

**Brigham Young University**  
**COUNSELING PSYCHOLOGY**  
**DOCTORAL PROGRAM**  
*STUDENT HANDBOOK*  
*2021-2022*

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

*(Revised Fall 2020)*

## Welcome

Welcome to our Ph.D. Program in Counseling Psychology. You have been selected from 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 a reputation for being available, approachable, and fair. They also have high expectations of themselves and of you, our students. You will come to value these qualities.

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

Ellie Young, Ph.D.  
Chair  
Department of Counseling Psychology and Special Education

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

## Program Description & Policies

### General Information

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

The Counseling Psychology program at BYU emphasizes the educational, developmental, preventative, and therapeutic 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 health service settings with people who are experiencing abnormal development and psychopathology. The program prepares its graduates for licensure as psychologists.

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

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

### Academic Recruitment and Admissions

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

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

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

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

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

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

In compliance with applicable disability laws, the application for admission does not inquire about applicants' disabilities. In the admission process, applicants do not receive additional consideration, nor are they penalized for having a disability. Contact the University Accessibility Center (UAC) located in 1520 WSC (801-422-2767) for questions or concerns relating to disabilities.

Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Office at [\(801\) 422-5895](tel:8014225895) during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at [\(801\) 422-2130](tel:8014222130) during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at [1-888-238-1062](tel:18882381062) or visit [www.ethicspoint.com](http://www.ethicspoint.com).

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

The program has a strong commitment to recruiting students and faculty from diverse backgrounds and is “guided by a philosophy that values individual differences and diversity and a focus on prevention, development, and adjustment across the life-span.” (see <https://www.div17.org/about-cp/what-is-counseling-psychology/> )

### **General Honor Code Statement**

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

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

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

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

### **Sexual Harassment**

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

### **Program Improvement/Complaints**

The program is highly invested in improving itself. To that end, we hold regular town hall meetings, solicit anonymous feedback from students, and use other informal means of getting feedback. Students are encouraged to engage in this process and advocate for program improvements. Informal complaints can be registered with your advisor, the training director, or the department chair. Formal complaints should be submitted in writing to the training director. These complaints, along with responses to the complaints, will be kept by the training director and are reviewed as part of the accreditation process. Faculty regularly consider feedback and document efforts to incorporate feedback into program improvements.

## **Student Support Services**

### **Students with Disabilities**

Brigham Young University is committed to providing an accessible working and learning atmosphere for all students. If you have any disability which may require special accommodations, please contact the University Accessibility Center (UAC) (1520 WSC, 422-2767, 422-0436 TTY). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor each semester once established 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. You may also contact the University Accessibility Center (<https://uac.byu.edu/>).

## **Counseling Services**

Because our students do the bulk of their training in BYU's counseling center, receiving counseling services there could lead to a number of ethical dilemmas. We therefore have arranged for our students to receive counseling services through BYU's community-oriented Comprehensive Clinic (<https://comprehensiveclinic.byu.edu/>), where they can see doctoral practicum counselors from another mental health program for free or senior staff for a \$20/session copay through the University's Health Plan. This arrangement allows the students to receive counseling services without concern for future dual relationships or dual roles.

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

**Multicultural Student Services**—Services for students from diverse backgrounds. <https://multicultural.byu.edu/>

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

**Title IX**—Issues related to sex discrimination and harassment. <https://titleix.byu.edu/>

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

Additional information on all student services can be found under the Campus Life tab on BYU's homepage <https://www.byu.edu/campus-life>

## **ORIENTATION**

### **For the Beginning Counseling Psychology Doctoral Student**

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

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

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

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

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

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

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

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

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

### **Full-Time Status**

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

### **Bachelor’s or Masters’ Degree**

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

### **Financial Assistance**

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

#### **Scholarships**

Scholarships, funded by BYU Graduate Studies and the David O. McKay School of Education and awarded through the CPSE Department, are routinely awarded to students in the program for the fall and winter semesters through the fourth year of the program. Additional information on scholarships is available through Graduate Studies and can be found at <https://gradstudies.byu.edu/page/costs-financial-aid-0>.

#### **Graduate Assistantships**

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

### **Clerkship/Externship**

Students are typically eligible for clerkship/externship placement at the end of the third year, after they have completed practicum courses at CAPS. Many of these positions are paid and provide financial support during the final year of course work, prior to internship.

### **Student Travel/Registration Funding Support**

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

## **Program Facilities and Resources**

### **CPSE Department**

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

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

### **Graduate Student Center**

Our Graduate Student Center (GSC) is located at the north end of the hallway on the third floor of the McKay Building. This facility is designated for doctoral students and graduate assistants to work, study, and collaborate. In addition to workspace, there are 25 storage cubbies. To receive a cubby assignment, contact the department secretary, who will determine your needs and provide policy information about the use of the GSC.

### **Counseling and Psychological Services (CAPS)**

BYU's Counseling and Psychological Services (CAPS) is located on two floors of the Ernest L. Wilkinson Student Center (WSC). The purpose of CAPS is to provide personal counseling, career services, and learning assistance to students at BYU. Counseling is provided by licensed professionals and doctoral level trainees (intern, extern, and practicum). The training facility within CAPS includes a large reception and waiting room; observation rooms for individual and group counseling; additional counseling and meeting rooms; digital video recording equipment; technology for supervisor communication to supervisee during counseling sessions; a counseling library; a career and learning resource library; and an area for personality, career, and other testing. Counseling Psychology practicum students are assigned to an on-site supervisor and a clinical consultation team during their 2<sup>nd</sup> and 3<sup>rd</sup> years in the program. Two students are also selected to get advanced training and work as externs at CAPS during their 4<sup>th</sup> year.

### **Collaboration with Counseling & Psychological Services (CAPS)**

For several decades, the Counseling Psychology Program and the Counseling and Career Center have worked together for their mutual benefit. Several years ago, a formal collaboration agreement was signed. This collaborative agreement established five "joint-appointment" positions. Five CAPS faculty members have been selected and serve jointly in the CAPS and the CPSE Department. They teach courses, supervise students in their clinical experiences,

advise students, supervise student research, and contribute as academic faculty members. Both you and the doctoral program benefit from this collaboration through the opportunity for exposure to the knowledge and research programs of additional clinical faculty, supervision by and interaction with additional licensed psychologists, and organized opportunities for counseling practicum experiences with a large client base.

## Program Timeline/Deadlines

### First Year

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

### Second Year

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

### Third Year

- Clerkship Preparations. In preparation for clerkship opportunities, consult with the training director to determine your options. You may begin clerkship after completing practicum in April of your third year or after you have defended your dissertation prospectus and received faculty approval.
- Performance Comprehensive Exam. This exam is completed during the Winter Semester in consultation with your practicum instructor. It is due April 30 and should be submitted to the department secretary. Faculty will score the Performance Comprehensive exam by May 30 and scores will be reported to students by June 15.
- Written Comprehensive Exam. This exam is taken between April 30 and July 31 of the third year in the program. The exam is similar to the exam you will take to become a licensed psychologist and requires 8-12 weeks of focused preparation. The program provides preparation materials and practice exams. Students are expected to pass the exam by July 31. Students who fail the exam may retake it up to two times prior to September 31. Students who fail the exam 3 times will work with faculty to remediate, will delay their internship applications, and will be required to spend another year in the program. Students who fail the written comprehensive exam in two successive years (6 administrations) will be terminated from the program. Students are required to pay approximately \$100 for each administration of the exam.

### Fourth Year

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

### Fifth Year

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

## THE ADVISORY SYSTEM

### Initial Advisement

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

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

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

### 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, at least three additional faculty members sign the study list as committee members.

### Dissertation Chair and Committee

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

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

You are responsible for discussing these desired changes to your committee with your advisory chair, then personally seeking agreement with the proposed new dissertation committee chair and committee members. This approval is ratified by having all committee members and the department chair sign a **revised study list** (available from the department secretary). It would be well to do this before the end of the first year.

You will work closely with your committee in the preparation of your prospectus. A draft of your prospectus should be completed before the end of the second year. When the prospectus is ready for defense, you will arrange, with the assistance of the department secretary, a defense meeting for review and approval of the prospectus. The prospectus defense will ideally occur by the end of your second year. Your prospectus must be signed and submitted to the department secretary, along with documentation of successful completion of the CITI training for human subjects. The student's Advisory Chair will be responsible for securing and maintaining IRB approval for the study. Your committee will continue to support you throughout the study. The committee will also serve as the defense committee at the time the final oral examination/dissertation defense is held.

### **Summary of Role of the Advisory Chair and Committee**

All doctoral students deserve and must have an advisory chair and an advisory committee consisting of the chair (advisor) and three 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

## COUNSELING PSYCHOLOGY PROGRAM FACULTY

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

### CPSE Core Faculty

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

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

Hansen, Kristin L., Ph.D. Loyola University Chicago, 2000. *Associate Professor*. Psychotherapy Process and Outcome, Religiosity/Spirituality, Emotion Regulation, Mindfulness, Moral Agency and Counseling Philosophy and Theories. ([kristinlang\\_hansen@byu.edu](mailto:kristinlang_hansen@byu.edu))

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

Smith, Timothy B., Ph.D., Utah State University, 1997. *Professor*. Consultation, Multicultural Psychology, Spirituality, Identity Development, Quality Relationships. ([tim\\_smith@byu.edu](mailto:tim_smith@byu.edu))

Williams, Richard N. Ph.D., Purdue University, 1981, Professor. Philosophy of science, Moral Agency, Philosophical and Theoretical Psychology. ([Richard\\_williams@byu.edu](mailto:Richard_williams@byu.edu))

### Joint Appointment Core Faculty (CPSE Department and CAPS)

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

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

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

Wheeler, Louise, Ph.D., Brigham Young University, 2017. Assistant Clinical Professor. Multicultural counseling, race related stress and racial trauma, sexual trauma, group psychotherapy.

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

**Associated Faculty** (BYU faculty who teach and advise research in counseling psychology)

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

Gabrielsen, Terisa, Ph.D. University of Utah, 2012, Associate Professor, Autism Spectrum Disorders. ([Terisa\\_gabrielsen@byu.edu](mailto:Terisa_gabrielsen@byu.edu)).

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

## CURRICULUM

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

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

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

### GPA Requirements

The "*BYU Graduate Catalog*" makes it clear that a grade point average (GPA) at or above 3.0 in classes which are part of a student's "graduate program of study" is required for graduation. This is also required for continuation in the doctoral Counseling Psychology Program. Grades below B will be reviewed during end-of-semester evaluations. No D credit may apply toward a

graduate degree. The minimum standard for transferring credit from another university is a B and content comparable to the equivalent BYU course. Application for transfer credit, which includes a transcript and course syllabus, must accompany the required “study list” proposal form before obtaining signatures.

### **Required Courses (credit hours)**

#### **DISCIPLINE-SPECIFIC KNOWLEDGE**

##### **Discipline-specific Knowledge Areas**

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

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

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

#### **Research**

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

1. Research Methodology (9 credits)  
\*CPSE 629 Introduction to Research (3)  
CPSE 750 Research Theory and Methods in Counseling Psychology (3)  
CPSE 653 Qualitative Research (3) OR equivalent
2. Quantitative Analysis (9 credits)  
  
CPSE 651 Statistics 1 (3)  
CPSE 745 Statistics 2 (3)  
IP&T 747 Structural Equation Modeling (3) OR  
IP&T 730 Hierarchical Linear Modeling (3)
3. Psychometrics (3 credits)  
IP&T 752 Measurement Theory (3)

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

## **PROFESSION-WIDE COMPETENCIES**

**Research**—multiple courses (see Research section above) plus the successful defense of dissertation prospectus and final dissertation defense

### **Ethical and Legal Standards**

CPSE 710 Ethical/Legal Standards and Issues (3)

### **Individual and Cultural Diversity**

CPSE 751 Counseling Multicultural and Diverse Populations (3)

### **Professional Values, Attitudes, and Behaviors**

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

### **Communication and Interpersonal Skills**

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

### **Assessment**

CPSE 647 Psychometric Foundations and Assessment of Intelligence (3)  
CPSE 715 Diagnosis and Treatment of Mental Disorders (3)  
CPSE 725 Objective and Projective Personality Assessment (3)  
CPSE 776R (sec 2) Advanced Practicum I in Counseling Psychology-Assessment (2)

### **Intervention**

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

### **Supervision**

CPSE 746 Supervision and Consultation (3)

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

CPSE 746 Supervision and Consultation (3)

## **ADDITIONAL CORE COURSES IN COUNSELING PSYCHOLOGY**

### **Required Core Courses**

CPSE 606 Psychoeducational Foundations (3)  
CPSE 644 Career Development and Assessment (3)  
CPSE 646 Counseling Theory & Interventions (3)  
CPSE 648 Group Counseling and Interventions (3)  
CPSE 656 Spiritual Values and Methods in Psychotherapy (3)

CPSE 702	Philosophy and Theories in Counseling Psychology (3)
CPSE 744	Advanced Career Counseling (3)
CPSE 748	Advanced Theory of Group Counseling (3)
CPSE 779R	University Teaching Practicum (3)

#### Elective Courses

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

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

#### **Dissertation**

CPSE 799R Dissertation (18)

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

#### **Internship**

CPSE 788R Predoctoral Counseling Internship (6)

## Course Sequencing

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

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

### **FIRST YEAR**

#### **Fall Semester**

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

#### **Winter Semester**

CPSE 745-Statistics 2  
CPSE 629-Introduction to Research  
CPSE 679R-Counseling Psych Practicum  
CPSE 647-Assess of Intelligence  
CPSE 747 (Adv Stat: SEM)\*\*

#### **Spring**

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

#### **Summer**

### **SECOND YEAR**

#### **Fall Semester**

CPSE 776R (sec. 1) Advanced Practicum I  
CPSE 715- Diagnosis & Treat of Mental Disorders  
CPSE 750- Research Theory & Methods in CP  
CPSE 776R (sec. 2) Advanced Prac (Assessment)  
CPSE 725- Personality Assessment

#### **Winter Semester**

CPSE 747 (Adv Stat: SEM)\*\*  
CPSE 776R (sec. 1) Advanced Practicum I  
CPSE 702 Philosophy & Theory in Couns  
CPSE 751- Counseling Diverse Populations  
CPSE 656- Spiritual Values and Methods in Psychotherapy \*\*

#### **Spring**

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

#### **Summer**

### **THIRD YEAR**

#### **Fall Semester**

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

#### **Winter Semester**

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

#### **Spring**

CPSE 778R- Counseling Psych Clerkship

#### **Summer**

CPSE 778R- Couns Psych Clerkship

## **FOURTH YEAR**

### **Fall Semester**

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

### **Winter Semester**

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

### **Spring**

CPSE 778R-Counseling Psych Clerkship

### **Summer**

CPSE 778R-Counseling Psych Clerkship

## **FINAL YEAR**

CPSE 788R-Doctoral Internship

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

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

\*\*Students take either IPT 730 Hierarchical Linear Modeling, or CPSE 747 Structural Equation Modeling to fulfill the Advanced Statistics requirement. CPSE 747 Structural Equation Modeling can be take either first year or second year.

## Study List for Doctoral Degree Students

(See back for instructions.)

Name: \_\_\_\_\_ BYU ID: \_\_\_\_\_ Date: \_\_\_\_\_

Local Address: \_\_\_\_\_  
Street address City, State Zip Code

Major: \_\_\_\_\_ Degree sought: \_\_\_\_\_ Program type: THS

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

Minor (if you have received approval):

### COURSEWORK

Req't type	Dept	Course Number	Hours	Pre-program Type	Course Description	University
<b>MASTERS HOURS TOWARD PHD</b>						
TOTAL HOURS			May count up to 36 hours toward Ph.D. requirements			
<b>SKILL CLASSES</b>						Substitute Course #, Title
SKL	CPSE	651*	3		Statistics 1	
SKL	CPSE	745	3		Statistics 2	
SKL	Write in	your selection	3		Adv Stat Methods-CPSE 747 or CPSE 730	
SKL	CPSE	629*	3		Introduction to Research	
SKL	CPSE	750	3		Res Thry & Meth Cn	
SKL	CPSE	653	3		Qualitative Research	
SKL	IP&T	752	3		Measurement Theory	
TOTAL HOURS			21 hours (18 if * class was a part of a masters program)			
<b>PHD CORE &amp; ELECTIVE HOURS (include only major, minor, elective, and thesis credit)</b>						Substitute Course #, Title
MAJ	CPSE	790R*	3		History & Systems of Psych	
MAJ	CPSE	608*	3		Biological Basis of Behav ( <b>Bio Basis</b> )	
MAJ	Psych	575*	3		Cognitive Processes ( <b>Cog-Aff Basis</b> )	
MAJ	CPSE	650*	3		Social Psychology ( <b>Social Basis</b> )	
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 ( <b>Dev</b> )	
MAJ	CPSE	702	3		Phil & Theor in Couns Psych	



## SUPERVISED PRACTICAL EXPERIENCES

Supervised practical experience in providing psychological services is an integral part of your doctoral training program in Counseling Psychology. Consistent with APA standards, each doctoral student must complete the following minimum requirements for practicum, clerkship/externship, and internship experiences; however, in order to be more competitive for APA-accredited internships, you are encouraged to seek additional supervised clinical experience beyond these minimum requirements. A review of the APPIC Directory of internships ([www.appic.org/](http://www.appic.org/)) will give you a clear idea of how many total supervised practicum hours you will need to be a competitive applicant at internship sites of potential interest to you. **All students are required to register for and use Time2Track (see Time2Track.com) to keep track of their clinical hours.** This will facilitate you (a) summarizing your hours for internship applications and (b) documenting hours for licensure applications. A subscription to Time2Track is provided from the time you begin practicum in CAPS until you begin internship. You are expected enter your hours, including complete demographic data for all clients, and submit them to your supervisor(s) for approval weekly. You are also expected to use the archiving resources available through ASPPB's Credentials Bank (see <http://www.asppb.net/?page=TheBank>)

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

### Counseling Psychology Practica

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

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

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

of 6.0 credits). This practicum experience will include a weekly minimum of 4-5 client contact hours (50-60 hrs. per semester), 1 hour of individual supervision, and 2 hours of group supervision. At least 50 hours per semester must be individual counseling. If the minimum client load requirements are not satisfied and your supervisor's evaluations are satisfactory, you may request instructor approval for a "T" grade and be required to extend or repeat the practicum experience spring and/or summer term(s). This practicum will be conducted through the BYU's Counseling & Psychological Services (CAPS) in 1500 WSC.

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

If you have insufficient "client contact" hours or for other reason wish to continue your practicum experience at CAPS during spring and/or summer term(s), you must contact the program training director and the CAPS Director of Training to determine availability of clientele and supervision. Practicum credit for spring and summer are available for variable credit, but you will normally register for 1 credit hour.

### **Counseling Psychology Clerkship/Externship**

Once you have completed your CAPS psychotherapy practicum training you are to seek out and apply for other psychotherapy clerkship/externship training sites. You may begin psychotherapy externships before completing CAPS practicum if you (a) successfully defend your dissertation prospectus, and (b) get faculty approval. You are required to enroll in **Counseling Psychology Clerkship** (CPSE 778R) during each of the fall and winter semesters (total of 6.0 credits) of your fourth year and any semesters prior to that when you are working in an externship/clerkship site. This clerkship experience must include a weekly minimum of at least 4-5 client contact hours (50-60 hrs. per semester) and one hour of individual supervision per week. If the minimum client load requirements are not satisfied, you will receive a "T" grade and will be required to extend or repeat the clerkship.

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

Some students may want to log hours in non-psychotherapy settings (e.g. assessment, biofeedback, career advisement, academic advisement) prior to completing their CAPS practicum. This is allowed at any time during the program, but in order to log these hours students must register for and attend the clerkship class (CPSE778R) for all semesters/terms in which they are logging these hours. If they want to begin logging these hours during their first year, they will need to pay for a subscription to Time2Track for that year.

All students are expected to complete at least two semesters of clerkship in an off-campus site.

Students are eligible for clerkship once they have completed 679R (Counseling Psych Practicum) and 776R (Practicum 1) and 777R (Practicum 2). Students can begin psychotherapy externships prior to the completion of CAPS practicum if they (a) successfully defend their dissertation prospectus, and (b) get faculty approval. Approved clerkship sites are listed below. Additional sites may be approved by the training director. **It is your responsibility to seek out and obtain clerkship/externship positions**, in consultation with the training director. This process of identifying possible sites and applying for positions will provide valuable experience as you prepare to apply for internship and post-graduate positions. Some sites, for example the Salt Lake Veterans Administration, have application deadlines during your third year. So, you should begin considering possible sites early in your third year.

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

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

Approved clerkship sites and supervisors will meet the following criteria.

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

## **Clerkships/Externships**

### ***BYU Externship***

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

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

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

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

*BYU-Hawaii Clerkship (suspended pending funding)*

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

***Other Externships***

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

*Community Agency Settings*

Encircle  
Jared Klundt  
91 West 200 South  
Provo, UT 84602  
[jared@encircletherapy.org](mailto:jared@encircletherapy.org)  
<https://encircletogether.org/>

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

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

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

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

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

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

*Higher Education Settings*

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

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

Utah Valley University  
Learning Disability Testing  
Ed Martinelli, Ph.D.  
Student Health Services MS #200  
800 West University Parkway  
Orem, Utah 84058-5999  
Phone: 801-863-7189  
[edward.martinelli@uvu.edu](mailto:edward.martinelli@uvu.edu)

BYU Biofeedback  
Maureen Rice  
1500 WSC  
BYU  
Provo, UT 84602  
801-422-3035  
[Maureen\\_rice@byu.edu](mailto:Maureen_rice@byu.edu)

BYU University Accessibility Center  
GeriLynn Vorkink, Ph.D.  
1520 WSC  
BYU  
Provo, UT 84602  
801-422-6289  
[gerilynn\\_vorkink@byu.edu](mailto:gerilynn_vorkink@byu.edu)

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

*Independent Practice Settings*

Bridges Psychotherapy Solutions  
Kristin Hansen, Ph.D.  
<https://bridgesps.com/contact/>  
[kristinlanghansen@gmail.com](mailto:kristinlanghansen@gmail.com)

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

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

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

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

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

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

Complete Evaluations LLC  
Clay Frandsen, Ph.D., 801-513-6821  
Klint Hobbs, Ph.D., [klint663@yahoo.com](mailto:klint663@yahoo.com)  
14 N Main Street  
Springville, UT 84663  
[www.completeevaluations.com](http://www.completeevaluations.com)

Rodrigo "Rod" Veas-Wall  
1355 N. University Ave., Ste. 200  
Provo, UT 84604  
[rod@preferredfamily.net](mailto:rod@preferredfamily.net)  
Cell: 801-636-5414

Cedar Psychiatry  
Stephen Thayer, Ph.D.  
672 W 400 S, Suite 201, Springville, Utah 84663  
phone 801-369-8989 / [cedarpsychiatry.com](http://cedarpsychiatry.com)

Sandstone Psychology  
Luke Marvin, Ph.D.  
95 South 100 East, Suite 300  
Payson, UT 84651  
801-382-9338  
[sandstonepsychology.org](http://sandstonepsychology.org)

Aaron P. Jackson Psychological Services  
14 N. Main St.  
Springville, UT 84663  
801-636-3745

## University Teaching Practicum

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

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

## Supervision

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

## Predoctoral Psychology Internship

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

To be eligible to apply for internship, you must successfully complete all required course work, comprehensive examinations, and the dissertation prospectus defense. **Your dissertation prospectus must be defended by June 15 in order for you to apply for internship the following fall. All other requirements must all be completed by October of the year you are**

**applying for internship, as some internship sites have application deadlines of November 1.** Some internships sites also expect prior completion of the final dissertation defense. Some states count the predoctoral internship as one of the years required for licensing as a psychologist.

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

### **Preparing for Faculty Positions**

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

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

table below some courses are listed that may be possible to have waived, and some possible alternative courses that can be substituted. With approval of your advisor and committee you may petition to make other course substitutions. You must have approval of your committee in order to make program substitutions and proposed changes in program coursework requirements may require full faculty approval.

5. Consider working as a graduate research assistant each year you are in the program until your internship year so that you can remain active and productive in your scholarly work. Your chair and other faculty will seek to obtain funding from grants, as well as departmental funds to make this possible.

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

## STUDENT COMPETENCIES

### Discipline-Specific Knowledge Table:

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

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

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

## Profession-Wide Competencies Table

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
<b>Competency:</b>	<i>(i) Research</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>• Conduct research or other scholarly activities.</li> <li>• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ul>	
<b>Program-defined elements associated with this competency</b> (if applicable; see table description above)	<ul style="list-style-type: none"> <li>• Demonstrate ability to design a research project.</li> <li>• Demonstrate ability to conduct a research project.</li> <li>• Demonstrate ability to disseminate research findings.</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• Defend dissertation prospectus</li> <li>• Pass final defense of dissertation</li> <li>• Disseminate research findings in a professional presentation or publication.</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Dissertation committee evaluates prospectus</li> <li>• Dissertation committee evaluates final dissertation defense</li> <li>• Faculty evaluation of professional presentations or publications in annual review</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>• Dissertation Prospectus Form</li> <li>• Dissertation Defense Evaluation Form 8D</li> <li>• Annual Student Evaluation Summary</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome</b>	<ul style="list-style-type: none"> <li>• Pass dissertation prospectus</li> <li>• Pass final defense of dissertation</li> <li>• Rating of 3 or higher on the Research section of the Annual Review Summary</li> </ul>	

measure/evaluation tool listed above.	
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<b>Competency:</b>	<i>(ii) Ethical and legal standards</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• No additional program-defined elements</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• All students must complete CPSE 710, Ethical and Legal Standards in Counseling Psychology, with a grade of B or better.</li> <li>• Demonstrate ethical behavior in clinical work.</li> <li>• Demonstrate ethical behavior in research.</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Grade in CPSE 710</li> <li>• Supervisor evaluations of ethical practice</li> <li>• Successful completion of the Citi Training</li> <li>• Approval of IRB for dissertation</li> </ul>	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>• CPSE 710 syllabus</li> <li>• Practicum Student Evaluation</li> <li>• Extern Evaluation</li> <li>• Student Therapist Evaluation</li> <li>• IRB approval letter</li> <li>• Annual Student Evaluation Summary</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</b>	<ul style="list-style-type: none"> <li>• Grade of B or better in CPSE 710</li> <li>• Ratings of 3 or higher on each of items 1-5 of the Professional, Ethical, and Legal Practices section of the Practicum Student Evaluation, or ratings of 3 or higher on all items in the Ethics section of the Extern Evaluation or Student Therapist Evaluation.</li> <li>• IRB approval of the ethical aspects of the dissertation proposal</li> <li>• Rating of 3 or higher on the Ethics and Professional Standards section of the Annual Review Summary Form</li> </ul>	

<b>Competency:</b>	<i>(iii) Individual and cultural diversity</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> <li>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> <li>• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• No additional program-defined elements for this competency</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• Successfully complete CPSE 751, Counseling Multicultural/Diverse Populations</li> <li>• Demonstrate multicultural competence in clinical training</li> <li>• Demonstrate multicultural competence in professional work (e.g. teaching, supervising, research)</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Instructor assessment of knowledge and skills in CPSE 751</li> <li>• Supervisor ratings of trainee competence on Individual and Cultural Differences</li> <li>• Faculty evaluation of multicultural competence in annual review</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>• CPSE 751 syllabus</li> <li>• Practicum Student Evaluation</li> <li>• Extern Evaluation</li> <li>• Student Therapist Evaluation</li> <li>• Annual Student Evaluation Summary</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome</b>	<ul style="list-style-type: none"> <li>• Grade of B or better in CPSE 751</li> <li>• Ratings of 3 or higher on items 1-4 of the Individual and Cultural Differences Section of the Student Therapist Evaluation Form, or all items of the Individual and Cultural Diversity Section of the Practicum</li> </ul>	

measure/evaluation tool listed above.	Student Evaluation or Extern Evaluation <ul style="list-style-type: none"> <li>Rating of 3 or higher on the Individual and Cultural Diversity section of the Annual Review Form</li> </ul>	
<b>Competency:</b>	<i>(iv) Professional values, attitudes, and behaviors</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> <li>Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>No additional program-defined elements.</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>Successfully complete all supervised practicum and clerkship experiences prior to internship.</li> <li>Demonstrate competence in collaboration research teams and with one's cohort</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>Successful completion of practicum courses (CPSE 679, 776, 777, 778)</li> <li>Supervisor ratings on Professional Values, Attitudes, and Behaviors</li> <li>Faculty rating on Professional Values, Attitudes, and Behaviors</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>Syllabi in practicum courses (CPSE 679, 776, 777, 778)</li> <li>Student Therapist Evaluation</li> <li>Practicum Student Evaluation</li> <li>Extern Evaluation</li> <li>Annual Student Evaluation Summary</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome</b> measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>Supervisor ratings of 3 or higher on each item of the Use of Supervision (3 items) and Professionalism (7 items) sections of the Student Therapist Evaluation Form or all items on the on Professional Values, Attitudes, and Behaviors section of the Practicum Student Evaluation or the Extern Evaluation</li> <li>Faculty rating of 3 or higher on the on the Professional Values, Attitudes, and Behaviors of the Annual Student Evaluation Summary</li> </ul>	

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

Competency:			
<b>Competency:</b>	<i>(vi) Assessment</i>		
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</li> <li>• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>		
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• No additional program-defined elements.</li> </ul>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• CPSE 647 (Intellectual Assessment)</li> <li>• CPSE 715 (Diagnosis and Treatment)</li> <li>• CPSE 726 (Personality Assessment)</li> <li>• CPSE 776R-section 2 (Assessment Practicum)</li> </ul>		
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td>How outcomes are measured:           <ul style="list-style-type: none"> <li>• Instructor assessment of knowledge and skills in CPSE 647</li> <li>• Instructor assessment of knowledge and skills in CPSE 715</li> </ul> </td> <td>Evaluation tool and self-study location:           <ul style="list-style-type: none"> <li>• Syllabus for CPSE 647</li> <li>• Syllabus for CPSE 715</li> <li>• Syllabus for CPSE 725</li> <li>• Syllabus for CPSE 776R-section 2</li> </ul> </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Instructor assessment of knowledge and skills in CPSE 647</li> <li>• Instructor assessment of knowledge and skills in CPSE 715</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>• Syllabus for CPSE 647</li> <li>• Syllabus for CPSE 715</li> <li>• Syllabus for CPSE 725</li> <li>• Syllabus for CPSE 776R-section 2</li> </ul>
How outcomes are measured: <ul style="list-style-type: none"> <li>• Instructor assessment of knowledge and skills in CPSE 647</li> <li>• Instructor assessment of knowledge and skills in CPSE 715</li> </ul>	Evaluation tool and self-study location: <ul style="list-style-type: none"> <li>• Syllabus for CPSE 647</li> <li>• Syllabus for CPSE 715</li> <li>• Syllabus for CPSE 725</li> <li>• Syllabus for CPSE 776R-section 2</li> </ul>		

	<ul style="list-style-type: none"> <li>• Instructor assessment of knowledge and skills in CPSE 725</li> <li>• Instructor assessment of knowledge and skills in CPSE 776R-section 2</li> <li>• Faculty ratings of Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Student Evaluation Summary</li> </ul>
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> <li>• Grade of B or better in CPSE 647</li> <li>• Grade of B or better in CPSE 715</li> <li>• Grade of B or better in CPSE 725</li> <li>• Grade of Be or better in CPSE 776R-section 2</li> <li>• Faculty Rating on the Assessment section of the Annual Student Evaluation Summary</li> </ul>	

<b>Competency:</b>	<i>(vii) Intervention</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>• Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• No additional program-defined elements</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• Successful completion of all practicum courses (679R, 776R, 777R, 778R)</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Instructor evaluation of knowledge and skills in 679R, 776R, 777R, and 778R</li> <li>• Supervisor ratings of Intervention</li> <li>• Faculty ratings of Intervention</li> </ul>	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>• Syllabi for 679R, 776R, 777R, and 778R</li> <li>• Student Therapist Evaluation</li> <li>• Practicum Student Evaluation</li> <li>• Extern Evaluation</li> <li>• Annual Student Evaluation Summary</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</b>	<ul style="list-style-type: none"> <li>• Grade of B or better in 679R, 776R, 777R, and 778R</li> <li>• Supervisor ratings of 3 or higher on items 1-7 of the Assessment/Diagnostic/Intake Skills section of the Student Therapist Evaluation Form and items 1-6 of the Specific Intervention Skills section of the Student Therapist Evaluation Form, or ratings of 3 or higher on the Intervention section of the Practicum Student Evaluation or Extern Evaluation</li> <li>• Faculty rating of 3 or higher on the Intervention section of the Annual Evaluation Summary</li> </ul>	

<b>Competency:</b>	<i>(viii) Supervision</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of supervision models and practices.</li> </ul>	
<b>Program-defined elements associated with this competency</b>	<ul style="list-style-type: none"> <li>• Demonstrate ability to provide supervision.</li> </ul>	
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• Successful completion of CPSE 746 (Supervision and Consultation)</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Instructor evaluation of knowledge and skills in CPSE 746.</li> <li>• Faculty ratings of Supervision</li> </ul>	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>• Syllabus for CPSE 746</li> <li>• Annual Student Evaluation Summary</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>• Grade of B or better in CPSE 746</li> <li>• Faculty rating of 3 or higher on the Supervision section of the Annual Evaluation Summary</li> </ul>	

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

## **Student Performance Evaluation, Feedback, and Retention/Termination Decisions**

### **End of Semester Evaluations**

All doctoral students are evaluated twice each year. These evaluations are intended to identify and remedy any student deficiencies in a timely manner and to convey student progress and standing in the program to students and to the Office of Graduate Studies. The mid-year evaluation simply addresses the question of whether students are meeting program requirements. At the year-end evaluation, held in May/June of each year, academic, practice, research, and professional activities are assessed in terms of Discipline-Specific Knowledge and Profession-Wide Competencies. Progress in the doctoral program, including progress in meeting timelines for all program requirements, is also reviewed during this evaluation. These progress reviews consider all evaluations and whether students have met the minimum level of achievement for each competency and element. These evaluations inform the faculty's rating of each student's competence across each of the areas of Discipline-Specific Knowledge and the Profession-Wide Competencies. Any student whom the faculty determine is not demonstrating competency in one or more area will be required to develop and complete a remediation plan aimed at bringing their level of competence up to the minimum level of achievement. The student's advisor along with the student and the training director, develop the remediation plan. The plan will outline changes and/or requirements needed for a student to demonstrate competence. The requirements of a plan must be completed according to a timeline outlined in the plan. Failure to demonstrate competency at any point in the program may be reflected in communications to supervisors and faculty members across the training program and may be reported in subsequent recommendations. For example, the common application for internships (AAPI) requires training directors to disclose any history of remediation or probation for students applying for internship.

### **Feedback**

All students receive formal, written feedback on their performance each year following the May/June evaluation. This includes competence ratings on each of the profession-wide competencies, commendations for exceptional work, and feedback on areas needing improvement. If a remediation plan has been developed, students receive written feedback on their progress in completing the remediation plan. Failure to complete the requirements of a remediation plan and continued failure to demonstrate competence will result in termination from the program.

### **Evaluations of Clinical Experiences**

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

Copies of all evaluation forms are included below.

### **Performance Comprehensive Exam Instructions**

Students submit a comprehensive performance evaluation at the end of their 3<sup>rd</sup> year.

For your comprehensive performance evaluation, you will prepare a demonstration packet for one client whom you have treated at CAPS. These materials should be given to the CPSE Department Secretary by April 30 and will be reviewed by at least two faculty members—typically your advisor and another faculty member from your doctoral committee. This performance comp follows an outline very similar to the Practice Sample requirement for the American Board of Counseling Psychology (ABPP) and can be used as a rough draft for that process in the future if so desired.

Your demonstration packet should include the following:

1. One or more recordings of one or more counseling sessions with your client. Format the recording to the beginning of any 10- to 20-minute interaction you prefer to have observed and evaluated. Choose work that you feel demonstrates your abilities as a therapist. That is, choose video that demonstrates your competence rather than areas you feel you could improve.

2. A typed cover page describing which numbered session(s) you have selected to show in your video. Please provide the start and stop point for each video clip as well as a brief summary of the treatment strategies you are using in the clip(s) you have selected.

3. A two-page (double spaced; about 500 words) description of your theory of change. Keeping the description of your theory of change to about 500 words will help you prepare your internship essays and applications. In this theory, please be sure to address the following questions:

- a) What is the cause of mental illness or mental health concerns?
- b) What is your role as a therapist?
- c) What is (are) the mechanism(s) of change in therapy?
- d) How do interventions you use align with your theory of change?

As you craft this 500-word description of your theory of change, please remember to include some indication of your beliefs about human nature, how therapeutic goals relate to these beliefs, and some description of your intentions for your clients' experience in therapy with you. These factors will likely be addressed in several of the questions (a through d) listed above.

4. A written application of your theory of change to your work with the particular client for which you included recordings (in item 1 above). This part of the comprehensive exam will demonstrate your ability to conceptualize the case according to your theory of change in your work with a real client. While there is not a required length, the entire paper (including the cover page and two-page theory of change) should be no less than 10 pages and no more than 20 pages. Your paper should include the following headings: **Clinical Assessment, Formal Assessments Used to Guide Treatment, and Treatment.**

Under the heading **Clinical Assessment**, please include the following information:

- a) Client demographics (with an indication that you have changed the name and identifying information for confidentiality purposes)
- b) Educational History
- c) Relevant Family Background Information
- d) Medical History
- e) Psychological History (under this section, please include a risk assessment)
- f) Presenting Concerns
- g) Career Concerns (As counseling psychologists, it is important to demonstrate your knowledge of ways in which career concerns essentially play into every aspect of counseling. Using established career theories, please identify ways in which your client's presenting concerns tie into career concerns.)
- h) DSM-V diagnosis (along with ICD codes) and supporting evidence
- i) Multicultural Considerations
- j) Expectations for Therapy
- k) Strengths Assessment

Under the heading **Formal Assessments Used to Guide Treatment**, please include the information listed below. Given that CAPS (and many other counseling centers across the U.S.) use both the Counseling Center Assessment of Psychological Symptoms (CCAPS), and the Outcome Questionnaire-45 (OQ), you will need to demonstrate competence in your use of these measures and be able to describe how you used these measures in your treatment.

- a) Summary of initial CCAPS assessment
- b) OQ-45 Assessment (beginning to end)
- c) Beyond the CCAPS and the OQ-45, please administer **at least two other assessments**<sup>1</sup> that helped guide the work you did with your client. This should align with the work you are doing and can be a symptom measure (e.g., BDI, CHEDS, YBOCS, BAI, etc.) **or** a career assessment (Strong Interest Inventory, Myers Briggs, Typefocus, etc.), to which you will add at least one omnibus personality assessment tool such as the MMPI-2-RF, MCMI-IV, NEO-PI-R, or Rorschach Performance Assessment System (R-PAS).
  1. The key is to administer these additional assessments in a thoughtful way that meets the client's needs. Specifically, you should take all steps necessary to (1) accurately identify causes for the client's condition(s), (2) rule out alternative causes, (3) evaluate comorbidity, (4) verify environmental/contextual factors influencing symptoms, and/or (5) refer the client for medical evaluation, inclusive of lab tests (e.g., endocrine levels). For instance, it usually helps to conduct a structured diagnostic interview (available online for most DSM-5 conditions).
  2. Keep in mind that mental health symptoms tend to overlap and that clients tend to report socially acceptable symptoms much more than possibly embarrassing symptoms.

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<sup>1</sup> The CPSE Department will pay the cost of these assessments for one client, up to \$30.00. See your Practicum instructor for details.

- d) Please provide de-identified test results (including raw data and standard scores) and a summary of your conclusions based on these results.

For each measure you use, please provide a caveat demonstrating your knowledge of assessment structure, reliability, validity, and purpose of the measure.

(E.g., The OQ is a treatment outcome measure of client distress and has 45, five-point, Likert scale questions (Lambert, Lunnen, Umphress, Hansen, & Burlingame, 1994). The higher the overall score on this measure, the greater the indication of distress. A clinical cutoff score of 63 (with 15-point standard deviation) was established as a way to discriminate between clinical and non-clinical samples. A 14-point difference in either direction from the initial score is considered an indication of reliable change. The OQ has high internal reliability (alpha at .93), high test-retest reliability (.84), and concurrent validity with other instruments of distress ( $r = .58$  to  $.84$ ) (Kadera, Lambert, & Andrews, 1996). This measure has also been shown to be effective at detecting treatment deterioration in college counseling centers (Hannan, et al., 2005) and across several ethnic minority groups (Lambert et. al., 2006).).

Under the heading **Treatment**, please include the following information:

- a) Brief case conceptualization (answer the questions: What is the root cause of your client's presenting concerns?)
- b) Treatment plan and interventions (answer the question: What have you done in therapy with this client to implement change? What is your role as a therapist? What is the mechanism of change in your work with this client and how does this align with your theory of change?)
- c) Application of theory of change (answer the question: How do the interventions you have used with this client align with your theory of change?)
- d) Total number of counseling sessions
- e) Summary of client progress from initial session to the present. Include in this discussion how your use of outcome measures and other assessments informed your treatment as a way to show your ability to integrate practice-based evidence into clinical work.
- f) Case closure process, concerns, recommendations, or referral
- g) Future considerations and implications for this client

Students performance comprehensive is evaluated by two faculty members using the evaluation form below. Students must receive a rating of at least 5 from each rater in order to pass the evaluation. If a student scores below a 5 on one or more parts of the evaluation, they will need to revise their submission after consulting with the raters. The revised and resubmitted work is then evaluated again by two faculty members. If the student fails to get ratings above 5 on the evaluation after two revisions, they may be terminated from the program.



# Counseling Psychology Performance Evaluation

<b>Student Name:</b>	<b>Faculty Evaluator Name:</b>
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<b>Videotape</b>	<b>Case Conceptualization Paper</b>	<b>Psychological Assessment</b>
Things done well:	Things done well:	Things done well:
Constructive Suggestions:	Constructive Suggestions:	Constructive Suggestions:
Other Observations:	Other Observations:	Other Observations:
<i>Rating of Counseling Skills (on a scale of 1-10; Passing = 5+)</i> <b>Rating:</b>	<i>Rating of Counseling Skills (on a scale of 1-10; Passing = 5+)</i> <b>Rating:</b>	<i>Rating of Counseling Skills (on a scale of 1-10; Passing = 5+)</i> <b>Rating:</b>

## Written Comprehensive Exams

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

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

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

## Graduate Student Termination, Appeals, Grievances

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

### Termination from the Program

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

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

9. Fail or are dismissed from your internship.
10. Violate the university's standards of conduct or Honor Code.
11. Exceed the time limit (eight years for doctoral degree).

### **Appeal of Termination**

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

### **Student Academic Grievances**

The university has an established procedure for handling any academic grievances you may have. If consulting with the teacher or the graduate committee chair does not resolve a grievance, you should describe the problem to the department graduate coordinator and/or the department chair. If difficulties persist, you may ask the dean and finally the graduate dean for assistance. The Graduate Student Academic Grievance Policy can be found under the resource section of the Graduate Studies website (<http://www.byu.edu/gradstudies>) or by going directly to [https://gradstudies.byu.edu/page/policies-and-procedures-b#grad\\_grievance\\_policy](https://gradstudies.byu.edu/page/policies-and-procedures-b#grad_grievance_policy)

### **Due Process and Grievance Procedures**

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

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

### **Graduate Academic Grievance Policy**

Despite the well-meaning efforts of students and faculty, there may be occasions when a graduate student feels that his or her work has been unfairly or inadequately evaluated. Usually such differences can be amicably resolved between the student and faculty member. The following procedures are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

The grievance must be initiated by the graduate student no later than four months from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The graduate student should initially address the grievance to the involved faculty member for review and resolution. If for any reason the faculty member is unavailable or the student believes

the matter will not be fairly dealt with or may result in retribution, the student may direct the grievance to the department chair. If there is no department chair, the grievance shall be directed to the graduate coordinator or other person designated by the dean of the college to consider such matters (hereinafter referred to as the department chair). The faculty member or department chair shall have the right to consult others regarding the matter as reasonable, with due regard for the graduate student's right to privacy under the *Family Educational Rights and Privacy Act*.

If the grievance is originated with the faculty member and is not resolved satisfactorily, the student may submit a written request for review to the department chair. Decisions of the department chair, including matters originated with the department chair, shall be given in writing to both the student and the faculty member within 45 days of the student's written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented.

If the matter is not resolved to the student's satisfaction by the department chair, the student may submit a written request for review to the dean of the college or school, outlining the grievance, explaining its disposition, and setting forth facts supporting the student's request. The request for review must be made within 45 days of the date of the written disposition by the department chair. The college dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of receipt of the graduate student's request for review.

If the matter is not resolved to the graduate student's satisfaction by the college dean, and it involves terminating the student from the graduate program, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition and should set forth facts supporting the student's request for review. The request for review must be made within 45 days of the date of the written disposition by the college dean.

The Dean of Graduate Studies will convene a formal administrative review of matters that have not been resolved at the department or college level if terminating a graduate student from his/her graduate program is involved. Following the proceeding, which takes place under "Administrative Proceeding Format" as described below, the review panel will deliberate in a closed session and make a formal recommendation to the Dean of Graduate Studies, whose decision is final and cannot be appealed. A member of the Graduate Council chairs the administrative review and may ask questions but is not a voting member of the three-person review panel. Review panel members will consist of two graduate faculty members and one graduate student from departments outside that of the graduate student requesting the review. Review panel members will be appointed by the Dean of Graduate Studies.

### **Administrative Proceeding Format**

The format for an administrative proceeding is as follows:

1. Chair's introduction, summary of issues, and process overview.
2. Graduate student's (grievant's) presentation of issues (15 minutes maximum).

3. Department representative's presentation of issues (15 minutes maximum).
4. Optional presentation by witnesses (limited to three per side and a maximum of 15 minutes per side).
5. Graduate student's rebuttal (limited to 10 minutes).
6. Questions by panel members.
7. Opportunity for the department representative and the grievant to make a final statement (limited to 5 minutes), grievant following the department representatives.
8. Dismissal of presenters and witnesses.
9. Deliberation by panel members.
10. Written recommendations to the Dean of Graduate Studies (within 30 calendar days, unless extended by the panel by written notification to the Dean of Graduate Studies and to the grievant and the department).
11. Written decision by the Dean of Graduate Studies (within 30 days of receipt of the written recommendation of the panel, unless extended by the Dean of Graduate Studies with written notice of the extension to all parties).

### **Preparation for the Administrative Proceeding**

All materials, including a list of witnesses with a short summary of the content of their presentations and a short statement (not to exceed two pages) of the issues and facts to be considered by the review panel, must be submitted to Graduate Studies at least two weeks (14 days) in advance of the administrative review. Materials will then be distributed to the grievant(s), to the chair of the department against which the grievance has been filed, and to the members of the review panel. Thereafter, if any of the parties wish to have additional materials or witnesses considered by members of the review panel, such materials or witness names must be received by Graduate Studies no later than one week in advance of the administrative review, at which time all materials will be distributed to the parties as well as to the members of the review panel.

Graduate Studies will pay for reasonable reproduction costs, but the cost of reproducing packets in excess of 50 pages will be charged to the submitting party (graduate student or department). No audio/visual equipment will be allowed at the administrative review unless a written request for equipment is received by Graduate Studies at least one week before the scheduled date of the administrative review. The requesting party is responsible for providing the requested audio/visual equipment.

The chair of the review panel may, at his or her discretion, convene a planning meeting with the department representative and the grievant to discuss the material and witnesses submitted, in order to expedite the review by eliminating redundant and irrelevant information and by defining the precise issues that will be considered by the panel.

Presentation of the issues should be concise and relevant. The chair of the review panel shall be responsible for conducting the administrative review and making decisions regarding applicable procedures. The points of dispute may be summarized or illustrated by anecdote. Experience suggests that the best approach is to carefully tailor the formal presentation to the pertinent issues and to allow the panel members time for questions.

## **Attendance at the Administrative Proceeding**

Attorneys are not allowed to attend at any point in the review process. The grievant, however, may bring one or two additional persons to the administrative review for support and counsel. The grievant will be solely responsible for his or her presentation. The review panel described in this document operates as part of an academic administrative review, not a judicial proceeding. The graduate student must notify Graduate Studies, in writing, at least two weeks before the scheduled date of the administrative review if he/she wishes to have one or two additional persons present. The presence of these additional person(s) does not change the proceeding, as they will not be able to examine witnesses, ask questions, advocate, or otherwise take part.

## **Non-Discrimination Policy**

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

In compliance with applicable disability laws, the application for admission does not inquire about applicants' disabilities. In the admission process, applicants do not receive additional consideration, nor are they penalized for having a disability. Contact the University Accessibility Center (UAC) located in 1520 WSC (801-422-2767) for questions or concerns relating to disabilities.

Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Office at [\(801\) 422-5895](tel:8014225895) during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at [\(801\) 422-2130](tel:8014222130) during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at [1-888-238-1062](tel:18882381062) or visit [www.ethicspoint.com](http://www.ethicspoint.com). (<https://gradstudies.byu.edu/page/nondiscrimination-statement> )

**STUDENT THERAPIST EVALUATION FORM**  
Counseling and Psychological Services

Student \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
Supervisor \_\_\_\_\_ Student's Program \_\_\_\_\_

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

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

Please rate the student with the following in mind:

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

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

***Rating Scale***

**1) INADEQUATE**

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

**Criteria:**

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

**2) NOVICE**

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

**Criteria:**

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

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

### 3) INTERMEDIATE

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

**Criteria:**

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

### 4) ADVANCED

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

**Criteria:**

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

### 5) PROFICIENT

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

**Criteria:**

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

### 6) EXPERT

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

**Criteria:**



*Individual Therapy*

**Interpersonal Skills**

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

**Assessment/Diagnostic/Intake Skills**

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

**Non-Specific Intervention Skills**

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

**Specific Intervention Skills**

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

### **Crisis Intervention**

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

### **College Student Development**

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

### **Couples Therapy**

#### **Couples Therapy Conceptualization and Intervention Skills**

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

*Use of Supervision*

**Working Relationship**

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

**Openness/Reflective Ability**

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

*Diversity*

**Individual and Cultural Differences**

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

**Religious/Spiritual Issues in Counseling**

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

4) Is aware of own religious/spiritual perspectives and the accompanying assumptions and possible biases	1 2 3 4 5 6
5) Appropriately and ethically uses religious/spiritual interventions as deemed helpful to the client	1 2 3 4 5 6
Please comment on any Item given a rating of "1":	

***Professional, Ethical, and Legal Practices***

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

***Professionalism***

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

**Other Comments:**

**Plans for Remediation:**

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Student Therapist

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Date

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CAPS Supervisor

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Date

## Evaluation for Practicum Students at BYU-CAPS

Developmental Benchmark Form  
In Accordance with Profession Wide Competencies  
(Revised Sept. 1, 2019)

Trainee's Name:

Date of Evaluation:

Supervisor:

Is Supervisory a Licensed Psychologist?

- Yes
- No

Semester:

- Fall
- Winter
- Spring
- Summer

Level of Trainee

- 2<sup>nd</sup> Year Practicum Student
- 1<sup>st</sup> Year Practicum Student

APA Accreditation requirements for practicum include that each evaluation be based in part on review of video recordings or live observation of trainee providing clinical services. Please attest to the fact that you have done so by choosing which of the following you engaged in as part of your evaluation of the trainee this semester.

- I watched video recordings of my supervisee working with clients
- I engaged in live observation of my supervisee providing services to clients
- None of the above

### Criteria for Evaluation:

1	Unsatisfactory	Trainee's performance is inadequate and/or unacceptable in all, or nearly all, areas being evaluated. Work is not commensurate with the expected level of training and development.
2	Marginal	Trainee's performance is below average. Work showed marked deficits in ability to function at expected level of training and development.
3	Satisfactory	Trainee's performance was acceptable. Work demonstrates basic competence at the expected level of training and development.
4	Very Good	Trainee's performance is above average. Work shows advanced functioning related to expected level of training and development.
5	Outstanding	Trainee's performance is consistent with exceptional performance of advanced competence related to expected level of training and development.
N/A	Not applicable	Not enough data to form a judgment or provide an evaluation of performance in this area.

**Please indicate how characteristic of your practicum trainee are the following descriptions of the trainee's behaviors at the level of readiness for internship.**

### **I. Professional Values, Attitudes, & Behaviors**

1. Demonstrates the ability to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engages in self-reflection regarding one's personal and professional functioning.
3. Engages in activities to maintain and improve clinical performance and professional development (e.g., reading professional articles, conference attendance, etc.).
4. Actively seeks and demonstrates an openness and responsiveness to feedback.
5. Demonstrates an increased ability to respond professionally in increasingly complex situations with a greater degree of independence over the course of their doctoral training.
6. Demonstrates an accurate self-assessment of competence, wherein the trainee works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.

### **II. Communication/Interpersonal Skills**

1. Develops and maintains effective professional relationships with a wide range of individuals within BYU-CAPS.
2. Demonstrates effective interpersonal skills.
3. Negotiates differences and handles conflict well (both verbally and nonverbally).
4. Provides feedback to others in an appropriate fashion.
5. Demonstrates ability to be open-minded (e.g., acknowledge others' opinions; articulates more than one perspective in discussions; statements reflect acceptance of diversity of opinions or beliefs).
6. Adapts professional behavior (interpersonal/communication practices) in a manner that is sensitive and appropriate to the needs of diverse others.
7. Self-aware and sensitive to the effects of their personal attitudes, opinions, values, behaviors, and beliefs on others.
8. Demonstrates willingness to admit errors.
9. Works effectively with peers, staff, team player, etc..
10. Awareness of own level of interpersonal professional competence and limitations (e.g., trainee can accurately identify their areas of strengths and weaknesses in interpersonal abilities).
11. Verbal, nonverbal, and written communications are professional and appropriate.
12. Able to express empathy toward client(s).
13. Able to reflect the client's feelings in an accurate manner.
14. Demonstrates compassion for others.
15. Comfortable with the display of heavy emotions from client(s).
16. Facilitates the client's exploration and expression of affectively difficult issues.
17. Self-awareness of inner emotional experience when working with clients.
18. Tolerates ambiguity and uncertainty within clinical practice.
19. Demonstrates appropriate and effective boundaries with clients.

### **III. Individual and Cultural Diversity**

1. Demonstrates an understanding of how their own cultural history, attitudes, and biases affect how they understand and interact with people different from themselves.
2. Incorporates theoretical and research knowledge on multiculturalism within their professional role.
3. Demonstrates effective communication and interpersonal skills with people different from themselves, being sensitive to issues of power and privilege.
4. Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others. (e.g., adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients).
5. Demonstrates an understanding of the manner in which people of diverse cultures and belief systems perceive mental health issues and interventions.
6. Demonstrates awareness of own and others' multiple identities and the intersection of these identities (intersectionality).
7. Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc. (e.g., actively participates in discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspectives able to modify own beliefs/biases).

#### **IV. Ethics**

1. Demonstrates knowledge of and acts in accordance with the current APA Ethical Principles and Code of Conduct.
2. Demonstrates knowledge of and acts in accordance with relevant laws, regulations, and policies at the organizational, local, state, and federal levels.
3. Shows honesty and integrity. Values ethical behavior.
4. Is able to recognize ethical dilemmas as they arise and apply ethical decision-making in order to resolve them.
5. Appropriately seeks consultation when ethical or legal issues arise and require resolution.
6. Aware of their professional boundaries of competence based on their education, training, supervised experience, consultation, study, or professional experience.
7. Monitors issues related to self-care with supervisor and understands the central role of self-care to effective practice.
8. Demonstrates commitment to ongoing growth and development of interpersonal professional competence.
9. Maintains accurate documentation of records in clinical work.

#### **V. Intervention**

1. Establishes and maintains effective relationship with clients.
2. Implements evidence-based interventions informed by assessment findings, diversity characteristics, and contextual variables.
3. Effectively uses research to inform clinical practices.
4. Demonstrates effective timing of interventions.
5. Increased ability in case conceptualization skills and intervention plans.
6. Increased ability to evaluate intervention effectiveness, and adapts intervention appropriately.
7. Increased ability to assess and manage crisis situations.

8. Can conduct a suicide risk assessment.
9. Evaluates treatment progress and modifies treatment plans as indicated, including through the use of established outcome measures.
10. Demonstrates ability to refer clients to group and/or other resources when appropriate.
11. Demonstrates ability to handle termination issues.

#### **VI. Assessment:**

1. Utilizes assessment to inform case conceptualization, intervention, and recommendations.
2. Gathers biological, cognitive, behavioral, developmental, and sociocultural factors during intake interviews and integrates this information into a holistic assessment.
3. Utilizes the OQ-45 and CCAPS in the assessment of their clients.

#### **VII. Research**

1. Demonstrates development of knowledge and skills in seeking, applying, and evaluating theoretical and research data relevant to the practice of psychology.
2. Applies relevant research literature to clinical decision-making.
3. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs within professional practice.

#### **VIII. Consultation and Interprofessional Skills**

1. Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher, etc.).
2. Seeks consultation with other professionals within BYU CAPS when needed.
3. Follows BYU-CAPS procedures for crisis intervention, including notification of key administrators and agencies.
4. Participates in clinical team meetings.
5. Collaborates effectively with others who have diverse and different perspectives.
6. Makes appropriate referrals, and is aware of resources, in accordance with best-care practices for client.
7. Obtains a release of information when a client makes a request of therapist, before communicating with outside individuals.
8. Demonstrates ability to effectively communicate and consult with outside individuals, while respecting client's confidentiality and the scope of signed release of information.
9. Follows BYU and CAPS procedures for crisis intervention, including notification of key administrator, supervisor, and agencies.

#### **IX. Supervision**

1. Collaborates with supervisor to set appropriate goals for supervision and works to achieve identified goals.
2. Prepared for supervision: Bringing cued video recordings, thoughtful questions about clinical cases, and a list of clinical cases with presenting concerns.
3. Discusses and shares concerns, questions, limitations, difficult or high-risk cases, ethical dilemmas.
4. Demonstrates ability to be self-reflective and evaluate their clinical work.
5. Arrives on time for supervision consistently.
6. Completes and keep records/notes in a reliable and timely manner.

**Extern Evaluation**  
 Developmental Benchmark Form  
 In Accordance with Profession Wide Competencies  
 (Revised Sept. 1, 2019)

Trainee's Name:

Date of Evaluation:

Supervisor:

Is Supervisory a Licensed Psychologist?

- Yes
- No

Semester:

- Fall
- Winter
- Spring
- Summer

Level of Trainee

- Intern
- Extern
- 2<sup>nd</sup> Year Practicum Student
- 1<sup>st</sup> Year Practicum Student

APA Accreditation requirements for externship include that each evaluation be based in part on review of video recordings or live observation of trainee providing clinical services. Please attest to the fact that you have done so by choosing which of the following you engaged in as part of your evaluation of the trainee this semester.

- I watched video recordings of my supervisee working with clients
- I engaged in live observation of my supervisee providing services to clients
- None of the above

**Criteria for Evaluation:**

1	Unsatisfactory	Trainee's performance is inadequate and/or unacceptable in all, or nearly all, areas being evaluated. Work is not commensurate with the expected level of training and development.
2	Marginal	Trainee's performance is below average. Work showed marked deficits in ability to function at expected level of training and development.
3	Satisfactory	Trainee's performance was acceptable. Work demonstrates basic competence at the expected level of training and development.
4	Very Good	Trainee's performance is above average. Work shows advanced functioning related to expected level of training and development.

5	Outstanding	Trainee's performance is consistent with exceptional performance of advanced competence related to expected level of training and development.
N/A	Not applicable	Not enough data to form a judgment or provide an evaluation of performance in this area.

**Please indicate how characteristic of your extern trainee are the following descriptions of the trainee's behaviors at the level of readiness for internship.**

**I. Professional Values, Attitudes, & Behaviors**

7. Demonstrates the ability to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
8. Engages in self-reflection regarding one's personal and professional functioning.
9. Engages in activities to maintain and improve clinical performance and professional development (e.g., reading professional articles, conference attendance, etc.).
10. Actively seeks and demonstrates an openness and responsiveness to feedback.
11. Demonstrates the ability to respond professionally in increasingly complex situations with a greater degree of independence over the course of their doctoral training.
12. Demonstrates an accurate self-assessment of competence, wherein the trainee works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.

**II. Communication/Interpersonal Skills**

20. Develops and maintains effective professional relationships with a wide range of individuals.
21. Demonstrates effective interpersonal skills.
22. Able to manage difficult conversations well.
23. Negotiates differences and handles conflict well (both verbally and nonverbally).
24. Provides feedback to others in an appropriate fashion.
25. Adapts professional behavior (interpersonal/communication practices) in a manner that is sensitive and appropriate to the needs of diverse others.
26. Verbal, nonverbal, and written communications are professional and appropriate.
27. Able to express accurate empathy for client(s).
28. Demonstrates compassion for others.
29. Comfortable with the display of heavy emotions from client(s).
30. Facilitates the client's exploration and expression of affectively difficult issues.
31. Aware of their emotional responses to client(s) and able to communicate their affective reactions appropriately and therapeutically with client.
32. Demonstrates appropriate and effective boundaries with clients.

**III. Individual and Cultural Diversity**

8. Demonstrates an understanding of how their own cultural history, attitudes, and biases affect how they understand and interact with people different from themselves.
9. Incorporates theoretical and research knowledge on multiculturalism within their professional role.

10. Demonstrates effective communication and interpersonal skills with people different from themselves, being sensitive to issues of power and privilege.
11. Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others. (e.g., adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients).
12. Demonstrates an understanding of the manner in which people of diverse cultures and belief systems perceive mental health issues and interventions.
13. Demonstrates awareness of own and others' multiple identities and the intersection of these identities (intersectionality).
14. Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc. (e.g., actively participates in discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspectives able to modify own beliefs/biases).

#### **IV. Ethics**

10. Demonstrates knowledge of and acts in accordance with the current APA Ethical Principles and Code of Conduct.
11. Demonstrates knowledge of and acts in accordance with relevant laws, regulations, and policies at the organizational, local, state, and federal levels.
12. Demonstrates an ability to recognize an ethical dilemma and utilizes an ethical decision-making model in professional work.
13. Appropriately seeks consultation when ethical or legal issues arise and require resolution.
14. Aware of their professional boundaries of competence based on their education, training, supervised experience, consultation, study, or professional experience.
15. Recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills.
16. Self-monitors issues related to self-care and promptly intervenes when necessary.
17. Maintains accurate documentation of records in clinical work.

#### **V. Intervention**

12. Establishes and maintains effective relationship with clients.
13. Implements evidence-based interventions informed by assessment findings, diversity characteristics, and contextual variables.
14. Effectively uses research informed practices.
15. Demonstrates effective timing of interventions.
16. Demonstrates contextually accurate case conceptualization skills and intervention plans.
17. Demonstrates the ability to evaluate intervention effectiveness and adapts intervention appropriately.
18. Demonstrates the appropriate therapeutic use of self.
19. Able to effectively assess and manage crisis situations.
20. Can conduct a suicide risk assessment.
21. Evaluates treatment progress and modifies treatment plans as indicated, including through the use of established outcome measures.
22. Demonstrates ability to refer clients to group and/or other resources when appropriate.
23. Demonstrates ability to handle termination issues.

## **VI. Assessment:**

4. Utilizes assessment to inform case conceptualization, intervention, and recommendations.
5. Integrates biological, cognitive, behavioral, developmental, and sociocultural factors of health and illness in assessments.
6. Understands the strengths and limitations of diagnostic approaches and interpretation of results.

## **VII. Research**

4. Demonstrates development of knowledge and skills in seeking, applying, and evaluating theoretical and research data relevant to the practice of psychology.
5. Applies relevant research literature to clinical decision-making.
6. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs within professional practice.

## **VIII. Consultation and Interprofessional Skills**

10. Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher, etc.).
11. Seeks consultation with other professionals within BYU CAPS when needed.
12. Follows BYU-CAPS procedures for crisis intervention, including notification of key administrators and agencies.
13. Participates in clinical team meetings.
14. Collaborates effectively with others who have diverse and different perspectives.
15. Makes appropriate referrals, and is aware of resources, in accordance with best-care practices for client.
16. Obtains a release of information when a client makes a request of therapist, before communicating with outside individuals.
17. Demonstrates ability to effectively communicate and consult with outside individuals, while respecting client's confidentiality and the scope of signed release of information.
18. Follows BYU and CAPS procedures for crisis intervention, including notification of key administrator, supervisor, and agencies.

## **IX. Supervision**

7. Arrives on time for supervision consistently.
8. Collaborates with supervisor to set appropriate goals for supervision and works to achieve identified goals.
9. Prepares for supervision. For example, brings cued video recordings, thoughtful questions about clinical cases, and/or a list of clinical cases with presenting concerns.
10. Discusses and shares concerns, questions, limitations, difficult or high-risk cases, and/or ethical dilemmas.
11. Demonstrates ability to be self-reflective and to evaluate their clinical work.
12. Completes clinical records in a reliable and timely fashion.

## **X. Couples Therapy**

1. Demonstrates ability to form a therapeutic alliance with both partners.
2. Identifies and effectively communicates the problematic patterns within the partnership.

3. Recognizes how individual cultural differences impact the couple relationship.
4. Demonstrates ability to conceptualize a treatment approach based on evidence-based couples therapy models (i.e., Gottman's Relational Model, Developmental Model of Couples Therapy, EFT, IMAGO, etc.)
5. Helps the couple reformulate their thoughts and feelings about their relationship.
6. Demonstrates ability to be direct and interrupt the couple when needed.
7. Examines her or his own limitations and countertransference as a couple's therapist.

## **DISSERTATION REQUIREMENTS & PROCEDURES**

### **Dissertation Plan and Sequence**

#### **Goals**

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

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

#### **Sequence of Events**

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

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

Each of these events are described in more detail below.

#### **Research Collaboration Teams**

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

During your first semester of the program, you will attend your advisor’s or another selected research team. Your research activities will normally involve about three hours per week. This participation will continue until completion of your dissertation (on the same team or a different team).

This continuous experience will help you in preparing to complete successfully your doctoral dissertation. It will also provide opportunities to present research at regional and national

conventions and publish in professional journals. Dissertation credit (CPSE 799R) is provided for this and other research activities to prepare you for a successful dissertation experience. Your completion of each semester's dissertation credit is contingent upon meeting with your advisor in individual or research team meetings.

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

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

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

### **Literature Review**

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

### **Dissertation Prospectus**

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

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

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

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

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

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

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

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

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

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

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

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

### **Chapter One—Introduction**

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

### **Chapter Two—Literature Review**

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

### **Chapter Three—Method**

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

## **Data Gathering and Writing the Dissertation**

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

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

### **Results**

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

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

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

### **Discussion**

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

### **Oral Defense**

You may schedule the **final oral defense** of your dissertation **after** 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.

To schedule the final oral examination, you must establish a date for the examination with all members of the advisory committee and upload the “exam-ready” copy of your dissertation into the Graduate Progress system. Once the Advisory Committee have certified that the dissertation is ready for defense, you must contact the department graduate secretary (at least one day in advance with the date and time of the meeting) who will officially schedule the defense with Graduate Studies.

All members of the BYU academic community are invited to attend the final oral examination, but only appointed members of the advisory committee may question you and vote on your performance. Other graduate students, with the prior approval of the advisory chair may also attend.

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

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

### **Final Steps in Completing the Dissertation**

Once your committee, the Graduate Coordinator and the School of Education Dean's Office have passed the dissertation, the document must be prepared as a PDF document for submission to the Graduate Progress system to the ETD system. You may also request a printed hard copy of the dissertation when it is submitted to the Graduate Progress system. The following steps must be completed before you can submit the dissertation to the Graduate Progress system:

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 Studies (<https://gradstudies.byu.edu/page/etd-instructions>) and the McKay School of Education guidelines ([https://education.byu.edu/research/dissertation\\_aids.html](https://education.byu.edu/research/dissertation_aids.html)).
2. Once the dissertation advisor agrees that the dissertation meets appropriate standards, it is forwarded to the Graduate Coordinator for further review. This may take 1-2 weeks. If the Graduate Coordinator identifies areas needing revision, the dissertation is returned to the student.
3. Dissertations must also be submitted for publication by the time they are submitted to the Graduate Coordinator for review. Evidence that the manuscript has been submitted should be forwarded to the Graduate Coordinator.
4. If the Graduate Coordinator agrees that the dissertation meets appropriate standards it is forwarded to the Dean's office for final review. Again, this may take 1-2 weeks. The Dean's office may return the dissertation for further revision if necessary. If the Dean's office agrees that the dissertation is ready for submission, the student may proceed to upload the PDF document to the Graduate Progress system.

**Please note, students planning to graduate in August must defend their dissertation by April 30. The Graduate School and the McKay School of Education establishes deadlines for dissertation defenses and the submission of dissertations to the Graduate Progress System. These deadlines must be met in order to graduate in a given semester. Please consider the timelines outlined above when planning your dissertation defense. You should also allow yourself some time for making the revisions that are typically required following**

**the final defense and in the successive reviews of the document. Failure to consider these timelines may delay your graduation.**

### **Submission for Publication**

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

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

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

Principles regarding authorship and publication credit, when multiple authors are involved, are discussed in the Publication Manual (5<sup>th</sup> 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.

Before you undertake an endeavor which may lead to a publication, a formal agreement is made indicating who will be first and subsequent authors based upon the anticipated distribution of the workload and policies governing co-authorship. At the conclusion of the project, final agreement on authorship is made based upon actual contributions to the project. If desired, you may select a third party to help in this determination. A **“Co-authorship Agreement Form”** to formalize the above agreement, is required. A copy is included below.

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

## **Time Guidelines for the Dissertation**

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

### **First Year**

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

### **First or Second Year, Spring and Summer Terms**

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

### **Second Year, Fall Semester**

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

### **Second Year, Winter Semester**

- work with Dissertation Chair to complete prospectus
- schedule and defend your dissertation prospectus
- submit completed “**Dissertation Prospectus Approval Form**”
- submit completed “**David O. McKay School of Education Institutional Review Board Subcommittee for Research with Human Participants, Brigham Young University**” form
- 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)

- schedule dissertation defense through the Graduate Progress system and department graduate secretary
- hold dissertation defense

**Fourth Year, Spring/Summer**

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

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

**Name of Student** \_\_\_\_\_

**Proposed Title** \_\_\_\_\_

**Advisory Committee:**

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

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

All students will need to complete and provide evidence of passing the CITI training program.

Faculty supervisors will be responsible to include students' research on their Institutions Review Board approvals as either co-PIs or research assistants.

*Students may not schedule their final defense until their prospectus approval form, co-authorship agreement, CITI training certificate, and IRB approval letter are on file with the CPSE department secretary.*

**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](http://www.apa.org/ethics/code2002.html#8_12)
- (2) We agree upon authorship based upon our projections of contributions to the study.
- (3) We agree that, in the case of a dissertation or thesis, if the student does not submit a manuscript based on the work within one year following their final defense, the student's advisor may prepare and submit a manuscript based on the student's dissertation or thesis. This manuscript will still list the student as first author and the advisor as second author, as per APA's Ethical Principles.

The following represents our preliminary agreement on authorship of the study

entitled: \_\_\_\_\_

Date: \_\_\_\_\_

**Authors:**

First Author: \_\_\_\_\_  
Printed name Signature

Second Author: \_\_\_\_\_  
Printed name Signature

Third Author: \_\_\_\_\_  
Printed name Signature

Fourth Author: \_\_\_\_\_  
Printed name Signature

Fifth Author: \_\_\_\_\_  
Printed name Signature

Updated: November 4, 2021

## 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](http://www.apa.org/ethics/code.html)).

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

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

At a minimum, be aware of the following issues:

### **Informed Consent**

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

### **Privacy and Confidentiality**

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

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

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

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

2. Danger to others: If clients are threatening to harm another person and reveal such information to you, you must notify the police as well as the intended victim of the risk posed by your client. Failure to do so can have drastic effects and be an ethical and legal violation on your part. (See Utah Code 78-14a-102)
3. Suspicion of abuse to children or vulnerable adults: As a student in a psychology training program, you are a "mandated reporter" of abuse. If you observe, suspect, or receive a report of physical, emotional, or sexual abuse toward any child or vulnerable adult, you are legally required to report such abuse to law enforcement or the state division of human services immediately. Recall that you are a counselor, not an investigator. It is not in your purview to investigate or to substantiate abuse. You must report and allow the appropriate authorities to investigate, substantiate, and follow-up as necessary. Failure to report, or confusing your role, compromises your effectiveness as a therapist and jeopardizes you legally and professionally. (See Utah Code 62A-3 & 62A-4)
4. Supervision: As a student, you are required to obtain supervision of your work. Your on-campus and/or off-campus supervisor(s) will be informed of your clients' issues and your interventions. This supervisory relationship should be explained to your clients at the outset of any services.
5. Written release of confidentiality: You may share confidential information with outside parties when given written permission by the client. Clients may structure the release as narrowly or broadly as they wish. They may restrict content, names, dates and set any time limits they wish on the release.

### **Dual Relationships**

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

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

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

## **Responsibility and Competence**

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

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

## **Procedures for Resolving Ethical Dilemmas**

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

## GRADUATION

You must **apply** for **graduation prior** to the deadlines established each year by the Graduate Studies Office.

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

## AFTER GRADUATION

### **Certified Psychology Resident**

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

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

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

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

### **Social Networking**

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

### **E-Mail Yearly**

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

### **National Register**

The National Register of Health Service Providers in Psychology is a nonprofit professional credentialing organization. You may choose to apply for the National Psychologist Trainee Register (NPTR) to maintain files that document and verify that your education, training, and

supervised experience meet national standards. For more information about the National Register and to apply for the NPTR online, go to [www.nationalregister.org](http://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](http://www.asppb.org).

**Hybrid Headings for Journal Manuscript Theses and Dissertations**

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

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

**One-study Format**

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

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

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

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

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

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

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

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

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

## **Bookmarking for the One-Article Journal-Ready Thesis or Dissertation**

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- Level 1: Appendix A: Expanded Review of Literature
- Level 1: Dissertation or Thesis References (optional)
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## Two-Study Format

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

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

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

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

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

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

**References** include only those cited in the article.

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

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

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

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

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Level 3: xxx

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Level 2: Discussion

Level 2: References

Level 1: Appendix A: Expanded Review of Literature

Level 1: Dissertation References (optional)

Level 1: Appendix B: Methods