

Brigham Young University
COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM
STUDENT HANDBOOK

**DEPARTMENT OF COUNSELING PSYCHOLOGY
AND SPECIAL EDUCATION**

340 MCKB, BRIGHAM YOUNG UNIVERSITY, PROVO, UT 84602 (801) 422-3857

(Revised May 2009)

INTRODUCTION

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 fully 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.

Mary Anne Prater, Ph.D.
Professor and Chair
Department of Counseling Psychology and Special Education

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

Program Description

Informed Decision-Making

In keeping with APA's policy of facilitating prospective student decision-making, the following data summarize student outcomes in our program.

1. *Time to Completion*—over the last nine years, the average time for students to complete our program has been 4.85 years (SD=.71). Twenty-nine percent of students completed the program in 4 years, 57% completed in 5 years, and 14% completed in 6+ years. However, in future, we expect the average time of completion to be approximately five years because currently, most of our students begin the program directly from their bachelors degrees.
2. *Program Costs*—currently graduate tuition for LDS students is \$2710.00 per semester. Non-LDS student may have their tuition reduced to the LDS student rate, pending the availability of funds. BYU's Financial Aid Office estimates the annual total cost for graduate education and all associated living expenses to be approximately \$27,588.00. For more information see the Financial Aid website at <http://saas.byu.edu/depts/finaid/costs.aspx> All eligible students in the Counseling Psychology Program receive financial support in the form of scholarships and assistantships. Currently, student assistantships (5-20 hours/week) pay approximately \$15.00 per hour. Scholarships range from a few hundred dollars to several thousand dollars per semester.
3. *Internships*—Of the students who entered our program since it became accredited in 2000 and have applied for internships 30 out of 34 (88%) obtained an internship the first time they applied. All internships were APPIC approved and all but two were APA accredited. All were full-time paid positions. Four students of the 34 (12%) did not match in their first application. Three of these students matched in their second application and one student is making a second application in the coming year.
4. *Attrition*—Of the 51 students admitted to the program since it was accredited in 2000, 4 have left—an attrition rate of 7.8%.
5. *Licensure*—Of the 51 students admitted to the program since it was accredited, 13 have been graduated for 2+ years. Of these 13 students, 11 are licensed psychologists and the remaining 2 students are preparing to take the licensing exam.

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 and is primarily psychological in nature. 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 is fully accredited by the American Psychological Association (APA) and is listed in the Council for the National Register of Health Service Providers in Psychology. It is the intent of the program that requirements outlined below facilitate students' qualification for licensure as psychologists. (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/.)

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://unicomm.byu.edu/about/aims/?lms=1>). 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. The faculty believe that the most effective counseling psychologists, regardless of their personal religious affiliation, are those who abide by high standards of ethical and professional conduct. They also believe that truth may be obtained through both scientific inquiry and spiritual or revealed sources. The faculty believes the integration of these domains has great potential for increasing counseling psychologists' capability to provide effective assistance to all of the human family. The faculty is therefore committed to integrating psychological and spiritual sources of knowledge.

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 in the BYU 2004-2005 Undergraduate Catalog, pp. 29-32 or at the Honor Code website: http://campuslife.byu.edu/HONORCODE/honor_code.htm

See The Graduate Catalog on-line at www.byu.edu/gradstudies/resources/.

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 Equal Opportunity Office (D-282 ASB, 422-5895 or 367-5689--24-hours) or contact the Honor Code Office (4440 WSC, 422-2847).

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 (<http://campuslife.byu.edu/uac/>) or the Equal Opportunity Office (D-282 ASB, 422-5859).

ORIENTATION

Advice to the Beginning Doctoral Student

Full-time studies: Remember, this program is a full-time day program. Most students find it necessary and desirable to work as a graduate assistant. 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 leads 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 practice. Commit to high involvement 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 total 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 submitting documents by the posted dates.

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 at this specified period of time. Sacrifices must be made, priorities shuffled, and difficult decisions made. At the same time, you must not neglect your family and other important aspects of your life. Each person must determine his or her 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 early in your 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.

becoming familiar with faculty interests and expertise, and (3) beginning to develop your own research interests in one of the designated research domains. The selection of a research topic later is much easier if you have already laid the groundwork through participation with departmental research tea

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 sign an add card 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. 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 minimum University standards include: (a) registering for at least two semester hours each semester or term in which you are using university resources, and (b) registering for a minimum of six semester hours during each academic year. While these requirements are minimum university standards, the program schedule requires 12 to 15 hours each semester. 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 must 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 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 the Counseling and Career Center, often request doctoral students to serve as graduate assistants.

Clerkships

Students are typically eligible for clerkship placements after they have completed their practicum courses.

Counseling and Career Center (CCC) Externships

The externship at the CCC 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 in CCC are employed to work up to 20 hours per week primarily in providing counseling to clients of the Center. They receive one hour of individual supervision from one of our psychologists, 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 in CCC. The Training Seminar meets under the direction of a member of the CCC 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.

If you become interested in applying for a CCC Externship, notify the CPSE Department Chair or doctoral program 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 CCC Training Committee. If nominated, you should contact the CCC Director of Training to arrange an interview and obtain the CCC Externship application form. Following the interview and review of your application, you will be

notified in writing regarding the CCC Training Committee decision of whether to offer you an Externship position.

BYU-Hawaii Clerkship

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

Rural Alaska Clerkship

Clerkships in rural Alaska are available as funding is available. Interested students should contact the training director and Dr. Randy Moss—an alumnus of our program who facilitates these training experiences. These clerkships typically run from January to June or from June to January.

Other Local Clerkships

The following is a list of local clerkships. Most of these are paid positions—though some are contingent on funding. This list may change according to the needs of various agencies. Please contact the training director for a current list of available clerkships and contact information complete your final semester of practicum

Community Agency Settings

LDS Family Services
Jerry Harris
208 TLRB, Brigham Young University
Provo, UT 84602
422-7633

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

ISAT
Becky Valcarce
3809 S. West Temple # 1B
Salt Lake City, UT 84165
801-268-4454
valcarce@earthlink.net

373-0210

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

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

Higher Education Settings

Utah Valley State College
Dr. Jack Jensen
Student Health Services MS #200
800 West University Parkway
Orem, Utah 84058-5999
(801) 863-8876

University Accessibility Center
Derek Griner, Ph.D.
1520 WSC
BYU
Provo, UT 84602
422-6289

Counseling & Psychological Services Center
Dianna Rangel, Ph.D., Director or Deborah Lind, Ph.D.
Weber State University
1114 University Circle
Ogden, UT 84408-1114
801-626-6406
<http://weber.edu/CounselingCenter/PracticumAnnouncement.html>

Independent Practice Settings

Preferred Family Clinic
Randall F. Hyde, Ph.D.
216 N. Orem Blvd.
Orem, UT 84057
221-0223

Bradley, L. Edgington, Ph.D.
363 East 1200 South, Suite 201
Orem, UT 84058
224-2313

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

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

Student Travel/Registration Funding Support Policy

The student travel policy will support undergraduate or graduate students presenting **as first-authors and 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.. **Funding is only available once per calendar year.**

The Department will 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 is only available once per calendar year. This funding may be requested in conjunction with or separate from any travel support requested and granted. **Funding is only available once per calendar year**

Other Sources of Financial Aid

Other sources of financial aid are available to students through the Financial Aid Office, A-41 ASB, Brigham Young University, Provo UT 84602-1009.

Outside Employment

Most students need to earn money to help offset educational expenses. Working primarily outside program-supported settings is discouraged. An advantage to accepting paid graduate assistantships or externships on-campus is the opportunity to work with faculty in a variety of options leading to additional professional experience, the development of research interests, and clinical skill acquisition. For academic purposes, it is recommended that you restrict employment to campus or local settings and no more than 20 hours per week

Description of Facilities

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.).

The faculty offices are clustered in 340 McKay Building with the Counseling Psychology faculty in the South Wing and the Special Education faculty in the North Wing. Faculty office hours are posted on their doors, and all secretaries have access to faculty schedules.

Counseling Psychology Center (CPC)

The Counseling Psychology Center (CPC) is located at the North end of the hall on the third floor of the McKay Building. Recently remodeled, the CPC has four primary purposes: (1) to provide a facility for masters degree program students to obtain counseling and testing experience under supervision; (2) to provide a site for doctoral students to obtain testing, counseling, and supervisory experience; (3) to provide a site for doctoral students first supervised practicum experience; and (4) to provide opportunity to gather data for researching various aspects of Counseling Psychology and Special Education services.

The CPC includes a secretary/reception area and waiting room, a conference and group supervision room with multimedia capabilities, three counseling rooms with two video cameras in each room, a group counseling room with two cameras and a two-way observation mirror, and two administrative/overflow counseling rooms with cameras and computers in each.

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 which are assigned to graduate students. Each carrel has a work space, a file cabinet, and an upper storage bin. In addition, each carrel has a computer line hook-up for a computer provided by the department or for a personal computer.

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 selected printed materials and several computer programs for career counseling and guidance.

Students use the Center for a combination of purposes including individual study, work as part of their graduate assistantship assignment, and paper work generated from counseling services in the CPC. When committee or team work needs to be done, rather than disturbing others who may be working in the Center, the group counseling room in the CPC may be used.

To receive a carrel assignment, contact the department secretary. She will determine your needs, help you select a carrel, and provide policy information about the use of the GSC.

CCC Training Facilities

The Counseling and Career Center (CCC) is located on two floors of the Ernest L. Wilkinson Student Center (WSC). The purpose of the CCC is to provide personal, career, and learning assistance or counseling services to students at BYU. Counseling is provided by licensed professionals and doctoral level trainees (intern, extern, and practicum). The training facility within the CCC includes a large reception and waiting room; observation rooms for individual and group counseling; additional counseling and meeting rooms; digital video recording equipment; “receive-a-cue” 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 learning testing. Counseling Psychology practicum students are assigned to an on-site supervisor and a clinical consultation team.

University Library

The HBLL is a first-rate facility with impressive holdings in the areas of education, counseling and psychology. The technology available will be of great assistance to you in your academic work. Electronic searches will save you time and energy for papers for classes and for research activities. The library has published several handouts to assist you in becoming familiar with their operation and holdings.

The HBLL has audio taped and written self-instructional tours and guides to the use of this research facility. Audio taped tours may be checked out in the Learning Resources Center (LRC) of the Library. An instructional booklet entitled “Library Research Skills” may be purchased at a minimal cost at the HBLL Copy Center.

Collaboration with Counseling & Career Center (CCC)

For over three decades, the Counseling Psychology Program and the Counseling and Career Center have worked together for the mutual benefit of each. Several years ago, a formal collaboration agreement was signed. This collaborative agreement established five “joint-appointment” positions. Five CCC faculty members have been selected and serve jointly in the

CCC 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.

THE ADVISORY SYSTEM

Initial Advisement

Upon acceptance to the doctoral program, you were assigned an initial advisor. Advisory assignments are made so that the advisory load is shared equally among faculty members. Consideration is also given to your experience and stated 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 form 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 masters-level 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 a department research team, a regular dissertation support group, 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 following Fall Semester.

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 following winter semester. When the prospectus is ready for defense, the committee chair will arrange, with the assistance of the department secretary, a defense meeting for review and approval of the prospectus. The prospectus defense will occur by the end of the same winter semester. Your prospectus must be signed and submitted to the department secretary 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 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

COURSEWORK

Form 3a
2009 Cohort

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, 22.5 practicum, 18 dissertation, 6 internship, 2.5 electives)

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					<i>Write in Stat 511 & 512 and your choice of Soc 706R or Psych 512 or CPSE 790R (Qualitative Research)</i>	
SKL						
SKL						
SKL	CPSE	672*	3		Empirical Inquiry	
SKL	CPSE	749	3		Data Analysis/Stat	
SKL	CPSE	750	3		Res Thrv & Meth Cn	
SKL			3		IP&T 752	
TOTAL HOURS			20-21 hours (15 if * classes were part of a masters			
PHD CORE & ELECTIVE HOURS (include only major, minor, elective, and thesis credit)						**Substitute Course #,
MAJ	Psych	510	3		Hist and Svs of Psych	
MAJ			3		(Bio Basis)	
MAJ			3		(Cog-Aff Basis)	
MAJ	Psych	550	3		(Soc Basis)	
MAJ	Psych	540	3		(Indv Diff)	
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	
MAJ	CPSE	702	3		Phil & Theor in Couns Psych	

INSTRUCTIONS

1. As you fill in the form, if you are not certain of the minimum number of hours required for your degree or the number of hours allowed from the master's degree, ask your graduate advisor. Doctoral skill hours are not to be included in the minimum required hours. Specify the number of hours allowed from the master's degree.
2. A minor must be approved by both the major and the minor departments.
3. List each course you plan to include as part of your doctoral program by name of department (use the class schedule abbreviations), course number, credit hours, and course description. If you list "R" classes, list them only once and total the hours. For example, do not list CPSE 799R nine times for 2.0 hours each, but list the course once for 18.0 hours.
4. Using the abbreviations below, identify the requirement type (in the Reqt type column) that each course fills:
 - PRQ** for prerequisite courses
 - SKL** for skill requirement courses (List the courses you have taken or plan to take to fulfill the doctoral skill requirement.
 - MAJ** for major courses
 - MIN** for minor courses (but only if you have declared a minor)
 - ELC** for elective courses
 - THS** for dissertation course
5. Using the abbreviations below, identify (in the Pre-program type column) those pre-program courses you plan to count as part of your doctorate.
 - TRN** for any transfer courses from other schools (see BYU Graduate Studies Catalog 2003-2004, pg. 23 for University policies concerning transfer credit.)
 - SEN** for any courses numbered 500 or above which you took before receiving your bachelor's degree and which you wish to count as part of your doctoral degree. However, if these courses were part of your master's degree, do not list them. Check with your undergraduate advisement center to make certain there is no double application of credit.
 - NDG** for any course you took after you received your bachelor's degree, excluding those you took for the master's degree, but before you were admitted to your doctoral program
6. Obtain signatures of the faculty who will serve as your advisory committee. Your advisory committee must consist of at least five people who hold professorial rank. If you have received approval to declare a minor, one of the committee members must be from the minor department.

After completing the study list form, give it to your department for approval and computer entry. Use additional forms if you need more space to list courses

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 psychological foundations, quantitative/research skills, psychological and educational assessment, counseling psychology core, and religion/psychology integration. Requirements also include 24 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 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 be substituted for doctoral practicum courses. In some cases, practicum completed at other sites may be proposed to substitute for clerkship—if the experience is seen as comparable to clerkship and if all other requirements to be eligible to apply for predoctoral internship have been completed.

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. The following is a website that provides links to each state's licensing laws and regulations: <http://www.uky.edu/Education/EDP/psyinfo2.html>

Required Courses

Psychological Foundation Courses

Psych 510 History and Systems of Psychology (3)

And at least one 3 semester hour class must be taken from each of the following foundation areas:

1. Biological Basis of Behavior (select at least one)
 - CPSE 608 Biological Bases of Behavior
 - Psych 583 Biological and Health Psychology (3)
 - Psych 584 Cognitive Neuroscience (3)
 - Psych 585 Human Neuropsychology (3)
2. Cognitive-Affective Basis of Behavior (select at least one)
 - Psych 560 Learning Theory (3)
 - Psych 565 Motivational Psychology (3)
 - Psych 575 Cognitive Processes (3)
3. Social Basis of Behavior
 - Psych 550 Theory & Research in Social Psychology (3)
4. Individual Differences
 - Psych 540 Personality Theory (3)

Research Skill Courses

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. Data Analysis and Interpretation (9 credits)

- Stat 511 Statistics Methods in Research 1 (3)
- Stat 512 Statistics Methods in Research 2 (3)
- AND Either
- Soc 706R Advanced Statistical Methods (3)
- OR one of the following
- Psych 512 Qualitative Research (3)
- CPSE 790R Seminar in Qualitative Research (3)

Students completing a quantitative dissertation should take Sociology 706R. Students completing a qualitative dissertation should take either Psych 512 or CPSE 790R.

Students who have not had an introductory statistics course, should take Stat 510 (or a comparable course) during the Summer Term prior to beginning the program.

2. Research Methodology (9 credits)

- *CPSE 672 Empirical Inquiry in Education (3)
- CPSE 750 Research Theory and Methods in Counseling Psychology. (3)
- CPSE 749 Data Analysis/Stat (3)

3. Psychological Measurement/Psychometrics (3 credits)

- IP&T 752 Measurement Theory (3)

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

Suggested Elective Research Skill Courses

- Stat 537 Generalized Linear Models (3)

Psychological and Educational Assessment Area Courses

- CPSE 647 Psychometric Foundation and Assessment of Intelligence (3)
- CPSE 725 Objective and Projective Personality Assessment (3)

Professional Core in Counseling Psychology

CPSE 606	Psychoeducational Foundations (3)
CPSE 646	Counseling Theory & Interventions (3)
CPSE 644	Career Development and Assessment (3)
CPSE 648	Group Counseling and Intervention (3)
CPSE 649	Human Growth and Development (3)
CPSE 702	Philosophy and Theories in Counseling Psychology (3)
CPSE 710	Ethical/Legal Standards and Issues(3)
CPSE 715	Diagnosis and Treatment of Mental Disorders (3)
CPSE 744	Advanced Career Counseling (3)
CPSE 746	Supervision and Consultation (3)
CPSE 748	Advanced Theory of Group Counseling (3)
CPSE 751	Counseling Multicultural and Diverse Populations (3)

Suggested Elective Professional Core Course

CPSE 790R	Adv Seminar in Counseling (3)
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Additional courses related to Counseling Psychology in any discipline (e.g., Psychology, Sociology, Marriage and Family Therapy, Organizational Behavior and Special Education) are encouraged and may be taken as elective specialty courses with the approval of the Student's Advisory Committee.

Spirituality/Psychology Integration Courses

CPSE 656	Spiritual Values and Methods in Psychotherapy (3)
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Suggested Elective Courses in Spirituality/Psychology Integration

Psych 641R	Values and Mental Health (3)
Rel. 630	Indian and Chinese Religions (2)
Rel. 631	Monotheistic and Japanese Religions (2)
Rel. 641	Christian Theological Thought (2)
Soc 525	Sociology of Religion (3)
Soc 625R	Seminar in the Sociology of Religion (3)

Practicum Training

CPSE 679R	Advanced Practicum in Counseling (3)
CPSE 776R (sec. 1)	Advanced Practicum I in Counseling Psychology (6)
CPSE 776R (sec. 2)	Advanced Practicum I in Counseling Psychology (2)
CPSE 777R	Advanced Practicum II in Counseling Psychology (6)
CPSE 778R	Counseling Psychology Clerkship (6)
CPSE 779R	University Teaching Practicum (3)

Dissertation

CPSE 799R Dissertation (18)

Internship

CPSE 788R Predoctoral Counseling Internship (6)

Recommended 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.

All students must submit a study list for departmental approval. It is recommended that required CPSE classes be taken in the order outlined below. **It should be noted that most psychological foundation and elective courses are not specifically listed below because they can be taken when the student prefers (depending upon availability).**

FIRST YEAR

Fall Semester

CPSE 606
CPSE 644
CPSE 646
CPSE 710
Stat 511

Winter Semester

Stat 512
CPSE 672
CPSE 679R
CPSE 647
CPSE 725

Spring

CPSE 749
CPSE 648

Summer

SECOND YEAR

Fall Semester

CPSE 702
CPSE 715
CPSE 750
CPSE 776R (sec. 1)
CPSE 776R (sec. 2)

Winter Semester

CPSE 656
CPSE 751
CPSE 776R (sec. 1)
CPSE 776R (sec. 2)
Soc 706R or Psych 512

CPSE 799R(1)

CPSE 799R (1)

Spring

CPSE 790R

CPSE 799R

Summer

CPSE 799R

THIRD YEAR

Fall Semester

CPSE 649

CPSE 777R

IP&T 752

CPSE 799R

Winter Semester

CPSE 744

CPSE 748

CPSE 777R

CPSE 799R

Spring

CPSE 799R

CPSE 778R

Summer

CPSE 799R

CPSE 778R

FOURTH YEAR

Fall Semester

CPSE 778R

CPSE 779R*

CPSE 799R

Winter Semester

CPSE 746

CPSE 778R

CPSE 799R

*Registration either Fall *or* Winter okay.

Spring

CPSE 799R

CPSE 778R

Summer

CPSE 799R

CPSE 778R

FINAL YEAR

CPSE 788R

Full-time predoctoral internship

(Registration each semester and term required)

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.

Registration and Scheduling Issues

Registration requirements and procedures are outlined in the “BYU Bulletin: Graduate Catalog” and the “BYU Bulletin: Class Schedule” for the appropriate semester and year.

The Ph.D. program is a full-time, day school program. During your first three years in the program, you must be available to attend day school classes full-time (minimum of 8.5 academic credits per semester). **Because of heavy academic demands, you are not permitted to enroll in more than 16 academic credits per semester without written permission from your advisory committee.** To ensure success in your academic course work, it is also recommended that you restrict employment commitments to no more than 20 hours per week in a reasonably local setting.

A minimum of two consecutive full-time semesters beyond the master’s degree (minimum 6 credit hours each semester) on the BYU Provo campus are required to fulfill the residency requirements.

Preparing for Academic 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
1. CPSE 644 Career Development and Assessment (3) OR CPSE 744 Advanced Career Counseling (3) 2. CPSE 648 Group Counseling and Intervention (3) OR CPSE 748 Advanced Theory of Group Counseling (3) 3. CPSE 656 Spiritual Values and Methods in Psychotherapy (3)	1. CPSE 790R Advanced Seminar (Scholarly Writing and Publishing) (3) 2. Stat 611 Multivariate Statistical Methods (3) OR Stat 531 Experimental Design (3) 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)

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 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 EVALUATION

The Student Evaluation procedures of the BYU Counseling Psychology Doctoral Program are founded on the Conceptual Framework of the David O. McKay School of Education. In this framework, three intended student outcomes are identified: knowledge, performance, and dispositions. These outcomes also form the general goals of the Counseling Psychology Doctoral Program.

Expected Student Outcomes or Competencies

Knowledge

As a Ph.D. student in Counseling Psychology, you will acquire the knowledge which forms the discipline of counseling psychology. You will learn the historical, philosophical, social, and research foundations of Counseling Psychology. You will understand the principles that make possible the practice of professional psychology and be able to relate the science of psychology to the practice of psychology. Your knowledge will be demonstrated by grades in required courses, evidence of application of knowledge in clinical practice, and written comprehensive examinations.

Performance

You will demonstrate the skills of a professional psychologist in the effective application of individual and group counseling and psychotherapy, psychological and educational assessment, career counseling, work with individuals and groups from diverse populations, and integration of spiritual issues in counseling and psychotherapy. These skills will be demonstrated through performance in supervised experiences, video tapes, performance evaluations, and in completion of a dissertation.

Dispositions

You were chosen for the Counseling Psychology Doctoral Program and will be allowed to continue in the program, based, in part, on a set of dispositions and personal qualities that are required for effective service as a counseling psychologist. The ability to care for others and develop empathy are key elements of the personal qualities required of a counseling psychologist. You must also demonstrate honesty, integrity, emotional stability, mature judgment, effective communication, and the ability to foster a helping relationship. You must value and exhibit the professional and ethical standards of the American Psychological Association. Being open to and making use of supervision and feedback from faculty and supervisors is another important disposition required of BYU Counseling Psychology students. You should be cooperative, reliable, responsible, and be found in compliance with agency and University policies and codes when on placement for supervised experience. These dispositions will be evaluated by program faculty on a regular basis as part of the evaluation process at the end of fall and winter semesters.

Program Area Competencies & Methods of Evaluation

<u>Area Competency</u>	<u>Method of Evaluation*</u>
I. Psychological Foundations (From Utah Psychologist Licensing Rules)	
A. History & Systems	Written Comp August—end of 3 rd year
B. Biological Basis of Behavior	Written Comp “ “
C. Cognitive-Affective Basis	Written Comp ” ”
D. Social Basis	Written Comp ” ”
E. Individual Differences	Written Comp ” ”
II. Quantitative/Research Skill	
A. Statistics	Written Comp August—end of 3 rd year
B. Research Methodology	Written Comp ” ”
C. Psychological Measurement/ Psychometrics	Written Comp ” ”
III. Psych. & Educ. Assessment	Performance evaluation of an assessment case and written report Winter--3 rd year Written Comp August—end of 3 rd year
IV. Professional Core in Counseling Psychology	
A. Individual Counseling	Performance evaluation of an individual case (same as assessment evaluation) using video tapes and case conceptualization and records Winter-3 rd year Practicum supervisor evaluation of performance Written Comp August—end of 3 rd year
B. Group Counseling	Practicum supervisor evaluation of performance Written Comp August--end of 3 rd year
C. Diagnosis and Psychopathology	Practicum supervisor evaluation of performance Written Comp August—end of 3 rd year
D. Career Counseling	Performance evaluation--part of case used in assessment and counseling evaluation. Winter-3 rd year Written Comp August—end of 3 rd year
E. Human Development	Written Comp August—end of 3 rd year

F. Multicultural Counseling	Written Comp August—end of 3 rd year
G. Supervision and Consultation	Written Comp August—end of 3 rd year
H. Ethical/Legal Standards	Practicum supervisor evaluation of performance Written Comp August—end of 3 rd year
V. Spirituality and Psychology	Practicum supervisor evaluation of performance Written Comp August—end of 3 rd year
VI. Practicum/Clerkship	Grade of “B” or better in: CPSE 776R Practicum I (8 hours) CPSE 777R Practicum II (6 hours) CPSE 778R Counseling Psychology Clerkship (6 hours) CPSE 779R University Teaching Practicum Supervisor evaluation of at least “adequate” in all Practica and Clerkship courses
VII. Dissertation	Grade of “B” or better: CPSE 799R Dissertation Seminar CPSE 799R Dissertation Successful Prospectus Defense Successful Dissertation Examination
VIII. Internship	Successful completion of an APPIC Psychology Internship (2000 hours) and Grade of “Pass”

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 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 our three general competencies: knowledge, performance, and dispositions. Progress in the doctoral program, including progress in meeting time lines for all program requirements, will also be reviewed during the end of semester evaluation. These progress reviews yield a rating of each student as satisfactory, needs improvement, or unsatisfactory. A needs improvement rating may be used when study lists or other program requirements are initially past due or initial questions are being raised about a student’s knowledge, performance, or dispositions. An unsatisfactory rating may be used when study lists or other program requirements are well past

due, or when a student receives an unsatisfactory rating in the areas of knowledge, performance, or disposition. Needs improvement and unsatisfactory ratings will likely result in a registration “hold” until relevant issues or requirements are satisfied. A copy of the evaluation form is included below.

Evaluations of Practical Experiences

Student competencies are evaluated by supervisors of counseling practica, clinical clerkship, teaching practicum, and supervisory experiences twice each semester for first year students and once each semester thereafter. The Counseling Psychology Doctoral Program establishes an agreement with practicum/clerkship supervisors to carry out the evaluations.

The Program also develops and provides evaluation instruments to be used by supervisors. Expected competencies are described on each evaluation form. These student evaluation forms are initially collected from supervisors by the practica or clerkship teachers and are brought to the end-of-semester evaluation meeting for review. The University’s **“Teacher Evaluation Office”** form is also used for each class you teach during the Teaching Practicum. Summary data from this evaluation are also brought to the end-of-semester evaluation meeting.

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 respective student evaluation forms are included below (except the “Teacher Evaluation Office” form which is available from the Department Secretary).

Performance Evaluations

Comprehensive performance evaluations are used for individual and career counseling, and for psychological assessment. These performance evaluations occur at the same time and deal with a single case of your choice. A small faculty team, usually your advisor and one other faculty member, is formed to review your work samples (video tape, case conceptualization, and assessment report.) The faculty coordinator of student evaluations and the practicum instructor (CPSE 777R) are responsible for advising students in the process. The performance evaluations for all doctoral students are due March 1 during winter semester of the 3rd year. Instructions for the Comprehensive Performance Evaluations and associated evaluation forms are included below. Less than passing scores require revision of the deficient performance area and resubmission for re-evaluation before the end of winter semester. Details of any necessary revisions should be arranged with your advisor and other appropriate faculty.

There is currently no group counseling performance evaluation beyond that provided by the Advanced Practicum and Clerkship supervisors as part of the end-of-semester evaluation process.

Written Comprehensive Exams

The written comprehensive exam consists of approximately 16 essay questions intended to measure depth and clarity of knowledge in selected areas across the curriculum. The exam is administered over a two-day period. The written examination is given during August at the end of the 3rd year. The specific testing dates are to be proposed by students and agreed to by the faculty during the preceding Fall or Winter Semester. A current set of questions is prepared for each test administration. Items are updated to fit current courses. Individual faculty members are given responsibility for preparing essay questions in specific areas of the exam. See below for the Comprehensive Examination Clearance Form.

Students are expected to write passing responses to each of the questions. Responses are evaluated by two faculty members. Passing responses must have average ratings of 2.7 or higher on a 4-point Likert scale. In the case of widely discrepant scores, the training director may include a third rater.

If a student's response on a given question does not pass, the student's advisor will consult with the training director and they will prepare a new question in that area for the student. The student will be allowed up to three weeks to review and study the area in preparation for retaking the question. If the student does not pass the retake exam, the advisor and training director will consult with the student to develop a plan to remediate the apparent deficit by retaking course work, taking additional courses, or individual study. In cases where students fail multiple questions over repeated examinations, the faculty may discontinue the student from the program.

Role of the Advisor

The faculty advisor assigned from the program is the link between you and the program in matters of conveying information and feedback regarding evaluation, progress, and remediation of deficiencies.

Coordinator of Student Evaluations

Student evaluation in the Counseling Psychology doctoral program requires coordination of the evaluation process in order to be thorough and consistent. A faculty member is assigned the role of evaluation coordinator, and adequate support staff assistance is devoted to the evaluation 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 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 make what the department or the university deems to be satisfactory progress toward a graduate degree.
6. Fail the departmental comprehensive examination[s].
7. Fail the final oral examination (defense of dissertation, thesis, or selected project).
8. Violate the university's standards of conduct or Honor Code.
9. 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 Evaluation of the Program

Regular evaluation of the program by students is considered essential. Graduating students complete a program evaluation instrument, “**Doctoral Program Survey: Graduating Counseling Psychology Students**” (see copy following), which assures anonymity of the responder.

COUNSELING PSYCHOLOGY & SPECIAL EDUCATION
End-of-semester Graduate Student Evaluation

Name of Student: _____

Name of Advisor: _____

Semester: _____ *Year:* _____

Knowledge:

Comments/Feedback:

- Satisfactory*
- Marginal*
- Unsatisfactory*

Performance:

Comments/Feedback:

- Satisfactory*
- Marginal*
- Unsatisfactory*

Dispositions:

Comments/Feedback:

- Satisfactory*
- Marginal*
- Unsatisfactory*

Program Progress/Requirements:

Comments/Feedback:

- Satisfactory*
- Marginal*
- Unsatisfactory*

Overall Standing/Evaluation:

Comments/Feedback:

- Satisfactory*
- Marginal*
- Unsatisfactory*

ACTIONS NEEDED (include dates):

Practicum Student Evaluation Form
Counseling and Career Center

Student _____

Date of Evaluation _____

Supervisor _____

The purpose of the Practicum Student Evaluation form is to help insure continued growth and progress of the practicum student. The evaluation is intended to promote the following:

- A. Discuss and revise the practicum student's goals.
- B. Monitor progress toward established goals.
- C. Identify and plan remediation of any professional weaknesses or deficits.

Please rate the practicum student with the following in mind: (1) These are first or second year doctoral practicum 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. Don't be afraid to give a rating of 1 or 2 where needed. A rating of 5 or 6 should be rare.

Rating Scale

- 1. Performance is poor in this area. Performance is less than expected of a 1st-2nd year doctoral student. Student will require intense supervision in this area.
- 2. Performance is fair in this area. Performance is generally less than expected of a 1st-2nd year doctoral student. Student will require additional supervision in this area.
- 3. Performance is satisfactory in this area. Performance is what is expected of a 1st-2nd year doctoral student. Student will require ongoing supervision in this area.
- 4. Performance is above average in this area. Performance is generally better than expected of a 1st-2nd year doctoral student. Student will continue to require supervision in this area.
- 5. Performance is very good in this area. Performance is better than expected of a 1st-2nd year doctoral student. Student will require some supervision in this area.
- 6. Performance is excellent in this area. Performance is much better than expected of a 1st-2nd year doctoral student. Student will require little supervision in this area.

Individual Counseling

1. Basic helping and relationship skills. 1 2 3 4 5 6
2. Arrives at appropriate therapy contract with clients. 1 2 3 4 5 6
3. Makes appropriate diagnostic decisions. 1 2 3 4 5 6
4. Develops and implements treatment plans. 1 2 3 4 5 6
5. Manages own personal issues so they don't interfere. 1 2 3 4 5 6
6. Clear on own philosophy of change process. 1 2 3 4 5 6
7. Links theory to case conceptualization and treatment plan. 1 2 3 4 5 6
8. Appropriate use of self-disclosure. 1 2 3 4 5 6
9. Perceives and responds to individual differences (e.g., religious, ethnic, cultural) 1 2 3 4 5 6
10. Effective use of silence in counseling. 1 2 3 4 5 6
11. Aware of and uses non-verbal cues. 1 2 3 4 5 6
12. Deals appropriately with termination issues. 1 2 3 4 5 6
13. Appropriately makes referrals. 1 2 3 4 5 6
14. Sensitive to and deals with client therapeutic issues. 1 2 3 4 5 6
15. Is able to maintain an adequate caseload. 1 2 3 4 5 6

Group Counseling

1. Understands and uses group theory and process to help clients change. 1 2 3 4 5 6
2. Recognizes readiness for group counseling and appropriately refers clients to group counseling. 1 2 3 4 5 6
3. Effectively explains purposes and processes of group counseling. 1 2 3 4 5 6
4. Explains need for and helps group members maintain confidentiality. 1 2 3 4 5 6
5. Works effectively and cooperatively with co-counselor. 1 2 3 4 5 6

Professional, Ethical, and Legal Practices

- 1. Follows APA Ethical Standards. 1 2 3 4 5 6
- 2. Appears for appointments on time and does not miss appointments without proper reason and advance notice 1 2 3 4 5 6
- 3. Presents self in a professional manner for delivery of psychological services (e.g., punctuality, dress, etc.) 1 2 3 4 5 6
- 4. Distinguishes between personal and client needs and maintains professional relationship. 1 2 3 4 5 6
- 5. Relates professionally and respectfully with professional and support staff. 1 2 3 4 5 6
- 6. Prompt in turning in required reports, case notes, and treatment plans 1 2 3 4 5 6

Use of Supervision

- 1. Open to and responds appropriately to feedback, suggestions, and correction from supervisors. 1 2 3 4 5 6
- 2. Appropriately brings up issues and problems in cases with supervisors. 1 2 3 4 5 6
- 3. Discusses and shares concerns, questions, limitations, difficult or dangerous cases, ethical dilemmas and perceived mistakes. 1 2 3 4 5 6
- 4. Participates effectively with supervisors in evaluation of own performance. 1 2 3 4 5 6
- 5. Is on time for supervision and does not miss without proper reason and advance notice. 1 2 3 4 5 6
- 6. Attends and participates regularly in clinical team meetings. 1 2 3 4 5 6

Other issues, concerns, or comments about practicum student performance or attitudes:

Supervisor

Date

Comprehensive Performance Evaluation 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 March 1 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 videotapes of one or more counseling sessions with your client. Cue (forward) the tape(s) 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 typed case conceptualization for the videotaped client. 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.
 - h. Case closure process, concerns, recommendations, or referral.
 - i. Future considerations and implications for the client.
4. A typed psychological assessment report which includes the use of three assessment instruments. At least one instrument must involve career assessment, and at least one instrument must involve personality assessment. The CPSE Department will pay the cost of these assessments for one client, up to \$30.00. See your Practicum instructor for details. 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

**Comprehensive Examination Clearance
Department of Counseling Psychology and Special Education**

Name _____ Phone _____

Address _____

City, State, Zip _____

Social Security Number _____

Program Counseling Psychology Ph.D.

I am making application to take the department comprehensive examination on

DATE

The content courses on my approved study list are completed except for the Supervision course (CPSE 746) and the following (provide explanation):

Signed _____ Date _____
Student

Approved _____ Date _____
Committee Chair

Approved _____ Date _____
Graduate Coordinator/Department Chair

Clerkship Student Evaluation Form
Department of Counseling Psychology and Special Education

Student _____

Date of Evaluation _____

Supervisor _____

The purpose of the Clerkship Student Evaluation form is to help insure continued growth and progress of the Clerkship student. The evaluation is intended to promote the following:

- A. Discuss and revise the Clerkship student's goals.
- B. Monitor progress toward established goals.
- C. Identify and plan resolution of any professional weaknesses or deficits.

Please rate the Clerkship student with the following in mind: (1) These are third year doctoral Clerkship students. They should have 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. Don't be afraid to give a rating of 1 or 2 where needed. A rating of 5 or 6 should be rare.

Rating Scale

- 1. Performance is poor in this area. Performance is less than expected of a 3rd year doctoral student. Student will require intense supervision in this area.
- 2. Performance is fair in this area. Performance is generally less than expected of a 3rd year doctoral student. Student will require additional supervision in this area.
- 3. Performance is satisfactory in this area. Performance is what is expected of a 3rd year doctoral student. Student will require ongoing supervision in this area.
- 4. Performance is above average in this area. Performance is generally better than expected of a 3rd year doctoral student. Student will continue to require supervision in this area.
- 5. Performance is very good in this area. Performance is better than expected of a 3rd year doctoral student. Student will require some supervision in this area.
- 6. Performance is excellent in this area. Performance is much better than expected of a 3rd year doctoral student. Student will require little supervision in this area.

Individual Counseling

1. Basic helping and relationship skills. 1 2 3 4 5 6
2. Arrive at appropriate therapy contract with clients. 1 2 3 4 5 6
3. Develop and implement treatment plans. 1 2 3 4 5 6
4. Manage own personal issues so they don't interfere. 1 2 3 4 5 6
5. Clear on own philosophy of change process. 1 2 3 4 5 6
6. Link theory to case conceptualization and treatment plan. 1 2 3 4 5 6
7. Appropriate use of self-disclosure. 1 2 3 4 5 6
8. Perception of and responsive to individual differences. 1 2 3 4 5 6
9. Effective use of silence in counseling. 1 2 3 4 5 6
10. Aware of and uses non-verbal cues. 1 2 3 4 5 6
11. Deals appropriately with termination issues. 1 2 3 4 5 6
12. Appropriately makes referrals. 1 2 3 4 5 6
13. Sensitive to and deals with client therapeutic issues. 1 2 3 4 5 6
14. Is able to maintain an adequate caseload. 1 2 3 4 5 6

Group Counseling

1. Understands and uses group theory and process to help clients change. 1 2 3 4 5 6
2. Recognizes readiness for group counseling and appropriately refers clients to group counseling. 1 2 3 4 5 6
3. Effectively explains purposes and processes of group counseling. 1 2 3 4 5 6
4. Explains need for and helps group members maintain confidentiality. 1 2 3 4 5 6
5. Works effectively and cooperatively with co-counselor. 1 2 3 4 5 6

Professional, Ethical, and Legal Practices

- | | | |
|----|--------------------------------------------------------------------------------------------------------|-------------|
| 1. | Follows APA Ethical Standards. | 1 2 3 4 5 6 |
| 2. | Appears for appointments on time and does not miss appointments without proper reason & advance notice | 1 2 3 4 5 6 |
| 3. | Presents self in a professional manner for delivery of psychological services. | 1 2 3 4 5 6 |
| 4. | Distinguishes between personal and client needs and maintains professional relationship. | 1 2 3 4 5 6 |
| 5. | Relates professionally and respectfully with professional and support staff. | 1 2 3 4 5 6 |
| 6. | Prompt in turning in required reports, case notes, and treatment plans | 1 2 3 4 5 6 |

Use of Supervision

- | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. | Open to and responds appropriately to feedback, suggestions, and correction from supervisors. | 1 2 3 4 5 6 |
| 2. | Appropriately brings up issues and problems in cases with supervisors. | 1 2 3 4 5 6 |
| 3. | Discusses and shares concerns, questions, limitations, difficult or dangerous cases, ethical dilemmas and perceived mistakes. | 1 2 3 4 5 6 |
| 4. | Participates effectively with supervisors in evaluation of own performance. | 1 2 3 4 5 6 |
| 5. | Is on time for supervision and does not miss without proper reason and advance notice. | 1 2 3 4 5 6 |

Other Issues, concerns, or comments about clerkship student performance or attitudes:

Supervisor

Date

Teaching Practicum Student Evaluation Form
Department of Counseling Psychology and Special Education

Student _____

Semester/Course _____

Supervisor:

Please Answer on a 7 point Likert scale:

1= Strongly Disagree, 2= Disagree, 3= Somewhat Disagree, 4= Somewhat Agree, 5= Agree,
6= Strongly Agree, 7= Very Strongly Agree

This Practicum Student:

- | | | |
|----|------------------------------------------------------------|---------------|
| 1. | Has an excellent knowledge of the subject matter. | 1 2 3 4 5 6 7 |
| 2. | Is enthusiastic about the subject. | 1 2 3 4 5 6 7 |
| 3. | Is well prepared for each class. | 1 2 3 4 5 6 7 |
| 4. | Makes good use of class time. | 1 2 3 4 5 6 7 |
| 5. | Gives clear examples and explanations. | 1 2 3 4 5 6 7 |
| 6. | Makes helpful evaluations of student work. | 1 2 3 4 5 6 7 |
| 7. | Responds respectfully to student questions and viewpoints. | 1 2 3 4 5 6 7 |
| 8. | Starts/dismisses class on time and seldom misses class. | 1 2 3 4 5 6 7 |

Comments:

Supervisor

Date

Brigham Young University

This anonymous survey will allow you to communicate your satisfaction with the educational preparation and training you recently received while completing your Ph.D. in Counseling Psychology at Brigham Young University. Your feedback is quite valuable as we continue to evaluate and improve our doctoral program. Thank you for taking the time to assist us with this survey. Please mail your completed anonymous form in the accompanying self-addressed envelope.

Please indicate your overall satisfaction with your educational preparation and training in the following areas:

	1	2	3	4	5
	very dissatisfied		satisfied		very satisfied
Psychological Foundations Courses	1	2	3	4	5
Quantitative/ Research Skill Courses.	1	2	3	4	5
Psychological & Educational Assessment Courses . . .	1	2	3	4	5
Professional Core Classes in Counseling Psychology .	1	2	3	4	5
Spirituality & Psychology Integration Courses	1	2	3	4	5
Practicum Training.	1	2	3	4	5
Clerkship Experience	1	2	3	4	5
Internship Experience.	1	2	3	4	5
Dissertation Experience	1	2	3	4	5

1. How satisfied are you with the **relevance** of the **academic education** that you received in your doctoral program?

1 2 3 4 5

Please indicate any comments: _____

2. How satisfied are you with the **quality** of the **academic education** that you received in your doctoral program?

1 2 3 4 5

Please indicate any comments: _____

3. How satisfied are you with the **relevance** of the **clinical training** that you received in your doctoral program?

1 2 3 4 5

Please indicate any comments: _____

4. How satisfied are you with the **quality** of the **clinical training** that you received in your doctoral program?

1 2 3 4 5

Please indicate any comments: _____

5. How satisfied are you with the **relevance** of the **research methods training** that you received in your doctoral program?

1 2 3 4 5

Please indicate any comments: _____

6. How satisfied are you with the **quality** of the **research methods training** that you received in your doctoral program?

1 2 3 4 5

Please indicate any comments: _____

7. Please describe what you consider to be the strengths of the training you received at BYU? (Include comments about coursework, practicum, clerkship, research opportunities, teaching, clinical experiences etc.)

8. What suggestions for improvement would you offer as we evaluate the academic, clinical and research training components of our program?

Thank you for taking the time to help with this survey!

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, 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.

In order to provide clinical service (including clinical employment), 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. These practicum experiences 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. This practicum will be conducted at the Counseling Psychology Center in 350 MCKB.

During your second year in the Ph.D. program, you are required to enroll in a 3 credit hour **Advanced Practicum 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 Counseling and Career Center (CCC) in 1500 WSC. (Note: A "T" grade allows deferring a standard grade until the required practicum counseling hours are completed.)

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 Counseling and Career Center (CCC) in 1500 WSC.

Your individual supervisor will complete a “Practicum Student Evaluation Form” twice each semester for Practicum I and once each semester for Practicum II. You are to give this completed form to your practicum instructor who will bring it for program faculty review during the end-of-semester evaluation meeting.

If you have insufficient “client contact” hours or for other reason wish to continue your practicum experience at CCC during spring and/or summer term(s), you must notify the CPSE Director of Training and the CCC 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

During your fourth year, in order to broaden your clinical experience, you are required to enroll in a 3 credit hour **off-campus 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), one hour of individual supervision, and one hour of group supervision. 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 Coordinator of Clinical Training and your advisor (see approval form below).

An evaluation of your work during clerkship placements will be completed by your on-site supervisor each semester. It is your responsibility to ensure the completed “**Clerkship Student Evaluation Form**” is given to your clerkship instructor who will bring it for review during the end-of-semester evaluation meeting.

BYU Counseling Psychology Clerkship Policies

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. The list will be reviewed annually and revised as necessary to maintain sufficient quality clerkship sites. Additional sites may be approved by the training director at the recommendation of the student’s doctoral committee.

Students enrolled in clerkship (778R) must attend a professional issues seminar as scheduled by the instructor. The professional issues seminar will be taught by the training director and will (a) orient students to the variety of professional psychology work settings, (b) address current issues

in professional psychology, and (c) discuss students' professional development in their respective clerkship settings.

Approved Counseling Psychology Clerkship Sites

Approved clerkship sites and supervisors will meet the following criteria.

Supervisors will provide one hour of individual one-on-one supervision each week.

Supervisors will meet their specialty's criteria for eligibility to supervise (typically two years post-licensure experience).

Supervisors will attend an annual meeting to maintain currency with the training program and facilitate placement of clerkship applicants.

Supervisors will submit evaluations each semester for students under their supervision.

Sites will maintain satisfactory ratings from students.

University Teaching Practicum

During the third or fourth year of the doctoral program (prior to your Predoctoral Internship), you are also required to enroll in a 3 credit hour "**University Teaching Practicum**" experience (CPSE 779R) during either fall or winter semesters. 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 Teaching Practicum Coordinator is required.

Your teaching supervisor will complete a "**Teaching Practicum Student Evaluation**" form. This completed form is to be given to your practicum coordinator who will bring it for review during the end-of-semester evaluation meeting. 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 the year prior to your Predoctoral Internship, you will have the opportunity to provide supervision to 1st year doctoral students doing counseling at the Counseling Psychology Center in 350 MCKB. You can expect to supervise cases in career, academic, and personal counseling as well as assessment cases. Students will be enrolled in a 3 credit hour **Supervision and Consultation** class (CPSE 746) during winter semester. Supervision of your supervision will be provided by the class instructor and other CPSE faculty.

Your supervisor will complete a "Supervision Evaluation Form" which will be given to your instructor and will be brought to the end-of-semester evaluation meeting for review.

Predoctoral Psychology Internship

Consistent with APA accreditation requirements, a **Predoctoral Counseling Internship** (CPSE 788R) is required of all Ph.D. students. 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 2,000 clock hours in an approved internship. Registration for 1 or 2 credit hours each semester or term 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 CPSE Director of Training. Specified program requirements must be completed and written approval must be received before you apply to internship training sites (see approval form below). Only Association of Psychology Postdoctoral and Internship Centers (APPIC) Internships will be approved (see APPIC Directory for approved internship sites); however, an internship which is also accredited by APA is preferred (also see the most recent December issue of American Psychologist for APA accredited internship programs). Exceptions may be given in rare circumstances by petition. To be eligible to apply for internship, you must complete all required course work, comprehensive examinations, and dissertation prospectus defense. **This means that these 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.** Many 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 download current APPIC forms from 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.

**Approval of Counseling Psychology Clerkship
Department of Counseling Psychology and Special Education**

Name _____

Address _____ Phone _____

Clerkship Site _____

Will this be a paid Clerkship? Yes _____ No _____

The clerkship site must meet the following minimum standards: 6 hours a week client contact, 1 hour a week face to face supervision, opportunities to electronically record sessions, and reports on student's progress every semester.

Does the Clerkship meet these standards? Yes _____ No _____

Name of Agency Director _____

Name of Agency Director of Training _____

Potential Supervisors (must be licensed psychologist with at least two years of experience)

Student Signature _____

Clerkship Supervisor Signature _____

Advisory Chair Signature _____

CPSE Training Director Signature _____

Date _____

c: Student File

**Application for Approval of Predoctoral Internship
Department of Counseling Psychology and Special Education**

Name _____

Address _____ Phone _____

Proposed Internship Site _____

APPIC Approved? Yes ___ No ___

APA Accredited? Yes ___ No ___

Name of Agency Director _____

Name of Agency Director of Training _____

Required Course Work Completed Yes ___ No ___

Comprehensive Exams Completed Yes ___ No ___

Dissertation Status:

Topic Proposal Approved Yes ___ No ___

Prospectus Approved Yes ___ No ___

Data Collected Yes ___ No ___

First Draft Completed Yes ___ No ___

Final Defense Completed Yes ___ No ___

Clarifying Comments: _____

Student Signature _____

Advisory Chair Signature _____

CPSE Training Director Signature _____

Date _____

c: Student File

DISSERTATION REQUIREMENTS & PROCEDURES

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 (depending on admission post-bachelor's or post-master's degree), you will be expected to select a dissertation advisory chair and propose four other committee members as you write your "Topic Proposal."

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. A completed draft will be required as part of this research course. You will also register for CPSE 799R (**Dissertation – Literature Review**) although this will not be conducted as a scheduled class. Registration for these dissertation credits is intended to give you designated time to independently conduct and write the draft of your literature review which you will submit during CPSE 750. 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, research collaboration team, and dissertation support group 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 determined and that they agree to serve on your committee. They should become involved during the prospectus development stage in order to demonstrate their support for the project and have ample opportunity to provide input and guidance.

The four chapters in your completed dissertation are (1) Introduction, (2) Method, (3) Results, and (4) Discussion, Your advisor may also require a journal manuscript draft as an appendix.

The **prospectus** is essentially the **first two 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—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.

As you near completion of your first two chapters, you should consult with your chair and committee then **schedule** your **prospectus defense** no later than **March 31st** of your **third year**. A two-hour block should be scheduled with the department secretary, and committee members should be notified of the date and time **at least two weeks prior to the defense**.

All committee members should have **copies** of your written 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 <http://orca.byu.edu/IRB/> 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 from two weeks to two months to receive approval.

If you are proposing to do 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. A successful prospectus defense is required prior to applying for your internship.

Data Gathering and Writing the Dissertation

When your first two chapters have 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 first two chapters drafted as the prospectus, you are prepared to begin collecting the data through the method specified in chapter two 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 chapters. Chapters three through four are described below:

Chapter Three—Results

This chapter 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.

Chapter Four—Discussion

The Discussion chapter 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.

Journal Ready Manuscript

At the end of your dissertation you should include a journal ready manuscript as an appendix. This is a condensed version of the dissertation written as a manuscript suitable for submission to an appropriate journal. The exact focus and format of the article will depend on the targeted journal. Your chair will help you identify an appropriate journal as he/she will likely be a co-author on the submitted manuscript.

(Note: Variations of the format described above must be approved by your dissertation chair and committee.)

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. At the same time as the examination is scheduled, a copy of the dissertation is submitted to the department secretary for review by the departmental format editor.

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 presence of members of your family is considered inappropriate.

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 will also typically submit three hard copies of the dissertation to the library for binding: one for the Department, one for your dissertation advisor, and one for yourself. 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. 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 result in delay of your graduation.

Submission for Publication

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 (if a change is needed)
- 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 final copies of the dissertation

Dissertation Topic Approval Form
Department of Counseling Psychology and Special Education

Student _____

Date _____

Proposed Dissertation Committee (*no signatures in this section*):

Chair _____

Members _____

Proposed Dissertation Title (*not binding*):

Brief Summary of Proposed Topic:

I agree to chair this dissertation and approve the topic as outlined:

Signature of Dissertation Chair _____

Signature of Doctoral Program Training Director _____

Signature of Department Chair _____

c: Student File

**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 (include signed copy): _____
Date

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

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.

Counselor Impairment

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.

GRADUATION PROCESSES

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 *Predocctoral 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).

E-Mail Yearly

Please help us maintain current records by **e-mailing** the department/program **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.

RELATIONSHIP BETWEEN PROGRAM GOALS AND ASSESSMENT (Summary)

Distal Goals	How Met Operationally	How Assessed
<p>The overall distal goal of the counseling psychology program at BYU is to prepare students to work as competent counseling psychologists in academic departments, university counseling centers, or other educational and mental health settings where the developmental and preventative functions of counseling psychologists are valued.</p>	<p>A. Students will obtain their Ph.D. in counseling psychology.</p> <p>B. Graduates will obtain their psychology license within 2-3 years after graduation.</p> <p>C. Graduates will obtain full or part-time employment as counseling psychologists in academic departments, counseling centers, or other educational and mental health settings.</p> <p>D. Graduates will make significant contributions to the profession through leadership positions, service, and scholarly publication.</p>	<p>A. Check program/university graduation records annually to see what % of students who enter program graduate.</p> <p>B, C, D. Send out annual alumni survey to graduates to ask about licensure status, current employment setting, and professional accomplishments and publications.</p>

Proximal Goals	How Met Operationally	How Assessed
<p><u>Goal 1.</u> Students will demonstrate an understanding of the breadth of scientific psychology (scientific foundations of psychology).</p>	<p>Students complete coursework in the scientific foundations of psychology (history and systems of psychology; biological, cognitive-affective, social, and individual differences of behavior; research, statistics, and measurement.)</p>	<p><u>Knowledge Competency</u></p> <p>Goals 1-5. Class exams and papers. Grade of B or better in classes.</p> <p>Goals 1-5. Comprehensive exam that contains both multiple choice and essay questions about these domains of knowledge.</p>

Proximal Goals	How Met Operationally	How Assessed
<p><u>Goal 2.</u> Students will demonstrate their competency in the theory and practice of counseling psychology</p>	<p>Students complete coursework about the theory and practice of counseling psychology (group counseling, career counseling, philosophy and theory in counseling psychology, ethical and legal issues, supervision and consultation.)</p> <p>Students complete applied training experiences in counseling psychology (practicum, clerkships, and internships).</p>	<p><u>Performance Competency</u></p> <p>Goals 2-4. Practicum and clerkship supervisors complete mid-semester and end-of-semester written evaluations of student performance in providing individual, group, and career counseling, diagnosis and assessment, sensitivity and competence with issues of individual and cultural diversity.</p>
<p><u>Goal 3.</u> Students will demonstrate their competency in assessment and diagnosis.</p>	<p>Students complete coursework in psychological assessment and diagnosis (intelligence testing, personality testing, DSM diagnosis).</p> <p>Students receive training and experience in assessment and diagnosis during practicum, clerkship, and internship experiences.</p>	<p>Goals 2-4. Core program faculty members conduct a <u>clinical performance evaluation</u> at the beginning of winter semester during the second year. Students submit a videotape of a case and a written assessment and treatment progress report that is evaluated by two faculty members. Students whose case evaluation is unsatisfactory must complete prescribed remedial work before being allowed to advance further in their applied training sequence.</p>
<p><u>Goal 4.</u> Students will demonstrate their competency in issues of cultural and individual diversity.</p>	<p>Students complete coursework in cultural and individual diversity (multicultural counseling, religious and spiritual diversity and treatment issues).</p> <p>Students receive training and experience in cultural, religious, and individual diversity during practicum, clerkship, and internship experiences.</p>	<p>Goal 5. Faculty members keep attendance records at the research team meetings. Participation and performance on research teams is considered as part of the data for the end of semester performance evaluations.</p> <p>Goal 5. Dissertation committees (composed of 5 faculty members) evaluate whether student dissertations meet the standard of an original and significant scholarly contribution.</p>

Proximal Goals	How Met Operationally	How Assessed
<p><u>Goal 5.</u> Students will demonstrate their competency in life-long learning and scholarly inquiry.</p>	<p>Students complete coursework relevant to life-long learning and scholarly inquiry (research methodology, statistics, and psychological measurement, university teaching clerkship).</p> <p>Students participate as a member of a faculty research team where they assist in on-going faculty research projects.</p> <p>Students complete a doctoral dissertation.</p>	<p><u>Dispositions (and Overall) Competency</u></p> <p>Goals 1-5. Core program faculty complete end-of-semester evaluations regarding students' knowledge, performance, and dispositions on each student at the end of fall and winter semester each year based on their own observations and feedback from practicum, clerkship, and internship supervisors. Clinical training directors, and research team leaders.</p>

CHRONOLOGICAL TIME LINE FOR PROGRAM REQUIREMENTS (Summary)

First Year

Submit **study list** to Graduate Secretary through assigned advisor by end of fall semester.

Submit **Study List Change Form** to Graduate Secretary specifying any change of research advisor and research committee by end of summer term.

Second Year

Complete draft of **dissertation literature review** by end of fall semester.

Complete draft of **dissertation prospectus** by end of winter semester.

Successfully defend dissertation prospectus and submit **Dissertation Prospectus Approval Form** (including **human subject approval** and **Part I** of the **Coauthorship Agreement Form**) by the end of winter semester.

Third Year

Complete performance comprehensive exam during Winter Semester

Take written **comprehensive exam** during August.

Submit approved application for **counseling psychology clerkship** to the Department Secretary by the end of winter semester.

Fourth Year

Submit application to Director of Clinical Training for approval to apply for **predoctoral counseling internship** by the beginning of October.

Apply to **predoctoral counseling internship** sites by APPIC deadline.

Submit **Application for Graduation Form** to Graduate Secretary prior to scheduling oral defense of dissertation.

Schedule **oral defense of dissertation** with Graduate Secretary during spring or summer terms.

Complete and submit **final copies of dissertation** and **Part II** of the **Coauthorship Agreement Form** prior to leaving on internship.

Fifth Year

Complete **predoctoral counseling internship** (fall-summer).

Graduation during August.

Post-Graduation

Submit application to DOPL: **Certified Psychology Resident**.

E-mail the department/program **yearly** regarding your certificate, license and employment status, and current contact information.

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.

Full-time Core Faculty (Full time in the CPSE Department)

Crook Lyon, Rachel E., Ph.D., The University of Maryland, College Park, 2002. *Assistant Professor*. Psychotherapy process and outcome; dream interpretation; therapeutic alliance; training and supervision. (rachel_crook@byu.edu)

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

Heath, Melissa A., Ph.D., Texas A&M University, 1996. *Assistant Professor*. Conflict and Violence, Crisis Management, Parent Training. (melissa_allen@byu.edu)

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

Richards, P. Scott, Ph.D., University of Minnesota, 1988. *Professor*. Religious and Spiritual Values in Counseling and Mental Health, Research Methodology. (scott_richards@byu.edu)

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

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

Joint Appointment Core Faculty (CPSE Department and CCC)

Beecher, Mark E., Ph.D. Brigham Young University, 1998. *Assistant Clinical Professor*. Group Counseling Process and Outcome, Counseling and Advisement of Students with disabilities. (mark_beecher@byu.edu)

Gleave, Robert L., Ph.D., ABPP, Brigham Young University, 1981. *Clinical Professor and Student Evaluation Coordinator*. Post-modern Thought, Group Work and Research, Practicum, Counseling Theory, Philosophy of Counseling. (robert_gleave@byu.edu)

Heaps, Richard A., Ph.D., ABPP, University of Utah, 1970. *Professor*. Crisis Intervention, Trauma and Disaster Psychology, Conflict Response, Eating Disorders, Adult Development, Individual and Group Counseling. (richard_heaps@byu.edu)

Okiishi, John, Ph.D., Brigham Young University, 2000. *Assistant Clinical Professor*. Multicultural Counseling and Training, Forensic Populations, Outcome Assessment, Individual and Group Psychotherapy. (jco@email.byu.edu)

Williams, Marleen S., Ph.D., Brigham Young University, 1993. *Associate Clinical Professor and Recruitment Coordinator*. Diagnosis and Treatment of Dysfunctional Behavior, Women's Issues in Mental Health and Counseling Psychology, Religious Issues in Counseling. (marleen_williams@byu.edu)

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

Scharman, Janet S., Ph.D., University of Utah, 1992. *Associate Clinical Professor and Student Life Vice President*. School Counseling, Individual and Group Counseling, Qualitative Research Methods, Student development. (jan_scharman@byu.edu)

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

Griner, Derek Brigham Young University, 2008, University Accessibility Center.

ADDENDA

Research Requests From BYU to the Public Schools

Research Requests From BYU to the Public Schools

Superintendents from the school districts in Utah have the ultimate administrative responsibility to review and approve research requests which come to their districts from any source. BYU -Public School Partnership school district superintendents have requested that BYU's David O. McKay School of Education aid them by evaluating the requests which come from BYU faculty and students. The following steps will facilitate coordination and speed reviews and responses:

- Step 1. Complete the information requested in this packet and return to K. Richard Young in the Office of the Dean, David O. McKay School of Education, 343 MCKB, BYU. Include both the cover sheet "Application for the use of Human Subjects in Research" and the cover sheet "Permission to Conduct Research in the Partnership Schools."
- Step 2. The BYU-Public School Partnership Inquiry Committee (PIC) representatives will review the proposal and offer suggestions as needed. The David O. McKay School of Education Research Committee will review for protection of human subjects. Please remain in contact with the Dean's Office in order to receive suggestions and/ or a signed approval.
- Step 3. After the proposal has received this tentative approval through the School of Education, the researcher will contact the school district's research director for official approval.
- Step 4. After approval from the research director of the school districts involved, permission must be obtained from those directly involved in the study including the principal, teachers and parents.

Official approval will come only from the Superintendent's Office for each district after review from the PIC. Please note that activities which involve teacher or student participation should be conducted after the first two weeks or before the last forty-five days of the school year. Any media publicity regarding the project must be pre-approved by the district research director.

PERMISSION TO CONDUCT RESEARCH
IN THE PARTNERSHIP SCHOOLS
(Alpine, Jordan, Nebo, Provo, Wasatch)

Principal Investigator: _____

Home Phone: _____ Campus Phone: _____

Mailing Address: _____

Your status: Graduate Student ___ University Faculty ___ Public School ___

Why is this research being conducted?

Class assignment ___ Faculty research ___
Master's thesis ___ Doctoral dissertation ___
Other _____

If you are conducting the research under the direction of a faculty supervisor:

Name: _____ Campus Phone _____

PROCEDURE

1. List districts in which you plan to conduct your research:

2. List schools in which you plan to conduct your research:

3. Include your proposal. At the end of each statement below, indicate page numbers in the proposal that address that particular statement:
 - 3.a. Review of the literature relevant to the problem _____
 - 3.b. Specific question(s) being asked in the study _____
 - 3.c. Detailed description of the sample, including size _____
 - 3.d. Copy of the instrument(s) to be used _____
 - 3.e. Copy of parental consent letter (if needed) _____
 - 3.f. Detailed description of the procedure _____
 - 3.g. Amount of class time to be used _____
 - 3.h. Facilities and administrator help needed _____
 - 3.i. Procedure for insuring confidentiality of students _____
 - 3.j. How current study will benefit the educational profession _____

CRC-98-A

AGREEMENT

1. If any significant departure is to be made from my plan during the course of my study, I agree to obtain clearance from the district research director before proceeding.

3. I agree to submit my completed report to the district research director by the following date: _____

4. Signed (your signature): _____

Date: _____

Send Permission Form to K. Richard Young, Associate Dean for Research, 343 MCKB, David O. McKay School of Education, Brigham Young University, Provo, UT 84602. Note: If you plan to conduct your research in more than one district, provide one copy for each district.

Decision by Partnership Inquiry Committee: Approve ___ Disapprove ___

Comments:

Signed: _____ Date: _____
BYU-School District Liaison

Comments/ recommendations by David O. McKay School of Education:

Signed: _____ Date: _____
K. Richard Young, Associate Dean for Research

CRC-98-B