list for submission no later than the last day of the semester**. Your advisor is expected to assist you in this process and to sign the study list as Advisory Chair. The study list is submitted to the Department Secretary who will review it for completeness and adherence to program requirements and university policy. The Secretary and Graduate Coordinator will review all first-year students’ study lists in preparation for presenting them to the total faculty at a meeting to be held in conjunction with the end-of-semester student evaluations. If admitted with graduate credit, you must have submitted an official transcript (with your graduate credit posted on it) to the BYU Office of Graduate Studies before any of your graduate classes can be accepted toward Ph.D. program requirements. Subsequent to submitting the study list you may access a progress report to determine the status of your program of study. This is available on the Route Y AIM Student Information System through www.byu.edu.

Advisory Committee Assignment and Approval

During the review meeting mentioned above, your advisor will present your study list proposal to the total faculty. At that time, any exceptions to be considered are presented with a rationale for total faculty consideration. Any questions or concerns are discussed until a decision is made and voted upon by the faculty. You may indicate prior to this meeting a preference for selected faculty members to serve on the committee. Faculty members may also indicate a specific interest in serving, even temporarily, on a specific student’s committee. When the study list is approved, four additional faculty members sign the study list as committee members, and your advisor will notify you of the approval.

Dissertation Chair and Committee

You are encouraged to give attention to and discuss with your advisor and other faculty members your developing research interests. Your involvement on department research teams and other experiences such as a graduate research assistantship will assist you in developing and refining your research interests.

By the time you have completed the Spring Term of your first year, you should have determined which faculty member would serve best as your dissertation chair and which faculty members would be appropriate to serve as dissertation committee members.

You are responsible for discussing these desired changes to your committee with your advisory chair, then personally seeking agreement with the proposed new dissertation committee chair and all four committee members. This

approval is ratified by having all committee members and the department chair sign a **revised study list** (available from the department secretary). It would be well to do this before the end of the first year.

You will work closely with your committee in the preparation of your prospectus. A draft of your prospectus should be completed before the end of the second year. When the prospectus is ready for defense, you will arrange, with the assistance of the department secretary, a defense meeting for review and approval of the prospectus. The prospectus defense will ideally occur by the end of your second year. Your prospectus must be signed and submitted to the department secretary, along with evidence of IRB approval before you may begin collecting data. Your committee will continue to support you throughout the study. The committee will also serve as the defense committee at the time the final oral examination/dissertation defense is held.

Summary of Role of the Advisory Chair and Committee

All doctoral students deserve and must have an advisory chair and an advisory committee consisting of the chair (advisor) and four committee members. The specific advisor and committee members **may change** when needed as you progress in your program. The role of the advisor and advisory committee includes assisting you in various aspects of your program including:

- registering for appropriate courses for the first semester
- becoming oriented to the program
- completing a “study list” which provides a blueprint for course work needed to complete the program
- resolving issues and problems which interfere with progress
- seeking financial assistance as needed
- obtaining appropriate experiences and opportunities in practica, clerkships and internships
- preparing for the comprehensive examinations
- developing a dissertation topic proposal and prospectus, then conducting research, writing and successfully defending the dissertation
- preparing for graduation
- seeking professional positions after graduation

CURRICULUM

You must complete a minimum of 82 semester hours (some of which may be transferred from a master's program) of academic course work in discipline specific knowledge, research methods, quantitative/research skills, and other profession-wide competencies. Requirements also include 26 semester hours of practicum and clerkship credit, 18 hours of dissertation credit, and 6 hours of predoctoral internship credit. With the approval of your advisory committee, up to 36 hours of previously completed graduate credit may apply toward the total hour requirements. You will need to submit a written request to substitute courses with your proposed study list. The list should be accompanied by syllabi from those courses you wish to substitute. While you may petition to have previous graduate courses substitute for academic courses, practicum taken elsewhere cannot typically be substituted for doctoral practicum courses.

All work toward your Ph.D. degree must be completed within eight years. Continuous and appropriate progress is required and monitored by the department. You will be notified of progress-related problems, but all students are responsible for meeting university deadlines and requirements.

The required courses are intended to meet state licensing requirements. Requests for exceptions or alternatives to courses listed below should not be made without careful discussion with Utah's State Division of Occupational and Professional Licensing or the licensing division for the state in which you are anticipating seeking licensure.

GPA Requirements

The "*BYU Graduate Catalog*" makes it clear that a grade point average (GPA) at or above 3.0 in classes which are part of a student's "graduate program of study" is required for graduation. This is also required for continuation in the doctoral Counseling Psychology Program. Grades below B will be reviewed during end-of-semester evaluations. No D credit may apply toward a graduate degree. The minimum standard for transferring credit from another university is a B and content comparable to the equivalent BYU course. Application for transfer credit, which includes a transcript and course syllabus, must accompany the required "study list" proposal form before obtaining signatures.

Required Courses (credit hours)

DISCIPLINE SPECIFIC KNOWLEDGE

Basic Discipline-specific Content Areas

1. Biological Aspects of Behavior
CPSE 608 Biological Bases of Behavior (3)
2. Cognitive and Affective Bases of Behavior
Psych 575 Cognition Processes (3)
3. Developmental Aspects of Behavior
CPSE 649 Human Growth and Development (3)
4. Social Aspects of Behavior
CPSE 650 Advanced Social Psychology (3)*
5. History & Systems
CPSE 790R(2) History and Systems of Psychology (3)**

*Social Psychology may only be taken in CPSE. Please DO NOT sign up for Psych 550.

** History and Systems of Psychology (CPSE 790R) provides advanced integrative knowledge of basic discipline-specific knowledge areas.

Research

The Research Skill component of the Ph.D. program requires 21 semester hours of instruction in statistics, computer use, research methodology, and psychological measurement.

1. Research Methodology (9 credits)

- *CPSE 629 Introduction to Research (3)
- CPSE 750 Research Theory and Methods in Counseling Psychology (3)
- CPSE 653 Qualitative Research (3) OR equivalent

2. Quantitative Analysis (9 credits)

- CPSE 651 Statistics 1 (3)
- CPSE 745 Statistics 2 (3)
- IP&T 747 Structural Equation Modeling (3-spring term) OR
- IP&T 730 Hierarchical Linear Modeling (3-spring term)

3. Psychometrics (3 credits)

- IP&T 752 Measurement Theory (3)

Equivalent or substitute courses must be approved by the student's Advisory Committee, and the Graduate Coordinator.

PROFESSION-WIDE COMPETENCIES

Research—multiple courses (see Research section above)

Ethical and Legal Standards

- CPSE 710 Ethical/Legal Standards and Issues (3)

Individual and Cultural Diversity

- CPSE 751 Counseling Multicultural and Diverse Populations (3)

Professional Values, Attitudes, and Behaviors—infused into multiple courses

Communication and Interpersonal Skills

- CPSE 679R Counseling Psychology Practicum (3)
- CPSE 776R (sec. 1) Advanced Practicum I in Counseling Psychology (6)
- CPSE 777R Advanced Practicum II in Counseling Psychology (6)
- CPSE 778R Counseling Psychology Clerkship (6)

Assessment

- CPSE 647 Psychometric Foundation and Assessment of Intelligence (3)
- CPSE 725 Objective and Projective Personality Assessment (3)
- CPSE 776R (sec 2) Advanced Practicum I in Counseling Psychology-Assessment (2)

Intervention

CPSE 679R	Counseling Psychology Practicum (3)
CPSE 776R (sec. 1)	Advanced Practicum I in Counseling Psychology (6)
CPSE 777R	Advanced Practicum II in Counseling Psychology (6)
CPSE 778R	Counseling Psychology Clerkship (6)

Supervision

CPSE 746	Supervision and Consultation (3)
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Consultation and Interprofessional/Interdisciplinary Skills

CPSE 746	Supervision and Consultation (3)
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PROGRAM-SPECIFIC COMPETENCIES**Spiritual and Religious Issues in Counseling**

CPSE 656	Spiritual Values and Methods in Psychotherapy (3)
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Group Counseling

CPSE 648	Group Counseling and Intervention (3)
CPSE 748	Advanced Theory of Group Counseling (3)

ADDITIONAL CORE COURSES IN COUNSELING PSYCHOLOGY

Required Core Courses

CPSE 606	Psychoeducational Foundations (3)
CPSE 646	Counseling Theory & Interventions (3)
CPSE 644	Career Development and Assessment (3)
CPSE 702	Philosophy and Theories in Counseling Psychology (3)
CPSE 715	Diagnosis and Treatment of Mental Disorders (3)
CPSE 744	Advanced Career Counseling (3)
CPSE 779R	University Teaching Practicum (3)

Elective Courses

CPSE 790R	Adv Seminar in Counseling
Social Work 675	Substance Abuse Treatment
Psych 583	Health Psychology
Psych 686R	Seminar in Health Psychology
Rel. 601R	Interfaith Lecture Series (1-2)
Rel. 632	World Religions (3)
Soc 525	Sociology of Religion (3)

Additional courses related to Counseling Psychology in any discipline (e.g., Psychology, Sociology, Marriage and Family Therapy, Organizational Behavior, Special Education) may be taken as elective specialty courses with the approval of the student's advisory committee.

Dissertation

CPSE 799R Dissertation (18)

Students can register for 1 or more dissertation hours any semester in which they are working on their dissertation

Internship

CPSE 788R Predoctoral Counseling Internship (6)

Course Sequencing

Course offerings may vary slightly for specific semesters. Students should consult the online class schedule and inform the training director of any discrepancies or conflicts. Dissertation hours are not included in this schedule. Students can register for 1 or more dissertation hours any semester in which they are working on their dissertation

All students must submit a study list for departmental approval. Classes should be taken in the order outlined below. **Any exceptions should be cleared with the training director in advance and documented in writing.**

FIRST YEAR

Fall Semester

CPSE 606-Psychoeducation Foundation
CPSE 644- Career Development and Assessment
CPSE 646- Counseling Theory & Interventions
CPSE 710- Ethical/Legal Standards and Issues
CPSE 651-Statistics 1

Winter Semester

CPSE 745-Statistics 2
CPSE 629-Introduction to Research
CPSE 679R-Counseling Psych Practicum
CPSE 647-Assess of Intelligence
CPSE 656- Spiritual Values and Methods in Psychotherapy **
CPSE 747 (Adv Stat:SEM)**

Spring

CPSE 650-Social Psychology*
CPSE 648- Group Counseling and Intervention
CPSE 730 (Adv. Stat:HLM)**

Summer

SECOND YEAR

Fall Semester

CPSE 776R (sec. 1) Advanced Practicum I
CPSE 715- Diagnosis & Treat of Mental Disorders
CPSE 750- Research Theory & Methods in CP
CPSE 776R (sec. 2) Advanced Prac (Assessment)

Winter Semester

CPSE 725- Personality Assessment
CPSE 776R (sec. 1) Advanced Practicum I
CPSE 702 Philosophy & Theory in Couns
CPSE 751- Counseling Diverse Populations
CPSE 747 (Adv Stat:SEM)**

Spring

CPSE 653-Qualitative Research*
CPSE 608- Biological Bases of Behavior

Summer

THIRD YEAR

Fall Semester

CPSE 649- Human Growth and Development
CPSE 777R-Advanced Practicum II
IP&T 752- Measurement Theory
Psych 575 Cognitive Processes

Winter Semester

CPSE 744-Advanced Career Counseling
CPSE 748-Adv. Group Counseling
CPSE 777R-Advanced Practicum II
CPSE 790R (2) History & Systems of Psych

Spring

CPSE 778R- Counseling Psych Clerkship

Summer

CPSE 778R- Couns Psych Clerkship

FOURTH YEAR

Fall Semester

CPSE 778R- Counseling Psych Clerkship
CPSE 779R (F or W) University Teaching Prac

Winter Semester

CPSE 746- Supervision and Consultation
CPSE 778R- Counseling Psych Clerkship

Spring

CPSE 778R-Counseling Psych Clerkship

Summer

CPSE 778R-Counseling Psych Clerkship

FINAL YEAR

CPSE 788R-Doctoral Internship

(Registration each semester and term required—2 hours Fall, 2 hours Winter, 1 hour Spring, 1 hour Summer)

*CPSE 650 (Social Psychology) and CPSE 653 (Qualitative Research) are each offered every other year. Students should take whichever is offered during Spring Term of their first year and take the other during Spring Term of their second year.

**Students take either IPT 730 Hierarchical Linear Modeling, or CPSE 747 Structural Equation Modeling to fulfill the Advanced Statistics requirement. Students can take CPSE 656 Spiritual Values and Methods in Counseling in their 2nd year if they take CPSE 747 SEM in their 1st year.

Study List for Doctoral Degree Students

(See back for instructions.)

Name: _____ BYU ID: _____ Date: _____

Local Address: _____

Street address

City, State

Zip Code

Major: _____ Degree sought: _____ Program type: THS

Minimum hours required: 132 (21 Skill, 60 core, 26 practicum, 18 dissertation, 6 internship, 1 elective)

Minor (if you have received approval): _____

COURSEWORK

Req't type	Dept	Course Number	Hours	Pre-program Type	Course Description	University
MASTERS HOURS TOWARD PHD						
TOTAL HOURS			May count up to 36 hours toward Ph.D. requirements			
SKILL CLASSES						Substitute Course #, Title
SKL	CPSE	651*	3		Statistics 1	
SKL	CPSE	745	3		Statistics 2	
SKL	Write in	your selection	3		Adv Stat Methods-CPSE 747 or CPSE 730	
SKL	CPSE	629*	3		Introduction to Research	
SKL	CPSE	750	3		Res Thry & Meth Cn	
SKL	Write in	your selection	3		CPSE 653 Adv Qualitative Research	
SKL	IP&T	752	3		Measurement Theory	
TOTAL HOURS			21 hours (18 if * class was a part of a masters program)			
PHD CORE & ELECTIVE HOURS (include only major, minor, elective, and thesis credit)						**Substitute Course #, Title
MAJ	CPSE	790R*	3		History & Systems of Psych	
MAJ	CPSE	608*	3		Biological Basis of Behav (Bio Basis)	
MAJ	Psych	575*	3		Cognitive Processes (Cog-Aff Basis)	
MAJ	CPSE	650*	3		Social Psychology (Social Basis)	
MAJ	CPSE	647	3		Psy Fnd Ases Intl	
MAJ	CPSE	725	3		Obj Proj Persnlt Assessment	
MAJ	CPSE	606	3		Psychoeducational Foundations	
MAJ	CPSE	646	3		Counseling Theory & Interventions	
MAJ	CPSE	644*	3		Career Dev and Assessment	
MAJ	CPSE	648*	3		Grp Couns & Intervn	
MAJ	CPSE	649*	3		Hum Grwth & Develop (Dev)	
MAJ	CPSE	702	3		Phil & Theor in Couns Psych	

SUPERVISED PRACTICAL EXPERIENCES

Supervised practical experience in providing psychological services is an integral part of your doctoral training program in Counseling Psychology. Consistent with APA standards, each doctoral student must complete the following minimum requirements for practicum, clerkship/externship, and internship experiences; however, in order to be more competitive for APPIC and APA approved internships, you are encouraged to seek additional supervised clinical experience beyond these minimum requirements. A review of the APPIC Directory of approved internships (www.appic.org/) will give you a clear idea of how many total supervised practicum hours you will need to be a competitive applicant at internship sites of potential interest to you.

All students are required to register for and use Time2Track (see Time2Track.com) to keep track of their clinical hours. This will facilitate you (a) summarizing your hours for internship applications and (b) documenting hours for licensure applications. A subscription to Time2Track is provided from the time you begin practicum in CAPS until you begin internship. You are expected enter your hours and submit them to your supervisor(s) for approval weekly. You are also required you to use the archiving resources available through ASPPB's Credentials Bank (see <http://www.asppb.net/?page=TheBank>)

In order to provide clinical service as either a practicum student or as an employed clerk, extern, or intern, you must be registered and supervised as noted below or licensed for unsupervised practice.

Counseling Psychology Practica

During their first year, all students enroll in a 3-credit-hour **Counseling Psych Practicum** (CPSE 679R) winter semester. This practicum experience will include a weekly minimum of 1-2 client contact hours (15-24 hrs per semester), one hour of individual supervision, and one hour of group supervision. If the minimum client load requirements are not satisfied, students will be required to extend or repeat the practicum experience.

During your second year in the Ph.D. program, you are required to enroll in a 3 credit hour **Advanced Practicum 1 (section 1)** experience (CPSE 776R) during each of the fall and winter semesters (total of 6 credits). This practicum experience will include a weekly minimum of 4-5 client contact hours (50-60 hrs. per semester), one hour of individual supervision, and one hour of group supervision. Students should complete at least 50 counseling hours each semester. If the minimum client load requirements are not satisfied and your supervisor's evaluations are satisfactory, you may request instructor approval for a "T" grade and be required to extend or repeat the practicum experience spring and/or summer term(s). This practicum will be conducted through the BYU's Counseling & Psychological Service (CAPS) in 1500 WSC. (Note: A "T" grade allows deferring a standard grade until the required practicum counseling hours are completed.) You are also be required to enroll in one or two semesters of **Advanced Practicum 1 (section 2)**. This practicum is focused on gaining experience conducting psychological assessments.

During the third year of the doctoral program, you are required to enroll in a 3 credit hour **Advanced Practicum 2** experience (CPSE 777R) during both the fall and winter semesters (total

of 6.0 credits). This practicum experience will include a weekly minimum of 4-5 client contact hours (50-60 hrs. per semester), one hour of individual supervision, and one hour of group supervision. At least 50 hours per semester must be individual counseling. If the minimum client load requirements are not satisfied and your supervisor's evaluations are satisfactory, you may request instructor approval for a "T" grade and be required to extend or repeat the practicum experience spring and/or summer term(s). This practicum will be conducted through the BYU's Counseling & Psychological Services (CAPS) in 1500 WSC.

Your individual supervisor will complete a "Practicum Student Evaluation Form" each semester. Please review the form to see if you are demonstrating competence in all relevant areas. A rating of 3 or higher indicates you are demonstrating competence. A score of 2 or lower in any area indicates you are not demonstrating competence. Please sign this form online and insure that your supervisor has submitted it. This form is used to evaluate your competence in a number of areas.

If you have insufficient "client contact" hours or for other reason wish to continue your practicum experience at CAPS during spring and/or summer term(s), you must notify the CPSE Director of Training and the CAPS Director of Training before the last day of classes during the preceding semester or term. The CPSE Training Director will forward written verification of spring and summer practicum registrations by the first day of classes for each term. Practicum credit for spring and summer are available for variable credit, but you will normally register for 1 credit hour.

Counseling Psychology Clerkship/Externship

Once you have completed your CAPS practicum training you are eligible to seek out clerkship/externship training sites. You are required to enroll in **Counseling Psychology Clerkship** (CPSE 778R) during each of the fall and winter semesters (total of 6.0 credits). This clerkship experience must include a weekly minimum of at least 4-5 client contact hours (50-60 hrs. per semester) and receive one hour of individual supervision per week. If the minimum client load requirements are not satisfied, you will receive a "T" grade and will be required to extend or repeat the clerkship.

Off-campus clerkship placement sites include a variety of clinical settings, such as hospitals, community mental health centers, schools, residential treatment centers, and private practice settings. The placement sites must be approved by the Training Director.

Some students may want to log hours in non-psychotherapy settings (e.g. assessment, biofeedback, career advisement, academic advisement) prior to completing their CAPS practicum. This is allowed at any time during the program, but in order to log these hours students must register for and attend the clerkship class for all semesters/terms in which they are logging these hours. If they want to begin logging these hours during their first year, they will need to pay for a subscription to Time2Track for that year.

All students are expected to complete at least two semesters of clerkship in an off-campus site. Students are eligible for clerkship once they have completed 679R (Counseling Psych Practicum) and 776R (Practicum 1) and 777R (Practicum 2). Approved clerkship sites are listed below. Additional sites may be approved by the training director. **It is your responsibility to seek out and obtain clerkship/externship positions**, in consultation with the training director. This process of identifying possible sites and applying for positions will provide valuable experience as you prepare to apply for internship and post-graduate positions. Some sites, for example the Salt Lake Veterans Administration, have application deadlines during your third year. So, you should begin considering possible sites early in your third year.

Students enrolled in clerkship (778R) must attend a seminar taught by the training director. Discussions in the seminar will (a) orient students to the variety of professional psychology work settings, (b) address current issues in professional psychology, (c) provide a supplementary forum for conceptualizing cases and treatment, and (d) support students' professional development in their respective clerkship settings.

An evaluation of your work during clerkship placements will be completed by your on-site supervisor each semester. Your supervisor will complete the evaluation through the Time2Track system and review it with you. This evaluation is used to assess whether you are demonstrating several program competencies.

Approved clerkship sites and supervisors will meet the following criteria.

- Provide one hour of individual one-on-one supervision each week.
- Provide direct observation of trainees' psychotherapy each semester (live observation, video or audio review).
- Meet their specialty's criteria for eligibility to supervise (typically two years post-licensure experience).
- Attend an annual meeting to maintain currency with the training program and facilitate placement of clerkship applicants.
- Approve trainees' submitted hours on Time2Track.
- Submit evaluations each semester for students under their supervision.

Clerkships/Externships

Counseling and Psychological Services (CAPS) Externships (2 positions)

The externship at CAPS is a paid in-depth training experience for advanced doctoral students in Counseling Psychology and Clinical Psychology at BYU. It is independent from the practicum and other clerkship experiences. Psychology Externs at CAPS are employed to work up to 20 hours per week primarily in providing services to counseling center clients. They receive one hour of individual supervision, participate in one of the

Center's treatment teams, and are also involved in a one-hour per week training seminar with the four psychology interns at CAPS. The Training Seminar meets under the direction of a member of the CAPS Training Committee and consists of mini-seminars on ethics and professional practices of the psychology profession, multicultural issues in counseling, spiritual issues in counseling, and other psychotherapy issues. Students selected for the CAPS Externship are also required to work in an off-campus clerkship site for 4-6 hours each week to gain more diverse experience.

If you are interested in applying for the CAPS Externship, notify the training director. Candidates for the extern positions are to be nominated by their doctoral programs by April 1 for the following academic year, with final selection made by the CPSE faculty and CAPS Training Committee.

BYU-Hawaii Clerkship (suspended pending funding)

Students interested in this clerkship apply to the BYU-H director during winter semester for the following year. The paid training includes experiences in counseling, career counseling, academic advisement, and teaching of student development and psychology courses.

Other Local Clerkships

The following is a list of local clerkships. Most of these are paid positions—though some are unpaid and some are contingent on funding. This list may change according to the needs of various agencies. Please meet with the training director during the fall semester of your 3rd year to begin identifying appropriate clerkship sites.

Community Agency Settings

Intermountain Healthcare Neurosciences Institute
Becky Bailey, Ph.D.
5171 S. Cottonwood St., Suite 810
Murray, UT 84107
becky.bailey@imail.org
801-507-9800
<https://intermountainhealthcare.org/services/brain-spine/neurosciences-institutes/neurosciences-institute-intermountain-medical-center/>

Judith A. Harding, Ph.D.
Intermountain Behavioral Health Network
Utah Valley Regional Medical Center
1034 North 500 West
Provo, UT 84604
801-357-7525 (office phone)
801-357-7191 (fax)

Wasatch Mental Health
Randy Pennington, Director of Psychological Training
Wasatch Mental Health
750 North 200 West
Provo, Utah 84601
801-373-4760 x-4261

Mountainlands Community Health Center
Monroe White, Ph.D.
215 West 100 North
Provo, UT 84601
801-374-9660
monroe@mountainlands.org

Cirque Lodge
Beverly Roesch, LCSW, Clinical Director
RR 3 Box A-10
Sundance, UT 84604
801-222-9200

SLC VA Health Administration
Ben Swanson, Ph.D.
Psychology Practicum Program Director
500 Foothill Drive, Salt Lake City, UT 84148
Phone: (801) 582-1565 ext. 2723
Fax: (801) 584-2544
Leland.Swanson@va.gov

Utah State Prison
Sex Offender Treatment Program (SOTP)
Candice Waltrip, Ph.D.
michaelrobinson@utah.gov
(801) 576-7252
cmwaltrip@utah.gov

Utah State Hospital
Amanda Rapacz, PsyD
Psychology Training Director
(801) 344-4474
arapacz@utah.gov

Higher Education Settings

Southern Utah University
Matthew Reiser, Ph.D.
Counseling and Psychological Services
Cedar City, UT 84720
435-865-8621
mattreiser26@yahoo.com

Utah Valley University
Kersten "Tess" Haugse White, PhD
Student Health Services MS #200
800 West University Parkway
Orem, Utah 84058-5999
Phone: 801-863-7012
kersten.white@uvu.edu

BYU Biofeedback
Maureen Rice
1500 WSC
801-422-3035
Maureen_rice@byu.edu

University Accessibility Center
GeriLynn Vorkink, Ph.D.
1520 WSC
BYU
Provo, UT 84602
801-422-6289
gerilynn_vorkink@byu.edu

Counseling & Psychological Services Center
Jamie Brass, Psy.D., Training Director
Weber State University
3885 West Campus Drive DEPT 1114
Ogden, UT 84408-1114
801-626-6406
jamiebrass@weber.edu
<http://weber.edu/CounselingCenter/graduate-field-practicum.html>

Independent Practice Settings

The EFT Clinic
Kristin Hansen, Ph.D.
4505 S. Wasatch Blvd, Suite 290
Salt Lake City, UT 84124
2940 W. Maple Loop Dr., Suite L12
Lehi, UT 84043
kristinlanghansen@gmail.com

Giles and Associates
Chris Peck, Ph.D.
233 South Pleasant Grove Boulevard #203
Pleasant Grove, UT 84062
(801) 785-4622
christopher.peck@gilesfp.com

Utah Psychological Services
John Livingstone
1453 North 1200 West
Orem, Utah
johndlivingstone@gmail.com
801-787-6143

Preferred Family Clinic
Randall F. Hyde, Ph.D.
216 N. Orem Blvd.
Orem, UT 84057
801-221-0223
carolynpfc@gmail.com

Alliance Behavioral
Bradley, L. Edgington, Ph.D.
363 East 1200 South, Suite 201
Orem, UT 84058
801-224-2313
edgington.brad@gmail.com

Darin R. Featherstone, Ph.D.
Utah Family Institute
1471 N 1200 W, Orem, UT 84057
801-802-9464

Joshua Clauson, Psy.D.
505 E 200 S
Salt Lake City, UT

801-419-0401
jclauson1@yahoo.com

Marriage & Family Relations Center
Steven M. Gentry, Ph.D.
814 Bamberger Drive, Suite B
American Fork, UT 84003
801-772-0227
stevenmgentry@gmail.com

Nexus Paincare
James Cloyd, Ph.D.
3585 North University Ave. Suite 150
Provo, UT 84604
(801) 356-6100

Child, Adolescent and Adult Treatment Specialists
Patty Taylor Ph.D.
796 East Pacific Drive, Ste. B
American Fork, Utah 84003
801-756-1626
ptaylor@chats-ut.com

Canyon Counseling
Shawn Edgington, Ph.D.
3651 North 100 East Suite 100
Provo, UT 84604
801-356-0014
sedgington2004@yahoo.com

WholeHealth Recovery
Trish Henrie-Barrus, Ph.D.
524 W 300 N St #203
Provo, UT 84601
thenrie@wholehealthutah.com
801-822-7312

Complete Evaluations LLC
Clay Frandsen, Ph.D., 801-513-6821
Klint Hobbs, Ph.D., klint663@yahoo.com
14 N Main Street
Springville, UT 84663
www.completeevaluations.com

University Teaching Practicum

During the second, third or fourth year of the doctoral program (prior to your Predoctoral Internship), you are required to enroll in a 3 credit hour "**University Teaching Practicum**" course (CPSE 779R). This teaching practicum will involve a supervised teaching experience. Students will teach or team-teach one undergraduate or graduate course during the designated semester. Approval by the Training Director is required.

Your teaching supervisor will complete a "**Teaching Practicum Student Evaluation**" form. The University's "**Teacher Evaluation Office**" form which allows students to evaluate their teachers and courses will be given to students in each class you teach. Summary data from these evaluations also will be brought to the first end-of-semester evaluation meeting after they become available.

Supervision

During your 3rd year, you will have the opportunity to provide supervision to 1st year doctoral students. You will supervise cases in career and academic counseling. The supervision experience is part of your enrollment in the **Supervision and Consultation** class (CPSE 746) during winter semester. Supervision of your supervision will be provided by the class instructor.

Predoctoral Psychology Internship

Consistent with APA accreditation requirements, a **Predoctoral Counseling Internship** (CPSE 788R) is required of all Ph.D. students. Our program requires that you apply for, match with, and complete an APA-accredited internship. Internship placements are made through a matching process that is overseen by the American Professional Psychology Internship Consortium (APPIC). Students typically apply to 12-15 internship sites during the fall of their 4th year in the program and spend their 5th year as a full-time intern in the site with which they match. A psychology internship consists of one calendar year of full time (or two years of half-time) supervised professional work experience for a total of approximately 2,000 clock hours in an approved internship. Registration for 2 credit hours each Fall and Winter Semester and 1 credit hour each during Spring and Summer terms on internship (for a total of 6 hours) is required. Internship placements occur in a variety of agency, university and institutional settings as approved by the Director of Training. Specified program requirements must be completed and written approval must be received before you apply to internship training sites. Only APA-accredited internships meet the requirements of the program. (see <http://apa.org/ed/accreditation/programs/internships-state.aspx>).

To be eligible to apply for internship, you must successfully complete all required course work, comprehensive examinations, and the dissertation prospectus defense. **Your prospectus defense must be defended by June 15 in order for you to apply for internship the following fall. All other requirements must all be completed by October of the year you are applying for internship, as some internship sites now have application deadlines of November 1.** Some

internships sites also expect prior completion of the final dissertation defense. Some states count the predoctoral internship as one of the years required for licensing as a psychologist.

It would be advisable for you to review the APPIC web site (<http://www.appic.org>) as you begin your doctoral program. This will give you helpful format ideas for tracking, summarizing, and reporting your clinical experiences on your internship application. The APPIC Directory of Predoctoral Internships is also available on-line at this web address.

Preparing for Faculty Positions

Students who wish to prepare for academic faculty positions in departments of psychology, counseling psychology, and counselor education are encouraged to make their career goals known early in the program to their advisor and committee. The faculty wish to support such students in their preparation for academic positions and we will do so in a number of ways. In order to successfully compete for academic positions upon graduation, we recommend that students consider with their advisor and committee whether the following types of preparation might enhance their competitiveness.

1. Consider going beyond the current program requirements for scholarship (i.e., a doctoral dissertation) and establish a competitive publication record before graduation. What is a competitive publication record? There is no clear-cut answer to this question because what is competitive at one university is not competitive at another one. However, if you are able to publish several journal articles and perhaps one book chapter before you graduate you will be competitive for many entry-level faculty positions.
2. Consider obtaining more university teaching experience than is currently required by our program. We recommend that you seek to obtain the equivalent of a year of full-time of university teaching experience (4-5 classes). We also recommend that you carefully document your teaching experience and obtain student evaluations for each course you teach. It may also be helpful to obtain faculty evaluations of your teaching effectiveness.
3. Consider adhering to minimum program requirements for practicum and clerkship hours. It is not essential in most cases to go beyond program requirements for practicum and clerkship hours if your focus is on preparing for an academic position. To successfully prepare for an academic position you will need to protect your time for teaching and scholarly activities. Seek the feedback of your advisor and the training director as you make decisions about your practicum, clerkship and internship experiences.
4. Consider replacing some clinical coursework with coursework in research, statistics, philosophy, and scholarly writing and publishing so that you are more prepared to teach and publish in your academic position. There are a number of courses that may be waived or substituted depending on your previous experience, interests, and career focus. If you wish to waive some courses you should propose alternative courses that you and your committee agree will strengthen your preparation for an academic position. In the table below some courses are listed that may be possible to have waived, and some possible alternative courses that can be substituted. With approval of your advisor and committee you may petition to make other course substitutions. You must have approval of your committee in order to make program substitutions and proposed changes in program coursework requirements may require full faculty approval.
5. Consider working as a graduate research assistant each year you are in the program until your internship year so that you can remain active and productive in your scholarly work. Your chair and other faculty will seek to obtain funding from grants, as well as departmental funds to make this possible.

Courses in current program that could potentially be waived for students preparing for an academic career.	Possible alternative courses
<p>1. CPSE 644 Career Development and Assessment (3) OR CPSE 744 Advanced Career Counseling (3)</p>	<p>1. CPSE 790R Advanced Seminar (Scholarly Writing and Publishing) (3)</p> <p>2. Stat 611 Multivariate Statistical Methods (3) OR Stat 531 Experimental Design (3)</p> <p>3. Psy 648R Seminar in Theoretical/Philosophical Psychology (3) OR Psy 511 Philosophy of Science for the Social Sciences (3) OR Phil 501 Special Topics in Philosophy (3)</p>

STUDENT COMPETENCIES

Discipline-Specific Knowledge Table:

Provide information below to illustrate how the program ensures that students <i>possess</i> knowledge in:		
Knowledge Area:	<i>History and Systems of Psychology</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • All students must achieve at least a grade of B in History & Systems (CPSE 790R) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> • Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • Grade of B 	
Knowledge Area:	<i>Affective Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • All students must achieve at least a grade of B in Cognitive Processes (Psych 575) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> • Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • Grade of B 	
Knowledge Area:	<i>Biological Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • All students must achieve at least a grade of B in Biological Bases of Behavior (CPSE 609) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> • Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • Grade of B 	

Knowledge Area:	<i>Cognitive Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in Cognitive Processes (Psych 575) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B 	
Knowledge Area:	<i>Developmental Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in Human Growth & Development (CPSE 649) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B 	
Knowledge Area:	<i>Social Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in Social Psychology (CPSE 650) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B 	
Knowledge Area:	<i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in History & Systems of Psychology (CPSE 790R) 	
How does the program assess	How outcomes are measured:	Evaluation tool and location:

students' knowledge in this area?	<ul style="list-style-type: none"> Overall grade in the course 	<ul style="list-style-type: none"> Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B 	
Knowledge Area:		
<i>Research Methods</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in Research Theory & Methods in Counseling (CPSE 750) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B 	
Knowledge Area:		
<i>Quantitative Methods</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in both Statistics I (CPSE 651) and Statistics II (CPSE 745) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Overall grades in the courses 	Evaluation tool and location: <ul style="list-style-type: none"> Grading rubrics in course syllabi
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B in each course 	
Knowledge Area:		
<i>Psychometrics</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> All students must achieve at least a grade of B in Measurement Theory (IP&T 751) 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> Overall grade in the course 	Evaluation tool and location: <ul style="list-style-type: none"> Grading rubric in course syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> Grade of B 	

Table 2: Profession-Wide Competencies Table

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
Competency:	<i>(i) Research</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • 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. • 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. 	
Program-defined elements associated with this competency (if applicable; see table description above)	<ul style="list-style-type: none"> • Demonstrate ability to design a research project. • Demonstrate ability to conduct a research project. • Demonstrate ability to disseminate research findings. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Defend dissertation prospectus • Pass final defense of dissertation • Disseminate research findings in a professional presentation or publication. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Dissertation committee evaluates prospectus • Dissertation committee evaluates final dissertation defense • Faculty evaluation of professional presentations or publications in annual review 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Dissertation Prospectus Form • Dissertation Defense Evaluation Form 8D • Annual Review Summary Form
Minimum levels of achievement (MLAs) for each outcome	<ul style="list-style-type: none"> • MLA is to pass dissertation prospectus • MLA is to pass final defense of dissertation 	

measure/evaluation tool listed above.

- MLA is to present or publish research in a professional setting or journal.

Competency:	<i>(ii) Ethical and legal standards</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ 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 dilemmas. • Conduct self in an ethical manner in all professional activities. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • No additional program-defined elements 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • All students must complete CPSE 710, Ethical and Legal Standards in Counseling Psychology, with a grade of B or better. • Demonstrate ethical behavior in clinical work. • Demonstrate ethical behavior in research. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Grade in CPSE 710 • Supervisor evaluations of Professional, Ethical, and Legal Practices (5 items) • Successful completion of the Citi Training • Approval of IRB for dissertation 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • CPSE 710 syllabus • Student Therapist Evaluation Form • Citi training assessment • IRB approval form
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in CPSE 710 • Ratings of 3 or higher on each of items 1-5 of the Professional, Ethical, and Legal Practices section of the Student Therapist Evaluation Form • Pass the Citi assessment of ethics in human research • IRB approval of dissertation proposal 	

Competency:	<i>(iii) Individual and cultural diversity</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • 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. • 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 apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • 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. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • No additional program-defined elements for this competency 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Successfully complete CPSE 751, Counseling Multicultural/Diverse Populations • Demonstrate multicultural competence in clinical training • Demonstrate multicultural competence in professional work (e.g. teaching, supervising, research) 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Instructor assessment of knowledge and skills in CPSE 751 • Supervisor ratings of trainee competence on the Individual and Cultural Differences section of the Student Therapist Evaluation Form • Faculty evaluation of multicultural competence in annual review 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • CPSE 751 syllabus • Individual and Cultural Differences section of the Student Therapist Evaluation Form • Annual Review Summary Form
Minimum levels of achievement (MLAs) for each outcome	<ul style="list-style-type: none"> • Grade of B or better in CPSE 751 • Grade of B or better in CPSE 751 	

measure/evaluation tool listed above.	<ul style="list-style-type: none"> Ratings of 3 or higher on items 1-4 of the Individual and Cultural Differences Section of the Student Therapist Evaluation Form Faculty rating of satisfactory in annual review 	
Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> 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. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> No additional program-defined elements. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> Successfully complete all supervised practicum and clerkship experiences prior to internship. Demonstrate competence in collaboration research teams and with one's cohort 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> Supervisor ratings on Use of Supervision and Professionalism sections of the Student Therapist Evaluation Form Faculty rating on the Disposition portion of the annual student review 	Evaluation tool and self-study location: <ul style="list-style-type: none"> Openness/Reflective Ability and Professionalism sections of the Student Therapist Evaluation Annual Student Evaluation Summary
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> Supervisor ratings of 3 or higher on each item of the Use of Supervision (3 items) and Professionalism (7 items) sections of the Student Therapist Evaluation Form Faculty rating of satisfactory or higher on the Disposition section of the Annual Student Evaluation 	

Competency:	<i>(v) Communications and interpersonal skills</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, 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. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • No additional program-defined elements. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Successfully complete all supervised practicum and clerkship experiences prior to internship. • Demonstrate effective communication and interpersonal skills on research teams, in courses, and in other professional settings. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Successful completion of practicum courses (CPSE 679, 776, 777, 778) • Supervisor ratings of student competence on the Interpersonal Skills section • Faculty ratings during annual evaluation 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabi in practicum courses (CPSE 679, 776, 777, 778) • Interpersonal Skills section of the Student Therapist Evaluation Form • Annual Student Evaluation Summary
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in all practicum courses (679, 776, 777, 778) • Supervisor ratings of 3 or higher on items 1-3 of the Interpersonal Skills section of the Student Therapist Evaluation Form. • Faculty rating of satisfactory or higher on the Annual Student Evaluation 	

Competency:	<i>(vi) Assessment</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • 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. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • No additional program-defined elements. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • CPSE 647 (Intellectual Assessment) • CPSE 726 (Personality Assessment) • CPSE 776R-section 2 (Assessment Practicum) 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Instructor assessment of knowledge and skills in CPSE 647 • Instructor assessment of knowledge and skills in CPSE 725 • Instructor assessment of knowledge and skills in CPSE 776R-section 2 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabus for CPSE 647 • Syllabus for CPSE 725 • Syllabus for CPSE 776R-section 2
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in CPSE 647 • Grade of B or better in CPSE 725 • Grade of Be or better in CPSE 776R-section 2 	

Competency:	<i>(vii) Intervention</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Establish and maintain effective relationships with the 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. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • No additional program-defined elements 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Successful completion of all practicum courses (679R, 776R, 777R, 778R) 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Instructor evaluation of knowledge and skills in 679R, 776R, 777R, and 778R • Supervisor evaluation on Assessment/Diagnostic/Intake Skills and Specific Intervention Skill sections of the Student Therapist Evaluation Form 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabi for 679R, 776R, 777R, and 778R • Assessment/Diagnostic/Intake Skills section Of the Student Therapist Evaluation • Specific Intervention Skills section of the Student Therapist Evaluation Form.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in 679R, 776R, 777R, and 778R • Supervisor ratings of 3 or higher on items 1-7 of the Assessment/Diagnostic/Intake Skills section of the Student Therapist Evaluation Form. • Supervisor ratings of 3 or higher on items 1-6 of the Specific Intervention Skills section of the Student Therapist Evaluation Form 	

Competency:	<i>(viii) Supervision</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. 	
Program-defined elements associated with this competency	<ul style="list-style-type: none"> • Demonstrate ability to provide supervision. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Successful completion of CPSE 746 (Supervision and Consultation) 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Instructor evaluation of knowledge and skills in CPSE 746. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabus for CPSE 746
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in CPSE 746 	

Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • No additional program-defined elements. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Successful completion of CPSE 746 (Supervision and Consultation) 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Instructor evaluation of knowledge and skills in CPSE 746. • Supervisor evaluation on Item 1 of the Professionalism section of the STEF and Item 4 of the Crisis Intervention section of the STEF 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabus for CPSE 746 • Item 1 of the Professionalism section of the STEF and Item 4 of the Crisis Intervention section of the STEF
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in CPSE 746 • Supervisor rating of 3 or higher on Item 1 of the Professionalism section of the STEF and Item 4 of the Crisis Intervention section of the STEF 	

Program-Specific Competencies

Competency:	<i>Group Counseling</i>	
Program-defined elements associated with this competency	<ul style="list-style-type: none"> • Demonstrate knowledge of group counseling models and practices. • Demonstrate ability to provide group counseling 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • Successful completion of CPSE 648 (Intro to Group Counseling) • Successful completion of CPSE 748 (Advanced Group Counseling) 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Instructor evaluation of knowledge and skills in CPSE 648 and CPSE 748 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabus for CPSE 648 • Syllabus for CPSE 748
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grade of B or better in CPSE 648 and CPSE 748 	

End of Semester Evaluations

All doctoral students are evaluated after the end of each fall and winter semester. This evaluation is intended to identify and remedy any student deficiencies in a timely manner and to convey student progress and standing in the program to students and to the Office of Graduate Studies. Your academic, practice, research, and professional activities will be assessed in terms of Discipline-Specific Knowledge, Profession-Wide Competencies, and Program-Specific Competencies. Progress in the doctoral program, including progress in meeting timelines for all program requirements, will also be reviewed during the end of semester evaluation. These progress reviews consider all evaluations and whether students have met the minimum level of achievement for each competency and element. These evaluations will inform the faculty's rating of each student as satisfactory, needs improvement, or unsatisfactory. A needs improvement rating may be given when study lists or other program requirements are initially past due or initial questions are being raised about a student demonstrating a minimum level of competency in one or more areas. An unsatisfactory rating may be given when study lists or other program requirements are well past due, or when a student receives an unsatisfactory rating in any area of the program. Needs improvement and unsatisfactory ratings will result in the development of an improvement plan or a remediation plan. The student's advisor along with the student and the training director, develop the remediation plan. The plan will outline changes and/or requirements needed for a student to demonstrate competence. The requirements of a plan must be completed before the next semiannual evaluation.

Evaluations of Practical Experiences

Student competencies are evaluated by supervisors of counseling practica and clerkship experiences at least once each semester. The Counseling Psychology Doctoral Program has an agreement with practicum/clerkship supervisors to carry out the evaluations. The Program provides an evaluation instrument to be used by supervisors. Expected competencies are described on each evaluation form. These student evaluation forms are collected from supervisors by the practica or clerkship teachers and are brought to the end-of-semester evaluation meeting for review.

The Training Director in the Program has responsibility for the evaluation process to ensure that the evaluations are conducted, collected, processed, and reviewed. A copy of the Student Therapist Evaluation Form is included below.

Comprehensive Performance Exam Instructions

For your comprehensive performance evaluation, you will prepare a demonstration packet for one client you have treated for personal **and** career concerns. These materials should be given to the CPSE Department Secretary by April 30 and will be reviewed by at least two faculty members—typically your advisor and another faculty member from your doctoral committee.

Your demonstration packet should include the following:

1. One or more recordings of one or more counseling sessions with your client. Format the recording to the beginning of any 10-20 minute interaction you prefer to have observed and evaluated. Remember, discussion of both personal and career concerns needs to be presented on the videotaped segment(s).
2. A typed cover page describing which numbered session(s) are being reviewed and what features or methods are being demonstrated.
3. A two page (double spaced; about 500 words) description of your theory of change. Keeping the description of your theory of change to about 500 words will help you prepare you for internship essays and applications.
4. The rest of the paper will demonstrate your ability to conceptualize the case and apply your theory of change to the particular client whom you are presenting. While there is not a required length, this portion of the comp is typically between four and six pages. Present the following information and use appropriate headings for each listed item:
 - a. Presenting concern(s).
 - b. Relevant history.
 - c. Diagnosis and supporting evidence.
 - d. Explanation of the client's personal and career concerns using established psychological ideas or theories.
 - e. Treatment plan and interventions. Show relationship to the above.
 - f. Total number of counseling sessions.
 - g. Summary of client progress from initial session to the present. Include at least one client outcome measure (e.g., OQ 45, BDI, etc.) and your interpretation of the measure(s), to show your ability to integrate practice based evidence into clinical work.
 - h. Case closure process, concerns, recommendations, or referral.
 - i. Future considerations and implications for the client.
5. If you choose to administer three assessments* (one of which is a career assessment and one of which is a personality assessment) to this same client, present the following information and use appropriate headings:
 - a. Client Identification (including demographic information)
 - b. Reason for Referral (referral questions)
 - c. Background Information & Relevant History
 - d. Behavioral Observations (e.g., observable behaviors, mental status evaluation)
 - e. Tests Administered
 - f. Test Results (including raw data and standard scores)
 - g. Conclusions (e.g., answers to referral questions, new concerns or questions)
 - h. Summary and Diagnosis
 - i. Recommendations
6. If you do not include three assessments in the case conceptualization, a typed psychological assessment report* is required. This report must include at least one

instrument that involves career assessment, and at least one instrument that involves personality assessment. Present at least the following information and use appropriate headings:

- a. Client Identification (including demographic information)
- b. Reason for Referral (referral questions)
- c. Background Information & Relevant History
- d. Behavioral Observations (e.g., observable behaviors, mental status evaluation)
- e. Tests Administered
- f. Test Results (including raw data and standard scores)
- g. Conclusions (e.g., answers to referral questions, new concerns or questions)
- h. Summary and Diagnosis
- i. Recommendations

*The CPSE Department will pay the cost of these assessments for one client, up to \$30.00. See your Practicum instructor for details.

Written Comprehensive Exams

The written comprehensive exam is modeled after the Exam for Professional Practice in Psychology (EPPP) and is administered by one of the companies that provides exam preparation services for the EPPP. Essentially, this comprehensive exam is a practice exam version of the EPPP. Passing the comprehensive exam indicates you will likely be able to pass the actual EPPP.

For more information on the actual EPPP see <https://www.asppb.net/>

The department will provide test-preparation materials for each student in late April of their 3rd year. Students must take the exam by July 31 of their 3rd year. Students register for the exam with the testing company and make arrangements to take the exam with the department secretary and the training director. The department covers the cost of the preparation materials, but students must pay for the administration of the exam. The cost is approximately \$100 per administration. Students must get a score of 70% or higher to pass the exam. This is comparable to passing scores in most states. If a student does not pass the test of the first administration they may take it two more times within the next two months. But they must pass the test within 3 administrations prior to September 30 in order to apply for internship. Failure to pass the exam within these parameters will require the student to develop a preparation plan with the faculty, enroll in any course work deemed necessary during the subsequent school year, and retake the exam, with the same parameters, the following year. Failure to pass the exam within 6 administrations will result in dismissal from the program.

Graduate Student Termination, Appeals, Grievances

The Counseling Psychology Doctoral Program follows the policies and procedures for graduate student termination, appeals and grievances outlined in the Graduate Studies webpage: http://www.byu.edu/gradstudies/images/resources/grievance_policy.pdf

Termination of Graduate Status

Termination of graduate status and dismissal from the program may result if you:

1. Fail to satisfactorily complete the conditions of acceptance.
2. Fail to fulfill the university's minimum registration requirement.
3. Make a request to withdraw (with the intent to pursue a degree at another university, for personal reasons, or in response to department recommendation).
4. Receive a needs improvement or unsatisfactory rating in a periodic review by the academic department and are unable or unwilling to comply with conditions for continuance outlined by the department.
5. Fail to demonstrate competence in one or more of the required competencies within the areas of discipline-specific knowledge, profession-wide competencies, or program-specific competencies.
6. Fail to make what the department or the university deems to be satisfactory progress toward a

graduate degree.

7. Fail either of the departmental comprehensive examination[s].
8. Fail the final oral examination (defense of dissertation).
9. Fail or are dismissed from your internship.
10. Violate the university's standards of conduct or Honor Code.
11. Exceed the time limit (eight years for doctoral degree).

Appeal of Termination

If you are dismissed or facing dismissal, you may respond to or appeal that termination or impending termination. Such responses or appeals should be directed, in writing, to the department chair. If you wish further consideration, you may appeal to the dean. Ultimately, a final appeal may be made to the university graduate dean who, if circumstances warrant, may appoint a committee of impartial faculty members to review the matter.

Student Academic Grievances

The university has an established procedure for handling any academic grievances you may have. If consulting with the teacher or the graduate committee chair does not resolve a grievance, you should describe the problem to the department graduate coordinator and/or the department chair. If difficulties persist, you may ask the dean and finally the graduate dean for assistance. The Graduate Student Academic Grievance Policy can be found under the resource section of the Graduate Studies website (<http://www.byu.edu/gradstudies>) or by going directly to http://www.byu.edu/gradstudies/images/resources/grievance_policy.pdf

STUDENT THERAPIST EVALUATION FORM
Counseling and Psychological Services

Student _____ Date of Evaluation _____
Supervisor _____ Student's Program _____

The purpose of the Student Evaluation Form is to help trainees achieve continued growth and progress toward meeting competencies established for professional practice in Psychology. The evaluation is intended to accomplish the following:

- A. Outline criteria for competent practice of Psychology as defined for the CAPS placement.
- B. Carefully evaluate trainee's current level of practice according to the criteria.
- C. Use the evaluation as a forum to give honest and helpful feedback to the trainee.
- D. Identify and revise the student therapist's goals based on feedback and student needs for training.
- E. Monitor progress toward established goals and plan remediation where needed for growth and development.

Please rate the student with the following in mind:

- (1) These are doctoral students. They *should* have a great deal of room for growth.
- (2) Please consider their progress this semester on any goals that you may have set with them.
- (3) Give them honest, open feedback regarding their skills. Let them know where you see them and how they can improve.

Since this is a criterion referenced scale, ranging from Inadequate to Expert, ratings will be lower than on the old form.

Rating Scale

1) INADEQUATE

Performance is **inadequate** in this area. Trainee will require intense supervision in this area.

Criteria:

- a) Shows **insufficient knowledge, understanding and/or skills** in this area
- b) **Does not differentiate** between **important and unimportant details** and issues
- c) Demonstrates a **simplistic and/or rigid approach** to helping clients or in consultation.
- d) **Does not understand** the process of change.
- e) **Lacks** understanding and flexibility in **attitudes and/or awareness**, including self-awareness **needed to improve** performance well in this area.

2) NOVICE

Performance is **fair** in this area. Trainee will require careful supervision in this area.

Criteria:

- a) Shows **limited knowledge, understanding and/or skills** in this area
- b) **Differentiation** between **important and unimportant details** and issues is **uneven and unpredictable**.
- c) **Understanding** of the **dynamics and complexity** of clinical work is **limited**.
- d) Has **little understanding** of the **process of change**.

- e) Is **inflexible at times in attitudes or awareness**, including self-awareness needed to improve performance well in this area.

3) INTERMEDIATE

Performance is **satisfactory** in this area. Trainee will require ongoing supervision in this area.

Criteria:

- a) Demonstrates **sufficient knowledge, understanding, and/or skills** in this area
- b) **Differentiates appropriately most of the time** between important and unimportant details and issues.
- c) Shows a **sufficiently complex and flexible approach** to clients issues, challenges, and/or consultation.
- d) Shows **sufficient, but perhaps superficial understanding** of the **process of change**.
- e) Demonstrates **increasingly flexible attitudes and awareness**, including self-awareness to perform well and continue improvement.

4) ADVANCED

Performance is **good** in this area. Continued support is needed to guide performance in this area.

Criteria:

- a) Knowledge, understanding and/or skills in this area are **good** and allow **more independent** practice.
- b) Approaches **new and challenging situations** with **skill and flexibility** and **begins to generalize skills and knowledge** to a variety of clinical and professional situations.
- c) **Attitudes and awareness**, including self-awareness **enhances practice** and consultation.
- d) Demonstrates **deeper and more complex conceptualization** and approach to **client change** and other professional issues.

5) PROFICIENT

Performance is **very good** in this area. Trainee will require some supervision in this area, but supervision is more collegial.

Criteria:

- a) Demonstrates **deeper and more integrated knowledge and skills** in this area that facilitates **independent functioning**.
- b) Shows **very good** ability to **generalize** understanding and skills to new and challenging situations.
- c) **Attitudes and awareness**, including self-awareness are **mature and flexible** and enhance practice.
- d) **Very good** ability to **articulate** issues and **complex approaches** to intervention/ problem solving/**client change**.

6) EXPERT

Performance is **excellent** in this area. Supervision becomes more collegial and trainee will require only occasional supervision in this area.

Criteria:

Individual Therapy

Interpersonal Skills

1) Takes a respectful, helpful professional approach to clients.	1 2 3 4 5 6
2) Forms a strong working alliance.	1 2 3 4 5 6
3) Ability to deal with conflict, negotiate differences.	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Assessment/Diagnostic/Intake Skills

1) Able to quickly establish rapport with client	1 2 3 4 5 6
2) Distinguishes between intake interview and counseling	1 2 3 4 5 6
3) Asks relevant questions for intake purposes	1 2 3 4 5 6
4) Arrives at appropriate therapy contract with clients.	1 2 3 4 5 6
5) Utilizes systematic approaches to gathering data to inform clinical decision making.	1 2 3 4 5 6
6) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches	1 2 3 4 5 6
7) Ability to formulate and conceptualize cases	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Non-Specific Intervention Skills

1) Understands and maintains appropriate professional boundaries	1 2 3 4 5 6
2) Appropriate use of self-disclosure	1 2 3 4 5 6
3) Effective use of silence in therapy	1 2 3 4 5 6
4) Aware of and uses non-verbal cues	1 2 3 4 5 6
5) Deals appropriately with termination issues	1 2 3 4 5 6
6) Maintains an adequate caseload	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Specific Intervention Skills

1) Develops and implements treatment plans	1 2 3 4 5 6
2) Knowledge of psychotherapy theory, research and practice and linking of this knowledge to conceptualization and treatment planning	1 2 3 4 5 6
3) Use of a wide ranges of developmental, preventative, and "remedial" intervention skills including psychotherapy, psycho educational interventions, and appropriate crisis intervention skills	1 2 3 4 5 6
4) Ability to assess treatment progress and outcomes	1 2 3 4 5 6
5) Clear on own philosophy of change process	1 2 3 4 5 6
6) Appropriately makes referrals	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Crisis Intervention

1) Identifies a crisis situation and distinguishes between crisis intervention and counseling	1 2 3 4 5 6
2) Takes necessary steps to arrange for help and is aware of resources	1 2 3 4 5 6
3) Follows BYU and CAPS procedures for crisis intervention including notification of key administrators and agencies	1 2 3 4 5 6
4) Consults with other professionals in CAPS as needed	1 2 3 4 5 6
5) Understands ethical issues involved in crises and acts accordingly	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

College Student Development

1) Is familiar with developmental theories of college student development	1 2 3 4 5 6
2) Able to apply a developmental theory to help client assess and understand developmental issues	1 2 3 4 5 6
3) Helps client distinguish between developmental and psychopathological issues	1 2 3 4 5 6
4) Able to make counseling interventions to help the client move toward further development	1 2 3 4 5 6
5) Provides a balance of support and challenge to facilitate development in clients	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Couples Therapy

Couples Therapy Conceptualization and Intervention Skills

1) Able to form a therapeutic alliance with the couple and manage sessions in ways in which each partner feels safe, heard, and understood	1 2 3 4 5 6 N/A
2) Able to understand and reflect the central dilemmas and problematic cycles the couple is facing, including issues which are specific to the culture of the partners	1 2 3 4 5 6 N/A
3) Able to conceptualize a treatment approach based on couples therapy models, such as EFCT, IMAGO, Gottman's Relational Model, etc.	1 2 3 4 5 6 N/A
4) Able to effectively intervene in ways, which help the couple to address and reformulate their thoughts and emotions about their relationship	1 2 3 4 5 6 N/A
5) Ability to be direct and interrupt couple when needed.	1 2 3 4 5 6 N/A
6) Able to examine his or her own limitations and personal process in the countertransference experienced as a couples therapist	1 2 3 4 5 6 N/A
Please comment on any Item given a rating of "1":	

Use of Supervision

Working Relationship

1) Collaborates with supervisor to set appropriate goals for supervision and to work to achieve goals	1 2 3 4 5 6
2) Prepares for supervision: Bringing cued video, thoughtful questions about cases, etc	1 2 3 4 5 6
3) Participates effectively with supervisors in evaluation of own performance.	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Openness/Reflective Ability

1) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary	1 2 3 4 5 6
2) Discusses and shares concerns, questions, limitations, difficult or dangerous cases, ethical dilemmas and perceived mistakes	1 2 3 4 5 6
3) Open to and receives feedback, suggestions, and correction from supervisors in a non-defensive manner	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Diversity

Individual and Cultural Differences

1) Respect for individual and cultural autonomy and differences	1 2 3 4 5 6
2) Knowledge of one's own beliefs, values, attitudes, stimulus value and related strengths/limitations as one works in a clinical setting with diverse others	1 2 3 4 5 6
3) Knowledge about the nature and impact of diversity in working with specific racial/ethnic/religious populations	1 2 3 4 5 6
4) Ability to work effectively with diverse others in assessment, treatment and consultation	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

Religious/Spiritual Issues in Counseling

1) Values and understands how religious/spiritual issues are an aspect of diversity and enables the therapist to gain a deeper understanding of the client	1 2 3 4 5 6
2) Respects and attempts to understand the religious/spiritual worldview of each client	1 2 3 4 5 6
3) Is familiar with and follows the APA ethical guidelines on religion and spirituality: In particular, therapist allows their clients the rights to "self determination" concerning religious/spiritual concerns (Principle E: APA Ethical Principles and Code of Conduct)	1 2 3 4 5 6
4) Is aware of own religious/spiritual perspectives and the accompanying assumptions and possible biases	1 2 3 4 5 6
5) Appropriately and ethically uses religious/spiritual interventions as deemed helpful to the client	1 2 3 4 5 6

Please comment on any Item given a rating of “1”:

Professional, Ethical, and Legal Practices

1) Follows APA Ethical Standards and legal statutes and regulations	1 2 3 4 5 6
2) Recognizes and analyzes ethical and legal issues and consults appropriately	1 2 3 4 5 6
3) Prompt completion of and appropriately written case notes and reports	1 2 3 4 5 6
4) Distinguishes between personal and client needs and maintains professional relationship	1 2 3 4 5 6
5) Self-identifies personal distress and seeks resources for healthy functioning during personal distress, particularly as it relates to clinical work	1 2 3 4 5 6
Please comment on any Item given a rating of “1”:	

Professionalism

1) Relates professionally and respectfully with professional and support staff	1 2 3 4 5 6
2) Keeps appointments and presents self in a professional manner for delivery of psychological services (e.g., punctual, appropriate dress, etc.)	1 2 3 4 5 6
3) Is on time for supervision and does not miss without proper reason and advance notice to supervisor	1 2 3 4 5 6
4) Works well with colleagues, to give and receive support	1 2 3 4 5 6
5) Gives and receives helpful feedback to peers non-defensively	1 2 3 4 5 6
6) Understands and observes CAPS operating procedures	1 2 3 4 5 6
7) Participates in furthering the work and mission of CAPS	1 2 3 4 5 6
Please comment on any Item given a rating of “1”:	

Other Comments:

Plans for Remediation:

Student Therapist

Date

CAPS Supervisor

Date

DISSERTATION REQUIREMENTS & PROCEDURES

Dissertation Plan and Sequence

Goals

Your dissertation is a critical component of your total doctoral program. Our goals for you through the dissertation experience are for you to accomplish at least the following:

- (1) learn effective research methodology,
- (2) become a skilled researcher/scholar,
- (3) become a specialist or expert in a specific domain,
- (4) develop a scholarly product worthy of publication,
- (5) contribute to the body of knowledge in this chosen domain,
- (6) prepare to continue your contribution and to advocate for effective research in counseling psychology.

Sequence of Events

To accomplish these goals, we have structured a progressive sequence of events leading to the successful completion of your dissertation. If you follow these steps, while concurrently completing required research and statistics courses, the likelihood of your success is enhanced greatly. The sequence includes the following major events:

- (1) participate as a member of a research collaboration team,
- (2) write a dissertation topic proposal,
- (3) conduct and write a dissertation literature review,
- (4) develop and defend a dissertation prospectus,
- (5) gather data and write the dissertation,
- (6) defend the dissertation, and
- (7) submit a manuscript for publication.

Each of these events are described in more detail below.

Research Collaboration Teams

A research collaboration team is a small group of faculty and graduate students who meet regularly to collaborate on specific research and theoretical projects. One purpose of the team is to promote research and scholarly activity within the program and to give you “hands on” research experience and support as you work with faculty on projects harmonious with the departmental mission. Many of these projects will ultimately lead to a student dissertation.

During your first semester of the program, you will attend your advisor’s or another selected research team. Your research activities will normally involve about three hours per week. This

participation will continue until completion of your dissertation (on the same team or a different team).

This continuous experience will help you in preparing to complete successfully your doctoral dissertation. It will also provide opportunities to present research at regional and national conventions and publish in professional journals. Dissertation credit (CPSE 799R) is provided for this and other research activities to prepare you for a successful dissertation experience. Your completion of each semester's dissertation credit is contingent upon meeting with your advisor in individual or research team meetings.

One of the more frustrating aspects of the dissertation for students left on their own is the choice of a topic. This frustration will be reduced considerably as you participate on a research team. You will become personally aware of departmental research and able to explore possible topics from among several different projects. Regular individual or team meetings with your advisor are expected. These meetings will help with your program and research planning.

Our department's faculty and student research is generally focused, rather than scattered. Therefore, it is expected that dissertation topics usually will be selected from among the projects currently approved as part of a departmental research team agenda. To the great benefit of students, faculty will supervise those topics in which they have expertise and interest. They can help you determine what is known about the topic and what yet needs to be studied.

During your first year, you should become familiar with the faculty and their research interests. At the end of your first or second year will be expected to select a dissertation advisory chair and propose four other committee members as you identify your research area and write your research questions.

Literature Review

During the appropriate fall semester, you will enroll in CPSE 750 (**Research Theory and Methods in Counseling Psychology**) to facilitate your progress in completing a comprehensive literature review for your dissertation research topic. CPSE 750 will teach you the process and format for conducting and writing your literature review. You should also register for CPSE 799R (**Dissertation**) as you are working on your dissertation, although this will not be conducted as a scheduled class. You must register for a total of 18 hours of CPSE 799R while you are working on your dissertation. It is expected that your dissertation chair will provide guidance to your literature review.

Dissertation Prospectus

When you have selected your research topic and completed a literature review you are ready to develop your **Dissertation Prospectus**. Your prospectus describes your proposed dissertation research from rationale and problem to research design. Your prospectus must have formal approval and be cleared by BYU's IRB Committee before you may begin your data collection.

Your dissertation chair and committee and research collaboration team will be of assistance with

developing the structure of your prospectus. You should maintain close contact with your dissertation chair during this process. Your chair is your primary advisor and mentor. In consultation with your chair, you should make certain that your dissertation committee is identified and that they agree to serve on your committee. They should be involved during the prospectus development stage in order to demonstrate their support for the project and have ample opportunity to provide input and guidance.

You have two format options for your dissertation—the journal-ready manuscript format or the traditional format.

Journal-ready manuscript format. This format focuses on the preparation of a journal-ready manuscript that summarizes your dissertation study. The manuscript is embedded in a dissertation format as outlined in Appendix C. Because the manuscript is necessarily brief (as per the requirements of the targeted journal) the full literature review is included as an appendix to the dissertation. The prospectus should include the first two sections of the manuscript—introduction and method sections—and the separate literature review. This is the preferred format for your dissertation because we hope it will increase the timeliness of submitting your dissertation for publication.

As you near completion of your prospectus, you should consult with your chair and committee then **schedule your prospectus defense. You must defend your dissertation prospectus by June 15th of your third year if you plan to apply for internship in your 4th year.** A two-hour block should be scheduled with the department secretary, and committee members should be given a copy of the prospectus **at least two weeks prior to the defense.**

The committee chair will conduct the defense meeting. During the defense, you will be expected to describe your study, answer questions, and seek committee suggestions.

At the conclusion of the meeting, the chair will seek the committee's decision regarding your prospectus. It may be approved as presented, approved with modifications presented by the chair and committee, or rejected. If rejected, the committee will indicate the reasons for denial and provide suggestions for a second defense of the revised or new prospectus.

Successful completion of your prospectus defense will allow you to proceed with acquiring Institutional Review Board (IRB) approval for conducting your research. You must complete the tutorial and application found on the Office of Research and Creative Activities (ORCA) webpage <https://irbtutorial.byu.edu/> and submit an IRB proposal to the McKay School of Education. This review is essential to demonstrate that your research has been designed to protect the privacy and safety of those participants involved in your study. Some proposals will be evaluated by the McKay School IRB Committee, while others will require a full university review. You can expect the review to take from two weeks to two months.

If you are proposing research in a BYU “Partnership” public school, you will need to complete an additional research application for the McKay School of Education (see addendum copy of this application entitled, “Permission to Conduct Research in the Partnership Schools”).

To be finally approved, a copy of your prospectus (which includes any changes required at the prospectus review) accompanied by a **Prospectus Approval Form** (including all required signatures and accompanying forms as specified on the form) must be submitted to the Department Chair/Graduate Coordinator for approval. Again, you must defend your dissertation prospectus by June 15 of your third year in order to apply for internship in the fall of your 4th year.

Traditional format. The five chapters in your completed dissertation are (1) Introduction, (2) Literature Review, (3) Method, (4) Results, and (5) Discussion.

The **prospectus** is essentially the **first three chapters of your dissertation:**

Chapter One—Introduction

This chapter should provide the rationale for your study including the need for the study, the problem to be addressed and the purpose of your study. It should also help the reader see both the historical line of research leading to the proposed study and the current relevance of the study to the field through a comprehensive review of the literature. It should also include the hypotheses or questions to be answered.

Chapter Two—Literature Review

This chapter provides a thorough review and critique of the scholarly literature relevant to your study. While the introduction includes enough of the literature to frame the study and orient the reader, the literature review is an exhaustive examination of the scholarly underpinnings of the study. In the journal-ready format, this section is included as an appendix that follows the article.

Chapter Three—Method

This chapter provides the scientific design used in the study. It explains the procedures used to collect and analyze the data. Ultimately, the method section is used to determine the validity and replicability of the study. This chapter should include sections on the population, sample, instruments, procedures, and methods of analysis.

Data Gathering and Writing the Dissertation

When your prospectus has been refined to meet the committee's approval as required in the prospectus defense, you will have drafted your research plan. This prospectus is critical since it provides the design or plan for your dissertation research. The next step is to begin implementing that plan.

With the prospectus, you are prepared to begin collecting the data through the method specified and as approved by the Institutional Review Board. When the data are gathered, the analysis can be completed in preparation for writing the final two sections as described below. For the traditional format these will be chapters. For the journal-ready format these will each be sections of the manuscript.

Results

This section contains your report of the analysis of your data. You should clearly and systematically present your findings, which may include:

- restatement of the hypotheses/questions
- narrative statement of relevant findings
- tabular summary of relevant descriptive and inferential statistics
- tests of significance and outcome
- a statement about the significance of the analysis
- a brief summary of findings

The results chapter should report the facts of the analysis. Any interpretive or speculative ideas related to the findings should be reserved for the “discussion” chapter.

Discussion

The Discussion section contains your interpretation of the meaning and importance of the findings or results. It is not simply a summary of the results chapter but a synthesis and extrapolation of the results. It should include the following (not necessarily in this order): (1) theoretical implications of the results, (2) relevance to previous research findings, (3) suggestions for further research, (4) practical implications, (5) limitations of the study, (6) possible explanations of any unexpected results, and (7) conclusions drawn from your study.

Oral Defense

You may schedule the **final oral defense** of your dissertation **after** you have **applied for graduation** (a University requirement) and the “**exam-ready**” copy of your dissertation has been carefully reviewed and approved by your chair and committee. This copy is one which you, the chair, and all committee members believe to be defensible and relatively clean and free from major flaws. The chair must be satisfied that you have remained “true” to the structure approved by the committee in the prospectus defense. The chair must also be satisfied that the policies and regulations of the Office of Graduate Studies and the Department have been met.

The final oral examination must be scheduled **at least three weeks** in advance of the actual examination. To schedule the final oral examination, you must establish a date for the examination with all members of the advisory committee and submit your exam-ready dissertation copy along with a completed form “**8c Departmental Scheduling of Final Oral Examination**” (from the Office of Graduate Studies or Department Office), which requires signatures of all members of the dissertation committee signifying that you are prepared for the final oral defense. The Department Chair or Graduate Coordinator must also sign this form. When the required signatures are obtained, the form is submitted to the department secretary for confirming the scheduling of the exam with the Office of Graduate Studies. The defense is scheduled for a two-hour time block.

All members of the BYU academic community are invited to attend the final oral examination, but only appointed members of the advisory committee may question you and vote on your

performance. Other graduate students, with the prior approval of the advisory chair may also attend.

The defense is intended to give you an opportunity to defend your research before a group of faculty members—soon to become your scholarly peers. While the intent is to provide a scholarly forum, such an aim must not be construed to mean that difficult questions, even doubts about the significance of something in the dissertation, will not be raised. Prior to the time of the examination, the committee members will have read thoroughly your entire dissertation and will have developed a number of questions and comments about it. The following assumptions are made as you defend the dissertation. You: (1) have prepared thoroughly for the examination; (2) demonstrate genuine knowledge—even original, new knowledge; and (3) exhibit intellectual rigor in the product and process of completing and defending your dissertation.

At the conclusion of your defense, the committee may vote to **"pass,"** to **"pass with qualifications,"** to **"recess,"** or to **"fail."** In the decision to “pass with qualification,” the committee may require minor revisions of the dissertation, strengthening preparation in subject matter areas, or both. When these qualifications are cleared and the advisory chair has properly recorded the clearance with the department secretary, you are judged to have passed the examination. If two or more examiners vote to recess, the examination is recessed. This recess permits you to take care of identified deficiencies and to reschedule (with the Department and the Office of Graduate Studies) a second and final examination. The new examination cannot be held sooner than one month after the recessed examination. If two or more examiners vote to fail, the examination is failed and your graduate degree program is terminated.

Final Steps in Completing the Dissertation

Once your committee has passed the dissertation, the document must be prepared for submission to the library. The library now expects that dissertations be submitted as electronic documents. Details for submission of these documents can be found at the ETD Website (<http://etd.byu.edu/>). You may also submit hard copies of the dissertation to the library for binding. The following steps must be completed before you can submit either electronic or hard copies of the dissertation to the library:

1. The student makes any changes recommended by the committee as conditions for passing the final exam. The advisor also checks to be sure that the dissertation meets all APA style guidelines as well as dissertation guidelines as provided by the Graduate School (<http://www.byu.edu/gradstudies/index.php?action=resources.home>).
2. Once the dissertation advisor agrees that the dissertation meets appropriate standards, it is forwarded to the Graduate Coordinator for further review. This may take 1-2 weeks. If the Graduate Coordinator identifies areas needing revision, the dissertation is returned to the student.
3. Dissertations must also be submitted for publication by the time they are submitted to the Graduate Coordinator for review. Evidence that the manuscript has been submitted should be forwarded to the Graduate Coordinator.

4. If the Graduate Coordinator agrees that the dissertation meets appropriate standards it is forwarded to the Dean's office for final review. Again, this may take 1-2 weeks. The Dean's office may return the dissertation for further revision if necessary. If the Dean's office agrees that the dissertation is ready for submission, the student may proceed to submit both electronic and hard copies to the library.

Please note, students planning to graduate in August must defend their dissertation by April 30. The Graduate School establishes deadlines for dissertation defenses and the submission of dissertations to the library. These deadlines must be met in order to graduate in a given semester. Please consider the timelines outlined above when planning your dissertation defense. You should also allow yourself some time for making the revisions that are typically required following the final defense and in the successive reviews of the document. Failure to consider these timelines may delay your graduation.

Submission for Publication

All dissertations should be submitted for publication by the time they are submitted to the Graduate Coordinator for final departmental review. Research and publication are primary academic responsibilities of members of the graduate faculty. The Graduate Council of BYU has clearly defined graduate teaching as an extension of a professor's research. Thus, graduate faculty and graduate students are brought together in the research arena. From their collaborative efforts, research is conducted and manuscripts reporting studies are written and submitted for publication. Policies are necessary to guide decisions concerning whose names should appear on manuscripts submitted for publication and the order in which those names should appear.

Directions concerning such decisions have already been developed by the American Psychological Association (APA) and are found in the Publication Manual (5th ed.) which has been accepted by the department as the model for manuscript preparation.

“A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's dissertation.” (APA, p. 396)

Principles regarding authorship and publication credit, when multiple authors are involved, are discussed in the Publication Manual (5th Ed) of the American Psychological Association, pgs. 6, 29, 203, 332, 350-351, 395-396.

Departmental policy requires that all graduate students be informed of authorship policies by their committee chair. This information must be exchanged very early in your program before decisions are made or work is undertaken on a dissertation. This policy also applies to major term papers and studies or projects that have potential for publication. In any event, department policies should be attended to well in advance of undertaking the scholarly work.

At the time of your prospectus defense, or before you undertake an endeavor which may lead to a publication, a formal agreement is made indicating who will be first and subsequent authors based upon the anticipated distribution of the workload and policies governing co-authorship.

At the conclusion of the project, final agreement on authorship is made based upon actual contributions to the project. If desired, you may select a third party to help in this determination. A **“Co-authorship Agreement Form”** to formalize the above agreement, is required. A copy is included below.

Dissertations *per se* have one author only, the student. However, manuscripts submitted for publication may have multiple authors based upon authorship policies specified above.

Time Guidelines for the Dissertation

The following is a general timeline to guide your work on the dissertation. Your own timeline may vary depending on the nature of your dissertation research, the research team you are working with, and the amount of experience and previous course work you bring with you to the program.

First Year

- become familiar with faculty and their research interests
- become involved with one or two research collaboration teams
- determine appropriate course work (study list) with your advisor
- submit approved study list by the end of fall semester
- pursue research and statistics coursework

First or Second Year, Spring and Summer Terms

- propose an advisor and committee
- select your dissertation topic and prepare a topic proposal
- get approval from chair/committee to proceed with the topic

Second Year, Fall Semester

- register for Research Theory and Methods in Counseling Psychology class (CPSE 750, 3 hrs.)
- conduct and write Literature Review

Second Year, Winter Semester

- work with Dissertation Chair to complete prospectus
- schedule and defend your dissertation prospectus
- submit completed **“Dissertation Prospectus Approval Form”**
- submit completed **“David O. McKay School of Education Institutional Review Board Subcommittee for Research with Human Participants, Brigham Young University”** form (available at [http://orca.byu.edu/orca/gateway.dll?f=templates\\$fn=index.htm\\$vid=orca:public](http://orca.byu.edu/orca/gateway.dll?f=templates$fn=index.htm$vid=orca:public))
- submit the **“Co-authorship Agreement Form”** with **Part I** completed and approved
- submit **“Permission to Conduct Research in the Partnership Schools”**, if appropriate

Third Year

- collect and analyze data
- write results of dissertation research

Fourth Year, Fall Semester

- collect and analyze data
- write results of dissertation research

Fourth Year, Winter Semester

- revise drafts of dissertation in consultation with your advisor
- apply for graduation (a requirement before scheduling defense) using the “**Application for Graduation**” form
- schedule dissertation defense using the “**Departmental Scheduling of Final Oral Examination**” form
- hold dissertation defense

Fourth Year, Spring/Summer

- make needed revisions
- submit final “**Co-authorship Agreement Form**” with **Part II** completed and approved
- submit manuscript for publication and submit final copy of the dissertation to the graduate coordinator

**Department of Counseling Psychology and Special Education
Counseling Psychology Ph.D. Program
Dissertation Prospectus Approval Form**

Name of Student _____

Proposed Title _____

Advisory Committee:

We, the undersigned, met as a group on _____ (date), evaluated the dissertation prospectus, counseled with the student, and now submit the attached prospectus certifying that it meets departmental standards of thoroughness and quality of scholarship. We further agree to conduct a preliminary examination of the dissertation prior to scheduling a date for the final oral defense to determine the readiness of the candidate for the defense.

Committee Chair Signature	Printed Name
Member Signature	Printed Name
Member Signature	Printed Name
Member Signature	Printed Name
Member Signature	Printed Name

Prospectus cleared by BYU Institutional Review Board* (attach signed clearance notification)

*Successful completion of your prospectus defense will allow you to proceed with acquiring Institutional Review Board (IRB) approval for conducting your research. You must complete the tutorial and application found on the Office of Research and Creative Activities (ORCA) webpage <http://orca.byu.edu/IRB/> and submit your IRB tutorial completion certificate, along with your IRB proposal to the ORCA Office at A-285 ASB.

Coauthorship Agreement Form (attached): _____

Date

Approval:

The attached prospectus has been approved by the Department. The student may proceed with the study as proposed and approved.

Department Chair/Graduate Coordinator

Date

**Department of Counseling Psychology and Special Education
Counseling Psychology Ph.D. Program
Co-authorship Agreement Form**

- (1) We the undersigned have read and understand policies of the Department of Counseling Psychology and Special Education of Brigham Young University and the APA Ethical Principles related to publication credit http://www.apa.org/ethics/code2002.html#8_12
- (2) We agree upon authorship based upon our projections of contributions to the study.
- (3) We agree that, in the case of a dissertation or thesis, if the student does not submit a manuscript based on the work within one year following their final defense, the student's advisor may prepare and submit a manuscript based on the student's dissertation or thesis. This manuscript will still list the student as first author and the advisor as second author, as per APA's Ethical Principles.

The following represents our preliminary agreement on authorship of the study

entitled: _____

Date: _____

Authors:

First Author:

Printed name

Signature

Second Author: _____

Printed name

Signature

Third Author: _____

Printed name

Signature

Fourth Author: _____

Printed name

Signature

Fifth Author: _____

Printed name

Signature

Updated: November 4, 2019

ACADEMIC AND PROFESSIONAL ETHICS

In addition to the Brigham Young University Honor Code, the Counseling Psychology Program adheres to the *Ethical Principles of Psychologists and Code of Conduct* published by the American Psychological Association (APA, 2002—see copy on APA's website at www.apa.org/ethics/code.html).

Ethical dilemmas can arise very quickly. Such dilemmas are neither simple nor benign and can have devastating consequences for both students and clients.

You are required to possess a copy of, and become familiar with, the APA ethical standards prior to contact with clients. In-depth treatment of these issues will occur in your first-year ethics course (CPSE 710).

At a minimum, be aware of the following issues:

Informed Consent

Before beginning any counseling psychology services, you must clarify with clients the nature of your training; the nature of the setting; the limits of confidentiality; the nature of supervision; and the nature of procedures and services to be provided. You must obtain written permission to do any audio or video taping. Consider these services as a contract with your clients who need to understand both parties' rights and responsibilities.

Privacy and Confidentiality

Privacy and confidentiality are related terms. "Privacy" refers to the right of an individual to not reveal or have revealed personal information to any outside party, including the therapist. "Confidentiality" refers to the responsibility of the therapist to maintain any information revealed by a client within the bounds of the therapeutic relationship.

You must keep all information about clients confidential (See Utah Code 58-61-602). This includes names and identifying information as well as the content of any information revealed to you. You should protect all records of clients (written, audio, or video) within locked files and restrict access to only those professionals who have a right to them.

There are limits to confidentiality which you should understand and explain to your clients at the outset of services. Confidentiality should be breached under the following conditions:

1. **Danger to self:** If clients become suicidal and are not able or willing to take the steps necessary to protect themselves, the necessity to protect life overrides the demands of confidentiality. You should inform whatever parties necessary to prevent suicide. This notification may include the police, ambulance, hospital, parents, dormitory parents or others as needed. (See Utah Code 58-61-602-2-c)
2. **Danger to others:** If clients are threatening to harm another person and reveal such information to you, you must notify the police as well as the intended victim

of the risk posed by your client. Failure to do so can have drastic effects and be an ethical and legal violation on your part. (See Utah Code 78-14a-102)

3. Suspicion of abuse to children or vulnerable adults: As a student in a psychology training program, you are a "mandated reporter" of abuse. If you observe, suspect, or receive a report of physical, emotional, or sexual abuse toward any child or vulnerable adult, you are legally required to report such abuse to law enforcement or the state division of human services immediately. Recall that you are a counselor, not an investigator. It is not in your purview to investigate or to substantiate abuse. You must report and allow the appropriate authorities to investigate, substantiate, and follow-up as necessary. Failure to report, or confusing your role, compromises your effectiveness as a therapist and jeopardizes you legally and professionally. (See Utah Code 62A-3 & 62A-4)
4. Supervision: As a student, you are required to obtain supervision of your work. Your on-campus and/or off-campus supervisor(s) will be informed of your clients' issues and your interventions. This supervisory relationship should be explained to your clients at the outset of any services.
5. Written release of confidentiality: You may share confidential information with outside parties when given written permission by the client. Clients may structure the release as narrowly or broadly as they wish. They may restrict content, names, dates and set any time limits they wish on the release.

Dual Relationships

Dual (or multiple) relationships are defined as any situation in which you have social or other non-professional contacts with clients or supervisors. When multiple relationships exist between you and a client, your objectivity can be easily impaired. Clients may be at risk because the power differential or roles in the counseling setting can be exported to the social setting. Professional practice in a small community (such as a college campus) often creates problems with dual relationships. For example, if you discover that you and a client are members of the same BYU stake and are assigned to work on a stake committee, you would be engaging in a dual relationship.

You should avoid dual relationships. When such is not avoidable, you should consult with your supervisor and discontinue one area of contact. If such is not feasible, you should clarify your different roles and relationship and keep in close contact with your supervisor. This caution will enhance ethical practice, maintain objectivity, and protect clients from undue influence outside of counseling.

Of course you will eschew any romantic or sexual relationships with clients. Be extremely careful about non-erotic touch, and consult with your supervisor regarding any sexual attractions or out of session contact which may emerge between you and clients.

Responsibility and Competence

You and your supervisors are responsible for the professional work that you do here. Be aware that you are influencing people's lives and you, in this sense, are accountable for this influence. You must operate within the bounds of your competence and only engage in those activities for which you have been trained and are receiving on-going supervision.

The character and stability of the counselor are of paramount importance in the effectiveness of counseling. Research indicates that this profession can be very stressful and it is not uncommon for trainees' own issues to surface in the course of their work with clients. Furthermore, graduate school, with its constant demands, is an additional source of significant stress on trainees. It is expected that you will pursue appropriate avenues of self-care and psychotherapy as needed. Should your own issues or psychological instability jeopardize your professional role, you will be restricted from contact with clients until faculty and supervisors determine that you are no longer impaired.

Procedures for Resolving Ethical Dilemmas

1. Consult with your supervisor or advisor
2. In consultation, with your supervisor,
 - a. Review your dilemma.
 - b. Review the relevant ethical guidelines.
 - c. Generate alternative solutions.
 - d. Anticipate consequences of all alternatives.
 - e. Choose your best alternatives and act ethically to resolve the dilemma in the context of the ethical guidelines and each case to obtain the best outcome for the client.
3. Document your process for future reference and learning.

Academic Honesty

Read the Academic Honesty Policy contained in the current BYU Undergraduate Catalog (pp. 29-31) for University Policy regarding academic honesty, including plagiarism and other related issues.

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GRADUATION

You must **apply** for **graduation prior** to **scheduling** the **final oral examination** of your **dissertation**.

You should obtain "*Form 8a, Application for Graduation*" from either the Graduate Secretary or the Office of Graduate Studies, complete the top portion, take the form to the Cashier's Office (D-155 ASB), pay the appropriate fee, then submit this form to the Graduate Secretary for department clearance.

During the **final semester** prior to graduation, you must either **register** for at least two semester hours of credit **or pay** an equivalent **registration fee** to the Office of Graduate Studies. Typically, you will earn these credits by registering for the last hours of the *Predoctoral Counseling Psychology Internship* (CPSE 788R).

AFTER GRADUATION

Certified Psychology Resident

In 2001, a bill which amends the Psychologist Licensing Act passed the Utah State Legislature (Substitute House Bill 73, Mental Health Therapist Licensing Act Amendments). This bill adds the classification of "**Certified Psychology Resident.**"

What this means for you is simple. Following your graduation with a Ph.D. in Counseling Psychology, you will want the necessary supervised, clinical experience to meet licensing requirements as a psychologist. If you remain in Utah to receive this experience, you must be certified as a psychology resident by the Division of Occupational and Professional Licensing (DOPL). Prior to 2001, no such certification was available in Utah.

Certification requirements include: submitting an application to DOPL, paying an application fee, being of good moral character, documenting a doctoral degree in psychology, and meeting with the Psychology Licensing Board if requested. The Psychology Resident Certificate is issued for a period of two years.

The full text of Substitute House Bill 73 can be viewed online at www.leg.state.ut.us. An **application form** for psychology resident certification is on the DOPL website at www.dopl.utah.gov/licensing/psychologist.html (click on the "Psychology Resident" link).

Social Networking

Our program maintains a Facebook group called *BYU Counseling Psychology*. Please join this group while you are a student and maintain your membership after you graduate. We look forward to maintaining contact with you throughout your career.

E-Mail Yearly

Please help us maintain current records by **e-mailing** the training director **yearly** regarding your certificate, license and employment status, and current contact information.

National Register

The National Register of Health Service Providers in Psychology is a nonprofit professional credentialing organization. You may choose to apply for the National Psychologist Trainee Register (NPTR) to maintain files that document and verify that your education, training, and supervised experience meet national standards. For more information about the National Register and to apply for the NPTR online, go to www.nationalregister.org.

CPQ

The Association of State and Provincial Psychology Boards (ASPPB) offers a Certificate of Professional Qualification (CPQ) for licensed psychologists. Much like the NPTR, they also maintain records for education, training, and supervised experience. For more information go to www.asppb.org.

COUNSELING PSYCHOLOGY PROGRAM FACULTY

The core Counseling Psychology Program faculty includes full-time faculty from the Department of Counseling Psychology and Special Education and assigned faculty from the BYU Counseling and Career Center who hold a joint appointment within the Department. Other licensed psychologists from campus and the community teach specialty classes as appropriate.

CPSE Core Faculty

Allen, G. E. Kawika, PhD, University of Missouri, 2011. *Assistant Professor*. Multicultural psychology, counseling/psychotherapy process and outcome, religiosity/spirituality, psychological well-being/adjustment, specifically among Polynesians. (gekawika_allen@byu.edu)

Allen, Melissa A., PhD, Texas A&M University, 1996. *Professor*. Conflict and violence, crisis management, parent training. (melissa_allen@byu.edu)

Fischer, Lane, Ph.D., University of Minnesota, 1991. *Associate Professor and Chair*. Adoption and Foster Care, School Psychology, Child and Adolescent Psychotherapy, Ethics in Counseling Psychology. (lane_fischer@byu.edu)

Jackson, Aaron P., Ph.D. University of Missouri Columbia, 1993. *Associate Professor and Director of Training*. Values in Psychotherapy, Career Development of Native Americans, Counseling Philosophy and Theories. (aaron_jackson@byu.edu)

Smith, Timothy B., Ph.D., Utah State University, 1997. *Professor*. Consultation, Multicultural Psychology, Spirituality, Identity Development, Quality Relationships. (tim_smith@byu.edu)

Young, Ellie L., Ph.D., University of South Florida, 2001. *Associate Professor*. Gender Issues in Education, Self-concept, Middle School Education. (ellie_young@byu.edu)

Joint Appointment Core Faculty (CPSE Department and CAPS)

Bingham, Jennie L., Ph.D. Brigham Young University, 2011. *Assistant Clinical Professor*. Individual and Group Psychotherapy, Gender and Career, Identity Development, Outreach and Prevention, Trauma, Spirituality. (jennie_bingham@byu.edu).

Griner, Derek, Ph.D., ABPP, CGP, Brigham Young University, 2008. *Associate Clinical Professor*. Group Psychotherapy, multicultural counseling, assessment and working with students with disabilities. (derek_griner@byu.edu)

Hansen, Kristina, PhD, CGP, Brigham Young University, 2012. *Assistant Clinical Professor*. Group psychotherapy and research, practicum training, identity development, counseling theory. (kristina_hansen@byu.edu)

Nielsen, Stevan Lars, Ph.D., University of Washington, 1984. *Clinical Professor*. Psychotherapy Research, Psychotherapy Theory and Technique, Religion Integrative Psychotherapy, Humor. (myshrink@byu.edu)

Worthen, Vaughn E., Ph.D. University of Kansas, 1993. *Clinical Professor*. Positive psychology, Therapy Outcomes, Supervision, Career Counseling and Development. (vaughn_worthen@byu.edu)

Affiliate Faculty (BYU faculty assigned elsewhere who teach and supervise in CPSE)

Caldarella, Paul, Ph.D., Utah State University 1998 in Combined Clinical/Counseling/School Psychology. *Associate Professor and Director of the BYU Positive Behavior Support Initiative*. Assessments and interventions for at-risk students. (paul_caldarella@byu.edu)

Smith, Steven A. Ph.D., University of Minnesota, 1988, *Clinical Professor*, Counseling and Career Center. Academic and Career Development of Native American Students. (steve_smith@byu.edu)

Hybrid Headings for Journal Manuscript Theses and Dissertations

The hybrid dissertation or thesis attempts to bring together Office of Graduate Studies and journal publication formats.

- The generic labels for parts of the dissertation will be all caps—as the graduate school specifies for abstract, acknowledgements, table of contents etc. These are not really part of your article. They will be capitalized on the table of contents as well.
- The content-specific headings within your article will be according to APA format.

One-study Format

As instructed by Graduate Studies, use all caps and number pages with small roman numerals. The abstract will summarize your entire thesis/ dissertation, including the appendices containing the Review of Literature and the expanded Methods. For content of these preliminary pages, follow instructions given by Graduate Studies.

Description of Structure and Content. Briefly explain how the hybrid dissertation is set up. You can comment on how the content fits within current research/practice in the field and refer to the content in the Review of Literature and the Methods appendices.

Include the article as you will submit it to a journal, using APA formatting and conventions. Begin Arabic numerals for pages.

Abstract will be the abstract for only the article you will submit to the journal. It may overlap the earlier abstract, but it will be less extensive. If the article abstract is identical with the dissertation abstract, then remove the article abstract.

APA no longer labels introductions as introductions. By using “Background” or another such title, you can provide a listing for your introductory section.

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Headings should include two to four levels in APA style. Be sure headings accurately represent

what will be covered in each section. Do not use questions or complete sentences as headings.

The reference list placed in the article will include only the sources cited in the article. It will be submitted to the journal.

Appendix A is an in-depth review of literature or annotated bibliography. **Appendix B** is the Method section submitted at the prospectus (if different from the Methods section in the article

Dissertation or Thesis References includes any references cited in the overall abstract, introduction of structure and content, appendices, and other places that might cite references that are not included within the article.

Bookmarking for the One-article Journal-Ready Thesis or Dissertation

- Level 1: Title Page
- Level 1: Abstract for Dissertation (or Thesis)
- Level 1: Acknowledgements
- Level 1: Table of Contents
- Level 1: List of Figures
- Level 1: Introduction to the Structure and Content
- Level 2: Article Abstract (do not include if the abstract is identical to the Dissertation or Thesis Abstract)
- Level 2: Background
- Level 2: Review of Literature (your document may have both Background and Review of Literature or one or the other)
- Level 3: xxxx
- Level 3: xxx
- Level 2: Methods
- Level 2: Results
- Level 2: Discussion
- Level 2: References
- Level 1: Appendix A: Expanded Review of Literature
- Level 1: Dissertation or Thesis References (optional)
- Level 1: Appendix B: Methods

Two-Study Format

As instructed by Graduate Studies, use all caps; number pages with small roman numerals. Abstract will summarize the entire dissertation—both articles--referring to additional materials in the appendices. The relationship of the articles should be mentioned.

For content of these preliminary pages, follow instructions given by Graduate Studies.

Describe the hybrid dissertation—purpose/format. Discuss how your articles are related and how they fit within current research and practice. Explain contributions these articles will make, referring to content in the appendices.

Number and title of article are centered at the top of blank cover sheet. Begin Arabic page numbers.

Article abstract through references are as they will be submitted, using APA formats and conventions. Abstract covers only the specific article.

Headings should include two to four levels in APA style. Be sure headings accurately represent what will be covered in each section. Do not use questions or complete sentences as headings.

References include only those cited in the article.

Article number and title are centered at the top of a blank cover sheet.

As with Article 1, Article 2 components are just as they will be submitted to the journal. Abstract and references pertain only to Article 2.

Appendix A is an in-depth review of the literature pertaining to the dissertation topic(s). Since the articles are related, in most cases one review which includes both directions will probably be sufficient.

Appendix B (optional) will be a detailed discussion of the methods of Article I.
Appendix C (optional) will be a detailed discussion of the methods of Article II.

Dissertation References (or Thesis References) includes references cited in the overall abstract, introduction of structure and content, appendices, and other places that might cite references that are not included within the articles.

Bookmarking for the Two-article Journal-Ready Thesis or Dissertation

Level 1: Title Page
Level 1: Dissertation Abstract
Level 1: Acknowledgements
Level 1: Table of Contents
Level 1: List of Figures
Level 1: Description of the Structure and Content
Level 1: Text of Article One
Level 2: Article Abstract (do not include if the abstract is identical to the Dissertation or Thesis Abstract)
Level 2 Background
Level 2: Review of Literature (your document may have both Background and Review of Literature or one or the other)
Level 3: xxxx
Level 3: xxx
Level 2: Methods
Level 2: Results
Level 2: Discussion
Level 2: References
Level 1: Text of Article Two
Level 2: Article Abstract (do not include if the abstract is identical to the Dissertation or Thesis Abstract)
Level 2 Background
Level 2: Review of Literature (your document may have both Background and Review of Literature or one or the other)
Level 3: xxxx
Level 3: xxx
Level 2: Methods
Level 2: Results
Level 2: Discussion
Level 2: References

Level 1: Appendix A: Expanded Review of Literature
Level 1: Dissertation References (optional)
Level 1: Appendix B: Methods