The overarching goal of the PhD program in Counseling Psychology is to prepare entry level counseling psychologists who are well-trained and competent in both the practice and science of the profession. Within that overarching goal, the program has developed a set of specific training goals, each of which is related to several objectives and competencies, which we call the Comprehensive Multi-Dimensional Assessment of Doctoral Competencies (CMDA). The CMDA draws directly from the Competencies and Benchmarks for Professional Psychology, adopted by the American Psychological Association (see http://www.apa.org/education/grad/competency-benchmarks.pdf and http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx).

Assessment is inclusive of all areas of functioning, including clinical, research, supervision, teaching, consultation, and optional specialization skills. In addition, all students must demonstrate multicultural competencies across domains. In order to address these areas of functioning, programmatic assessment activities will be conducted in several clusters, presented in Table 1. While students are enrolled in the program, they are expected to complete the following ten critical assessment activities, in addition to coursework and successful completion of practicum:

1 – readiness for doctoral practicum [baseline assessment of students’ personality, intellectual and personal skills, knowledge from classroom experiences in assessment, clinical interviewing, intervention, ethics, and individual and cultural differences]

2 - professionalism benchmark [written and oral evaluation of students’ competencies in the following areas: reflective practice, self-care/self-assessment, professionalism, scientific mindedness, interpersonal skills, affective skills, expressive skills, individual and cultural differences, legal-ethic knowledge, and ethical conduct]

3 – submission of a manuscript to a peer-refereed journal relevant to counseling psychology

4 – dissertation proposal

5 – comprehensive exams

6 – Observed Structural Clinical Examination (OSCE) [assessment of students’ clinical skills consisting of several observed clinical encounters (called stations), typically with specially trained actors playing the role of a client/patient presenting with one or more psychological symptoms]

7 – readiness for internship [summative assessment of students’ competencies necessary to successful completion an internship, including Baseline Competencies, Relationship and Interpersonal Skills, Skills in Application of Research, Psychological Assessment Skills, Intervention Skills, Consultation Skills/Interprofessional Collaborations, Diversity and Individual Differences, Ethics, Development and leadership skills, Supervisory skills, Professional Development, Meta-Competencies]
8 – completion of 360-degree evaluation [360-degree evaluations are designed to gather input from multiple sources who work with an individual professional in a variety of ways. For the purpose of the CPCS 360-degree evaluation, the following sources are included in 360-degree evaluations: supervisors, supervisees, clients, faculty, students in course taught or TA’d, and peers.]

9 – completion of assessment portfolio [Portfolios are a collection of products, gathered by the person being assessed, which provide evidence of achievement of specific program/professional competencies (Fryer-Edwards, Pinsky, & Robins, 2006). They typically contain written documents, but also may include audio or video recordings or other forms of information.]

10 – dissertation defense

In addition to the assessment activities completed by students, most graduates of the program seek licensure as a psychologist. This requires passage of the Examination for Professional Practice of Psychology. EPPP scores will serve as a final piece of assessment data to monitor content mastery in professional psychology, and provide the program faculty with guidance on content areas that need to be examined.

SEE TABLE (NEXT PAGE)
Table 1. Competencies, related assessment activities and timeline for programmatic review: 5-year plan

<table>
<thead>
<tr>
<th>COMPETENCY CLUSTER</th>
<th>ASSESSMENT ACTIVITY</th>
<th>ASSESSMENT INTERVAL</th>
<th>YEARS for REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Professionalism</td>
<td>1. Professionalism Benchmark</td>
<td>3 years</td>
<td>Fall, 2012 &amp; 2015</td>
</tr>
<tr>
<td></td>
<td>2. Readiness for Doctoral Practicum</td>
<td>3 years</td>
<td>Spring, 2013 &amp; 2016</td>
</tr>
<tr>
<td>Foundations of Psychology</td>
<td>1. Comprehensive Exams</td>
<td>2 years</td>
<td>Fall, 2012 &amp; 14</td>
</tr>
<tr>
<td></td>
<td>2. EPPP</td>
<td>5 years</td>
<td>Fall, 2012 &amp; 2017</td>
</tr>
<tr>
<td>Professional Identity as Counseling Psychologist</td>
<td>1. 360-degree evaluation</td>
<td>3 years</td>
<td>Fall, 2013 &amp; 2016</td>
</tr>
<tr>
<td></td>
<td>2. Readiness for Internship</td>
<td>3 years</td>
<td>Spring, 2013 &amp; 2016</td>
</tr>
<tr>
<td>Clinical Skills</td>
<td>1. OSCE</td>
<td>3 years</td>
<td>Fall, 2013 &amp; 2016</td>
</tr>
<tr>
<td></td>
<td>2. Readiness for Internship</td>
<td>3 years</td>
<td>Spring, 2013 &amp; 2016</td>
</tr>
<tr>
<td></td>
<td>3. 360-degree evaluation</td>
<td>3 years</td>
<td>Fall, 2013 &amp; 2016</td>
</tr>
<tr>
<td>Research Skills</td>
<td>1. Manuscript submission</td>
<td>3 years</td>
<td>Fall, 2014 &amp; 2017</td>
</tr>
<tr>
<td></td>
<td>2. Dissertation proposal</td>
<td>3 years</td>
<td>Fall, 2014 &amp; 2017</td>
</tr>
<tr>
<td></td>
<td>3. Dissertation defense</td>
<td>3 years</td>
<td>Fall, 2014 &amp; 2017</td>
</tr>
<tr>
<td>Teaching Skills</td>
<td>360-degree evaluation</td>
<td>3 years</td>
<td>Fall, 2013 &amp; 2016</td>
</tr>
<tr>
<td>Specialization</td>
<td>Varies by specialization</td>
<td>3 years</td>
<td>Fall, 2014 &amp; 2017</td>
</tr>
</tbody>
</table>

The data for review will be collected through the use of standard forms, as described in the CMDA in the PhD student handbook.
Assessment Process and Procedures

Training Goals, Objectives, Competencies, Means, and Outcomes

PhD Program in Counseling Psychology
Department of Counseling
College of Education and Human Development

Submitted by

Cindy Juntunen, Ph.D.
Associate Professor
Co-Chair
Co-Training Director, PhD program
Program Self-Assessment and Quality Enhancement

Self-assessment process

The Counseling Psychology Program engages in regular, ongoing self-studies with appropriate student involvement. This is done in several ways. To assess student development, we: collect ongoing data on student progress in the Program and complete annual formal evaluation; evaluate students’ progress through practica and research experiences, as well as coursework; monitor students’ performance on internship; monitor student’s timely completion of the Program; and collect information on Program Graduates. To assess program development, we: monitor success of systemic issues (such as policies for Qualifying and Comprehensive Examinations) and make changes when needed; engage in Strategic Planning activities that are reviewed and updated annually; and evaluate program performance in our Annual Report.

Student input is sought through their self-evaluations (attached); participation in faculty retreats and planning meetings; advising relationships; monthly “Town Hall Meetings” designed to address concerns, respond to questions, and discuss issues of relevance to students and faculty; close mentorship of research and practice experiences; focused attention to the role of diversity in program planning and functioning; utilization of Suggestions/Concerns boxes which students can use to anonymously provide faculty with feedback; and having student liaisons (one from PhD program and one from MA program) present at all faculty meetings and involved in all faculty searches. This year (Spring, 2005), we have implemented a new strategy in which we are conducting student focus groups around critical topics, and asking student opinions about how we are meeting our goals in this area. The groups are facilitated by students and no faculty are present. Focus group questions for this year are attached. The faculty is currently developing a plan for addressing the concerns that arose from those groups and for maintaining and strengthening the issues students identified as positive. This will become an annual exercise.

Finally, students were invited to contribute to the self-study and a small number did provide feedback on the Competencies information provided in Domain B.

Outcome Data. Student outcome information is provided in the following section, specific to each competency. In addition, outcome data is provided in terms of the high rates (90% over last 7 years) at which students obtain APA-accredited Pre-doctoral Internships, successful completion of Internship (evaluations are available for review), and successful defense of dissertations (also available for review).

Alumni outcome data was solicited this year from the 39 students who have graduated from the program since 1998. Twenty-one alumni responded, for a response rate of 54%. Employment data is reported for all graduates (See attached Table) in the last 7 years. The following is a summary of alumni data relevant to the two goals and 6 objectives of the training program.

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Outcome</th>
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<tbody>
<tr>
<td><strong>Goal 1:</strong> To prepare entry level counseling psychologists who are well-trained in both the practice and science of the profession.</td>
<td>38 of 39 graduates are either working as psychologists or as psychology residents (or equivalent) while working toward licensure. Mean time to employment (N=21), 1.4 months.</td>
</tr>
<tr>
<td><strong>Objective 1:</strong> Train students in the foundations of Psychology, establishing a knowledge base in the biological, social,</td>
<td>Successful passage of licensure exam. Of 9 respondents licensed, 8 passed on first attempt. Of those reporting (N = 6) Mean EPPP = 153;</td>
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<tr>
<td>Cognitive/affective and individual differences foundations of psychology. (Domain B3a)</td>
<td>EPP statistics gathered since 1996 indicate program graduates’ mean score is 143.6 (N=21).</td>
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<tr>
<td><strong>Objective 2:</strong> Train students in the theoretical basis of Counseling Psychology; including theories of human behavior and development; supervision and consultation; counseling and psychotherapy; career development; psychopathology; and diversity. (Domain B3b)</td>
<td>Successful passage of licensure exam. Of 9 respondents licensed, 8 passed on first attempt. Of those reporting (N = 6) Mean EPPP = 153; EPP statistics gathered since 1996 indicate program graduates’ mean score is 143.6 (N=21).</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> Train students in the applied aspects of Counseling Psychology, including: Assessment of career development, cognitive functioning, personality, and behavior; diagnostic skills and the use of DSM-IV; Career counseling; Individual and group counseling; Supervision and consultation; Assessing treatment effectiveness; Developing ethical and multi-cultural competence, and Integrating science into practice. (Domain B3c)</td>
<td>Successful passage of licensure exam. Of 9 respondents licensed, 8 passed on first attempt. Of those reporting (N = 6) Mean EPPP = 153; EPP statistics gathered since 1996 indicate program graduates’ mean score is 143.6 (N=21). Graduates report several strategies for integrating science and practice, particularly as it relates to delivery of psychological services.</td>
</tr>
<tr>
<td><strong>Objective 4:</strong> Train students in the science of Counseling Psychology, including: Scientific methods (both quantitative and qualitative); Historical and current research issues relevant to Counseling Psychology; The effects of culture, gender, race, sexual orientation, disability, and age on research in Counseling Psychology; the critique of a body of research literature; and the integration of research and practice in Counseling Psychology. (Domain B3e)</td>
<td>Five of the 21 graduates reported publishing in peer reviewed journals. Six others published in other venues like books, and six more have completed unpublished research. Many national, regional, and local presentations were reported by graduates. Graduates are employed in both practice and research positions, with a small number engaging in both practice and academic work.</td>
</tr>
<tr>
<td><strong>Goal # 2:</strong> To prepare counseling psychologists who are leaders in the field, especially as it relates to serving diverse and underserved populations.</td>
<td>Twenty-five distinct counseling related organizational memberships were reported by the 21 respondents. Many graduates are initiating important new programs for underserved populations.</td>
</tr>
<tr>
<td><strong>Objective 5:</strong> Socialize students in the profession of Counseling Psychology, including: The history of psychology and the history and current identity of the profession of Counseling Psychology; The ethics and legal issues relevant to counseling psychologists; the unique professional identity of counseling</td>
<td>Several graduates are members of APA or the Society of Counseling Psychology. Several are working in traditional counseling psychology roles, like university counseling centers, and many are working in unique roles as care givers and administrators in rural and Native American communities. Most would identify themselves as counseling psychologists.</td>
</tr>
</tbody>
</table>
psychologists. (Domain B3e) Graduates report engaging in continuing education activities as evidence of lifelong learning and professional engagement.

**Objective 6:** Training students toward multicultural competency, including; knowledge and competence about non-majority cultures; the value of acceptance, respect, and appreciation for individual and cultural difference; knowledge of the barriers encountered by members of non-majority cultures and groups. Although this value is actively integrated throughout all of the above objectives as well, it remains critical enough to our mission to also be identified as a specific objective in its own right. (Domain B3d) Graduates report working as practitioners with diverse clientele. Many are in rural settings and working with under-served Native American communities. They are developers of unique, culturally-appropriate services. Several respondents cited the multicultural training as the most valuable part of their training.

**Periodic Program Reviews**

*Assessment of local, regional, and national need for psychological services*

Our training model, with its emphasis on integrating science and practice, builds a solid foundation for versatility in seeking various employment opportunities. Locally and regionally, there is a need for psychologists who are prepared to address issues specific to rural populations, and these issues are addressed in ethics, fieldwork, and research courses. There is also an important regional need for American Indian psychologists, and psychologists with an understanding of cultural values. We have monitored our curriculum to assure that diversity is integrated throughout, as described previously. In addition, we are continually working to develop more effective methods for recruiting American Indian students.

As supply and demand concerns have arisen in psychology, we have addressed these in a number of ways. First, faculty and students are engaged in an open and ongoing discussion of the various factors affecting supply and demand. This occurs in faculty meetings, in the doctoral Ethics and Professional Issues course, and via posted e-mails relevant to the discussion. Second, we’ve considered ways in which our curriculum can best prepare students for meeting the current needs for psychologists. This has resulted in expansion of our assessment courses and affiliation with more fieldwork placements. Third, we have begun to emphasize the role of leadership in the psychologist’s career. This has resulted in specific recommendations to students to increase their activity with professional groups and presentations.

*National standards of professional practice (F2.c)*

We have assessed the appropriateness of our curriculum for meeting national standards in a number of ways. One way is by monitoring the rate for graduate success on the EPPP licensure exam, as noted in the table above. Second, we assess the success of graduates in achieving their desired internships and career positions. As part of our annual Strategic Planning and Annual Report process, we evaluate in faculty meetings and an annual retreat whether we need to make any specific changes in the curriculum, recognizing the need to engage in that process on a regular basis. Third, we monitor the evaluations of students placed in internships from a national pool, to determine whether there are any areas that require improvement. These evaluations informed our decision to expand our assessment offerings. Fourth, ethical standards for practice are presented in the first semester of the program, and students complete an oral examination
during the ethics course to assess their understanding of ethics. Ethical knowledge and understanding is again assessed in qualifying exams, comprehensive exams, and fieldwork. Previous feedback from our Committee on Accreditation (CoA) of the American Psychological Association.

Two specific suggestions were made by the CoA at the time of our last APA accreditation review, and the response to each of those follows.

1. Include Empirically Supported Treatments in our curriculum: In response to the feedback that more discussion and training regarding empirically supported treatments be addressed, we have made three specific adjustments. First, we have integrated cognitive behavioral and interpersonal brief therapy (as two examples of EST’s for the treatment of depression) into our fieldwork coursework. The program does not mandate the practice of one or the other of these therapies, but rather students are exposed to the practice of these therapies, and have a basic understanding of their process. Second, we have included explicit discussions of EST’s into our Research Issues (COUN 551) course, under the syllabus heading of “process and outcome research.” Included in this module is a discussion of (a) what is necessary for a treatment to be considered an EST, (b) the issues involved in the EST movement (including history, strengths and criticisms), (c) an overview of the updated list of treatments considered EST, (d) a description of manualized treatments, and (e) a review of common factors theory. Finally, we often offer a one-credit seminar that specifically addresses EST factors, including definitions, treatment modalities, and practice issues as part of our summer series.

2. Include Consultation theory and application in the curriculum: As a faculty, we attempt to infuse consultation throughout our program. We see consultation as a vital skill for counseling psychologists and believe this is relevant to such areas as supervision, testing, clinical experiences and case conceptualization. The program’s approach to consultation training is probably most aligned with Doughtery’s (2004) generic model of consultation. This model outlines a four-stage process of consultation: Entry, Diagnosis, Implementation, and Disengagement. Additionally, we attempt to explore the continuum of expert-based consultation to facilitative, process-based consultation. In some courses consultation is a formal learning objective. For example, Practicum (COUN 580), Fieldwork (COUN 583), Testing (COUN 517, 555) and Career (COUN 519, 540) courses all include formal academic material on the process and skills necessary to be an effective consultant. However, in most other courses, consultation is addressed as one of the major roles a counseling psychologist plays in assessment, clinical practice and research methods. Another example is the focus on organizational change models from a multicultural perspective in the Multicultural Counseling course (COUN 532).

Staying current with the evolving body of scientific and professional knowledge

Faculty stay current with training and assessment issues through their regular activity in professional meetings. The majority of faculty and many of our students attend the annual APA Convention each year as well as the biennial National Multicultural Conference and Summit. Many of us attended the Houston Conference and regularly attend the Great Lakes Regional Conferences of the Society of Counseling Psychology. Additionally, we are a member of the Council of Counseling Psychology Training Programs and have sent our Training Director to all Mid-Winter meetings over the past ten years or more. This has allowed us to integrate current information into our coursework, through reporting on workshops attended, reviewing and purchasing new resources, and introducing students to scholars in their areas of interest. Because of our activity in several national organizations, Program faculty are able to determine the currency of our areas of interest, learn about innovative methods for teaching and research, and compare our curriculum and goals to those of others in the discipline.
All faculty members are actively pursuing scientific and scholarly work that informs the practice of psychology. Students are involved in that work, and it also results in the inclusion of current information in classroom lecture and discussion. Several faculty members are collaborating with colleagues in other institutions, which serves as a method of self-assessment for quality and professional relevance.

Our course schedule allows for regular elective offerings (described in Domain C), which augment our basic training with special topics. In the past 5 years, we have been able to offer a series of workshops on various clinical and research topics. These topics have been selected based on faculty and student perceptions of the need to cover a new or emerging area of counseling psychology.

Graduate job placements and career paths (F 2.e)

Graduate job placements are reported in Table 9. We review graduate job placement through mail surveys, Graduate School surveys (a required part of the Graduate School review process), and individual student contact. Students are asked to update the program when they obtain or change positions, and many notify us by mail or telephone when they have made such a change. Also, individual faculty and students are often in contact for significant periods of time after graduation, as many collaborate on projects or share common interests.

Program Goals, Objectives, Competencies, Means, and Outcomes

Training Objectives, Competencies, and Training Activities/Means

This section presents information on both our specific training objectives and coverage of the core content areas, as they are woven throughout the training activities that we employ. For each of the objectives below, we provide specific competencies and evaluation information. However, it is important to note that we also maintain several overall guidelines for assessment that cut across objectives and competencies. Specifically, overall minimal level of achievement includes passing grades in the relevant courses; maintaining a minimum overall GPA of 3.0; maintaining a minimum GPA of 3.5 in the Psychology minor or passing a Psychology Comprehensive exam; successful passage of the Qualifying examinations; successfully completing the Program’s Comprehensive Exams; successful proposal and defense of the dissertation; and acceptance into and successful completion of an APA-accredited pre-doctoral internship. Outcomes are based on performance since the last site study, unless otherwise noted.

Goal # 1: To prepare entry level counseling psychologists who are well-trained in both the practice and science of the profession.

Objective 1: Train students in the foundations of Psychology, establishing a knowledge base in the biological, social, cognitive/affective and individual differences foundations of psychology.

Competency 1.a: Understanding of how biological systems impact human behavior (both normal and abnormal functioning); understanding of the cognitive and affective contributions to human behavior; understanding that human behavior occurs in a social context and as part of a culturally diverse social system; understanding the role of individual differences in human behavior and psychological interventions. Training Activities: A minimum of one course in each of the Psychology Minor emphases in Biological Bases, Cognitive/Affective Bases, Social Psychological Bases, and Individual Differences; Readings for Qualifying and Comprehensive Examinations; Required Program courses in Multicultural Counseling and in the Psychology of Women, Gender and Development; optional course in Psychopharmacology; attendance at national, regional, and local conferences. Assessment: Competency is demonstrated through performance on course exams, papers and assignments; the Qualifying and Comprehensive Exams; and ability to include the foundations of psychological theory
in case conceptualization in field work. **Outcome:** More than 75% of students complete the psychology minor with a GPA of > 3.5, and the remainder have all successfully passed the Psychology Comprehensive Exam; Students successfully integrate the foundations of psychology into Comprehensive Exams and Dissertations (many of which are theory-driven); Diversity issues have been successfully addressed both Qualifying and Comprehensive Exams (according to faculty evaluation) by 90% of students completing them in the past 5 years. The remainder have successfully addressed these issues within the single allowable re-take examination.

**Objective 2:** Train students in the theoretical basis of Counseling Psychology; including theories of human behavior and development; supervision and consultation; counseling and psychotherapy; career development; psychopathology; and diversity.

**Competency 2.a:** Ability to understand and integrate theory, apply theory to actual or hypothetical situations, and analyze both the strengths and weaknesses of theory. **Training Activities:** Participate in advanced instruction (lectures, group discussions, readings) regarding applied topics in childhood and adult development (COUN 565), diversity, including race and culture; (COUN 531, 532); psychotherapy and consultation (COUN 530, 580, 583), career theory (COUN 519, 540), supervision (COUN 560), supervision practica (COUN 586), and psychopathology, (Psych575; COUN 565). **Assessment:** Competency is demonstrated through performance on graded presentations and examinations in listed courses; performance on the Qualifying Exam and the Comprehensive Exam; presence of critical thinking and integration in writing about theory; inclusion of theory in clinical work with clients and in supervision of counselors in training. **Outcome:** Students analyze and integrate theory effectively into both Qualifying and Comprehensive Exams, with a first-time Pass rate of approximately 90% and 95%, respectively. Theory is effectively integrated into case conceptualizations and treatment planning, as evaluated by Fieldwork instructors. All students have received grades of A or B in the courses listed.

**Competency 2.b:** Develop self-awareness related to theory, personal biases, and own development as a professional psychologist. **Training Activities:** Completion of reflection papers regarding developmental issues (COUN 531, 565), reflection papers on readings such as *Overcoming Our Racism* (D.W. Sue) (COUN 532), self-study in career development (COUN 519), and reaction papers and creative projects related to gender theory (COUN 531), and addressing these issues in supervision of counseling and supervision practica (COUN 580, 583, 586). **Assessment:** Demonstrated through willingness to self-disclose and take risks, non-defensive stance to feedback, and attitude of open consideration to new ideas and theories. Also, assess personal biases/multicultural awareness and knowledge through classroom and informal discussions regarding marginalized populations, ethnic minorities and other broader diversity issues. **Outcome:** Students have successfully discussed and critiqued theory and their own theoretical orientations, as evidenced through writing on the Qualifying Examinations, the Comprehensive Examinations, and the APPI essay questions.

**Competency 2.c:** Able to experience and describe how theory supports service delivery, recognize limits of theory, and use theory to develop plan of intervention in counseling, advocacy, supervision, and consultation. **Training Activities:** Case application of career theory (COUN 519, 540); supervision theories (COUN 560); and theories of personality and psychotherapy/counseling (COUN 580, 583). **Assessment:** Demonstrated through accurate application of theoretical tenets, accurate critique of limitations of theory, ability to predict how treatment might progress, and evaluation of adherence to theory in supervised and/or graded assignments and individual and group supervision. **Outcome:** Students demonstrated effective integration of theory into both clinical and supervisory work, as evaluated by on-site and faculty supervisors. More than 95% of students have obtained positive ratings in fieldwork courses, internship, and assessment placements.

**Competency 2.d:** Ability to understand client concerns and understand and develop treatment plans. **Training Activities:** Case Conceptualizations (COUN 580, 583). **Assessment:** Demonstrated through supervised clinical experience, presentation of cases in group supervision, and client response to treatment. **Outcome:** More than 95% of students have obtained positive ratings in fieldwork courses,
Objective 3: Train students in the applied aspects of Counseling Psychology, including:
Assessment of career development, cognitive functioning, personality, and behavior;
Diagnostic skills and the use of DSM-IV; Career counseling; Individual and group counseling; Supervision and consultation; Assessing treatment effectiveness; Developing ethical and multi-cultural competence, and Integrating science into practice.

Competency 3.a: Able to identify and select interventions appropriate for clinical work; understand the interface of assessment, diagnosis, and psychological interventions; recognize the interaction of work and personal issues; understand that culture plays a role in all counseling, consultation, and supervision relationships. Training Activities: Participate in advanced instruction (lectures, group discussions, readings) regarding applied topics (COUN 510, 517, 518, 519, 532, 540, 555, 560, 568, 569, 580, 583, and other courses). Assessment: Demonstrated through performance on graded presentations and examinations in listed courses; performance on the Qualifying Exam and the Comprehensive Exam; presence of critical thinking and integration in writing about practice issues; integrating knowledge into clinical work with clients and in supervision of counselors in training. Outcome: Both faculty and on-site supervisor ratings of assessment, diagnosis, and counseling skills are high for more than 95% of students.

Competency 3.b: Able to protect welfare of clients, abide by ethical principles and aspirations, know and observe legal standards of practice, and do no harm in the course of psychological endeavors. Training Activities: Discuss and apply ethical principles to the practice of counseling psychology (COUN 517, 519, 540, 550, 560, 568, 569, 580, 583). Assessment: Demonstrated through supervised practice, recognition and analysis of ethical issues in Qualifying and Comprehensive Exams. Outcome: No students have been engaged in any ethical complaints regarding client welfare. In the past 7 years, two students have been engaged in remediation plans to address professional concerns; one completed successfully, one is in progress.

Competency 3.c: Able to apply ethical principles to hypothetical real-life situations; able to adjust thinking and decision-making in response to changes in case dynamics; able to provide rationale for ethical decision-making. Training Activities: Case-based learning of ethical principles and Mock oral licensure exam (COUN 550). Assessment: Demonstrated by accurate and thoughtful responses to cases; quality of cases developed for mock oral exam; successful defense of decision-making in mock oral exam. Outcomes: 100% of students have successfully developed their own ethical dilemma cases, appropriate for use in mock oral exam. Performance in mock oral exam has demonstrated thoughtful and thorough understanding of ethics, by faculty evaluation.

Competency 3.d: Able to administer the tests according to standardized instructions, interpret the results at a skill level expected of entry level counseling psychologists, and write assessment reports that are clear and useful to the referral source and clients. Training Activities: Administer and interpret at least 5 objective and 5 projective personality tests as well as 12 cognitive tests (COUN 517, 568 and 569); Administer and interpret career assessments (COUN 517 and 519). Assessment: Demonstrated through video-taped test administration, evaluation of skills by GTA and instructor using standardized checklists, and review and evaluation of integrative reports. Outcome: 100% of students have passed course requirements and have been able to conduct assessments appropriately in fieldwork placements. Internship evaluations indicate that students are prepared to work with assessment tasks at a level expected for a predoctoral intern.

Competency 3.e: Understand how to integrate the results contained within a test and across tests, thereby writing reports that address the client’s strengths and weaknesses. Training Activities: Critique written reports to discuss their strengths, weaknesses, and stylistic considerations. (COUN 568 and 569). Assessment: Demonstrated through drafts of written reports and ability to integrate evaluative feedback in final reports. Outcome: Reports improve over multiple drafts and with
multiple report-writing assignments. Students are able to prepare reports for consultation with other professionals, including mental health, judicial, school, and/or social service agency representatives during fieldwork, with supervision.

**Competency 3.f:** Understand test construction, testing theory, limitations of any single psychological assessment, and potential to cause harm through inappropriate use or application of assessments. Understand norming and validation processes and implications of using instruments with groups or populations not represented (or under-represented) in the norm sample. **Training Activities:** Read test manuals and independent critiques of tests, address issues of test bias (population based) (COUN 517, 555, 568 and 569). **Assessment:** Demonstrated through ability to discuss issues knowledgeably, raise questions about test assumptions, and perform well on graded exams and course exercises. **Outcome:** All students have received passing grades on exams on test construction and development; students have completed 7 test development (group) projects in the last 4 years.

**Competency 3.g:** Learn how to create or evaluate usefulness of an assessment instrument. **Training Activities:** Group test construction project, comprised of either scale development or re-norming or re-validating of an already-existing instrument (COUN 555). **Assessment:** Demonstrated through development of a reliable and valid test (or ability to explain what changes would be necessary to obtain sound psychometric properties) or successful validation study of existing assessment. **Outcome:** Students have completed 7 test development projects in the last 4 years; some have led to dissertation projects, demonstrating adequate reliability and validity to conduct substantive study.

**Competency 3.h:** Able to gather essential diagnostic data, use data to inform decisions about both diagnosis and treatment plan. **Training Activities:** Conduct intake interviews and make diagnostic decisions (COUN 580 and 583). **Assessment:** Demonstrated through supervised intakes, accurate diagnoses, and successful interaction with client. **Outcome:** Students master intake interviews and diagnostic decision-making before being deemed ready to apply for pre-doctoral internship.

**Competency 3.i:** Able to develop a breadth of clinical skills; establish effective working relationships in career counseling, psychotherapeutic, consultative, and supervision situations. **Training Activities:** Provide client services, including group, individual, family, and career-related counseling services, and receive supervision, including video and audio tape review (COUN 580 and 583); develop and rehearse (COUN 560) as well as provide supervision to developing clinicians (COUN 586). **Assessment:** Demonstrated through supervised interventions and effectiveness of interventions in eliciting client or supervisee change or growth; passing evaluations from supervisors, both in reviewing in-class role plays (COUN 510 & 560) and practicum/fieldwork video tapes (COUN 580, 583, & 586). These evaluations include an assessment of the student’s ability to build a working alliance, identify and facilitate areas of growth, infuse multicultural competencies into counseling and/or supervision, and make appropriate judgments about ethical and legal issues in counseling and/or supervision. **Outcome:** More than 95% of students have demonstrated these skills within the first two semesters of fieldwork and supervision in the last 5 years. (Remediation has been made available to two students; one was successful in the remediation and developed the necessary skills; a second is in the midst of a remediation plan.) This year’s predoctoral internship applicants reported an average of 2,186 supervised hours of practicum work. Internship placement and good internship evaluations support that students enter internships with appropriate mastery of these skills.

**Competency 3.j:** Able to use evaluation of empirical support in the selection of interventions; to use scientific method in developing treatment plan; evaluate effectiveness of treatment plan and make adjustments as appropriate. **Training Activities:** Develop strategies for utilizing empirically supported interventions, develop treatment plans and evaluate treatment progress (COUN 580 and 583). **Assessment:** Demonstrated by the completion of a treatment plan, as a component of a large case conceptualization, in practicum and fieldwork classes. **Outcome:** Student presentations demonstrate understanding of the utility and limitations of ESTs; successful treatment plans are developed, as assessed by both on-site and faculty supervisors.
Competency 3.k: Able to identify one’s own culture, including the values, privileges, and history of discrimination within that cultural group; able to identify impact of cultural differences on working alliance; able to acknowledge and work to change own biases and judgments when working across cultures; able to appreciate and respect differences with clients and supervisees; able to consider multicultural context and its impact on the experience of the client or supervisee; able to recognize potential for unintentional racism and other forms of discrimination to both exist and be harmful. (Consistent with APA Multicultural Guidelines # 1, 2, & 5) Training Activities: Integrate multicultural competency in all areas of applied practice, through self-reflection, supervised practice, discussion of multicultural issues and privilege in coursework and supervision, and challenging stereotypes, prejudices, and biases, striving to establish a safe environment in which maximum learning and change can occur. (Consistent with APA Multicultural Guideline # 3) Assessment: Demonstrated through open and non-defensive response to supervision; self-reflective statements, both oral and written, in classes and in supervision; identification of cultural values of clients or supervisees different from self; ability to address and not avoid issues of multicultural difference when appropriate; supervisors’ evaluations of multicultural awareness, attitudes, and knowledge. Outcome: Students report new awareness of impact of culture and oppression on their work as counselors.

Competency 3.l: Able to develop advanced clinical skills in areas of particular interest. Training Activities: Encouraged: Graduate Teaching Assistantships involving supervision and teaching; Advanced practica in teaching, assessment, advanced practice, or career counseling; Attendance at special training seminars or workshops. Assessment: Demonstrated through supervised work in particular areas. Outcome: Students who have chosen to specialize in assessment, neuropsychology, work with children, and career counseling have successfully obtained pre-doctoral internships were they were able to continue to refine those skills.

Objective 4: Train students in the science of Counseling Psychology, including: Scientific methods (both quantitative and qualitative); Historical and current research issues relevant to Counseling Psychology; The effects of culture, gender, race, sexual orientation, disability, and age on research in Counseling Psychology; the critique of a body of research literature; and the integration of research and practice in Counseling Psychology.

Competency: 4.a: Able to identify viable research questions and the appropriate research design to address those questions; able to critique extant research and make suggestions for improvement; understand scientific methodologies and data analysis, both quantitative and qualitative, and their application to both research and practice. Training Activities: Participate in advanced instruction (lectures, group discussions, readings) regarding the science of Counseling Psychology (COUN 515, 517, 519, 532, 540, 551, 555, 568, 569, 583; Psych 505, 541, 542; EFR 510). Assessment: Demonstrated through performance on graded presentations and examinations in listed courses; performance on the Qualifying Exam and the Comprehensive Exam; presence of critical thinking and integration in writing about research (ability to articulate methodological issues, review/critique existing literature, and provide a rationale for a particular research project); successful proposal and defense of dissertation. Outcome: Successful completion (by 100% students) of research practicum credits; All but one student admitted since 1998 with completed coursework and internship have also proposed and completed their dissertations (94%). Two students who were admitted prior to 1998 are also ABD. Of these three students, two are scheduled to defend in July, and the other has a recorded disability.

Competency: 4.b: Competent in the basic areas of research methods, statistics, assessment, and diagnosis necessary to function successfully in the profession. Training Activities: The Scholarly Tools (App. B, pp. 20-21) requirements in Research Methods and Statistics, which consist of a minimum of 2 classes and the Scholarly Tools requirements in Assessment/Diagnosis, which consist of a minimum of 2 classes (App. B, p. 82 ). Assessment: Demonstrated through successful completion of course assignments in RM/Statistics and A/D. Outcome: 100% of students received passing grades in research methods and assessment courses. 95% received passing grade in statistics. Students analyze
and integrate research methods (quantitative and qualitative) effectively into both Qualifying and Comprehensive Exams, with a first-time Pass rate of approximately 90% and 95%, respectively.

**Competency: 4.c:** Able to contribute to research project at all levels, from conception to final write-up and submission; able to move from closely supervised to independent work in research; develop team leadership skills with faculty mentoring. **Training Activities:** Required 3 credits of Research Practicum (COUN 585), over 3 semesters, in which students participate in faculty-led research teams. **Assessment:** Demonstrated by active participation, assuming greater responsibility, and satisfactory grade in research practica. **Outcome:** 100% completion of research practicum courses. Additionally, with the exception of students admitted in ’04-05, 100% of students have participated in research presentations, and 42% have been authors or co-authors of published papers. In the past 4 years, students have presented over 75 paper or poster presentations at local, regional or national level conferences.

**Competency: 4.d:** Able to experience and describe how several research design options can be appropriately used to solve a problem; able to analyze the strengths and weaknesses of research design options; able to analyze qualitative and quantitative data and arrive at appropriate conclusions; able to generalize from didactic knowledge to application with real questions. **Training Activities:** Apply research principles to hypothetical cases, using Problem-based Learning strategies (COUN 515). **Assessment:** Demonstrated through active participation in project, accurate selection of appropriate research design and ability to articulate rationale for design selection. **Outcome:** 100% of students received passing grades in research methods in the past 7 years. Students analyzed and integrated research methods (quantitative and qualitative) effectively into both Qualifying and Comprehensive Exams, with a first-time Pass rate of approximately 90% and 95%, respectively.

**Competency: 4.e:** Able to identify strengths and weaknesses of existing research, able to demonstrate critical thinking. **Training Activities:** Critique published research articles (COUN 515 and 551). **Assessment:** Demonstrated by oral and written expression of critique, evaluated by faculty. **Outcome:** 100% of students received passing grades in research methods. Students analyzed and integrated research methods (quantitative and qualitative) effectively into both Qualifying and Comprehensive Exams, with a first-time Pass rate of approximately 90% and 95%, respectively.

**Competency: 4.f:** Able to develop literature review, problem rationale, and methodology for addressing a research question relevant to vocational issues. **Training Activities:** Complete a career-related research proposal (COUN 540) and dissertation topic research proposal (COUN 551). **Assessment:** Demonstrated by passing grade on proposal, and some cases, completed research project. **Outcome:** 100% passing grades in on research proposals; 94% completion rate of dissertation in the past 7 years.

**Competency: 4.g:** Able to develop ideas; provide constructive and critical feedback to peers; integrate peer and faculty feedback into subsequent drafts. **Training Activities:** Engage in writing and offering peer reviews of research proposal drafts (COUN 515 and 551). **Assessment:** Demonstrated by quality of peer reviews, including depth of critique, relevance of suggestions, and accuracy of concerns. Integration of feedback into subsequent drafts evaluated by course instructor and academic advisor. **Outcome:** Successful completion of COUN 515 (for direct admits) and COUN 551 (for everyone), including passing grades on proposal projects (100% of students).

**Competency: 4.h:** Able to identify key issues in protection of human subjects; design research that address the problem while protecting participants’ rights. **Training Activities:** Participate in training in the ethics of conducting research, successfully propose projects that protect the rights of human subjects, learn and adhere to the guiding principles of the IRB (COUN 515, 551, 550, 999; IRB Education Modules). **Assessment:** Demonstrated by successful completion of University of North Dakota Institutional Review Board training models, and by approval of proposal by the IRB. **Outcome:** All students successfully completed the UND institution-wide training module tests (100%), and most students successfully completed (and were compliant with) IRB protocols (95% of students).
Competency: 4.i: Able to conduct independent research worthy of receipt of the PhD. Training Activities: Develop and propose dissertation topic; Conduct, analyze, write up and defend dissertation. Assessment: Demonstrated through committee approval of proposal and successful defense of findings. Outcome: All but one student admitted since 1998 with completed coursework and internship have also proposed and completed their dissertations (94%). Two students who were admitted prior to 1998 are also ABD. Of these three students, two are scheduled to defend in July. The third is working with the Graduate School to arrange accommodations in completion timelines, due to health concerns complicating a documented physical disability.

Competency: 4.j: Able to recognize impact of research on under-represented populations, critique research from a multicultural perspective, and design research that is multiculturally-sensitive. Training Activities: Discuss multicultural issues in research (COUN 515, 532, 540, 550, 551, 555), including the importance of acknowledging within-group differences; the need to offer something of value to minority communities and avoid exploitation for the purpose of completing research; recognizing the biases inherent in some assessments and research approaches; and the need to place the research participant in a cultural context. (Consistent with APA Multicultural Guideline # 4). Assessment: Demonstrated by adequate attention to diversity issues within context of research proposals, including issues of sampling, vulnerable populations, etc. Outcomes: 100% of students obtained passing grades on in-class exams covering population and sampling issues in counseling research, as well as qualifying exams and comprehensive exams that specifically integrate multicultural issues into the overarching research question (s) (though approximately 5% of students are required to redo the research portion of the qualifying exam, and 100% of those students do so successfully).

Competency: 4.k: Able to identify key strategies for evaluating psychotherapy; able to understand and critique EST literature; able to design efficacy and effectiveness studies. Training Activities: Overview research related to process and outcome of psychotherapy, including empirically-supported treatments (COUN 515, 551, 583). Assessment: Demonstrated by performance on examinations, papers, and course discussions. Outcome. 100% of students obtained passing grades on in-class exams covering EST issues, as well as qualifying exams and comprehensive exams (though approximately 5% of students are required to redo the research portion of the qualifying exam, and 100% of those students do so successfully).

Competency: 4.l: Ability to supervise research, conduct independent research, and disseminate research and contribute to the understanding of issues relevant to counseling psychology. Training Activities: Grant-writing; preparing and submitting presentations and publications; Participating in research mentorship program, in which doctoral students mentor master’s students in their independent research. Assessment: Acceptance of posters/papers for presentation at Scientific/Professional meetings and, in some cases, articles for publication; contributions to submitted grants; successful mentoring of MA student. Outcome: Four doctoral students (25%) have participated in a new voluntary program to mentor master’s student with research, resulting in a increase (31 plus points) in research-self efficacy among all participating students. 100% of doctoral students have participated in research presentations, and 42% (8 students) have been authors or co-authors of published papers. In the past 4 years, students have presented over 75 paper or poster presentations at local, regional or national level conferences (an average of approximately 3 presentations per student).

Goal # 2: To prepare counseling psychologists who are leaders in the field, especially as it relates to serving diverse and underserved populations.

Objective 5: Socialize students in the profession of Counseling Psychology, including: The history of psychology and the history and current identity of the profession of Counseling Psychology; The ethics and legal issues relevant to counseling psychologists; the unique professional identity of counseling psychologists.
**Competency 5.a:** Able to identify ethical dilemmas and the appropriate decision-making strategies to address those dilemmas; be familiar with the history of psychology and the vocational and assessment roots of the specialty of counseling psychology; as well as its valuing of multiculturalism and social justice; develop an appreciation of the role of APA, ACA, and APS in furthering the profession.

**Training Activities:** Participate in advanced instruction (lectures, group discussions, readings) regarding ethical and professional identity topics (COUN 519, 532, 540, 551, 550, 555, 583; Psych 505).

**Assessment:** Demonstrated through performance on graded presentations and examinations in listed courses; performance on the Qualifying Exam and the Comprehensive Exam; presence of critical thinking and integration in writing about ethics and professional issues. **Outcome:** See Competency 3.b and 3.c

**Competency: 5.b:** Able to link history of counseling psychology, current issues in counseling psychology, and own professional goals. **Training Activities:** Complete a professional identity development paper (COUN 550). **Assessment:** Demonstrated through faculty evaluation of quality of papers, which requires evidence of critical thought and integrative writing. **Outcomes:** All students can identify roots of counseling psychology, key events in the development of the field. Over 80% of them have been able to link these to their own developing identities by the end of their first semester (COUN 550).

**Competency: 5.c:** Able to communicate professional ideas clearly; able to present multiple perspectives on an issue. **Training Activities:** Facilitate professional presentation skills, including the ability to discuss issues of diversity, research, and practice in public forums. Such forums include counseling academic coursework, counseling research day, Graduate School Research Forum, local, regional, and national conferences. **Assessment:** Demonstrated through faculty and peer evaluation of in-class and other presentations; acceptance of presentations at peer-refereed conferences. **Outcome:** Students receive good grades on oral presentations, integrate feedback and demonstrate improvement over tenure in program. Students currently enrolled in the program have collectively given 75 presentations at professional meetings.

**Competency: 5.d:** Develop familiarity with professional associations and their activities and networks. **Training Activities:** Attend conferences associated with the science and practice of counseling psychology, including Div. 17 sponsored conferences; Membership in relevant professional associations, including APAGS and SAG. **Assessment:** Demonstrated by attendance at conferences and association membership (evaluated as part of annual doctoral student reviews). **Outcome:** All but one current student are members of APAGS and/or SAG. In 2003-04, 1st-year students submitted a proposal to host SAG. Nine students attended and presented at APA in 2004; 3 – 7 students have attended APA every year since 2000. At least 2 students have authored or co-authored presentations at national conferences every year since 2000.

**Competency: 5.e:** Able to develop leadership skills; work within larger organizations; develop networks; identify potential for leadership in own career. **Training Activities:** Opportunities for local leadership (APAGS Rep., SAG Rep., student liaison for faculty meetings, research team leadership). **Assessment:** Demonstrated through participation in leadership opportunities. **Opportunities:** In 2003-04, 1st-year students submitted a proposal to host SAG. In 2004-05, 1st-year students invited Jo-Ida Hansen to address their class as they considered launching a student-run professional journal. Students actively participate in APA, APAGS, and SAG activities and elect representatives to these organizations, as well as to the faculty meetings, each year. Four of our current students have campus leadership positions, as well.

**Competency: 5.f:** Able to guide research and professional development of counselors in training; able to serve as mentor. **Training Activities:** Supervision Practicum, Research Practicum, GTA/GRA positions, Research mentoring of master’s students. **Assessment:** Demonstrated through successful supervision and mentoring interventions with MA student. **Outcomes:** All advanced students have demonstrated skills as supervisors, as evaluated by faculty supervisor-of-supervisors. Students participating in the optional Research Mentoring program have assisted MA students in the completion
of their independent studies/theses. A small number of advanced students have assumed leadership of research teams using the Research Practicum model.

**Objective 6:** Training students toward multicultural competency, including: knowledge and competence about non-majority cultures; the value of acceptance, respect, and appreciation for individual and cultural difference; knowledge of the barriers encountered by members of non-majority cultures and groups. Although this value is actively integrated throughout all of the above objectives as well, it remains critical enough to our mission to also be identified as a specific objective in its own right.

**Competency: 6.a:** Able to identify and define values, beliefs, and attitudes regarding self and others. An understanding of the nature of multicultural competence and the self-efficacy to achieve it. An understanding of the theoretical bases of multicultural counseling. **Training Activities:** Participate in advanced instruction (lectures, group discussions, readings) regarding diversity and multicultural competence (specifically in COUN 531 & 532; and infused in all Counseling Psychology coursework). **Assessment:** Demonstrated through performance on graded presentations and examinations in listed courses; ability to articulate multicultural issues in all courses; performance on the Qualifying Exam and the Comprehensive Exam; presence of critical thinking and integration in writing about issues of diversity, broadly defined to include race, ethnicity, age, disability, gender, sexual orientation, social class, religion, and spirituality. **Outcome:** See competencies 1.a, 3.k. Students knowledgeably and authentically respond to diversity question on APPI application. Students’ skills transfer to working with multiple populations across multiple settings. Faculty and supervisors have observed self-reflection and increased flexibility in attitudes in more than 75% of students.

**Competency: 6.b:** Able to identify one’s own culture, including the values, privileges, and history of discrimination within that cultural group; Able to identify impact of cultural differences on working alliance; able to acknowledge and work to change own biases and judgments when working across cultures; able to appreciate and respect differences with clients and supervisees; able to consider multicultural context and its impact on the experience of the client or supervisee; able to recognize potential for unintentional racism and other forms of discrimination to both exist and be harmful. (Consistent with APA Multicultural Guidelines # 1, 2, & 5) **Training Activities:** Integrate multicultural competency in all areas of applied practice, through self-reflection, supervised practice, discussion of multicultural issues and privilege in coursework and supervision, and challenging stereotypes, prejudices, and biases, striving to establish a safe environment in which maximum learning and change can occur. Announce, promote, and support special workshops, conferences, UND and Community events with emphasis on diversity and social justice. Display multicultural art in department physical facilities. (Consistent with APA Multicultural Guideline # 3) **Assessment:** Demonstrated through open and non-defensive response to supervision; self-reflective statements, both oral and written, in classes and in supervision; identification of cultural values of clients or supervisees different from self; ability to address and not avoid issues of multicultural difference when appropriate; supervisors’ evaluations of multicultural awareness, attitudes, and knowledge. **Outcomes:** Students regularly introduce issues of culture into classroom discussion, writing, research projects, and supervision. Students are willing to discuss issues in most courses, and tolerate differences in values among their peers in most instances.

**Competency: 6.c:** Ability to understand and integrate current thinking regarding race and its impact on the therapeutic (and supervisory) relationship. **Training Activities:** Supervised multicultural counseling and supervision experience (COUN 560, 580, 583, 586); readings including *Overcoming our racism* and *Overcoming unintentional racism in counseling and psychotherapy*. **Assessment:** Demonstrated through non-defensive exploration of racial attitudes in both oral and written form. **Outcome:** Readings have triggered very thoughtful discussion and emotional introspection for large majority of students in in-class discussion.

**Competency: 6.d:** Ability to understand and take part in applied research that serves under-resourced populations. **Training Activities:** Research teams and activities with significant social justice
emphasis (across faculty). **Assessment:** Demonstrated by active participation in such research.

**Outcome:** 95% of students have participated in at least one research team/study with a social justice focus. A significant proportion of dissertations (see Table 8) emphasize needs of under-resourced and/or minority populations.

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**Assuring Student Progress**

Student progress through these requirements and development of the related competencies are assured through several means, in addition to the specific training identified in the preceding section on Objectives/Competencies/Activities/Assessment. First, we have a strong advisor/mentoring system. Students are initially assigned an Advisor from among the core Program faculty to plan coursework and outline their predicted progress through the program. Students are encouraged to identify and select a Faculty Advisory Committee (FAC), all of whom must be a member or associate member of the Graduate Faculty, during the second or third semester of their training. The FAC consists of a Counseling faculty member as Chair and permanent advisor, two additional Counseling faculty and one Psychology faculty member, and a university member-at-large assigned by the Graduate School. The Faculty Advisory Committee (FAC) then serves as the administering committee for the student's program, and the review committee for the comprehensive examinations and dissertation.

Second, each student, working with his/her Chair, prepares a Program of Study, specifying coursework (both transfer and in-residence credits) and other program requirements to be completed. The Program of Study, which requires signatures of all FAC members, becomes the contract between the student and the Graduate School for completion of the degree. The student, subject to approval can amend programs of Study by the FAC, the Program Director, and the Graduate School. A sample course of study and Program of Study are provided in the Doc Handbook.

Third, to ensure socialization and facilitate supportive peer relationships, all students in a given cohort will take Ethics and Professional Issues in Counseling Psychology and the doc seminar, Topics in Counseling Psychology Research and Practice, during their first semester. Students also begin working on research teams during the second semester, as part of 3 required semesters of Research Practicum (COUN 585). Research Practicum involves participation in one of several faculty research groups, each working as a team to develop, conduct, and submit research projects for publication.

Fourth, the program follows a fairly structured sequential model and students are given significant guidance to ensure that they can stay on track to make appropriate progress through their training. Model programs of study, suggested course sequences, and timelines of key deadlines and events are all provided in the Doc Handbook, which students receive at the Program Orientation the day before their first day of classes in the Fall Semester.

Fifth, clinical work is evaluated each semester, both by on-site and departmental supervisors. Students must demonstrate mastery of clinical skills in order to be advanced to the next level of practicum and in order to be deemed ready for internship. For direct-admit students, initial evaluations include standardized ratings on the Anchored Ratings for Therapists (ART) form. Students in doctoral fieldwork placements have been evaluated by procedures selected by their on-site supervisors. However, the faculty has recently decided to adopt the Practicum Competencies developed by the Association of Directors of Clinical Training Programs, and that will become the standard evaluation tool to assess clinical progress for all students at all sites, effective Summer, 2005.

Sixth, each student is evaluated at least once each year. The evaluation process includes a self-evaluation completed by the student and a written evaluation completed by the faculty and presented to the student by his/her advisor.
Finally, in addition to the above programmatic processes, the Graduate School supports student progress by providing an overview of all degree requirements in the Graduate Student Handbook: Doctoral Degrees and by enrolling graduate students on a Graduate School listserv, through which important deadlines and announcements are regularly provided.

Recent substantive changes to program requirements or implementation based on student performance, feedback, and program quality assessment

- Admissions requirements: We now allow students to apply directly from the baccalaureate, as well as admitting students who have a completed Master’s degree. This has resulted in two separate course sequences for students in the same cohort. New procedures for Comprehensive Examinations
- Integration of theory and application of organizational and group consultation into several courses, including (but not limited to) Multicultural Counseling (COUN 532) where issues of multicultural organizational change are presented; Fieldwork (COUN 583) where students are placed in organizations for which they are expected to consult about organizational change, especially around multicultural issues, and consultation opportunities and practice are discussed in seminar; and Ethics (COUN 550) where issues of organizational demands are discussed as they relate to conflicts with ethical responsibilities.
- Reduction of Scholarly Tools from 4 classes in each of two areas (Statistics/Research Methods and Assessment/Diagnosis) to 2 classes in each of two areas. This was done to allow students to complete Comprehensive Exams early in the Fall Semester of the year that they apply to internship, without being delayed because of an inability to enroll in one or more classes during an earlier semester.
- Summer Seminar Series: We have added one-credit seminars presented each weekend during the summer sessions on topics of relevance to the field of counseling psychology. Topics are determined by faculty and student interest and are elective courses for students and available for continuing education for counselors and other professionals in the community.

Changes that will take effect Summer or Fall, 2005

- Adoption of Practicum Competencies identified by the Association of Directors of Psychology Training Clinics (ADPTC) for fieldwork evaluations
- Expanding ethics coverage of COUN 550 from 2 to 3 credits and re-structuring a 1-credit doctoral seminar (COUN 565N), team-taught by the faculty.