

**DOCTORAL PROGRAM**  
**IN**  
**COUNSELING PSYCHOLOGY**

Virginia Commonwealth University

Fall 2008

Micah McCreary, Ph.D. and Marilyn Stern, Ph.D.

Program Co-Directors

## COUNSELING PSYCHOLOGY FACULTY

### Core Faculty

- Steven J. Danish Professor; Ph.D., Michigan State University. Director, Life Skills Center ([www.lifeskills.vcu.edu](http://www.lifeskills.vcu.edu) ).  
The teaching of life skills; the transferability of what is learned in sport to other life domains; community psychology; health and nutrition, teaching counseling skills to paraprofessionals.
- Kathleen M. Ingram Associate Professor; Ph.D., The Ohio State University.  
Interpersonal factors in adjustment to negative life events; psychology of women; training issues in professional psychology.
- Suzanne E. Mazzeo Associate Professor; Ph.D., University of Illinois.  
Eating disorders and obesity; health behavior change, especially changing eating and exercise behaviors; ethnic differences in eating and exercising behaviors, and developing culturally competent interventions to promote healthy eating and exercising behaviors.
- Micah L. McCreary Associate Professor, Ph.D., Virginia Commonwealth University.  
Family psychology and family therapy with a focus on culture, parenting and gender relationships; applied psychological interventions and community psychology.
- Victoria A. Shivy Associate Professor; Ph.D., University at Albany, State University of New York.  
Career decision-making; career and psychological assessment; research methodology.
- Marilyn Stern Professor; Ph.D., State University of New York at Buffalo.  
Child health psychology; Stereotyping and adjustment to NICU hospitalizations on caretaker-infant interactions; adolescents coping with cancer; obesity and interventions for children and adolescents.
- Shawn O. Utsey Associate Professor; Ph.D., Fordham University.  
Racism, racial identity, culture-specific coping mechanisms, and quality of life, particularly how these constructs relate to the African American experience.
- Everett L. Worthington, Jr. Professor and Former Chair, Department of Psychology; Ph.D., University of Missouri.  
Forgiveness; marriage and marital interventions; religious values. (on leave 2005-06)

## **Affiliate Faculty**

- Sonia Banks Assistant Professor; Ph.D. George Washington University. Community and healthy psychology; behavioral health change, interventions in non-traditional settings; minority mental health with a focus on women.
- Jean Corcoran Assistant Professor; Ph.D., Virginia Commonwealth University. Processes of Therapeutic interventions, linguistic analysis, substance abuse, couples and group therapy.
- Leticia Y. Flores Assistant Professor, and Director of the Center for Psychological Services and Development; Ph.D., UT Southwestern School of Biomedical Sciences. Health psychology; chronic pain management; ethnicity and health care access and treatment issues.
- Leon H. Levy Professor; Ph.D., The Ohio State University. Social psychological and cognitive processes in adjustment and in attitude and behavior change; self-help groups; adjustment and health in aging and bereavement.
- Susan B. Wilkes Consultant, Wilkes Consulting; Ph.D., Organizational behavior, with emphasis on team development and performance, group dynamics, stress, organizational change, and career transitions.

## **Emeritus Faculty**

- Stanley R. Strong Professor Emeritus; Ph.D., University of Minnesota. Interpersonal behavior; social psychological processes in counseling and psychotherapy.
- Robert M. Tipton Professor Emeritus; Ph.D., University of Missouri. Ethical and training issues; psychological assessment.

## **In Memoriam**

- Faculty member from 1994 – her untimely death in May 2005**
- Elizabeth A. Fries Associate Professor, with joint appointment at Massey Cancer Institute; Ph.D., University of Washington. Health promotion and cancer prevention, with emphasis on dietary and smoking behavior change in healthy adult and adolescent communities.

# I. PHILOSOPHY, GOALS, AND TRAINING MODEL

## A. Program Mission Statement

The counseling psychology program at VCU will be nationally known as the leader among counseling psychology programs in the areas of community and health. The program seeks to advance the field of counseling psychology through innovative and interdisciplinary approaches to science and service provision, while preserving the field's core traditions. We endorse a motto that is consistent with VCU itself, "Innovation is our Tradition."

Specifically, the faculty and students will exhibit excellence in:

- the integration of theory, research, and practice
- contemporary modes of doctoral-level service provision
- preventive and psycho-educational approaches to enhance individual and community development
- cultural competence in research, practice and leadership
- leadership in the profession

## B. Defining Counseling Psychology

**Counseling psychology** at Virginia Commonwealth University (VCU) is defined as **a helping science and profession, which is part of psychological science and professional psychology, which uses cutting-edge science and professional practice, with excellence, to help people improve their life skills throughout the life span.** At VCU, counseling psychology has both scientific and applied foci.

Our view of counseling psychology parallels the evolution of counseling psychology as a field, in that it has become more broadly conceived and diverse over time. Traditionally, according to Gelso and Frets<sup>1</sup>, counseling psychology has involved three roles: remedial, preventive, and educative and developmental. Gelso and Fretz identified five unifying themes of the field-- themes of focusing on (a) intact personalities, (b) people's assets and strengths, (c) relatively brief interventions, (d) person-environment interactions, and (e) educational and career development and environments. However, Gelso and Fretz also noted that the diversity of what counseling psychologists do was increasing. Our program continues to endorse strongly a modified scientist-practitioner model which basically affirms that "scientist-practitioner psychologists embody a research orientation in their practice and practice relevance in their research...a scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice" (Belar & Perry, 1992, p. 72).<sup>2</sup>

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<sup>1</sup>Gelso, C.J., & Fretz, B.R. (1992). *Counseling psychology.* Fort Worth: Harcourt Brace Jovanovich.

<sup>2</sup>Belar, C.D. & Perry, N. W. (1992). The National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology. *American Psychologist*, 47, 71-75.

At VCU, our operationalization of counseling psychology affirms the roles and themes identified by Gelso and Fretz, but we have perhaps more broadly interpreted some of the applications than many who are more traditional would feel comfortable with. Being committed to a scientific approach to counseling psychology has remained a central goal of the program. However, we have increasingly seen the importance of emphasizing a scientific approach to practice or academia, and leadership in academia and practice. We have consequently redefined the program as being a *scientist-practitioner-leader* program in order to train scientists and professionals to function effectively in the twenty-first century. We emphasize (1) using scientific psychology, (2) helping people better their life skills, (3) developing leaders and innovators within the community and profession of counseling psychology, and (4) being characterized by excellence in faculty and graduate students. Two pervasive threads that run through our training are a concern with unity and diversity in the United States and world and the necessity to work collaboratively with scientists and professionals from a variety of disciplines.

**Science.** A thorough grounding in research strategies, theories, and content of psychology provides a foundation for mastering the applied knowledge and skills of the profession. Students are expected to emerge from the doctoral program with the scientific skills to function as an active psychologist. Research training is an ongoing integral part of the counseling psychology graduate program at VCU, and all students will receive excellent training in scientific and scholarly skills. While faculty differ in their individual strengths, overall, faculty are adept at providing training in research design and statistics, psychometrics, hypothesis testing, and other research and statistical methods that are consistent with the latest standards of psychology. In addition, some faculty provide opportunities for training in action research, qualitative methods, and other useful and respected (albeit less traditionally used) methods of research and statistical analysis. As a fully functioning program within a Department of Psychology, we can provide a full array of opportunities for scientific training for students willing to exert the initiative to seek special opportunities. Faculty will help facilitate such opportunities toward shaping students' careers in useful and productive ways.

The sine qua non of research training is that faculty and students are expected to publish scientific theory and research in the most respected sources in psychology, obtain competitively funded research support from prestigious federal agencies and foundations, and disseminate their findings widely to appropriate audiences to help people improve their life skills. All students are expected to submit articles (and chapters) for publication during their training, to present at regional and (where possible) national conventions, to be involved in grant submission (where possible), and to pursue other publication of their research and thinking.

Faculty members have ongoing programs in research and scholarship that serve as models for students, focus research activities for students, and contribute widely to positively affecting people's life skills, and faculty members actively involve graduate students in research and scholarship. In some cases, students who are aiming at careers within academics can supervise (under the direction of faculty) undergraduate students who participate in research internships, which helps prepare graduate students for some of the supervision and training they might do as future faculty members. In addition, a teaching practicum class and some limited opportunities to teach undergraduate classes (once graduate students have master's degrees) can help prepare students aiming at a career in academia. As with all areas, though, the experiences of each

student require initiative from the student within the bounds of career guidance and facilitation of faculty members.

Being grounded in the scientific-empirical approach to psychology leads the practitioner to a valuable way of conceptualizing problems.<sup>3</sup> As scientist-practitioners students should be "at home" planning and carrying out research just as they are able to function with excellence as practitioners. Further, they incorporate research findings into their practice and seek to evaluate the effectiveness of their practice.

**Practice.** Training in Counseling Psychology prepares individuals to help people develop important life skills through promoting positive development of life skills, preventing personal, interpersonal, and community problems, and aiding people who are experiencing a broad range of emotional, social, behavioral, or community problems. Training as a counseling psychologist involves developing skills necessary to thrive personally and economically in the twenty-first century. These skills could involve core skills at counseling--such as (a) assessment of individuals and of naturally occurring and ad hoc groups; (b) brief counseling, (c) therapeutic approaches (including psychotherapy and group, couple, and family therapies); (d) supervision (clinical and administrative) of mental health practitioners; (e) multicultural competency; (f) program conceptualization, design, implementation, and evaluation--and other useful skills that not all students will find equally relevant for their career (but which opportunities are available for students to develop if they take the initiative)--such as, (g) consultation; (h) media relations; (i) disseminating programs widely; (j) exposure to and involvement in public policy issues; (k) administration related to independent practice; and (l) developing teaching skills and other skills needed to thrive in an academic career. Students with particular interests in the latter skills are expected to seek experiences that help them develop expertise in high-interest areas. Faculty members help guide students in making wise choices and facilitate their pursuit of experiences. Not all students will have all training experiences.

The core of practice training focuses on developing excellent communication skills, which are applied to work with people who have mild to moderate psychological disturbance or marked but transient situational disturbances. Those communication skills might involve many aspects of practice -- such as seeing clients, consulting, conducting psychoeducational (or other types of groups), teaching university classes, and developing other communication skills. It is, of course, impossible to predict the future -- especially in this rapidly changing world -- however, the best judgment of our faculty is that most beginning graduate students who are embarking on their pursuit of a Ph.D. in counseling psychology will not work in full time counseling or psychotherapy practice when they graduate (though probably some will). Even counseling psychologists who are in practice full-time are expected to need a broad array of skills and do many activities in the practice of counseling psychology. While excellent clinical and counseling skills are necessary for a person to be a competent counseling psychologist, counseling

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<sup>3</sup> For example, this kind of thinking is likely to heighten a practitioner's awareness of issues of accountability. It is also likely to help the counseling psychologist focus on the relationship between theory and case conceptualization on the one hand and counseling practice or intervention strategies on the other. It is also likely to lead to treatment strategies that are empirically supportable.

psychology graduate students are expected to develop a wide array of practice skills during their training program at VCU and in their internship.

**Leadership and innovation.** Counseling psychology has traditionally been focused on helping people solve problems and function better psychologically. With the increasing prevalence of managed mental health care and the changes in the practice of counseling it has wrought, the faculty in counseling psychology has reevaluated the current application of this traditional stance. We affirm the philosophical emphases of the past (e.g., dealing mostly with normal developmental difficulties, helping with more severe problems when necessary, focusing on enhancing strengths as well solving problems, maintaining competency in career development and counseling as well as psychoeducational group and group therapy interventions as core skills, and intervening to promote development, prevent problems, and remediate existing problems).

However, we recognize that in the early part of twenty-first century, counseling psychologists must broaden their horizons beyond the counseling agency. We believe that master's level mental health professionals (in psychology, social work, and rehabilitation counseling) will likely do much of the one-to-one counseling. The increase of Psy.D. programs throughout the country will also provide many of the needed doctoral level therapists, who will likely do much of the one-to-one counseling as well. These potential changes provide opportunities for counseling psychologists to broaden our roles.

While Ph.D. counseling psychologists will always need to be able to counsel and conduct therapy with excellence, we believe they will choose increasingly to function as faculty members, directors of large scientific research teams, managers and entrepreneurs, supervisors, creators of treatments and programs, and evaluators of the effectiveness of interventions. They will function -- whether in settings that emphasize research, practice, or a combination of both -- as members and often leaders of interdisciplinary teams of scientists and professionals. The faculty at VCU in counseling psychology believes that counseling psychologists need training in leadership if they are to function effectively as leaders. People learn leadership by watching and imitating good leaders, by studying leadership, and by practicing leadership. Thus, graduate training should offer opportunities for graduate students to do each.

Faculty at VCU see themselves as leaders and innovators in Counseling Psychology. Our program consists of numerous faculty members who contribute to excellence in training in the research and practice of:

- **Counseling and therapy** (e.g., Dr. Jean Corcoran, Dr. Kathy Ingram, Dr. Suzanne Mazzeo, Dr. Micah McCreary, Dr. Vicky Shivy, Dr. Marilyn Stern, and Dr. Shawn Utsey).
- **Career development, assessment, and interventions** (with Dr. Vicky Shivy, who brings expertise in statistical methodology and decision making to bear on the career area; and Dr. Susan Wilkes, who conducts career and personality assessments as a private consultant, as well as leadership training, strategic planning, and teambuilding.).

- **Community interventions**, especially **community health interventions**--in the school system (with Dr. Steve Danish's grants), in delivering psychological information through media, and in rural health psychology (with Dr. Elizabeth Fries' grants, prior to her passing), in the correctional system (Dr. Vicky Shivy's grant), through multidisciplinary programs in the medical center (Dr. Marilyn Stern), with parents and families (Dr. Micah McCreary), and with couples (Dr. Everett Worthington). We have substantial interest in stress and coping, especially within marriage and family contexts (with Dr. Micah McCreary's work with African-American families, Dr. Kathy Ingram's work with unsupportive social interactions, Dr. Suzanne Mazzeo's funded work with eating disorders, Dr. Marilyn Stern's funded work with child and adolescent health psychology, e.g. adolescent cancer, adolescent obesity, and premature infants, Dr. Shawn Utsey's work on racism, and Dr. Everett Worthington's funded work with marital enrichment and forgiveness and reconciliation in marriages).
- **Multiculturalism**. Not only are our graduate students and faculty representative of many diverse groups but faculty and students have published research or obtained funding to examine African-American issues, religious issues, gender issues, gay, lesbian, and bisexual issues, and other multicultural topics. Dr. Shawn Utsey, for example, is the editor of the *Journal of Black Psychology* and Dr. Micah McCreary is the former Assistant Vice Provost of Diversity at VCU. Moreover, currently, international collaborations involve four faculty members in Counseling Psychology--Drs. Danish, Stern, Utsey and Worthington.

**Excellence.** Counseling Psychology at VCU is relatively youthful--receiving APA provisional approval in 1982 and full accreditation in 1985. The program has achieved a modest recognition for its excellence. In 1995, *The Counseling Psychologist* published research by Hanish, Horan, Keen, St. Peter, Ceperich, and Beasley that ranked VCU second among Counseling Psychology programs nationwide in citations and fourth in articles listed in *Psych Lit*<sup>4</sup>. However, with our renewed emphases on community and health as well as multicultural issues, our faculty and students are tending to publish in excellent journal outlets outside of the traditional journals that are used in determining rank order of programs by publications. In the most recent review, VCU's program fared well, remaining in the "top tier of programs (ranked 9)," but not as well as in previous years.<sup>5</sup> Faculty and students at VCU are actively engaged in important research that is widely cited. Moreover, many of our faculty members consistently are awarded federal, state and local grants and contracts supporting their research and thereby our graduate students. Several of our faculty members have been recognized with major awards for their scholarly work (e.g., Stern, Utsey, and Worthington). Besides excellence in publishing research, though, the Counseling Psychology program offers excellence in practitioner training. Graduate students receive high quality supervision in assessment and counseling and psychotherapy. Additionally, opportunities are available to conduct couple enrichment counseling, psychoeducational interventions in community, school, religious, and business settings, and deal with urban problems. Graduate students usually embark on their internships with substantial in-depth

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<sup>4</sup> Hanish, C., Horan, J.J., Keen, B., St. Peter, C.C., Ceperich, S.D., & Beasley, J.F. (1995). The scientific stature of counseling psychology training programs: A still picture of a shifting scene. *The Counseling Psychologist*, 23, 82-101.

<sup>5</sup> Buboltz, W. C., Jenkins, S. M., Thomas, A., Lindley, L., Schwartz, J., & Loveland, J. M. (2005). Research Productivity in Counseling Psychology: An update. *The Counseling Psychologist*, 33(5), 709-728.

counseling and assessment experience and opportunities to obtain other applied experience in broader contexts.

Our program endorses the slogan, "Counseling Psychologists Leading with Excellence," which reflects our expectation that doctoral graduates from our program will be leaders in the field--in both science and practice. The faculty hopes to model leadership, teach it, and foster it during students' tenure here and beyond.

### **C. Skills, Competencies, and Future Employment of Graduate Students**

Traditional work settings for counseling psychologists include university psychology departments, college and university counseling centers, Veterans Administration hospitals and clinics, and community mental health centers. In recent years the range of work settings has broadened as counseling psychologists have begun to apply their skills to previously neglected problem areas and target populations. These include such settings and/or populations as research institutions, general medical hospitals and medical centers, crisis intervention centers, business and industry, and correctional settings, as well as mid-life transition/career, and women's counseling services. Reflective of our emphasis on training leaders, one of our recent graduates took a position as a congressional fellow for APA and is now a university faculty member. Although students are encouraged by the Counseling Psychology Program to develop some subset of specific skills and expertise, training is broad based and, upon graduating, students should be prepared to function in a variety of settings and should be flexible enough to adapt to the changing needs of society.

Specifically, the individual trained in Counseling Psychology should possess the following: (1) sound knowledge of psychology as a science, (2) commitment to empiricism as a valid way of knowing, (3) skill at doing scientific research and communicating methods, findings, and interpretations to appropriate audiences, (4) ability to apply scientific thinking to applied issues, (5) knowledge of counseling theory and research, (6) a personally usable understanding of assessment, counseling, psychotherapy (especially brief approaches), group interventions, community interventions, and consultation, (7) an explicit understanding of the counseling psychologist's numerous roles, (8) ethical responsibility, (9) general interpersonal effectiveness, (10) good communication skills, (11) sensitivity to culture, issues, and values similar to and different from one's own, (12) commitment to the profession of Counseling Psychology, and (13) an aspiration to leading with excellence in whatever professional tasks the student undertakes.

### **D. Model for Educating and Training Counseling Psychologists**

The goal of the Counseling Psychology Program at VCU is to educate and train competent Counseling Psychologists as defined by the above conceptualization of the field. To this end, the Counseling Psychology Program endorses the scientist-practitioner model, seeks to promote leadership, and strives to engender an attitude of excellence in students.

**Science.** In the first year of graduate study, students take four core psychology courses, which expose them to theory, content, and methodology of psychology as a science. To further develop their skills as scientists, students enroll in and participate in a research methods course during their first year and are encouraged to be involved in research throughout their graduate programs. In the research course, students are introduced to the basics of and process of conducting and disseminating research in counseling psychology with the goal of initiating their thesis proposal. As part of this course, students will also hear guest lectures from each faculty member about the faculty member's personal development as a scientist and as a leader. Students also work with their advisors and often on research teams, as they contribute toward publication, and get their thesis underway.

Two research projects are required prior to graduation: one leading to the master's thesis and another leading to the doctoral dissertation. Students are required to work with a member of the Psychology faculty who will act as the student's supervisor for masters or doctoral research. In addition, students are encouraged to conduct research in collaboration with other faculty members, who themselves are conducting research aimed at scholarly publication. Students are expected to participate with their advisors on research teams on an ongoing basis from the moment they arrive. We aim to help every student publish, at a minimum, one article or chapter by the time he or she graduates, as well as present their research at national conferences. We hope that whether the student works primarily as a faculty member or in an applied job after graduation, the student will continue to think and act scientifically.

**Practice.** To sharpen their skills as practitioners, students take a number of core counseling courses. These classes focus on the theory, content, and practice of counseling and psychotherapy and its basis in psychology (social psychology, developmental psychology, psychopathology, and the core courses mentioned in the above section on science). Those core counseling courses are an integral part of the program from the beginning to the end of graduate study. From the first semester, students are expected to be aware of multicultural issues, which pervade both science and practice domains. The first pre-practicum is aimed at multicultural awareness and fostering development of multicultural competence (PSYC 676). The second semester offers a course in counseling psychology (PSYC 651, Theories of Counseling and Interviewing), which includes an emphasis on the application of theories and has a pre-practicum component. Students have the opportunity to integrate course, research, and practicum knowledge into practice. The practicum sequence begins the second year (or, for students whose first practicum placement is at the Center for Psychological Services and Development, in the summer after the first year) and continues throughout the curriculum, culminating in a one-year internship after the completion of all course work. Besides those required counseling courses that have been judged as being essential to the development of a well-trained counseling psychologist, students may elect other skills-related courses depending upon their particular interests. Beyond coursework, though, real opportunities exist to gather other experience -- by participating in the group therapy sequence; by participating through the Family Support and Research Center, by serving as a behavioral support specialist for the multidisciplinary program in adolescent obesity, by participating as a member of the psychosocial team dealing with pediatric cancer, as well as other opportunities; by being leaders of psychoeducational groups on research projects, for the University Counseling Services or the Center for Psychological Services and Development; or volunteering to conduct intervention based research (such as

intervention research on forgiveness, marital enrichment, family enrichment, or health promotion).

In addition to their broad-based training in counseling psychology, students develop a subspecialty area consistent with their interests and career goals. That is, while the program is designed to educate counseling psychologists in a broad, general sense, students are also given an opportunity to develop some specific competencies. Subspecialty areas, designed by students and their advisors as a required part of the doctoral program, will be comprised of a combination of formal courses, independent study, research, practica, workshops, and related experiences. The purpose is, within the context of the student's broad-based educational experience, to structure his or her elective activity into some coherent content cluster. The content of a subspecialty area may consist of a target population, work setting, or some special research or skill area. Some examples of subspecialty areas are health psychology, family interventions, adolescent population, marital dynamics and therapy, research methodology, group therapy, multicultural issues and community mental health.

Although students are encouraged to develop an expertise in some particular facet of counseling psychology, the program is designed to impart a broad base of counseling skills applicable to a range of problems in a variety of settings. It is recognized that most of the graduates of this training program will not work primarily as career counselors; however, competency in that area is considered fundamental to the role of the counseling psychologist and is an integral part of our training program as is competency in psychotherapy (especially brief psychotherapy). For example, students are encouraged to conduct career assessments with their clients, when appropriate and many take advantage of working with Dr. Shivy in conducting various types of career workshops and groups.

Students take three practica. In years two and three, they most often spend 9 months at the University Counseling Services and 12 months at the Center for Psychological Services and Development. (Students assigned to the Center for Psychological Services and Development for their second year in the program will begin practicum in the summer after their first year.) In year four, students elect an off-campus practicum experience, which may be either a paid or non-paid position. In year four, the practicum experience is optional -- to allow students to shape their careers more personally through substituting adjunct teaching, research experience, or other professional experience for practicum. Most students choose to do a full practicum in their fourth year. However, for the few who do not, they most often elect to arrange some continued supervised practice experience to adequately prepare them for their pre-doctoral internship. In all practicum settings, students receive on-site supervision and also attend weekly staff meetings and in-service training sessions.

As an urban university, one of VCU's missions is to serve the community, which it does through research programs in community health, violence prevention, leadership development, and family and marital enrichment. The Center for Psychological Services and Development (CPSD), the service arm of the Psychology Department, also operates consistently with the aim of serving the community. Under the direction of Dr. Banks, the CPSD provides assessment and therapeutic services, psychoeducational groups, group therapy, and other modalities of reaching out to a community clientele, e.g., through the media, local business contacts, working in the local schools, and developing contracts within the local community to provide services.

Concerning psychotherapy, the counseling program faculty members do not subscribe to a single theoretical orientation; rather faculty members provide a variety of role models for students. No pressure is exerted on students to develop any particular theoretical approach. They are exposed to counseling theories early in their graduate school career, however, and are expected to make explicit their own theory of counseling or psychotherapy. Consistent with the scientist-practitioner model, it is stressed in the program that students' (counselors') therapeutic interventions should flow logically from their theories and that they should develop the means to assess their effectiveness.

**Leadership.** Students are expected to become leaders in the field of counseling psychology (and even in broader arenas). We believe that leadership is developed by observing good leaders and by gaining experience in leading, and we seek to provide opportunities for graduate students to do both. Their development as leaders is facilitated from the outset of their training program by entering a mentorship relationship with their advisor and interacting as colleagues on research projects and in teams. In their first semester in the program, as part of the research course in counseling psychology, students hear from faculty members about their personal views of leadership and their own development as leaders. Dr. Wilkes, an expert on leadership and Consultant for and former director of the Grace E. Harris Leadership Institute, also conducts workshops for our students on leadership training during the first year. For one of the three components making up one of our later courses in the program, PSYC 611, Contemporary Development in Counseling Psychology, Dr. Wilkes teaches about leadership development theory, research and skills. Students are expected to both lead and collaborate on various research projects. Students are also expected to lead psychoeducational groups, develop initial competence as a supervisor of research assistants, train and supervise lay counselors, mentor less experienced students in their development of research and practice skills, lead clients toward better psychological functioning, lead groups, and plan and conduct workshops. Students often take opportunities to participate in departmental and program governance by serving as the program assistant, class representative, graduate committee member as well as other committees, such as practicum steering committee, tenure and promotion committees, and faculty searches.

**Excellence.** Excellence flows from integrity. If we help students become superb scientists, practitioners, and leaders but do not help them develop into adults of integrity who are committed to the highest standards of ethical behavior, we will not have succeeded fully. As a community and as a profession, we can and should hold each other accountable for acting consistently with the values of integrity, compassion, respect, competence, and responsibility, which we believe to be embodied by the profession of Counseling Psychology. We believe that to the degree that we each practice and hold each other accountable for these virtues, we will be promoting excellence.

A passion for excellence is caught more than taught. Students catch this passion through observing and interacting with faculty, who demand high standards in science and practice, and who function as leaders in the field of Counseling Psychology. Students also catch the passion for excellence through interacting daily with the other high quality graduate students in the program. At VCU, we feel that we have a critical mass of excellent professionals--faculty, affiliates with the faculty, faculty in other programs within the Department of Psychology and

across the university, and graduate students. That critical mass is sustaining a growing excellence of members of the program and of the reputation of the program. We anticipate continued future growth. "Counseling Psychologists Leading with Excellence" embodies the major thrusts of our program--science, practice, leadership, and excellence.

### **Summary**

To summarize, the counseling psychologist has a flexible role with a threefold function--promoting prevention, amelioration or rehabilitation, and growth--across the life span. Our mission is to help people develop life skills. The aim of our program is to prepare students to be scientists, practitioners, leaders, and models of excellence. Our specific objectives are as follows:

### **Overall**

1. To provide students with a broad psychological base.
2. To provide close supervision of students, support, training, personal example, resources, and community support (of faculty and students) throughout the program as students acquire scientific, practice, leadership, and personal competencies necessary to be effective counseling psychologists.

### **Scientific**

3. To provide training and experience for students as scientists.
4. To provide continuous opportunities and encouragement throughout the program for students to develop research and scientific competencies, to observe successful scientific actions in faculty and students, and to publish.
5. To help students develop the broad-based skills needed to meet the challenges and demands of the profession as well as to acquire some foundation knowledge and skills in a subspecialty area.
6. To help students develop awareness of and sensitivity for multicultural issues in research and science, and to develop the skills needed to conduct culturally competent research.

### **Practice**

7. To help students understand various approaches to the practice of counseling psychology.
8. To provide students with the opportunity to develop explicitness and proficiency in terms of their own theoretical approach to helping people build positive life skills, as well as the flexibility to utilize other approaches if appropriate.
9. To help students develop awareness of, sensitivity toward, and skills in, multicultural issues in the practice of counseling psychology.

### **Leadership**

10. To provide continuous opportunities throughout the program for the students to integrate science and practice and to develop leadership in helping others through science, practice, or both.
11. To help students develop awareness of and sensitivity toward multicultural issues in leadership, and to develop skills needed to provide culturally competent leadership in science and practice.

## **Excellence and Personal Development**

12. To provide students with the skills to communicate psychological, psychometric, educational, and vocational information to individuals, groups, businesses, and other clients.
13. To facilitate students' change and growth, and to aid them in developing facilitative relationships with other individuals and groups.
14. To assist students in developing an awareness of, and responsibility for their own personality, values, and goals, and an understanding of how these may influence interactions with clients with a variety of individual, social, and cultural differences.
15. To promote an attitude of excellence across professional (and personal) life.
16. To foster development of integrity and commitment to the highest standards of professional behavior.
17. To promote an educational environment in which cultural differences and other dimensions of human diversity are appreciated, valued, and affirmed.
18. To assist students to understand and uphold the ethical standards of the profession.
19. To assist students to develop a sense of professional identity and an appreciation of their personal responsibility to (a) continue their own professional development throughout their professional lives, and (b) contribute to the betterment of the profession through active participation in relevant professional associations.

## **II. REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COUNSELING PSYCHOLOGY**

### **A. The Advisor**

All graduate students will be assigned an academic advisor when they enter the program. During admissions an attempt is made to match students with advisors according to students' expression of their likely research interests. The advisor will serve as the student's academic advisor as well as his or her research advisor. Although it may be possible for a student to change advisors, it is expected that the student will work with his or her assigned advisor at least through the master's program. The master's thesis is thought to be a research apprenticeship in which students learn the fundamentals of the research and publication process from their advisors. Most students are also encouraged, to work with their advisors and with other professors on research projects not associated with theses or dissertations.

### **B. The Master of Science Degree**

All students must complete the master's degree before being formally admitted for doctoral study. Occasionally, students who have already earned master's degrees are admitted to the program. Such students must take at least the first semester of practicum and, depending upon their skill level, are often required to take additional practica as well as supplement any missing skill or content areas. Previous coursework is considered for transfer on a course-by-course basis.

### **C. Semester Hour Requirements**

There is a minimum of 54 semester hours required for the M.S. degree in Counseling Psychology. The curriculum consists of 21 semester hours of core courses (including 6 thesis credits) required of all graduate students in Psychology and 33 semester hours of courses required of all graduate students in the Counseling Psychology Program. The Counseling Psychology Program requires (at minimum) 6 counseling practicum credits and 4 research practicum credits (including Psych 608 & 690); only 6 practicum credits, however, officially count toward graduation.

### **D. Transfer of Credits**

No more than 9 hours of transfer credit will be accepted toward the master's degree. The written confirmation of courses accepted for transfer will be placed in the student's academic folder after acceptance by the Counseling committee.

### **E. Required Courses**

The following courses are required for the master's degree:

#### **Core Psychology Department Requirements**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
PSYC 619	Seminar in Learning and Cognition	3
PSYC 680	Statistics in Psychological Research I	3
PSYC 681	Statistics in Psychological Research II	3
PSYC 629	Biological Basis of Behavior	3
PSYC 675	Ethical Principles in Psychology	2
PSYC 798	M.S. Thesis	6

#### **Core Counseling Program Requirements**

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
PSYC 608	Introduction to Counseling Research	3
PSYC 616	Psychopathology	3
PSYC 623	Theories of Counseling & Personality	3
PSYC 625	Career Counseling	3
PSYC 643	Principles of Psychological Measurement	2
PSYC 644	Intelligence Assessment	3
PSYC 645	Personality Assessment	3
PSYC 651	Theories of Counseling & Interviewing	3
PSYC 676	Personal Awareness in Multicultural Counseling	3
PSYC 690	Research Practicum	1
PSYC 693	Counseling Practicum	6

### **III. REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY DEGREE IN COUNSELING PSYCHOLOGY**

#### **A. The Advisor**

Students are required to have an academic advisor after being granted formal continuance for the Ph.D. The academic advisor should be one of the core Counseling Psychology faculty, as the advisor must attend routine program faculty meetings to participate in program decisions relevant to the student, and to advocate, represent, and act as a liaison for the student in yearly evaluations. The student can work with an advisor of his or her choice under mutual agreement. The academic advisor should generally be the dissertation supervisor. It is also possible for the student to name a dissertation chairperson who is not on the Core Counseling faculty.

#### **B. Continuance in the Doctoral Program**

Each student must prepare, with his or her advisor, a program of doctoral study. This program sets forth the course work, practica, and other related learning experiences the student intends to fulfill in pursuit of the Ph.D. degree. Important parts of the continuance program are the design of an area of subspecialization and a demonstration of awareness of multicultural issues. Students must apply to the doctoral program within two weeks following the defense of their master's thesis (or two weeks after the beginning of fall semester if the defense occurs after May 1 in the preceding academic year; or in the second week of their fifth regular semester if they enter the program with an acceptable master's thesis already completed). The faculty will respond to the requests for continuance in the doctoral program by ACCEPT, REJECT, OR DELAY ACTION. If the decision is DELAY ACTION, the faculty will specify to the student what is to be done before they will again consider the student's application. Significant deficits in any of the following areas are sufficient grounds to reject an application: (a) academic performance; (b) practitioner competence; (c) research interest and promise; (d) ethical behavior; (e) commitment to the program; and (e) personal development and maturity. Criteria to be applied in each of these areas are detailed below in section IV (parts B through G).

Students may not take more than 12 total counseling practicum hours before they are accepted for continuance. Students who have not completed their master's thesis before their fifth regular semester are subject to the departmental policy of progressively reduced credit loads (see section III, part D, of the Departmental Requirements, Regulations and Resources portion of this handbook). Students are advised to apply for continuance as soon as possible after their thesis defense in that they have no official status in graduate school at VCU between receipt of the master's degree and acceptance for continuance in the doctoral program (see Model 5-year Program under section III, part L).

#### **C. Semester Hour Requirements**

The Ph.D. is not awarded on the basis of accumulated course credits, but a minimum of 84.5 semester credit hours beyond the baccalaureate degree is required toward the completion of the doctorate (this does not include any electives). Of course, most students end the program with substantially more than the minimum number of hours, with two additional courses added to complete the subspecialty requirement. The current recommended curriculum totals 96.5 hours.

## D. Required Courses

In addition to those requirements listed under master's degree requirements, which must be completed, transferred, or waived, the following courses are required to meet the minimum Ph.D. requirements in Counseling Psychology:

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
PSYC 603	Developmental Processes (or other seminars in Developmental Psychology, approved by the faculty)	3
PSYC 611	Contemporary Developments in Counseling Psychology	3
PSYC 630	Social Psychology	3
PSYC 655	Community Psychology	3
PSYC 660	Health Psychology (or other approved health-related elective)	3
PSYC 693	Practicum (in addition to the 6 hrs required for the M.S.)	4
PSYC 695	Supervision (highly recommended, but not required)	2
PSYC 898	Dissertation	12
PSYC 696	Internship (.5 credit every semester)	1.5

## E. Subspecialty Area

Each student, in consultation with his or her advisor, is required to develop an area of subspecialization. The sub-specialty area involves a unified, coherent set of experiences designed to develop the student's knowledge and skills in a focal area within the context of his or her broad training as a counseling psychologist. Subspecialty areas of past students have included e.g., marriage and family counseling, group therapy, health psychology, multicultural approaches, research methodology, community psychology, and adolescent development. Students with other interests are strongly encouraged to develop compatible subspecialties. The subspecialty involves academic and practical experiential components. Academic preparation consists of a sequence of courses aimed at developing a solid foundation in the subspecialty area.

Normally this will consist of a) completing 2 graduate-level courses related to the subspecialty over and above the required curriculum or b) completing 1 graduate-level course related to the subspecialty above the required core curriculum and 1 60-hour didactic experience. Didactic, experiential preparation may include relevant practicum experiences, teaching assistantships, volunteer or paid work experiences, research experiences, and/or internship experiences. It should be stressed that the subspecialty area is not the core of the counseling program, and does not constitute any formal skill, but rather it represents a focal area for elective courses.

## F. Counseling Practicum Courses

Practicum experiences are an integral part of the training program. Including both master's and doctoral requirements, at least 10 semester hours of counseling practicum at VCU are required of students before completion of the doctoral program. These required 10 credit hours include four

hours at VCU's University Counseling Services, and six hours at the Department's Center for Psychological Services and Development, two of which must be taken in the summer. Most students, however, enroll in additional practicum hours, over the course of their training. Whenever students are engaged in any sort of practical experience, they must be enrolled in counseling program practicum credits (particularly during the summer). A more detailed description of the rationale and objectives for each practicum is contained in a separate section. Note: the nature of these practical requirements is currently being reviewed and more flexibility in the practicum sequence is being considered.

### **G. Multicultural Awareness and Competence**

Students must demonstrate that they have been exposed to a variety of cultures and have made an effort to become aware of their own culturally-based values and attitudes throughout their graduate education. This may include (a) experience working with a variety of clients (e.g., races, cultures, religions and sexual orientations) different from the student, (b) course work (full courses or parts of courses) in cross cultural counseling, theory, and research, (c) research into a culture different than the student's, and (d) other multicultural experiences. Students are encouraged to go beyond merely listing experiences and to adduce evidence of their multicultural competence in psychological interventions, research, and leadership.

### **H. Research**

A counseling psychologist is first a psychologist, then a specialist in counseling. As such, science is an integral part of the entire training program at VCU. All students are required to take a research course and practicum the first year that involves their advisors and a seminar that introduces them to topics in research. Students must complete two formal research projects before graduation -- the master's thesis and the doctoral dissertation. Students entering VCU with a completed master's thesis in psychology (not just a research project) that is evaluated to be of comparable quality to those produced at VCU or so judged by the faculty will be exempted from the thesis. Students who have not completed an acceptable master's thesis prior to entering VCU must complete the master's degree at VCU prior to beginning doctoral work. Students are required to complete their theses prior to the beginning of their fifth semester.

Dissertations should be completed prior to leaving for internship. Although this is not a formal rule, students have found this to be prudent advice. Completing a dissertation while on internship is burdensome and few can accomplish it. Putting off completion of the dissertation until after internship can result in delays in employment, lower salary, and even failing to complete the dissertation. Students in their fourth year will be required to postpone the internship application process until the following year if they have not had their dissertation proposals approved by November 1, of the year they submit internship applications. Besides the two required research projects, students (as Counseling psychologists) are expected to be active in research efforts throughout their time at VCU and throughout their professional lives.

Refer to Departmental Policies for additional guidelines.

## **I. Internship**

Counseling Psychology doctoral students are required to complete an internship that must be one calendar year of full time supervised counseling experience. The internship site should be APA accredited and must be reviewed and approved by the Counseling Program faculty. Before being allowed to submit their rank order list of internship sites to the APPIC Match Program, all students must have passed doctoral preliminary examinations, be in good standing, have had their dissertation proposal approved, and be approved by the counseling faculty and director of training. A more detailed description of the rationale and objectives for the internship is contained in a separate section.

## **J. Student Employment**

Note: All work that is psychological in nature performed by students while in the graduate program in counseling psychology, whether or not it is for pay, must be approved by the Counseling faculty. A primary consideration in approving work activity is whether or not the student is receiving adequate supervision. Students, except in some instances, must be enrolled for at least one credit of practicum while working, including summers.

## **K. Practica**

First year students are required to take three credits of Personal Awareness in Multicultural Counseling (PSYC 676) in the fall and Introduction to Psychological Interviewing (PSYC 651) for three credits in the spring semester. This first year sequence trains students in multicultural awareness, basic counseling skills and the integration of theory with practice. In the second and third years, students complete five semesters of on-campus Counseling Practicum (two credits each semester). Each student completes two semesters (Fall through Spring) at the VCU University Counseling Services (UCS) and three semesters (Summer through Spring) at the Department's Center for Psychological Services and Development (CPSD). (Students assigned to the CPSD for their second year will start the CPSD practicum in the summer after their first year; students assigned to the CPSD for their third year will start the CPSD practicum in the summer after their second year.) About half of each class of students is placed first in UCS and then at the CPSD; the other half receives the opposite order of placements. During the fourth year, the student negotiates with the Practicum Coordinator an advanced practicum placement that is associated with the student's special interests (provided such an approved practicum site is available). Usually, students spend two semesters at the fourth year practicum site, earning two hours of practicum credit per semester. Students sometimes earn additional practicum credits by carrying a small caseload of clients through the summer, or participating in a supplementary traineeship.

Practica are graded on a "Pass/Fail" basis, and supervisors complete written evaluations on each student at least once per semester. The faculty Practicum Coordinator is responsible for assigning grades, but normally the judgment of the student's primary supervisor will determine whether the student passes. In cases where a supervisor perceives significant deficits in a student's performance, the student may be required to complete additional remedial practicum work.

For two semesters at UCS, students see clients individually, conduct intake interviews, participate in the staffing and team meetings of the agency, receive group supervision, and receive individual supervision from staff members of UCS. During the three semesters at the Center for Psychological Services and Development, students see clients individually, conduct intake interviews, and receive individual face-to-face supervision weekly with a faculty supervisor, participate in a faculty run two-hour group supervision meeting that includes case presentations and instruction in practice, assessment, and specific populations. Moreover, opportunities exist for students to do additional practicum work through the Family Support and Research Center and the Anxiety Disorder Clinic through the CPSD.

The two semesters of the fourth year practicum are usually designed to fit with the student's area of sub-specialization to broaden his or her experience working in a social service agency. Many available advanced practicum sites will pay students a stipend and will hire students on a half-time basis, an important feature as fourth year counseling students are often not eligible for departmentally funded teaching assistantships. Students may work in psychiatric or medical hospitals, prisons, community mental health agencies, drug and alcohol rehab centers, college counseling centers, community outreach programs, or on research projects. Fourth year students are strongly urged to take advantage of the opportunity for in-depth training offered by paid practicum sites. This practicum is arranged through the Practicum Coordinator for the Department of Psychology and depends on approval of the site, the content area, and the availability of a psychologist to supervise the student. Practicum sites are selective in the type of prerequisite skills they require of students. Advanced planning with corresponding course work and training experiences will help ensure an ideal fourth year placement. Work loads may vary at practicum sites, but generally students taking two hours of practicum credit will have no more than five client contact hours per week. The number of clients that a counselor sees is not fixed, since clients sometimes miss appointments. Paid practica usually involve a 20 hour a week commitment at an agency and an increased client load.

Students whose career goals include university teaching and/or public policy, consultation, and prevention work may choose to complete an advanced practicum stressing the development of relevant skills. For example, students may be placed in a research practicum with a faculty member or research group, in a consultation and education unit of a community mental health agency, in student personnel work in a college or university, or in state government.

**L. Sample Model Five Year Program\***

<b><u>First Year</u></b>					
<b><u>Fall</u></b>			<b><u>Spring</u></b>		
<b>PSYC</b>		<b>Credits</b>	<b>PSYC</b>		<b>Credits</b>
608	Research in Counseling Psych	3	681	Statistics in Psychological Res II	3
616	Psychopathology	3	625	Career Counseling	3
680	Statistics in Psychological Res I	3	651	Theories of Counseling &	
623	Theories of Counseling &			Interviewing	3
	Personality	3	675	Ethical Principles in Psychology	2
644	Intelligence Assessment	3	690	Research Practicum	1
			645	Personality Assessment	3
<b>Total</b>		<b>15</b>			<b>15</b>

**Summer**  
 WORK ON THESIS PROPOSAL  
 PSYC 693 Counseling Practicum (2 credit hours) – for students assigned  
 to the CPSD for their second year

<b><u>Second Year</u></b>					
<b><u>Fall</u></b>			<b><u>Spring</u></b>		
<b>PSYC</b>		<b>Credits</b>	<b>PSYC</b>		<b>Credits</b>
629	Biological Basis of Behavior	3	619 <sup>a</sup>	Seminar in Learning/Cognition	3
643	Psychological Measurement	2	660	Health Psychology	3
676	Personal Awareness in	3		(or approved health elective)	
	Multicultural Counseling		xxx	Elective	3
693	Counseling Practicum	2		(or approved health elective)	
798	Thesis	3	693	Counseling Practicum	2
			798	Thesis	3
				DEFEND THESIS AND APPLY FOR CONTINUANCE	
<b>Total</b>		<b>13</b>			<b>14</b>

**Summer**  
 PSYC 693 Counseling Practicum (2 credit hours) – for students assigned  
 to the CPSD for their third year

**Third Year**

<b><u>Fall</u></b>			<b><u>Spring</u></b>		
<b>PSYC</b>		<b>Credits</b>	<b>PSYC</b>		<b>Credits</b>
611	Contemp. Devel. in Couns. Psy.	3	6xx	Developmental requirement	3
63x	Social Psychology requirement	3	6xx	Elective	3
6xx	Elective	3	655	Community Psychology	3
693	Counseling Practicum	2	693	Counseling Practicum	2
898 <sup>c</sup>	Dissertation	3	898 <sup>c</sup>	Dissertation	3
			<b>HAND IN CASE STUDY</b>		
<b>Total</b>		<b>14</b>			<b>14</b>

**Summer**

TAKE PRELIMS IN JUNE/JULY/AUGUST

**Fourth Year**

<b><u>Fall</u></b>			<b><u>Spring</u></b>		
<b>PSYC</b>		<b>Credits</b>	<b>PSYC</b>		<b>Credits</b>
69x	Practicum (Counseling Research, Teaching)	1	695 <sup>c</sup>	Supervision	2
898 <sup>b</sup>	Dissertation	3	69x	Practicum (Counseling, Research, Teaching)	1
<b>APPLY FOR INTERNSHIP &amp; PROPOSE DISSERTATION</b>			898 <sup>b</sup>	Dissertation	3
<b>Total</b>		<b>4</b>			<b>6</b>

**Fifth Year**

PSYC 696 Internship (.5 credit for every semester [while working full-time])

\* This is only a *sample* schedule; there is some flexibility within the order of classes and number of credits taken during any given semester. Students need to consult with their advisor.

<sup>a</sup> Seminar in Learning and Cognition (PSYC 619) may be taken in the spring of the second year or in the summer after the first year.

<sup>b</sup> Dissertation credits can vary and depends on the student's projected effort for that semester. Students must take a total of 12 credits to graduate.

<sup>c</sup> Supervision is highly recommended, but not required for graduation. Some states have required this course for licensure.

## IV. STUDENT EVALUATION AND FEEDBACK THROUGHOUT THE DOCTORAL PROGRAM

### A. Evaluation of Students and Feedback

Periodic evaluations that reflect students' overall performance will be made in addition to grades received in individual courses. Evaluation is not merely for the purposes of determining whether or not students are successful in the program, but evaluation is designed so that meaningful feedback can be given. The purpose of the feedback is to acknowledge positive performance and to provide students who may not be functioning up to criteria with information and guidance that should help them in problematical areas. Therefore, the first formal evaluation occurs early in the program.

All students currently enrolled in the program are **required** to complete an annual activity report for APA record keeping. Students are also required to submit a current vita annually to the program director. Both the report and the vita are necessary to fulfill APA requirements and maintain continuous accreditation.

Students are encouraged to stay in close contact with their advisors and should feel free to seek feedback at any time they desire. Also, students are encouraged to give impressions of the program and make suggestions for improvement. Students are evaluated two times as they progress through the M.S. program in Counseling Psychology.

(1) First Evaluation. The first formal evaluation of students is conducted during the second semester of their first year of graduate study. At this time, the Counseling Program Committee collects and discusses quantitative and qualitative information relative to each student's performance. This evaluation is focused primarily on academic performance, practitioner skills demonstrated in pre-practicum, and personal characteristics (interpersonal style such as motivation and classroom participation) as evaluated by professors. After the evaluations have been completed, students will be notified in writing and will make appointments with their respective advisors for feedback. A summary of the feedback will be placed in the student's file.

(2) Second Evaluation. The second formal evaluation is made during the second semester of the second year of graduate study at VCU. Again the committee collects and discusses qualitative and quantitative information relative to the student's performance in the program to date. By this time, all students will have completed at least one semester of their second year practicum. The same performance dimensions forming the basis of the first evaluation are also considered at this time. In making the evaluation, the committee will also consider each student's progress on his or her thesis. Students must be making satisfactory progress on their theses in order to continue into their doctoral program without interrupting this academic program. As in the first evaluation, students will receive feedback from their advisors, and a summary of the feedback will be placed in the student's file.

(3) Third Evaluation. Within two weeks after defending the master's thesis and completing all required course work for the master's degree, or within two weeks of the fifth semester of school if the faculty has accepted an already completed master's thesis, the student must submit

to the faculty a request for continuation and approval of doctoral program (See Appendix B). At that time, the student will be thoroughly evaluated using six criteria (academic performance, practitioner competence, research interest and promise, ethical behavior, commitment to the program, and personal development and maturity--descriptions of each criterion follow). **IT SHOULD BE NOTED THAT SATISFACTORY EVALUATIONS THAT WERE DONE WHEN THE STUDENT WAS A MASTER'S DEGREE STUDENT DO NOT ASSURE CONTINUANCE IN THE DOCTORAL PROGRAM.** After a decision concerning continuance is made by the Counseling Program faculty, the proposed doctoral programs of approved continuing students will be evaluated.

(4) Fourth evaluation. The fourth formal evaluation takes place when the student has completed or nearly completed all of his or her course work. At this time, the student takes the doctoral preliminary examination that is comprehensive in nature.

(5) Additional evaluations. All students are evaluated on an annual basis. If a faculty member becomes concerned about a student's progress at any point in their studies (for example, if the student receives a "C" in an important course; if the student receives a poor practicum evaluation), the program committee may choose to perform an additional, unscheduled evaluation to determine whether there is a need to develop a remedial plan (see general requirements section on Quality of Performance).

A description of each criterion for evaluation of a student for continuation follows.

## **B. Academic Performance**

Students' classroom performance should reflect a high level of scholarship and academic excellence. Graduate students are expected to show a high level of initiative and self-reliance in pursuing their academic course work. Grades and other feedback from instructors should clearly show that the student is doing more than just the minimum quality and quantity of required work.

## **C. Practitioner Competence**

Evaluation in this area will derive almost entirely from the student's pre-practicum and practicum experiences. The student's level of counseling skill development should indicate readiness for doctoral level study. Practicum experiences are sequenced in a developmental progression. Students are expected to show competence at a level that is minimally consistent with their developmental progression as a counselor in training.

- The student should have a good grasp of what is involved in counseling and what it means to be a professional.
- The student should be receptive to and profit from positive and negative feedback from peers and supervisors.
- The student should be willing to take risks in order to grow as a professional.
- Attitudes and behavior of the student should promote positive interpersonal relations with clients and co-workers.

#### **D. Research Interest and Promise**

Although it is not expected that the research project at the master's thesis level will always be solely the student's creation, it is expected that the student will be capable of making some independent contributions to the thesis project. Other evidence of interest in this area would be participation in research and scholarship other than the master's thesis.

The student should be capable of formulating research projects, thinking creatively and critically, and should show evidence of potential for making research contributions to the field.

#### **E. Ethical Behavior**

The student should be aware of the responsibility of the psychologist to "accord appropriate respect to the fundamental rights, dignity, and worth of all people" (APA, 2002). The student should be able to operationalize clearly this principle in his or her professional activities. He or she should be motivated to seek professional consultation and feedback readily when an ethical issue is encountered.

#### **F. Commitment to the Program**

The student should evidence constructive involvement in the graduate program. Involvement would be evidenced by such behavior as (1) consulting with faculty, (2) initiating activities that would be conducive to the professional growth of other students and faculty, (3) classroom participation, and (4) participation in extra-classroom activities sponsored by the Psychology Department.

Commitment to graduate study would be evidenced by such other behaviors as completing papers in a conscientious and timely manner, regular and timely classroom attendance, evidence of some pursuit of knowledge beyond curricular requirements.

#### **G. Personal Development and Maturity**

- There should be indication that the student is intrinsically (internally) motivated as well as externally motivated.
- The student should be able to relate with and accept a wide range of people and ideas. Moreover, we expect students to be willing to challenge their beliefs and values in order to work with a wide range of people and ideas.
- The student should be capable of maintaining a reasonable degree of objectivity in dealing with people.
- The student should be able to reach reasonable compromises when necessary, particularly in a work setting involving colleagues.
- The student should be capable of responding to others as individuals based on intricate observations and refined discriminations rather than unfounded generalizations.
- The student should be capable of responding to others as individuals, without stereotyped or prejudiced judgment.

- The student should be aware of his or her personal issues, and be able to demonstrate intrapersonal stability when functioning in a professional capacity.

## V. PRELIMINARY EXAMINATION

### A. Goals and Description

The preliminary examination cannot be completed until a student's doctoral program has been formally approved by the faculty. (This means that the master's degree requirements must be completed and the student's application for continuance must be approved before he or she can sit for the essay portion of the preliminary examination.) The essay portion is given one time per year, in the summer, and is usually taken by students prior to the beginning of the fourth year. The primary purpose of the preliminary examination is to allow evaluation of the student for admission to doctoral candidate status. In doing so, the preliminary examination should accomplish two main goals:

1. For the student to demonstrate mastery of areas critical for a professional psychologist; and
2. For the student to have an experience that requires that he or she *integrate* knowledge from different areas.

The preliminary examination consists of two parts: (1) case study and (2) essay examinations in research, ethics, career, and assessment. These components are discussed in detail below. The student can submit the Case Study portion of the preliminary examination before defending the thesis, but *the thesis must be successfully proposed before the Case Study can be submitted. No portion of the essay portion of the preliminary examination can be taken until a student's doctoral program (i.e., continuance) has been formally approved by the counseling faculty.* All phases of the preliminary examination must be taken and passed before the student is allowed to submit a rank order list for internship placement. Students desiring to complete the Case Study must declare their intentions to the Counseling faculty through the Preliminary Examination Coordinator (PEC) by the beginning of the Spring semester (February 1, or first day school is in session after January 31). Students desiring to complete the essay portion of the examination must declare their intention to do so by March 15 (or first day school is in session after March 14).

### B. Handbook Governing Preliminary Examination

Students enter the program at different times. It would be unreasonable to expect that students might be given and scored on different versions of preliminary examinations because they came in during different years. Thus, each year, the *Handbook* governing the procedure and scoring of preliminary examinations will be the *Handbook* in effect during the year the exams are taken, regardless of the procedures detailed in the *Handbook* for the year of the student's entry.

### C. Case Study

The written case study is the method by which the faculty makes a comprehensive evaluation of students' applied counseling skills. The case study must be submitted by **March 15** for those who expect to complete the written (take-home) portions of the preliminary examination the

following summer. (In the event that March 15 is in the midst of Spring Break, the case study will be due the first day school is in session after the Spring Break has ended, at 9:00 am.) The case study will normally be completed in the student's third year. Students will be permitted to submit a case study if they have completed at least 6 semester hours of practicum credit, and if they have successfully proposed their master's thesis. (It is strongly recommended that students defend their master's thesis prior to submitting their case study.) Note: Students cannot take the written portion of the preliminary examination unless (1) the case study has been passed (including successful remediation, if remediation was deemed necessary) and (2) the master's thesis has been defended successfully, signed, and all copies have been submitted to the library and (3) the student has applied for and been approved for continuance in the doctoral program. (Students must consider that normally at least a week is necessary for faculty members to consider an application for continuance and also that faculty members often require changes in the program). Thus, students should prepare well ahead of time to insure that enough time exists to meet all requirements prior to taking the essay portion of the preliminary examination. Note also that faculty are not always available in the summer, so students should exert all diligent effort to submit the continuance before the end of the Spring semester. All conditions must be met at least one week (seven days) before the essay portion of the preliminary examination.

<b>Task</b>	<b>Required Before the Task Can Be Done</b>	<b>Date Task Must Be Completed</b>
Declare to Take Case Study		February 1
Preliminary Exam Coordinator (PEC) meets with students to discuss Case Study		Sometime early in the spring semester
Propose Thesis Successfully		
Submit Case Study	Successfully Proposed Thesis	9:00am, first day school is in session after March 14 (usually March 15)
PEC meets with people who have declared to take the essay portion of the preliminary examination to go over requirements and provide study materials		After March 15, before May 15
Successfully Remediate Case Study	Completed all remediation tasks as directed by the faculty	Promptly according to faculty deadline, but certainly at least one week prior to the date for administration of the essay portion of the preliminary examination.
Defend Thesis, Make Required Changes, Deliver signed copies to		

the Library		
Apply for Continuance in the Doctoral Program	All requirements for master's degree completed; normally, the student should apply for continuance within two weeks of defending the thesis or completing all degree requirements.	In time to allow reasonable time for the faculty to consider, ask for revisions, and vote for approval; approval should be given at least one week before the preliminary examination is scheduled.
Take Essay Portion	Case Study Passed or Successfully Remediated	Students decide on dates, between June 1 and August 15 (or PEC decides if students cannot agree)
Grading of Essays		After Labor Day
Students Informed of Their Grades		October 1
Remediation Complete		At Direction of Faculty but in time to allow determination of Successful or Unsuccessful Remediation by November 1
Students Notified Whether Remediation is Successful		November 1
Students Must Have Successfully Proposed Their Dissertation		November 15

Students should use the format presented below at the end of section VII for the case study. Students are expected to submit the case study on time. Unless the student has obtained advance written approval for an extension of the deadline, late submission will be considered to constitute a failure of the case study at the discretion of the faculty. ***Important Note: Case studies must be successfully passed (i.e., grade of 2.5 or higher) or remediation successfully completed at least one week (seven days) before the student will be allowed to sit for the essay examination.***

The Case Study is not to exceed 14 single-spaced pages, Times New Roman, 12-point font, 1-inch margins or wider. The case study should consist of a recommended 2-3 pages of transcript that is intended to be two or three focused representations of the student's approach and need not be consecutive minutes of tape. (No more than 4 pages of transcript should be used within the 14 pages.) You may include profiles of test results as a brief appendix (again not counted against page limits), but do not include raw data. Citations within the text should support your explanation of theory. References should be in APA form and references will not count against the 14 page limit.)

### **Outline for Case Study:**

#### **I. Identifying Data**

Client age, gender, race, marital status, employment status, residence, etc.

II. Referral Information

Presenting problem, initial presentation, referral source, etc.

III. Assessment Procedures Used (List and include a hard copy of the assessment results along with case submission – appended materials are not counted as part of the 20-page limit)

IV. Background Information

Social, family, work history, history of presenting complaint, etc.

V. Results and Interpretation of Assessment Procedures

Report results as you would in an assessment report, including integration of results into a conceptualization of the client's major problem(s).

VI. DSM diagnosis

Or other brief description of the problems based in your theoretical perspective.

VII. Treatment Plan

Describe your plan for treating this client, clarifying the theoretical basis for your approach. Include short-term and long-term goals.

VIII. Course of Treatment

- A. Frequency of meetings, sequence of events or themes, etc.
- B. Major techniques used.
- C. Transcript with illustrations of techniques or themes (2-3 pages; max 4 pages).
- D. Describe termination process.

IX. Evaluation of Client Progress

Strengths and weaknesses of treatment approach used; predictions about long-term outcome for this client.

**D. Essay Examination**

The essay portion of the preliminary examination will be done at home within a prescribed time (see below). As with all portions of the preliminary examination, the essay portion requires extensive preparation by the student. In order to guide students in their preparation for the written portion, the PEC will provide general guidance on preparing for the examination between March 15<sup>th</sup> and May 15<sup>th</sup>. Questions may be asked on any material related to each testable area, regardless of whether it is covered in a course. *Recall, one of the chief objectives of the preliminary examination is to get the student to integrate across areas, which includes integrating across coursework, practicum training, research training, and general knowledge of psychology, and to use resources available from multiple sources, making wise decisions about which resources are important to discuss in their essays. Thus, integration is to be anticipated.* In-depth advance preparation and organization of resources are key to successful completion of the essay portion of the preliminary examination. The essay examination will usually be taken the summer after the student's 3<sup>rd</sup> year. Students are examined in four areas. These include (1) research; (2) career development and intervention: Theory, research, and practice; (3) Ethics; and (4) Psychological assessment. Any question may include material previously covered in

class, practicum, the study aid, or research training, or it may contain material that the faculty believes a doctoral candidate needs to know, such as recently published material, current issues receiving attention in the field. Integration across the four areas is to be expected.

### **E. Procedure for Preparation for the Examination**

Between March 15<sup>th</sup> and May 15<sup>th</sup>, the faculty member serving as Preliminary Examination Coordinator (PEC) will meet with students who have declared that they wish to sit for the essay portion of the examination in the summer. The PEC will explain procedures for preparation and testing to help the students prepare for the examination. Students with documented disabilities that affect their need for altered test-taking procedures must discuss any necessary accommodations with the PEC at least four weeks prior to the preliminary exam date.

Students are responsible for any material within the areas being tested and for integrating material across areas. Given that the essay portion of the preliminary examination is open-book and take-home, faculty members do not provide materials to assist students in their preparation. Part of doctoral work is discerning which of the many available resources are important. Some questions from previous preliminary examinations will be made available (usually through public access, like Blackboard®).

### **F. Procedure for Administration of the Essay Portion of the Examination**

Students who have declared that they wish to sit for the essay portion of the exam will, as a group, decide on a date for administration of the examination between June 1 and August 15. If students are unable to decide among themselves, the PEC will decide and students must arrange their schedules to accommodate the PEC's decision.

Students will use a pseudonym or code number in taking the examination, with the PEC (or his or her representative) being privy to the identities of the pseudonyms/numbers but not the faculty members who grade preliminary examinations (until after all grading and determination of pass-fail status is completed).

Typically, the essay examination is distributed at 9:00 a.m. on a Wednesday and all answers are due to the PEC on the Monday of the following week at noon. As noted above, students needing special accommodations (often because of a disability) must inform the PEC 4 weeks prior to the examination. Official documentation of a disability is expected. The page limit for each question will be ten double-spaced pages (12-point Times New Roman font with APA-specified 1-inch margins) unless a different page limit is specifically indicated in the question. Reference sections are not expected as part of the essay; however, the student should indicate that references are available upon request.

Students must hand in the essay portion of the examination on time. Late examinations may not be accepted for grading—unless there are extenuating circumstances delaying submission of the exam. (Any late submission is collected, and the student must appeal in writing to the program for a decision about whether the examination is to be graded.) The intent is to provide fair testing conditions for all participants taking preliminary examinations. Regardless of when students (or PEC) decide to take the exam, exams will be graded after Labor Day following the submittal of

the essay exam. Students will be informed of their grades by no later than October 1<sup>st</sup>. Remediation must be completed as directed by the faculty but in time to notify students by November 1 of whether remediation was successful or unsuccessful. This grading schedule will allow students to make any necessary remediation, and gain approval of the remediation, prior to applying for internship (which requires successful dissertation proposal by November 15).

## **G. Grading for Preliminary Exams**

1. **Grading is masked.** Graders on the written examination will be assigned and tallied while the identities of the students are masked (if more than one student is taking the essay). The case study will also be graded without the students' names, though identifying data, the treatment method used, or other aspects of the case study might make it impossible for the grading to be done under completely masked conditions. Decisions will be made about pass or fail without consideration of the student's identity.

2. **Grading standards.** Each of the portions of the preliminary examination (i.e., the case study and each of the four written questions) will be graded by two independent graders. Each area will be scored by the faculty members who evaluate each question as *high pass* (4.0), *clear pass* (3.0), *marginal* (2.0)—this category is interpreted as not passing, but not clearly failing either), or *fail* (1.0). **Grades other than these four are not assigned by individual graders.** A third faculty grader will grade an area if (a) two graders disagree by more than one point (e.g., one grader gives a score of 4.0 and the other gives a score of 2.0 or lower) or (b) one of the first two readers assigns a failing grade to the area (i.e., 1.0). If both readers assign a grade of 1.0, the question is failed and no third reader is required.

3. **Feedback.** The student will be given explicit written feedback concerning the reasons for his or her score, though passing grades will typically not involve detailed feedback.

4. **Grading of case study and each of the questions will be as follows:** Readers will assign grades using the same scoring system as other questions. Readers will provide written critiques for improving the case study and provide feedback on essay questions scored less than 3.0.

a. **Failure.** The student fails case study or any essay question if a median grade of 1.0 is achieved (i.e., either both reviewers rate the case study as 1.0 or, in the event of a 2.0 and 1.0, the third reader assigns a 1.0, yielding a median of 1.0). Because any median grade of 1.0 is considered to constitute a failure of the case study, then necessarily, the student *cannot sit for the written portion of the preliminary exam until the following year when (if) the student passes the case study.*

b. **Median grades on the case study and each essay question.** (1) Students may earn a grade of 1.0 if both graders score the case study or a question at 1.0, or if (in the case of readers scoring the case study or question as 1.0 and 2.0) a third reader scores the case study or question as 1.0. It is not possible to earn a 1.5 grade. (2) Students may also earn scores of 2.0, 2.5, 3.0, 3.5, or 4.0, as determined by the median of the graders.

c. **Pass.** The student passes the case study or question outright if a median grade of 2.5 or better is achieved and no remediation is required by the graders, or if a grade of 3.0 or higher is earned.

d. **Remediation.** A median grade of 2.0 *will* require successful remediation to pass the case study or question. (Regardless of what score a student achieves, the student would be well advised to consider any comments on the case study to better prepare for internship interviews.) For a grade of 2.5, the faculty members reading the case study or question may, based on their judgment, require remediation or not require it. No remediation is required for grades of 3.0 or above. *Remediation must be submitted within the time limit set by the faculty.* The remediation attempt will be graded as “Successful Remediation” or “Unsuccessful Remediation.” Failure to complete the remediation in the time limit specified by the faculty graders is grounds alone for receiving “Unsuccessful Remediation.”

e. **Failure of a portion of the preliminary examination.** The student is not considered to have passed the preliminary examination until he or she has passed the case study and each of the four essay questions. If the student fails any of the essay questions or does not successfully remediate within the allotted time, then any failed question must be re-taken during a following year, assuming this is the first failure.

f. **Failure through unsuccessful remediation or not remediating successfully by the time limit.** If the faculty requires remediation on the case study or on any essay question and the student receives “Unsuccessful Remediation,” then failure of the case study or essay question is considered to have occurred.

5. **Consequences of two failures of any part of the preliminary examination is termination.** If a student fails the case study twice or any essay question twice, then the student will be terminated from the program as having irrevocably failed the preliminary examination.

6. **Passing a portion of the preliminary examination.** Once any part of the preliminary examination has been passed (i.e., any of the four essay questions or the case study), that section does not have to be retaken.

7. **Passing the Preliminary Examination as a Whole.** After the case study and all four essay questions have been passed or successfully remediated, the preliminary examination is considered to have been passed. The student is officially a doctoral candidate.

## VI. INTERNSHIP

Students normally apply for internships in the fall of their final year of doctoral course work, and accept internships in February which will begin the following summer or fall. Internship sites that are members of APPIC (Association of Psychology Postdoctoral and Internship Centers) require formal certification from the program director stating that the student is eligible and ready for internship and has fulfilled all pre-internship program requirements. Students must be certified as "ready" for internship by the program director before they will be allowed to submit their rank order list of internship sites to the APPIC Match Program.

In order to be certified as "ready" by the program director, students must have successfully completed prelims (including case study) and proposed their dissertation by **November 15 of the year applications are due for internship**. Thus, students should take prelims prior to the fall of the year before they plan to go on internship. In most cases this will allow ample time to remediate deficits well before the deadline for certification of readiness by the program.

The program's Internship Coordinator (most often the program director) helps students get through the internship application process, and holds several information sessions for students who are applying each year. Students are expected to keep the faculty Internship Coordinator informed about their internship application plans.

The following sections are based on past applicants' attempt to offer some suggestions and guidelines learned from actually going through internship selection. (These sections have been updated to reflect recent changes in the application process.) The process can be conveniently divided in three parts: (A) considering internship sites, (B) applying for internships, and (C) interviewing and decision making.

### **A. Considering Internship Sites**

This process should begin as early as possible in the year before the internship is to be taken. For example, if the internship is to begin September, 2006, then you should be actively pursuing information about internship sites by July 2005. A convenient way of locating possible internship sites is by consulting the APPIC directory of internship programs. APPIC currently produces an online version of the directory in addition to the printed version, see [www.appic.org](http://www.appic.org) for details. Also, do not neglect to gather information about the experiences of students who have already been on internship.

Obtaining an excellent internship spot that is APPIC and APA approved has become a very competitive process as the number of applicants increase each year at a greater rate than the number of sites available. Recently, the average number of applications submitted by successful students each year ranges from 12 to 14.

It is probably wise to request materials from more internship sites than one would actually consider applying to. This allows growing familiarity with internships in general and makes the narrowing down process more realistic. Internships may vary from year to year. Students should not rely totally on previous information in making a decision about an upcoming internship. Current information is vital. After requests for materials are sent, the waiting period time can be productively used by organizing thoughts and statements regarding one's internship aspirations. If this waiting period is wisely spent, then the application process can be much smoother.

### **B. Applying**

Most applications are due by November 15th, and some are due as early as November 1. If the student has delayed receiving material from agencies of interest until October, this means that the application itself may not arrive until early November. Too often the student finds himself or herself in the position of trying to study for final exams and completing numerous internship

applications simultaneously. This may mean that the internship application cannot be completed as thoroughly as the student wishes. Request materials early, although most are now available online.

Most internship agencies request a formal transcript to be sent from the VCU registrar's office. This may take as long as 9 to 14 days, depending on the efficiency of the registrar's office at that time. It is wise to double check with the registrar's office to make sure that the transcript did get sent. Internship sites that are members of APPIC will require you to submit the uniform APPIC Application for Psychology Internship (AAPI). You can begin preparing the AAPI while waiting for the internship materials to be sent to you. It would be particularly useful to begin working on the section of the AAPI that requires documentation of practicum experience. Note: all students are expected to record their practicum log hours on a weekly basis beginning their first semester in the program to avoid becoming overwhelmed by this requirement for the AAPI. Most sites will also want a vita from you. Unless you are applying to a wide variety of settings, one version of the vita probably will be sufficient. The internship agency will probably also request three letters of recommendation. Some agencies request that at least one letter be from the director of the counseling program; other agencies may request at least one letter from a practicum supervisor. It is wise to contact your reference writers early in order to allow them sufficient time to write their letters. If you know an agency is looking for a certain type of applicant, it may be necessary for you to discuss with your reference person the necessity of emphasizing certain of your skills and abilities. Prior to receiving internship application materials, you also should begin thinking about your training goals and interests as well as your professional strengths and weaknesses. [Note that the AAPI contains a question asking you to describe how you envision the particular internship site meeting your training goals and interests. The response to this question requires you to address site-specific issues and training opportunities, and thus, is not something that you should attempt to complete prior to receiving descriptive materials from the internship site.]

As can be gathered by the above, internship application is time consuming and requires attention to detail. An average of two to four hours per application is probably a realistic estimate.

### **C. Interviewing and Decision Making**

Many internships do not require personal interviews, particularly counseling centers, however that is now beginning to change. It is only practical, of course, if a student is seriously interested in an agency, that he or she makes every effort to interview personally at that facility; not only does this enhance the possibility of being offered an internship but also allows the student to gain first-hand knowledge of the facility. Some sites, for example, CMHC's and medical centers often require personal interviews. It is wise to start planning for the expenses of interviewing well ahead of time, since plane tickets, new clothes, hotel rooms, etc. can easily decimate a graduate student's budget. Unfortunately, because of time and distance factors, travel to facilities may be impossible. A possible alternative in such cases is a telephone interview. (In fact, many university counseling centers use telephone interviews at their expense.) Even though this poses many obvious disadvantages relative to a face-to-face interview, it does allow the candidate to speak directly with the staff person and to allow some of his or her personality to project over the phone.

Actual interviewing conditions vary from agency to agency. Students should be prepared to have group and individual interviews, and sometimes multiple individual interviews. Internship interviews are employment interviews since most internship facilities regard the intern as an almost fully functioning professional person. The student should not expect definitive feedback after the interview concerning acceptances or rejection of his or her candidacy.

Internship sites that are members of APPIC are required to abide by the APPIC Match Policies. These policies, as well as the AAPI, the online version of the APPIC directory, and other important information about the application process, are available online at the APPIC website ([www.appic.org](http://www.appic.org)). Moreover, the program expects students to only apply to and accept APA approved internship sites, but will make exceptions on a case to case basis.

#### **D. General Summary**

The process is lengthy. It is wise for the student to do as much of the work as possible in the late summer and early fall of the year prior to beginning the internship. It is possible to identify general internship goals, to assess professional strengths and weaknesses, and to begin working on the AAPI while waiting for internship materials to be mailed to you. Furthermore, references should be lined up and directions given as to what types of letters would be most helpful. Faculty and professional friends can be contacted regarding relative merits of internship facilities. Prior preparation allows for more thorough applications and markedly reduces the anxiety felt while moving through the internship process.

### **VII. SUGGESTED TIME TABLE FOR COMPLETION OF THE DOCTORAL PROGRAM**

- First year - Get thesis project well underway
- Second year - Defend thesis, spring semester  
- Submit application for continuance in the doctoral program (after thesis defense)
- Third year - Get dissertation project well underway  
- Submit case study by March 15
- Fourth year - Take written prelims (both take-home portions) June/July  
- Propose dissertation by November 1  
- Apply for internship (November)  
- Internship interviews usually from December to February 1  
- Defend dissertation, spring semester
- Fifth year - Full time internship

## **HELP TRACKING YOUR SUPERVISED CLINICAL HOURS**

\*\*Below is a website link to an Excel file for clinical hours and web pages to help you accurately complete the form. This is a great tool for keeping track of your clinical hours. This form is consistent with the information that is required by APPIC for internship application submission.\*\*

(Materials and links borrowed from Marquette University's posting on the APPIC website)

See sample on next several pages. To get the full format you can download and re-open file by transferring the file to word. If you have any problems, you can contact the counseling program assistant. FYI-The excel spreadsheet will automatically total your hours – which is a great help!

### **Spreadsheet**

<http://www.marquette.edu/education/pages/programs/coep/documents/prachrsspreadsheet2004.xls>

### **Documentation Definitions:**

<http://www.marquette.edu/education/pages/programs/coep/docs/definitions.doc>

### **How to use above spreadsheet:**

<http://www.marquette.edu/education/pages/programs/coep/docs/instructions.doc>





1. Review of audio/video tape/observation								
B. Group Supervision								
C. Supervision by Peer								
<b>TOTAL SUPERVISION 3(a-c)</b>								
<b>TOTAL APPIC HOURS (1-3)</b>								









