# 2022 - 2023 ACADEMIC YEAR

# GRADUATE STUDENT HANDBOOK

# COUNSELING PSYCHOLOGY PH.D. PROGRAM

## DEPARTMENT OF PSYCHOLOGY

## THE UNIVERSITY OF TENNESSEE, KNOXVILLE

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# 1. Graduate School and Accreditation Information

The Counseling Psychology Ph.D. Program at The University of Tennessee, Knoxville (UT) is accredited by the Commission on Accreditation of the American Psychological Association (APA). For more information regarding our accreditation status or other accreditation-related issues please contact:

**APA Commission on Accreditation**
750 First Street, NE
Washington, DC 20002-4242
Website: https://www.accreditation.apa.org
Phone: (202) 336-5979
TDD/TTY: (203) 336-6123
Email: apaaccred@apa.org

To serve the mission and vision of the UT Graduate School and preserve the integrity of graduate programs at UT, information related to the process of graduate education in each department is to be provided for all graduate students. Similarly, best practices offered by the Council of Graduate Schools suggest it is important that a detailed articulation of information specific to the graduate degrees offered in each department and program be disseminated.

Therefore, the purpose of this *Graduate Student Handbook* (hereafter referred to as the "*Handbook*") is to introduce you to the policies, procedures, academic requirements, and standards of professional conduct that are essential requirements for remaining in good standing and completing a Ph.D. in the UT Counseling Psychology Program. The *Handbook* does not deviate from established Graduate School Policies as noted in the UT *Graduate Catalog*. Rather, it provides the specific ways those policies are carried out.

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the University. This *Handbook* is not comprehensive. Graduate students are responsible for complying with additional policies outlined in the UT Graduate Catalog and deadlines set by the UT Graduate School. Additional information about graduate student rights, obligations, responsibilities, including the academic Appeals Procedure, can be found on the Graduate School website.

Graduate students are also responsible for complying with the policies outlined in the UT *Hilltopics Student Handbook*, and the Academic Policies and Requirements for Graduate Students outlined in the *Graduate Catalog*, including the Policy for the Administration of Graduate Assistantships.

> **As a graduate student enrolled in a program accredited by the American Psychological Association (APA), you are also required to abide by the current *APA Ethical Principles of Psychologists and Code of Conduct* (see https://www.apa.org/ethics/code). This code governs students' professional conduct from the first day they enter the Program. The UT Counseling Psychology Program has also adopted a *Statement of Training Values* based on the model statement developed by the Council of Counseling Psychology Training Programs (CCPTP). This statement appears in full, beginning on p. 6 of this *Handbook*. Each faculty member and each student promises to adopt these values as norms that govern all interactions with each other. A student's failure to follow either the current *APA Ethical Principles of Psychologists and Code of Conduct* or the *Program Statement of Training Values* can result in dismissal from the program. It is your responsibility to become familiar with all the policies and requirements described in these documents.**

# Part I. Program Values, Aims, and Curriculum

## 2.     Program Director's Welcome



**Joe Miles, Ph.D.**
**Program Director**

On behalf of the faculty of the UT Counseling Psychology Ph.D. Program (UTCPP), I want to welcome our incoming graduate students (and welcome *back* our returning students) for the 2022-2023 academic year! We are happy to have you as a part of the first doctoral program in counseling psychology accredited by the APA with a s*cientist-*p*ractitioner-advocate* training model.

As you will learn, this model provides sequential training that integrates empirical evidence and psychological practice, like traditional scientist-practitioner training models. Unique to the scientist-practitioner-advocacy model, however, is the integration of a third role for psychologists: social justice *advocate*. This means that, in addition to training students to be competent and ethical researchers and practitioners (whose practice is evidence-based and whose research is informed by psychological practice), we also aim to develop and to integrate the knowledge, skills, and awareness necessary to intervene at systemic levels to address structural inequities that often contribute to the lived experiences and presenting concerns of our research participants and clients. We are excited to support you as you begin (or continue) your journey to becoming a scientist-practitioner-advocate and develop your own social justice orientation as a counseling psychologist!

This *Handbook* describes the guiding values, mission, aims, training objectives, curriculum, competencies, policies, and procedures of the UTCPP. Returning students will find that, while this version of the *Handbook* is fairly similar to previous versions, some changes have occurred as we continually refine and revise our curriculum, policies, and procedures. Please note: The curriculum in place the year you were admitted (as outlined in the version of the *Handbook* from that academic year) remains the course requirements that pertain to you. All students must, however, follow the policies and procedures described in the current version of the *Handbook*.

Please do not hesitate to reach out to me with questions about the Program and/or the content of the Handbook at any point in your training!

## 3.     Statement of Training Values

Every student and faculty member of the Program must abide by the *APA 2002 Ethical Principles of Psychologists and Code of Conduct*, including the 2010 and 2016 amendments (see https://www.apa.org/ethics/code), and the following *Statement of Training Values*, developed by the Council of Counseling Psychology Training Programs (CCPTP) and endorsed by the Association of Counseling Center Training Agencies (ACCTA), CCPTP, and the Society for Counseling Psychology (SCP) in August of 2006:

> Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for

counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different from them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no-one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program, trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings, and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform

the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

Bieschke, K. J. (2009). Counseling psychology model training values statement addressing diversity. *The Counseling Psychologist, 37*(5), 641-643. https://doi.org/10.1177/0011000009331930

## 4. Statement on Values Conflicts

The UTCPP is committed to preparing psychologists to serve a diverse public and to successfully negotiate their worldviews, beliefs, and/or values as they relate to providing psychological services. Consistent with professional competency standards set by the American Psychological Association (2016) and recommendations from the APA's Board of Educational Affairs (2015), the training program is geared toward cultivating knowledge, skills, and awareness among trainees so that trainees can successfully navigate potential conflicts in values, particularly as it pertains to clients whose worldviews, beliefs, or behaviors may conflict with trainees' own values. Program faculty view values conflicts as normal parts of the general training process and each student's specific developmental process. Accordingly, the faculty view such conflicts as training opportunities that should be navigated in consultation with supervisors and other faculty when appropriate. In accordance with disciplinary standards in psychology, program faculty recognize that trainees vary in their developmental trajectories regarding their journey to professional competency, including how to effectively deal with values conflicts with clients. However, the unequivocal goal of the training program is to provide sufficient pedagogical support for all trainees to obtain competence in effectively managing values conflicts and dealing with a diverse public.

American Psychological Association. (2016). Revision of ethical standard 3.04 of the *"Ethical Principles of Psychologists and Code of Conduct"* (2002, as amended 2010). *American Psychologist, 71*(9), 900. https://psycnet.apa.org/doi/10.1037/amp0000102

BEA Virtual Working Group on Restrictions Affecting Diversity Training in Graduate Education. (2015). Preparing professional psychologists to serve a diverse public: A core requirement in doctoral education and training a pedagogical statement. *Training and Education in Professional Psychology, 9*(4), 269-270. http://dx.doi.org/10.1037/tep0000093

## 5. Program Mission Statement

The UTCPP embraces "the core values that guide the profession" of counseling psychology, including: "(a) an emphasis on a person's strengths and optimal functioning; (b) a focus on the whole person, with particular emphasis on lifespan development and vocational growth; (c) a commitment to advocacy and social justice, maintaining an ongoing awareness of the importance of environmental context and culture; (d) a concentration on brief, educational, and preventive counseling interventions; and (e) a dedication to the scientist–practitioner model" (Gelso & Nutt Williams, 2022). These values provide the foundation of our program philosophy and are compatible with the mission statement of UT, which is to:

- Empower learners of all ages and backgrounds to achieve their dreams through accessible and affordable education and state-of-the-art research training opportunities
- Advance the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement
- Commit to excellence, equity, and inclusion within the university, across the state, and in all our global activities

The UTCPP is accredited by the APA under our *practitioner-advocate* training model (Fassinger & O'Brien, 2000; Mallinckrodt et al., 2014). We hold a strong value in cultural diversity (including but not limited to ability, age, ethnicity, gender identity, race, religion and spiritual beliefs, sex, sexual orientation, socioeconomic status, urban-rural origins, formal education, family traditions and values, indigenous cultural heritage, and national origin), and the development of multicultural competencies (Sue et al., 1992) and a multicultural orientation (e.g., Owen et al., 2011) are foundational to the Program. The adoption of scientist-practitioner-advocate



model in 2017 made explicit that social justice is also a core value of the Program. The adoption of the model was built on our belief that, in addition to skills in scientific research and clinical practice, counseling psychologists need competencies to intervene to address contextual factors and social inequities that so often impact the lives our research participants and therapy clients. It is this integration of a social justice perspective throughout students' training that makes us especially unique among other APA accredited scientist-practitioner training programs, including the UT Clinical Psychology Program.
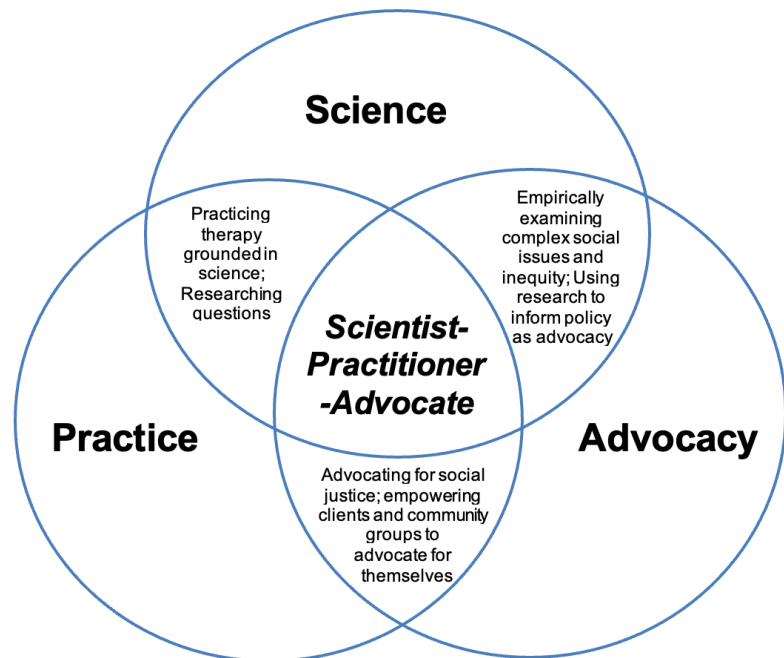
Our training model integrates two of the core values outlined by Gelso and Nutt Williams (2022): (1) a commitment to advocacy and social justice, and (2) a dedication to the scientist-practitioner model. We place a high value on the integration of science and practice and our graduates can use empirical evidence to enhance the effectiveness of their practice and to use their advanced intervention skills to inform their research questions. At the same time, we have integrated a third role: social justice advocate.

The role of advocate informs and is informed by the roles of scientist and practitioner, with the three roles enhancing one another. For example, in addition to engaging in empirically informed clinical work and developing research agendas grounded in practice, we prepare students with advocacy competencies to help them intervene to address the systemic inequity (e.g., racism, classism, sexism, heterosexism, ableism) that often contributes to clients' presenting concerns. We prepare them to use their research competencies and skills, like needs assessment and program evaluation, to better understand the impacts of inequities on the individuals and communities with whom they work, and to use the results of their research to raise consciousness of the impacts of inequities and influence social policy.

## References

Gelso, C. J., & Williams, E. N. (2022). *Counseling psychology* (4th ed.). American Psychological Association. https://doi.org/10.1037/0000249-000

Fassinger, R. E., & O'Brien, K. M. (2000). Career counseling with college women: A scientist practitioner-advocate model of intervention. In D. A. Luzzo (Ed.), *Career counseling of college students: An empirical guide to strategies that work* (pp. 253-266). American Psychological Association.

Mallinckrodt, B., Miles, J. R., Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education in Professional Psychology, 8,* 202-311. https://www.doi.org/10.1037/tep0000045

Owen, J. J., Tao, K., Leach, M. M., & Rodolfa, E. (2011). Clients' perceptions of their psychotherapists' multicultural orientation. *Psychotherapy, 48*(3), 274-282. https://doi.org/10.1037/a0022065

Sue, D. W., Arredondo, P., & McDavis, R. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development, 70*(4), 477–485. https://doi.org/10.1002/j.1556-6676.1992.tb01642.x

## 6. Program Aims, Training Objectives, and Competencies

The aims of the UTCPP reflect the APA Standards of Accreditation, revised in 2015 **(IR C-8 D)**. Program aims and competencies are described in the section that follows. (See Appendix A for Required Competencies and Minimum Levels of Achievement.)

Aim 1: To train students as scientist-practitioner generalists. Graduates possess critical thinking skills and a well-developed capacity to advance knowledge as accomplished behavioral scientists. Graduates acquire knowledge and competence in the breadth of scientific psychology, its history of thought and development, and its research methods. Graduates have the awareness, knowledge, and skills necessary to function as effective multicultural counselors and are able to intervene to enhance the mental health and positive well-being of a wide range of clients who seek their counseling services. Graduates are socialized into the profession of counseling psychology, develop a strong professional identification with the field, and acquire the skills for life-long learning and professional development. Therefore, we expect our students to have acquired:
- Discipline-Specific Knowledge in the history and systems of psychology; basic content areas in scientific psychology; advanced integrative knowledge; and research methods, statistical analysis, and psychometrics) and

- Profession-Wide Competencies, including knowledge and skills in: (a) research, (b) ethical and legal standards, (c) individual and cultural diversity, (d) professional values and attitudes, (e) communication and interpersonal skills, (f) assessment, (g) intervention, (h) supervision, and (i) consultation.

Aim 2: To train students in social justice advocacy. Graduates possess tools to address social problems as advocates and agents of social change. They are able to empower their clients in skills of personal advocacy. Thus, we expect our students to demonstrate the following:

- knowledge of the theoretical and applied foundations of social justice work, both within counseling psychology and from an interdisciplinary perspective
- a well-articulated theoretical orientation toward social justice advocacy
- skills in needs assessment and systemic-level program development, implementation, and evaluation
- skills for social justice advocacy in clinical and systems-level work, including skills for empowering clients, educating and raising consciousness among the lay public and policy makers, and facilitating dialogues around social justice issues.

## 7.     Program Overview

The UT Graduate School requires one year of full-time study on campus to meet residency requirements. In addition, the UTCPP requires at least three years of full-time coursework.

**First year, fall semester.** The emphasis for the first year is on taking prerequisites for practicum. The three pre-requisite courses typically offered in the fall semester are PSYC 433 Theories of Counseling Psychology or Counselor Education 551 (one of which is required if not previously taken at the undergraduate or graduate level), PSYC 598 Ethics, and PSYC 599 Clinical Psychopathology. One credit of PSYC 515 is required for all students in their first semester. In addition, PSYC 528 Seminar on College Teaching in Psychology is also required in the fall to prepare students for teaching assistantships. For students entering in fall of 2022, PSYC 577 Multicultural Psychology is required in the first semester. Most students also take PSYC 521 Statistics I if they have not already had a course that meets this requirement at the graduate level.

All students are required to take PSYC 517 Foundations and PSYC 528 College Teaching, regardless of previous graduate courses, but those with prior graduate training may be eligible to waive PSYC 433/COUN 551, PSYC 598, PSYC 599, PSYC 521 (see pp. 16-18 of this *Handbook* for details). Three other requirements for this semester are to: **(a) join APA as a student member, (b) join APA Division 17, and (c) purchase professional liability insurance.**

**First year, spring semester.** Three courses must be taken this semester: PSYC 568 Pre-practicum, PSYC 517 Foundations of Counseling Psychology (for students entering in fall 2022), and PSYC 667 Assessment in Counseling Psychology I. We require all students to take PSYC 568 at UT, regardless of prior coursework (see pp. 16-18). Students *must* also take PSYC 580 in the spring of their first year. Other major milestones for this semester are to: **(a) form your master's thesis committee and file an approved Curriculum Planner by April 1, and (b) finalize your idea for a master's thesis.**

**Summer between year 1-2 and other summers.** It can be difficult to find required graduate courses to take at UT over the summer. Check with advanced students about courses they have taken to make the best use of the summer semester. Even if you do not have an assistantship for the summer, if you received a fee waiver in the previous year, your tuition will be covered in the summer semester. Some students take PSYC 500 Master's Thesis hours in the summer between first and second year. In subsequent summers, many students take PSYC 600 Doctoral Research and Dissertation if they have begun to work on their dissertations.

**Second year.** The heavy emphasis this year is on practice training with PSYC 566 Practicum in the Fall and PSYC 674 Advanced Practicum in the Spring. Two other courses students should plan to take are PSYC 601 Vocational Psychology and PSYC 668 Assessment in Counseling Psychology II. We strongly recommend that you take PSYC 519 Advanced Theories in the first semester of your second year. For students entering in even number years, we also suggest you take the two-course sequence of PSYC 510 or COUN 554 Introduction to Group Interventions in the Fall, followed in Spring semester by PSYC 675 Advanced Group Methods (i.e., intergroup dialogues), if it is offered in your second year (it is only offered every other year, typically spring semester of even number years). Students will also take psychological foundations and research courses to fill the rest of their course load. The major tasks for this year are to: **(a) collect your master's thesis data in fall semester, and (b) finish your master's thesis in spring, if possible. (If not, your completed master's thesis _must_ be to your committee by November 1 to be defended in the fall of your third year.)**

**NOTE: The UT Department of Psychology has a requirement that second year students from all programs make a research presentation about your thesis research in the Fall semester. This research project can be at any stage of development – planning, data collection, or completed.**

**Third year.** Clinical training continues with a full academic year of PSYC 676 Field Placement, as well as psychological foundations and research courses. A critical task for this year is to maintain the momentum of the previous year in the research area by **completing your dissertation proposal and receiving IRB approval by the end of fall semester. Ideally, you will also begin data collection before the end of spring semester**.

**Fourth and fifth years.** It is possible for students who come to the program with a master's degree to finish their coursework in four years, and then complete internship and earn their Ph.D. in five years. In theory, it is possible for students who do not have a previous master's degree to finish in five years, _but we do not recommend it_.  As a student approaches the start of their fourth year, if it is unlikely their dissertation can be completed before starting internship, we strongly recommend the student remain in residence for a fifth year and complete the dissertation before leaving for internship in the sixth year.

## 8.    Admission Requirements and Application Procedures

8.1 Student selection process. The UTCPP typically receives over 125 applications each year, from which five students are selected. After an initial screening of applications, approximately 25 students are invited to visit campus in January or February to participate in UTCPP Visiting Day. During this day-long event, applicants interview individually with 1-2 members of the core faculty with whom they have indicated an interest in working, and who would be their advisor, if admitted. Applicants also tour the Department and campus, participate in Q&A sessions with current students, and participate in group interviews focusing on research, clinical, and social justice interests of the applicants. Applicants who are unable to attend UTCPP Visiting Day are invited to interview by phone or Zoom. Soon after UTCPP Visiting Day, offers of admission are extended to five applicants, and a group of approximately 10-15 "alternates" is also selected. As required by APA, an applicant who receives an offer has until April 15 to decide whether or not to accept, but we encourage applicants to let us know their decision as soon as they are able so we can make offers to those on our alternate list or let them know our cohort is full.

8.2 Application procedures and admission requirements. Applicants to the UTCPP are required to have a bachelor's degree from a college or university accredited by the appropriate regional accrediting agency or international equivalent. The Graduate Council requires a minimum grade point average of 2.7 out of a possible 4.0, or alternatively a 3.0 during the senior year of

undergraduate study. A master's degree is not required for admission, but students who have earned a previous master's degree are encouraged to apply. Current admissions requirements can be found on the UT Department of Psychology admissions website: https://psychology.utk.edu/grad/admissions.php

## 9. Financial Support

9.1 Support in the first year. UTCPP doctoral students normally receive a 0.50 assistantship with fee waiver, provided they maintain full-time enrollment and good standing. A 0.50 assistantship requires 20 hours per week of service, most often as a teaching assistant. Assistantships at 0.50 receive health insurance and a waiver of all mandatory fees, beginning in fall of 2022. Please see https://gradschool.utk.edu/faculty-staff/graduate-school-resources-for-business-managers/faqs-for-graduate-assistants-related-to-mandatory-fees-and-differential-tuition/ for FAQs about this fall 2022 mandatory fee update. Students with 9-month appointments are eligible for summer semester fee waivers. Up-to-date information about the fees that students must pay can be found at: https://onestop.utk.edu/cost-of-attending-ut/grad/. The Department Head will inform admitted students about dollar amounts for assistantship stipends upon admission.

As soon as you receive your assistantship assignment, it is very important to contact the course instructor(s) you will be working with to discuss your responsibilities, including times each week you will be expected to attend class and keep office hours. All Graduate Assistantships are governed by policies set by the Graduate School http://gradschool.utk.edu/graduate-student-life/.

9.2 Support after the first year. **Beginning in the second year and in each year afterward, students are no longer guaranteed to receive financial support from the Department.** Perhaps no other aspect of UTCPP policy causes as much anxiety and potential misunderstanding as this shift from the guarantee of support in first year. However, in the recent past, all students who sought support through their fifth year have received an assistantship with a fee waiver. Most of this funding comes from the Department, though some students have been funded by assistantships outside the Department.

The Department has several advanced teaching positions that involve serving as the instructor of record for one's own course (versus a teaching assistantship). If you take PSYC 528 Seminar in College Teaching in Psychology in your first year and demonstrate skill and enthusiasm for teaching, you might be selected to serve as a discussion section leader for a section of PSYC 110 General Psychology in your second year. As soon as your third year, you might be selected to serve as the instructor of record for PSYC 110 or PSYC 295 Research Methods, which requires students to enroll in a college teaching practicum course offered during the May mini-term. Depending on evaluations of their effectiveness as teachers at this level and the subsequent needs of the Department, instructors of PSYC 110 may then be selected to serve as instructors of 200- or 300-level courses in subsequent years of their studies. If you are a first-year student interested in support through the teaching track, talk to students who serve (or have served) as PSYC 110 instructors and/or 200- or 300-level course instructors and find out the secrets of their success.

9.3 Fellowships and other support in any year. The Graduate School also offers some competitive fellowships awarded with specific aims, for example enhancing diversity, supporting women returning to college, or supporting dissertation research. For a list of fellowships see: https://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships/overview-of-fellowships/.

The Graduate School also maintains an extensive list of "other" support that cannot be characterized as either assistantships or fellowships. These are funded by the federal government

or private foundations and some can be combined with assistantships or fellowships to increase the total amount of your support (https://gradschool.utk.edu/graduate-student-life/costs-funding/fellowships-grants-and-other-funding-sources/#external_opportunities). One important source of external is the APA, which offers the Minority Fellowship Program (http://www.apa.org/pi/mfp/contact.aspx) and other funding mechanisms (www.apa.org/pi/mfp/psychology/index.aspx).

9.4 Research and travel support. The Department provides funds for travel to present your research at professional conferences each year: Up to $600 for your first conference in a year as a presenting author, and up to $200 for your second conference as a presenting author or to attend a conference where you are not presenting. Funds may also be available from the Graduate School and College of Arts and Sciences to supplement these awards. In addition, the Department offers up to $600 to support dissertation research. To be eligible for these funds, students must have both their doctoral committee form and an approved dissertation proposal on file. See the Departmental Graduate Programs Coordinator for more details about how to apply for travel funds and research support.

9.5 Support in sixth year and beyond. Students who stay on campus for a sixth year of study (instead of beginning internship) generally find financial support is more difficult to obtain because the UTCPP and Department priority is to support all students through the first five years. *Only* if funds are available after meeting that priority are assistantships funded from Department sources awarded to sixth year students. Therefore, students who do not begin internship in their sixth-year risk not receiving financial support.

## 10.    Registration, Course Loads, and Grading

**Please note you are responsible for making sure that you are meeting the requirements and deadlines of the Graduate School.** Please consult the Graduate School for current degree requirements and deadlines.

Registration is required of all graduate students each semester until the degree is conferred. This means even students who complete their internship and all courses before they finish their dissertation must still be continuously enrolled in PSYC 600 until they complete their dissertation, including during summer terms. Additionally, while on pre-doctoral internship, students are required to register for PSYC 699 Internship in Health Service Psychology (a zero-credit course).

The Graduate Programs Coordinator in the Department will register you for assist you with registration for Psychology courses. Some courses outside the Department allow you to register yourself; others may require permission of the instructor and the Graduate Programs Coordinator can connect you to the individual who can help with registration.

A full-time course load is a minimum of nine credit hours in fall or spring semester. However, to complete all requirements in four or five years students should be enrolled in at least 12 credits per semester for at least their first three years. Registration for more than 15 hours during fall or spring semester, or for more than 12 credit hours in summer term, is not permitted without prior approval from the Graduate School. Students are required by the Graduate School to be in residence and enrolled for a full-time load for at least 2 consecutive terms. Additionally, students in the Program are required to be in full-time residence for at least the first three years of their training.

> **The UT Graduate School has a time limit for completion of the doctoral degree: All requirements must be completed within 8 years from a student's first enrollment in a doctoral degree program.**

To remain in good standing and to receive any graduate degree, the Graduate School requires a cumulative grade point average of 3.00 on all graduate coursework taken at UT. All coursework taken for graduate credit is computed into the graduate GPA. (See the Graduate School website for current information on grades and grading. In addition, the Program requires a B- or higher in all required coursework.

## 11.    Advising

11.1 Advisor assignment and changing advisors. Students are assigned an advisor upon admission to the Program, based on who they applied to work with in their application and the interview process. This advisor serves as your mentor throughout graduate training. However, you are able to change your advisor if you believe a different faculty member is better matched to your research interests. Changing advisors involves three steps:

   (a) Determine whether your preferred new advisor is willing to work with you.
   (b) Discuss your desire to make a switch with your current advisor.
   (c) Write a request to the Program Director to change advisor. The request should verify you have discussed the matter with both your current advisor and the prospective new advisor.

Approval of a change of advisors is given by a majority vote of the UTCPP faculty. Note that your advisor is usually the primary faculty member who mentors your thesis and dissertation projects, but we also encourage you to seek out research opportunities and collaborate with other faculty (and students) on additional research projects.

11.2 Master's thesis committee. This committee is composed of your advisor and (at least) two other faculty members at the rank of assistant professor or above and should be formed in your first year. This committee must sign off on your curriculum planner by April 1 of your first year. The same procedure used to switch advisors may be used to change non-advisor members of your master's thesis committee, except that a vote of the faculty is not necessary. Only the agreement of your advisor, the Program Director, and the new committee member are required.

11.3 Submitting your initial Curriculum Planner. You must submit a completed Curriculum Planner for approval by your master's thesis committee before April 1st of your first year. Any previous coursework you wish to use to meet UT requirements must be presented for review at this time. Note that there is some flexibility for the timing of taking certain Foundations courses such as Cognitive-Affective, Behavioral Neuroscience, Development and Psychopathology, Social Psychology, and Biological Psychology. **Other courses are only offered on an every-other-year basis (e.g., PSYC 674 Social Justice Practicum and PSYC 675 Advanced Group Methods: Intergroup Dialogue) or are required by all students in the Department (e.g., PSYC 577 Multicultural Psychology and PSYC 580 Research Design) and must be taken in the semesters indicated in this Handbook in order to meet all students' needs, so pay close attention to the suggested course sequence plan on pp. 26-27. The suggested sequence provides guidance, but you and your advisor should also consult about the timing of coursework where there is flexibility.** If you do not follow the planner timeline and a course is not offered when you need it, you may have to delay application for internship.

11.4 Dissertation committee. Your dissertation committee must be composed of at least four members, with:
   (a) At least three of these members being approved by the Graduate School to chair a dissertation,
   (b) At least two of these members (including the Chair) being UT Counseling Psychology Program faculty approved to chair dissertations, and

(c) At least one of these members being from outside the Department of Psychology faculty.

We recommend forming your doctoral committee as soon as possible after the successful completion of the master's thesis, and no later than the end of the third year of study. Your committee is not officially formed until the correct form is signed by your advisor and the committee members, approved by the Program Director, and turned in to the Department of Psychology Graduate Programs Coordinator.

Your dissertation committee chair has the primary responsibility for assisting in the development of your research ideas. Committee members act as consultants in specific areas of their expertise. In some cases, students may decide to change their area of focus for the dissertation after having selected their dissertation committee. Students are permitted to change the chair or any other committee members. The same three step procedure for replacing other committee members should be followed: (a) consult with your advisor, (b) make sure the proposed new chair or member is willing to serve, (c) discuss your rationale with the member you wish to drop from your committee, (d) get the appropriate form signed and filed. See the Department of Psychology Graduate Programs Coordinator for a copy of this form.

11.5 Comps committee. The primary task of your comps committee is to guide you in completing your comps portfolio, evaluate the written product, and conduct your oral examination. In practice, this means you should form your comps committee *at least* one semester (not including summer) before you plan to finish comps. Therefore, if you plan to defend your comps in September, you should have your comps committee in place by April. The comps committee typically consists of the three Counseling Psychology Program faculty members of your dissertation committee. If your dissertation committee is not comprised of three Counseling Psychology faculty (core or associated), then your advisor, with feedback and suggestions from the student, will request participation on the committee from another Counseling Psychology faculty member.

11.6 Selecting and inviting faculty to join your committees. Your advisor is the central member of all three committees (thesis, dissertation, and comps). It is important in your first year to begin discussions with your advisor to shape and narrow your ideas about a thesis/dissertation project, and to be sure the advisor you were initially assigned is a good match as your research ideas take shape. It can be a good idea to select the non-advisor members of your committee based on their ability to serve as a consultant on your research. At the very least, they should be positively disposed toward the research ideas.

## 12. Credit for Previous Coursework and Client Contact

12.1 Preliminary review before accepting an offer to UT. When a student who has completed previous graduate coursework is offered admission to the UTCPP, but before they are required to accept the offer, the student's provisional advisor will provide a preliminary estimate of which previous courses may count as meeting requirements in this Program. Please note that this preliminary opinion is only an estimate. Whether courses actually count toward UT requirements can only be finally determined by the Program Director based on the approval of the student's advisor and, in some cases, approval of the primary course instructor (see below).

12.2 Course waiver procedure. Students wishing to have previous coursework count for UT requirements must provide their advisor with the course syllabi. The advisor may also request copies of the table of contents of assigned texts and the course catalog description of previous courses taken. With the exception of PSYC 565 History and Systems, which may be taken as an undergraduate course, only courses taken for *graduate* credit may be considered to be waived. Check with your advisor and assemble the required documentation **as soon as possible** after you accept your offer of admission to the UTCPP.

When considering requests for waiving courses, there are three "tiers" of courses required by the UTCPP that are considered. For all courses, the primary criterion for waiving is completion of prior graduate coursework covering content deemed equivalent by appropriate faculty (see description of tiers) to the content of a course required by the UTCPP and offered at UT. The first tier (General Foundation Courses) is composed of courses that can be waived with the student's advisor *and* Program Director's approval. The second tier (Core Counseling Courses) are courses taught by Counseling Psychology faculty members and, in addition to the student's advisor and Program Director, the primary instructor for the course must also review the syllabus and other relevant materials. Finally, the third tier of courses (UT Doctoral Designated Courses) may *not* be waived under any circumstance because they are specific to earning a Ph.D. in Counseling Psychology at UT.

*Tier 1: General Foundations Courses (approved by advisor and program director)*

- Biological Psychology (PSYC 527)
- Capstone Elective
- Cognitive and Affective Bases of Behavior (PSYC 570)
- Development and Psychopathology (PSYC 597)
- Clinical Psychopathology (PSYC 599)
- Ethics (PSYC 598)
- History and Systems of Psychology (PSYC 565) – either graduate or undergraduate
- Social Psychology (PSYC 550)
- Statistics I (PSYC 521)
- Statistics II (PSYC 522)
- Seminar in Applied Psychometrics (PSYC 607)

*Tier 2: Core Counseling Psychology Courses (approved by advisor, Counseling Psychology instructor, and program director)*

- Advanced Theories (PSYC 519)
- Assessment I (PSYC 667)
- Assessment II (PSYC 668)
- Counseling Theories (PSYC 433)—pre-rec either graduate or undergraduate
- Intro to Group (PSYC 510)
- Multicultural Psychology (PSYC 577)
- Research Design (PSYC 580)
- Vocational Psychology (PSYC 601)

*Tier 3: UT Doctoral Designated Courses*
   The following courses *must* be completed at UTK:
- Advanced Group Practicum (PSYC 675)
- Advanced Practicum (PSYC 674)
- College Teaching (PSYC 528)
- Field Placement (PSYC 676)
- First Year Colloquium (PSYC 515)
- Foundations of Counseling Psychology (PSYC 517)
- Practicum (PSYC 566)
- Pre-practicum (PSYC 568)
- Social Justice Practicum I (PSYC 674)
- Social Justice Practicum II (PSYC 674)
- Supervision Practicum (PSYC 664)

- Supervision Theory (PSYC 678)

Note: Students may appeal instructor decisions to the Program Director, appeal Program Director decisions to the Department Head, and appeal Department Head decisions to the Associate Dean for Graduate Studies in the College of Arts and Sciences.

12.3 Counting previous counseling experience. As shown in Section A of the Curriculum Planner, students are required to complete a total of six credits of practicum and then to take as many sections of PSYC 676 Field Placement as necessary to accumulate 500 Intervention and Assessment (i.e., client contact) hours as defined on the AAPI internship application. (See https://appic.org/Internships/AAPI for information about the AAPI, including listings of Q&A sessions for applicants.) Students who have completed practica for course credit under appropriate supervision may also petition their master's thesis committee to have these client contact hours count toward the 500-hour total. The master's thesis committee will require detailed documentation of your previous clinical experience. No matter how many hours are eventually approved by your master's thesis committee and the Program Director, you will still be required to complete six semester hours of Practicum (PSYC 566 and PSYC 674) and at least six hours of Field Placement (PSYC 676). However, previous clinical experience can be used to reduce the number of client hours you accumulate in Field Placement. On very rare occasions, a student's previously approved clinical experience plus experience in three practicum courses reaches 500 direct service hours. In this case, the student is required to consult with their advisor and Program Director to ensure their clinical skills are adequately developed and they are deemed "ready for internship" before choosing not to be involved in Field Placement experiences.

# 13. Curriculum Planner

The following six pages are your curriculum planning form. The planner sets forth all required courses and describes other key program requirements. **You must complete this form and have it approved by your advisor and your master's committee by April 1 of your first year**. You will find directions for recording graduate coursework that you have completed at other institutions.

Keep in mind that you are free to propose changes to this plan and have the revised plan approved. The important thing is to have a plan that takes into account which semester a particular course is offered, how you will complete a sequence of pre-requisite courses, and how your entire plan of study fits together into a comprehensive whole. To assist with your planning, two tentative course sequence examples appear after the curriculum planner. Students who enter the program with master's degrees may be able to complete on-campus requirements in four years, plus a year-long APA-accredited internship. Again, note that some courses are taught *only* every other year.

# UT COUNSELING PSYCHOLOGY PROGRAM
# DOCTORAL CURRICULUM PLANNER
## (Revised April, 2021)

Student Name _____  Student Number _____

Year admitted to the Program _____

**General Instructions**: This document presents the required course of study leading to the Ph.D. in Counseling Psychology at the University of Tennessee.  In addition to coursework, the Planner has spaces for you to record completion of other major program requirements such as the master's thesis and dissertation. Its purpose is to serve as a tool to assist your career planning. The completed Planner must be approved by your advisor and master's thesis committee by **April 1st of your first year in the Program.**  All blanks on this form must be completed by filling in information (course number and name and semester taken or planned) for courses you have already completed to meet a requirement or plan to take to complete Program requirements in future semesters. Please follow the steps below to complete your Planner:

1. If you have taken courses at other institutions for graduate credit that you would like to apply toward completion of the Program at UT, complete the "Prior Graduate Institutions" section on the next page. Then enter the previous coursework in the appropriate blanks in the remainder of this form, using the letters "A," "B," or "C" after the course number to indicate the previous institution. Note that only previous graduate course work can be counted toward your present course requirements.

2. Your advisor, Program Director, and, if applicable, primary course instructor, will determine if your previous graduate coursework meets a current requirement (see pp. 16-18 of the *Handbook* for details).

3. Fill in the information for courses you have completed at UT or are enrolled in currently.  These courses must have been completed for graduate credit.

4. For each requirement remaining after steps 1-3, indicate your best estimate of the course you will take to meet this requirement and the semester you plan to take it. As a guide, use the "Suggested Course Sequence" that appears after this form. Note that you will be required to petition your master's thesis committee for any course substitutions you wish to make after this form is initially approved. However, taking the same proposed course in a different semester will not require master's thesis committee approval.

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My signature below indicates that I approve each page of the plan of study that follows:

_____  _____
Student's Signature                Date          Master's Committee Member        Date


_____  _____
Advisor's Signature          Date                Master's Committee Member        Date

**Prior Graduate Institutions**

| Prior Institutions Attended | Dates (from / to) | Degree Earned* | Major |
|---|---|---|---|
| A. _____ | _____ | _____ | _____ |
| B. _____ | _____ | _____ | _____ |
| C. _____ | _____ | _____ | _____ |

*If you have listed a master's degree, was your program accredited? ___ yes ___ no.

If yes, what was the accreditation? _____

Instructions:

1. You are strongly encouraged to consider these as minimum requirements. Depending on your specific career goals, it will be important to complete considerably more training in selected content areas than these minimums. Consult with your advisor, members of your master's thesis committee, and professionals currently working in your chosen specialty to determine how best to prepare for your career.

2. In each section or subsection on the next pages, when only one course is listed you *must* take that specific course to meet the requirement. For these requirements, indicate the semester you have taken or plan to take this course. Use the blank line to propose a substitute from previously completed graduate coursework. Only in exceptional cases that involve a scheduling conflict or other exigency, you may request approval of a substitute course currently offered at UT. Prior approval of your advisor and MASTER'S COMMITTEE is required in these cases.

3. If several courses are listed as options in a subsection, you may choose any of these courses to meet this requirement. Enter your chosen course number and title and the semester you plan to take the course on the blank line provided.

**Overview of Minimum Program Requirements**

| | Semester Hours (SH) |
|---|---|
| A. Counseling Psychology Core | 57 |
| B. Research Core | 12 |
| C. General Psychology Foundations | 15 |
| D. Capstone Elective | 3 |
| E. Master's Thesis | 6 |
| F. Dissertation | 24 |
| G. Internship | 0 |
| | Total 117 |

**A. COUNSELING PSYCHOLOGY CORE (MINIMUM 57 SH)**

**Course
Semester
Completed**
_____

1. **Professional Orientation (6 SH)**

   *a. PSYC 598 Ethical Issues in Professional Psychology (1 SH)     _____  _____

   b. PSYC 517 Foundations of Counseling Psychology (3 SH)     _____  _____

   c. PSYC 515 Psychology Colloquium (1 SH)     _____  _____

   d. PSYC 528 College Teaching in Psychology (1 SH)     _____  _____

2. **Multicultural Competencies and Human Diversity (6 SH)**

   *a. PSYC 577 Multicultural Psychology: Theory and Research     _____  _____

   b. PSYC 675 Advanced Group Methods (Intergroup Dialogue)     _____  _____

3. **Social Justice Advocacy and Interventions (6 SH)**

   **a. PSYC 674 Practicum in Social Justice Advocacy I     _____  _____

   **b. PSYC 674 Practicum in Social Justice Advocacy II     _____  _____

4. **Vocational Psychology (3 SH)**

   a. PSYC 601 Vocational Psychology     _____  _____

5. **Psychological Assessment (9 SH)**

   *a. PSYC 599 Clinical Psychopathology     _____  _____

   b. PSYC 667 Assessment in Counseling Psychology I     _____  _____

   c. PSYC 668 Assessment in Counseling Psychology II     _____  _____

6. **Practicum Supporting Coursework (9 SH - 12 SH depending on if 433 is needed)**

   *a. PSYC 568 Pre-Practicum in Counseling     _____  _____

   b. PSYC 510 Introduction to Group Interventions (or COUN 554)     _____  _____

   c. PSYC 519 Advanced Theories and Interventions     _____  _____

   *d. PSYC 433 Theories of Counseling Psychology or
   COUN 551 Theories of Counseling if not previously taken at the
   undergraduate or graduate level     _____  _____

\* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \*

*NOTE: These courses (or equivalents) are prerequisites for practicum:*
*433 Theories of Counseling Psychology (or equivalent undergraduate/graduate course)*
*568 Pre-Practicum*
*577 Multicultural Psychology: Theory and Research*
*598 Ethical and Legal Issues*
*599 Clinical Psychopathology*

**7. Counseling Psychology Interventions (18 SH minimum requirement)\*\***

a. PSYC 566 Practicum in Counseling                     _____     _____

b. PSYC 674 Advanced Practicum in Counseling            _____     _____

c. PSYC 678 Theory & Practice of Counseling Supervision  _____     _____

d. PSYC 664 Practicum in Counseling Supervision (providing
supervision; PSYC 678 and 664 must be taken concurrently)  _____     _____

e. PSYC 676 Field Placement (6 SH required plus enrollment
required each semester for students in placements where
clinical services are delivered)                        _____     _____

**\*\*When students apply for internship, they are required to document clinical training hours on an application form developed by APPIC (Association of Psychology Postdoctoral Internship Centers). As defined by APPIC, you may only count hours "for which you received formal academic training and credit, or for program-sanctioned training or program-sanctioned work experiences." At UT this means either through: (a) PSYC 566 Practicum, (b) PSYC 674 Advanced Practicum, or (c) 676 Field Placement. If you want to count hours of service delivery in an assistantship or other work experience for the purposes of internship application, you must enroll in PSYC 676 and your work <u>must be supervised</u>.**

On the AAPI application, training is divided into categories of: (A) Intervention and Assessment Experience, and (B) Supervision Received. In the UTCPP you are required to follow the APPIC definition of what constitutes an "hour" in each category. As a general rule, you may only count hours in which you meet face-to-face with a client, group, supervisor, supervisee, or consulting organization.

In addition to the minimum of nine SH of Practicum (566 and 674) and six SH of Field Placement (676), **you are required to accumulate a minimum of 500 hours of Intervention and Assessment Experience, of which at least 300 hours must be in the category of Individual or Group Counseling. In addition, 100 hours of Supervision Received must be accumulated.**

Students are required to keep track of their hours on the Practicum Hours Documentation form. This form corresponds to the AAPI Application. For each semester that practicum hours are accrued, a copy of this form (signed by your supervisor and instructor) must be placed in your permanent file. Use this form to document your progress toward meeting the training requirements described above.

## B. RESEARCH CORE (12 SH)

**1. Quantitative Methods (6 SH)**

a. Group Comparisons (ANOVA)
EDPY 577 Statistics in Applied Fields I
or PSYC 521 Analysis of Variance for Social Sciences      _____     _____

    b. Continuous Variables (Regression Models)
      EDPY 677 Statistics in Applied Fields II
      or PSYC 522 Multiple Regression for Social Sciences      _____   _____

**2. Research Design (3 SH)**

    a. PSYC 580 Research Design      _____   _____

**3. PSYC 607 Seminar in Applied Psychometrics (3 SH)**     _____   _____

### C. GENERAL PSYCHOLOGY FOUNDATIONS (15 SH)

**1. History and Systems of Psychology (3 SH)**

    a. PSYC 565 History and Systems of Psychology*      _____   _____

**2. Biological Bases of Behavior (3 SH)**

    a. PSYC 527 Behavioral Neuroscience      _____   _____

**3. Cognitive-Affective Bases of Behavior (3 SH)**

    a. PSYC 570 Cognitive and Affective Bases of Behavior      _____   _____

**4. Social Bases of Behavior (3 SH)**

    a. PSYC 550 Social Psychology      _____   _____

**5. Developmental Bases of Behavior (3 SH)**

    a. PSYC 597 Development and Psychopathology      _____   _____

**6. Advanced Integrative Knowledge (3 SH)**

    a. PSYC 570 Cognitive-Affective Bases of Behavior* - fulfills both #3
    and #6 General Psychology Foundations requirement      _____   _____

* History & Systems may be waived if taken previously at the undergraduate level

### D. CAPSTONE ELECTIVE (3 SH)

A minimum of one graduate level course must be taken which provides advanced level training in a domain relevant to your career goals. For example, you might take a quantitative methods course in SEM, HLM, or instrument development if you plan for a research career; or you might create a PSYC 508 readings course in an advanced psychotherapy technique if you plan for a practice career. Students are encouraged to take electives outside the Department of Psychology, but you are not required to do so. Advanced approval by your MASTER'S COMMITTEE is required before a course can be counted toward this requirement.

     _____   _____

### E. MASTER'S THESIS (6 SH)

PSYC 500 Master's Thesis. Students are expected to complete their master's thesis by the fall of their third year in the program. A minimum of six semester hours of PSYC 500 are required.

### F. DISSERTATION (24 SH)

PSYC 600 Doctoral Research and Dissertation. After the initial semester of enrollment in PSYC 600, students must continue to enroll for at least three SH of PSYC 600 in each semester, including summer, until they graduate. At least 24 credits of PSYC 600 must be completed. If students have not successfully defended their dissertation prior to internship, they must continue to enroll in PSYC 600 while on internship until the dissertation is approved and accepted by the Thesis/Dissertation Consultant at the Graduate School.

### G. PRE-DOCTORAL INTERNSHIP IN HEALTH SERVICE PSYCHOLOGY

PSYC 699 Pre-doctoral Internship. Students are required to register each semester (and summer) while on internship. This is a zero (0) credit course.

**Checklist of additional requirements**

___ Residency (two consecutive semesters of 9 SH or more, routinely completed in first year)

___ Research Competency (Master's Thesis)

___ Teaching Experience (deliver guest lectures on two occasions, or primary instructor GTA)

___ Dissertation Proposal Approved

___ Comprehensive Exam Portfolio and Oral Examination

___ Advanced to Candidacy (must be completed within five years of initial enrollment)

___ Dissertation Completed (all Ph.D. requirements must be completed within eight years of initial enrollment)

___ Successful completion of APA-accredited full-time, year-long Internship

**Tentative Course Sequence Leading to Ph.D. in Four Years Entering 2022**
*(Revised August 2022)*

This is a ***suggested*** course of study that assumes entry with prior graduate work. Consult with your advisor to determine which of the requirements below may be waived if you have had prior graduate coursework. **Note that sometimes a specific course cannot be offered in a given year and that certain courses are only offered every other year.** Foundations courses (in green) can be taken at any point. *Suggested timeline for completing program milestones unrelated to courses are shown in italics.*

Distribution of credits:

| | |
|---|---|
| Counseling Psychology Core | 57 SH (minimum) |
| Research Core | 12 SH + 6 SH Thesis + 24 SH Dissertation |
| Psyc Foundations: | 15 SH |
| Elective | 3 SH |
| Total | 117 SH (minimum) |

**First Year Fall 2022 (17 SH total)**
COUN 551 Theories of Counseling (or PSYC 433)
PSYC 515 Colloquium in Psychology (1SH)
PSYC 528 College Student Teaching (1SH)
PSYC 577 Multicultural
PSYC 598 Ethics
PSYC 599 Clinical Psychopathology
Statistics I

**First Year Spring 2023 (15 SH total)**
PSYC 517 Foundations of Coun. Psyc.
PSYC 568 Pre-practicum
PSYC 580 Research Design
PSYC 667 Assessment II
Statistics II

Summer: Elective (3 SH)

**Second Year Fall 2023 (9 SH total)**
PSYC 510 Intro to Group
PSYC 519 Advanced Theories
PSYC 566 Practicum
PSYC 500 Master's Thesis (3 SH)

**Second Year Spring 2024 (15 SH total)**
PSYC 597 Development and Psychopathology
PSYC 668 Assessment I
PSYC 674 Advanced Prac.
PSYC 675 Advanced Group
PSYC 500 Master's Thesis (3 SH)
*Form Dissertation Committee*

Summer: *Submit Master's Thesis for publication*
PSYC 600 Dissertation (3 SH)

**Third Year Fall 2024 (12-15 SH total)**
PSYC 550 Social
PSYC 527 Behavioral Neuroscience
PSYC 600 Dissertation (3 SH)
PSYC 607 Applied Psychometrics
PSYC 676 Field Placement
*Propose Dissertation*

**Third Year Spring 2025 (15-18 SH total)**
PSYC 601 Vocational
PSYC 600 Dissertation (3-6 SH)
PSYC 676 Field Placement
PSYC 565 History and Systems
PSYC 570 Cognitive-Affective

Summer: PSYC 600 Dissertation (3 SH)

**Fourth Year Fall 2025 (12-15 SH total)**
PSYC 600 Dissertation (6-9 SH)
PSYC 674 Social Justice Prac. I
PSYC 676 Field Placement
*Defend Comps Portfolio*
*Apply for Internship*

**Fourth Year Spring 2026 (15 SH total)**
PSYC 600 Dissertation (3 SH)
PSYC 676 Field Placement
PSYC 674 Social Justice Prac. II
PSYC 664 Supervision Prac.
PSYC 678 Supervision
*Internship Match*
*Defend Dissertation*

**Fifth Year (2026-2027):** PSYC 699 Pre-doctoral Internship (year-long)

**Tentative Course Sequence Leading to Ph.D. in Five Years Entering 2022**
(*Revised August 2022*)

This is a ***suggested*** course of study that assumes entry without prior graduate work. Consult with your advisor to determine which of the requirements below may be waived if you have had prior graduate coursework. **Note that sometimes a specific course cannot be offered in a given year and that certain courses are only offered every other year.** Foundations courses (in green) can be taken at any point. *Suggested timeline for completing program milestones unrelated to courses are shown in italics*.

Distribution of credits:
| | |
|---|---|
| Counseling Psychology Core | 57 SH (minimum) |
| Research Core | 12 SH + 6 SH Thesis + 24 SH Dissertation |
| Psyc Foundations: | 15 SH |
| Elective | 3 SH |
| Total | 117 SH (minimum) |

**First Year Fall 2022 (15 SH total)**
COUN 551 Theories of Counseling (or PSYC 433)
PSYC 515 Colloquium in Psychology (1SH)
PSYC 577 Multicultural Psychology
PSYC 528 College Student Teaching (1SH)
PSYC 598 Ethics
PSYC 599 Clinical Psychopathology
Statistics I

**First Year Spring 2023 (15 SH total)**
PSYC 568 Pre-practicum
PSYC 517 Foundations of Coun. Psych
PSYC 580 Research Design
PSYC 667 Assessment II
Statistics II

Summer: Elective (3 SH)

**Second Year Fall 2023 (9 SH total)**
PSYC 550 Social
PSYC 519 Advanced Theories
PSYC 566 Practicum
PSYC 510 Intro to Group

**Second Year Spring 2024 (12 SH total)**
PSYC 597 Development and Psychopathology
PSYC 668 Assessment I
PSYC 674 Advanced Prac.
PSYC 675 Advanced Group

Summer: PSYC 500 Master's Thesis (3 SH)

**Third Year Fall 2024 (12 SH total)**
PSYC 500 Master's Thesis (3 SH)
PSYC 607 Applied Psychometrics
PSYC 676 Field Placement
*Submit Master's Thesis for publication*

**Third Year Spring 2025 (12-15 SH total)**
PSYC 601 Vocational
PSYC 600 Dissertation (3-6 SH)
PSYC 676 Field Placement
PSYC 565 History and Systems
*Form Dissertation Committee*

Summer: PSYC 600 Dissertation (3 SH)

**Fourth Year Fall 2025 (9-12 SH total)**
PSYC 600 Dissertation (3-6 SH)
PSYC 674 Social Justice Prac. I
PSYC 676 Field Placement
*Propose Dissertation*

**Fourth Year Spring 2026 (12-15 SH total)**
PSYC 570 Cognitive-Affective
PSYC 600 Dissertation (3-6 SH)
PSYC 676 Field Placement
PSYC 674 Social Justice Prac. II
*Defend Comps Portfolio*

Summer: PSYC 600 Dissertation (3 SH)

**Fifth Year Fall 2026 (9-12 SH total)**
PSYC 527 Behavioral Neuroscience
PSYC 600 Dissertation (3-6 SH)
PSYC 676 Field Placement (optional)
*Apply for Internship*

**Fifth Year Spring 2027 (12-15 SH total)**
PSYC 600 Dissertation (3-6 SH)
PSYC 664 Supervision Prac
PSYC 678 Supervision
PSYC 676 Field Placement (optional)
*Internship Match*
*Defend Dissertation*

Sixth Year (2027-2028): PSYC 699 Pre-doctoral Internship (year-long)

# Part II.
# Program Requirements and Major Milestones

## 15. Research Requirements: Master's Thesis and Dissertation

The Program requires completion of two research projects to demonstrate developing competence in scientific inquiry of counseling psychology. The first project, the master's thesis, is conducted early in students' program (i.e., first two years), and the second project, the dissertation, is the capstone research requirement. While not required, students are encouraged to explore additional research opportunities and experiences within and outside the program. Students entering the program without previously earning a master's degree or who completed a non-thesis master's program will earn a concurrent master's degree (M.A.) in Psychology en route to their doctorate in Counseling Psychology by completing a master's thesis (see section 15.5 for details), as well as fulfilling the other requirements for the degree.

**Please note that the Department of Psychology also has a requirement that second year students from all programs make a research presentation about your thesis research in the fall semester. This research project can be at any stage of development – planning, data collection, or completed.

15.1 Master's thesis deadline. Students must demonstrate competency in research methods through completion of a master's thesis. The completed thesis must be submitted to your master's committee by November 1 of your third full year of enrollment. This deadline is consistent with the Graduate School deadline for master's theses (generally the middle of November), as your committee will need a minimum of 10 working days to review and approve your project. However, we strongly recommend that you complete the project by the end of your second year.

Recommended thesis timeline:

| | |
|---|---|
| Year 1, Fall: | Discuss ideas with your advisor, find out about previous students' projects |
| Year 1, Spring: | Finalize idea, write an informal proposal, get other master's committee members' approval for idea. Submit IRB proposal |
| Year 2, Fall: | After IRB approval, collect data, complete analyses. |
| Year 2, Spring: | Finish writing manuscript, submit to your master's committee. |
| Year 2, Summer: | If not yet completed, finish writing the thesis manuscript |

NOTE: You must obtain prior approval from the UT Institutional Review Board before engaging in any data collection activities using human subjects. This includes any activities to solicit participants or advertise your project, even before the actual data collection. This permission is required no matter where you plan to collect data.

15.2 Types of acceptable master's thesis projects. Three criteria must be satisfied for a project to be approved by your master's committee: (a) it must be a data-based project (quantitative or qualitative), (b) you must participate directly in the data analysis, and (c) your contribution to the project must be substantial enough to merit authorship on a subsequent manuscript. Thus, it is permissible to base your thesis on data your advisor has collected, as long as you participate in the analysis of these data.

Collaborative projects are acceptable as theses, but each student member of the group who plans for the project to meet thesis requirements must contribute roughly equally and must be the highest contributing student member of the project. Projects with three or four student members can be approved if only two of the multiple members serve as the "lead investigators" and the project is used only for these students' master's theses. For example, a project might meet thesis requirements for only two of the four team members who do most of the work, but two other members may participate at a level that earns them a third and fourth authorship. Students should expect that when a faculty member has planned the project and collected the data, the faculty member will be the first author. In any collaborative project, prior approval of the master's committee and Program Director should be obtained to avoid unpleasant surprises when the project is concluded. However, no matter what method you propose, it must be well-suited for the research question and the existing body of knowledge in this area.

15.3 Master's thesis final approval and dissemination requirement. The product of serious scientific effort is wasted unless it is made available to the scholarly community. Therefore, the final project must be prepared as a journal-length manuscript in APA Editorial style. This written product must be approved by your master's committee and by the Program Director, and it must be submitted for peer-reviewed publication, peer-reviewed presentation, or as a grant proposal *prior to defending your dissertation proposal.*

15.4 Approval of prior theses. Students who completed a master's thesis at another accredited institution may submit this work to meet the thesis requirement provided it meets all the criteria in section 15.2 and 15.3. For any criterion not met, the student may petition their master's committee to receive partial credit. For example, a completed thesis that meets all the criteria in section 15.2, but has not been submitted for publication, can meet thesis requirements if the student completes the steps in section 15.3.

15.5 Concurrent master's degree. Students entering the program without previously completing a master's thesis will earn a master's degree in psychology en route to their Ph.D. in Counseling Psychology. Please note this is not a terminal master's degree and will not meet state licensure requirements for independent practice in counseling or psychology.

Contact the Graduate Programs Coordinator to submit a request for a concurrent M.A. degree with information needed by the Graduate School. Upon approval of the request, students may complete and submit the Master's Admission to Candidacy form. For the master's degree, the same form (**Admission to Candidacy Application – Master's or Specialist Degree)** serves both to officially form the master's committee and admit the student to candidacy. Admission to candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree.

A master's committee is comprised of the advisor and at least two other faculty members, all at the rank of assistant professor or above. The Admission to Candidacy form must be signed by the student's committee and all courses to be used for the degree, including transfer coursework, must be listed. Students should list only 26 hours of coursework and 6 hours of PSYC 500 (Thesis) on the Admission to Candidacy form. This form must be submitted the semester before students intend to defend. The completed form should be returned to the Graduate Programs Coordinator for obtaining Department Head signature, filing, and forwarding to the Graduate School.

The student must be registered for course PSYC 500 for two semesters while working on the thesis, including a minimum of 3 hours the semester in which the thesis is accepted by

Graduate Student Services. Six hours of 500 are required for the thesis option. Registration for PSYC 500 does not have to be continuous, unlike registration for dissertation hours which must be continuous enrollment. After receiving the master's degree, a student is no longer permitted to register for PSYC 500.

The thesis represents the culmination of an original research project completed by the student and defended orally to the thesis committee. It must be prepared according to the most recent *Guide to the Preparation of Theses and Dissertations,* available at https://gradschool.utk.edu/documents/2016/03/guide-to-thesesdissertations.pdf/ . Paper or electronic submission will be approved by the student's committee prior to final preparation of the thesis. Two paper copies or an electronic copy of the thesis must be accompanied by two approval sheets and signed by the members of the master's committee. The approval sheets reflect the final format for submission.

The candidate will present the thesis at their thesis defense meeting. All committee members must be present at the thesis defense. **The final draft of the thesis must be distributed to all committee members at least two weeks (10 working days) prior to the date of the final examination.** Except with prior approval from the Dean of Graduate Studies, the examination must be given in university-approved facilities, though remote defenses may be permissible, provided they follow requirements laid out in the Graduate Catalog. Your master's thesis defense must be scheduled through the Graduate Programs Coordinator's office (312C) at least two weeks prior to the examination. This examination must be held at least two weeks before the final date for acceptance and approval of the thesis by the Office of Graduate Student Services on behalf of the Graduate Council. The advisor must submit the results of the defense by the thesis deadline. In case of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

The Graduate School requires that you submit both your thesis and dissertation to iThenticate to check for plagiarism (see: https://gradschool.utk.edu/thesesdissertations/using-ithenticate/ for detailed instructions). Once you have done this, you will submit the report to your advisor, the Graduate Programs Coordinator, and the Program Director.

15.6 Dissertation proposal. A student, working with the committee chairperson and other committee members, develops a proposed dissertation topic. A written proposal or prospectus is then prepared by the student for submission to the full doctoral committee. The proposal must be reviewed and approved by the committee chair (typically the students' advisor) prior to going to the committee. Once the chair has agreed that the document is ready for distribution to the committee, the committee must receive the prospectus at least 10 working days prior to the scheduled proposal meeting with the student. A committee meeting is held where the student presents their proposed project including introduction/literature review, methods, and data analysis plan. The committee then will have time to ask questions and may request changes be made to the document or the research plan. When the revisions have been made, all committee members must sign a Dissertation Proposal Approval form attached to the final copy. Once your committee has approved your proposal, then this form should be submitted to the Graduate Programs Coordinator for your file. **Students must submit a full draft of their proposal to their committee on or before the first Monday in April and have their dissertation proposal meeting on or before the first Monday in May of the CALENDAR YEAR they plan to apply for internship. Students are not permitted to proceed with applications for internship unless their dissertation proposal has been approved by the previously mentioned deadlines.**

The approved proposal forms a contract between the student and the committee. The student promises to execute the procedures described in the proposal. However, we recognize that the scientific process sometimes necessitates changes in the research plan. If these are substantive changes (e.g., sample size, procedure), the student must file an amended proposal along with the original document and a revised approval sheet must be completed.

15.7 Minimum requirements for the dissertation proposal. The proposal must be prepared in APA style (7th ed., 2020) and follow Graduate School requirements (https://gradschool.utk.edu/documents/2016/03/guide-to-thesesdissertations.pdf/). Because your completed dissertation research should be of sufficient quality to be published in a peer-reviewed scholarly journal, as you plan your study, we strongly advise you to consider the guidelines used by reviewers of peer-reviewed journals to evaluate manuscripts (see: http://www.apa.org/pubs/journals/cou/reviewer-guidelines.aspx).

15.8 Human subjects research approval. If you obtain approval from the IRB before defending your proposal and your committee requests a modification in your plan, you will need to return to the IRB with a request for a modification (Form 2). However, if major modifications are required by your committee, you will probably need to restart the IRB approval process. Regardless of where you start, you must not begin any recruitment of other aspect of data collection until you receive approval from both your dissertation committee and the IRB.

15.9 Completing your dissertation. During the semester your proposal is approved you must enroll in at least three hours of PSYC 600, and you must **remain continuously enrolled** for at least three credits of PSYC 600 every subsequent semester (including summer) until you graduate. A cautionary note: **Once you leave for internship, you will no longer receive fee waivers for academic coursework. Thus, if your dissertation is not completed prior to leaving for internship, you will pay for three hours of dissertation credits *and* student fee, each semester (including summer) until the project is defended and the final version is submitted to the Graduate School.**

15.10 Advisor and committee member availability for dissertation work in summer. **Most UT faculty have 9-month contracts, which means they are not obligated to be available from May 15-August 15. Even if your advisor is willing to work with you during the summer, it is highly unlikely that all members of your committee will be available for a summer defense meeting.** All members of your dissertation committee must be present for your meeting.

15.11 The dissertation defense meeting. The Graduate School requires your approved dissertation be distributed to your committee at least two full weeks (10 working days) before your defense meeting. You may not hold the meeting if a member of your committee informs you that they cannot attend, except in the case of illness or unexpected emergencies. Finding a common free time can sometimes be difficult, so please plan ahead with your scheduling. The defense must be announced publicly, and anyone may attend.

15.12 Format of your completed dissertation. Your final dissertation document must conform to both in APA style (7th ed., 2020) and follow Graduate School requirements (https://gradschool.utk.edu/documents/2016/03/guide-to-thesesdissertations.pdf/). If there is a conflict between these guidelines, UT requirements take precedence over APA style in this case because the final version of your dissertation will be checked carefully by the a member of the Graduate School (for formatting tips, see: https://gradschool.utk.edu/thesesdissertations/formatting/). A digital copy of your dissertation

must be submitted to the Graduate School and must be approved as a requirement for completing the dissertation. The Graduate School requires that you submit both your thesis and dissertation to iThenticate to check for plagiarism (see: https://gradschool.utk.edu/thesesdissertations/using-ithenticate/ for detailed instructions). Once you have done this, you will submit the report to your advisor, the Graduate Programs Coordinator, and the Program Director.

A note about including copies of standardized measures as appendices: It is a violation of copyright protections to reproduce any previously published material in your dissertation without prior permission. You should include in appendices copies of your informed consent document, demographic sections of your survey, and any measure that you have created for this study, but do not include measures that have been previously published.


## 16. Practice Requirements: Practicum and Field Placement

16.1 Overview of practice requirements. A practicum is an extensive, supervised, practical experience in the provision of psychological services. Practica are designed to develop therapeutic skills, including assessment, intervention, and conceptual skills; and to foster personal growth related to one's awareness and appropriate handling of emotional reactions to clients, awareness and appreciation of cultural diversity, and development of mature professionalism. At UT the following sequence of courses is required: Pre-practicum (PSYC 568), Practicum (PSYC 566), Advanced Practicum (PSYC 674), Field Placement (PSYC 676, two semesters minimum), and Practicum in Supervision (PSYC 664).

Pre-practicum (PSYC 568) is taken in the first year. Students who have taken a similar course elsewhere are not permitted to waive this course because it provides the key basis to evaluate readiness to see actual clients. Pre-practicum involves course readings about counseling process and intensive training in microcounseling skills that provide the foundation for all approaches to therapy. The training begins with in-class role play demonstrations with classmates, and quickly progresses to working with volunteer clients who seek counseling for an actual presenting problem. The volunteer clients are screened by an advanced student who serves as the course teaching assistant. Supervision is provided each week by an advanced doctoral student enrolled in the PSYC 678 and PSYC 664 Supervision courses.

Practicum and Advanced Practicum are a two-course sequence in students' second year. For both semesters of practica, both individual and group supervision is provided by a licensed psychologist or someone whose work with you is being supervised by a licensed psychologist. Sessions are recorded for the purposes of supervision. Advanced Practicum differs from Prac I in that students develop more advanced skills to address more complex clinical presentations. It is also possible for students in advanced practicum to co-facilitate therapy groups and participate in outreach and consultation activities.

Field Placement (PSYC 676) is generally taken in third and fourth years. A minimum of two semesters are required. A variety of placement settings are available. Students whose graduate assistantship involves delivery of psychological services (even if this is only part of their duties) are required to enroll in Field Placement. If you plan to begin a field placement in fall semester, early in the previous spring semester you should begin discussing your interests and options with your advisor. In late January/early February, information will be sent to the listserv about the Field Placement Match Process so you can discuss your preferences with your advisor and decide where you would like to interview. The Program **requires** that you interview with at least three field placement sites to ensure you are

successfully placed. You must repeat enrollment in PSYC 676 until you have gained enough client contact hours (see the next section). <u>You are required to attend weekly field placement class meetings, where group supervision will occur</u>. Enrollment in Field Placement is required during summer semester if you are delivering psychological services.

16.2 <u>Client contact hours requirement</u>. When students apply for internship, they are required to document clinical training hours on the AAPI application form developed by the Association of Psychology Postdoctoral Internship Centers (APPIC). As defined by APPIC, you may only count hours "for which you received formal academic training and credit, or for Program-sanctioned training or Program-sanctioned work experiences." At UT, this means either through: (a) PSYC 566 Practicum, (b) PSYC 674 Advanced Practicum, or (c) 676 Field Placement. If you want to count hours of service delivery in an assistantship or other work experience for the purposes of internship application, you must enroll in 676 Field Placement and your work must be supervised. On the AAPI application, training is divided into categories. In the UT Counseling Psychology Program, you are required to follow the APPIC definition of what constitutes an "hour" in each category (see: https://www.appic.org/). As a general rule, you may only count hours in which you meet face-to-face with a client, group, supervisor, supervisee, or consulting organization.

In addition to the minimum of six semester hours of Practicum/Advanced Practicum (566/674) and six semester hours of Field Placement (676), you are required to accumulate a minimum of 500 hours of Intervention and Assessment Experience, of which at least 300 hours must be in the category of Individual and Group Counseling. In addition, 100 hours of Supervision Received must be accumulated. Thus, students may need to take Field Placement (676) after the first two semesters until the minimum required hours have been accumulated in each category.

16.3 <u>Required documentation and forms</u>. Students are required to keep track of their hours on the Practicum Hours Form. This form corresponds to categories required on the AAPI application. Each semester that practicum hours are accrued, a copy of this form (signed by your supervisor and/or instructor) must be placed in your permanent file. Time2Track forms showing the same amount of detail are also acceptable. Note that if this documentation is not turned in by the deadline provided by the Field Placement Coordinator each semester, you may receive an incomplete grade in practicum. Use this form to document your progress toward meeting the training requirements described above. The forms, verified by your supervisor, must be turned in to the Practicum/Field Placement Coordinator, by the date they specify at the end of each semester. We **strongly recommend** that you make copies of these forms for your own files. Note also that most field placement sites require application forms and have instituted an application procedure. If you are selected, it is your responsibility to comply with all procedures for documentation required by the site.

16.4 <u>Field placement supervision</u>. You must receive at least one hour of weekly individual supervision and one hour of weekly group supervision via your Field Placement. At least one of your supervisors must be a licensed psychologist or receive direct supervision of your supervision from a licensed psychologist supervisor. A current training contract is required for each student at each field placement site.

16.5 <u>Liability (malpractice) insurance</u>. Students are required by the program to maintain professional liability insurance during their practicum experiences. Insurance can be obtained through any of the following: (a) American Psychological Association partnership with the American Professional Agency, Inc. for psychology graduate students (you can sign up and pay online at http://www.americanprofessional.com/psychologist-info/; 1-800-421-6694, ext. 2304), (b) The Trust for student members (you can sign up and pay online at

www.trustinsurance.com; 1-800-477-1200, or (c) UT's Office of Risk Management (see the Program Administrative Assistant for information about how to pay and sign up for this option).

Students must apply for the insurance at the beginning of PSYC 568 Pre-practicum and maintain coverage for the rest of the time in our program. Verification of coverage must be submitted by the student to each instructor of pre-practicum, practicum, and field placement. Information on the coverage available from Risk Management and brochures are available from the support staff of our Department Clinic. If you are interested in a placement in the Department's Psychological Clinic, please note that the Clinic requires that you purchase the insurance available through the University.

16.6 Evaluation of student performance. Near the end of Pre-practicum in April, faculty meet to discuss students' readiness for practicum. If a student is not approved to begin practicum the next semester, a remediation plan is developed to bring the student's skills up to an acceptable level. However, the plan will often require a delayed start for practicum. In Practicum (566), Advanced Practicum (674), and Field Placement (676), evaluation of students' work is ongoing. These procedures are in place to assist your growth and development, and to safeguard the welfare of the clients you serve. Client welfare must be the paramount consideration. A component of evaluation will be your compliance with policies and procedures at your practicum or field placement site; thus, it is your responsibility to become familiar with these requirements. If your supervisor or course instructor has concerns about your performance, it is their responsibility to raise these concerns with you as soon as possible after the concern arises. A mid-semester remediation plan may be necessary. In some cases, this plan may involve reduced clinical responsibilities. Note that behavior inconsistent with the Program's statement of Training Values (see above) may be the basis for an evaluation of unacceptable performance in practicum or field placement. A violation of training values or the APA Ethical Principles of Psychologists and Code of Conduct (see https://www.apa.org/ethics/code) that the faculty decides has jeopardized the welfare of your client could result in suspension from the practicum class and termination from the program.

# 17. Advocacy Requirements: Social Justice Practicum

17.1 Overview. The development of a social justice orientation and advocacy competencies are an important component of many courses that you take from the Counseling Psychology faculty. These are central, however, to the two course Social Justice Practicum (SJP) sequence. One key aspect of the SJP is choosing a project in conjunction with a cooperating agency engaged in work addressing some social injustice in our local community. Your SJP instructor will help you to connect with community agencies, begin to develop a working relationship, and negotiate a training contract, or "memorandum of understanding."

17.2 Social Justice Practicum. The SJP is an academic year-long experience involving two consecutive three-credit courses (both PSYC 674). In this practicum, you will build an interdisciplinary knowledge of theories of social justice form an intersectional perspective and develop your own theoretical orientation to social justice work. You will learn techniques for needs assessment and participatory action research, consultation, program development and evaluation, consciousness-raising about social inequities, and community organizing and activism. You will also engage in critical self-reflection as you continue to develop your own critical consciousness related to social identities and inequities.

Though the SJP is taken later on in your training (typically fourth or fifth year), as counseling psychologists in training in a scientist-practitioner-advocate training model, we encourage you to begin developing relationships and engaging in local advocacy work from your very first semester on campus. In addition to helping you develop and use advocacy skills (and integrate science and practice in community advocacy), laying the groundwork early and developing community relationships will set you up for success when you are ready to begin SJP.

**Please note: The final project turned in for the SJP course sequence is a portfolio that must be turned in to the Program Administrative Assistant (physically in a binder and digitally) at the end of SJP II so it can be documented in Program files.**

17.3 SJP training "memorandum of understanding." It will take time for you to develop a relationship with your agency and the specifics of your work with and for the agency will become clearer over time. Consistent with social justice values, we do not want to dictate the specific work with your agency based on your course requirements. The SJP requires that you: (1) develop a relationship with an agency engaged in work addressing some social injustice, (2) collaboratively conduct a needs assessment, (3) develop an intervention at an institutional or systemic level (i.e., not the provision of therapy), (4) implement and evaluate the intervention, and (5) leave behind tools for the work to continue. Beyond these broad requirements, your work with your agency should be driven by the desires and needs of the agency and the communities with whom they work.

That said, it is still important that you have an agreement about the general scope and timeline of your work with your agency. So, in the summer prior to the academic year when you begin your SJP, you must develop a training agreement, or memorandum of understanding" with the agency or organization that you will work with for your SJP. The SJP instructor will assist with this process. The memorandum of understanding is an agreement between the program and a representative of the agency. It should describe the following aspects of your work with the agency, with as much detail as is possible at this early point in your relationship:

(a) The person at the agency who has the primary responsibility as your on-site supervisor (Note that if you are providing psychological services, which is discouraged and will not count as the primary intervention foe SJP, a properly credentialed supervisor must be designated, and this person must be a party to the training agreement).
(b) What your duties and responsibilities will be, and when each will begin, together with the number of hours per week you will be on site.
(c) The specific services you will be expected to provide (i.e., needs assessment, program development and implementation, program evaluation) and the "work products" you are expected to produce (e.g., tools for the work to continue like consciousness-raising presentations, reports for policy makers, training materials).
(d) Because an essential part of the SJP is a needs assessment or participatory research component, agreements concerning data collection may need to be a part of the contract. Note that you will need prior IRB approval for any research activities. Thus, you must apply for IRB approval early in the summer before your SJP begins and this, in turn, requires detailed negotiations with the SJP site if it is to be involved in data collection.

## 18. Teaching Requirement

Students are required to provide a guest lecture on at least two different occasions in an undergraduate course. The requirement can be met by delivering the same content to two different classes or by delivering two different guest lectures. The requirement is met automatically for any student who holds an assistantship in which they serve as the primary instructor of a course.

## 19. Comprehensive Examinations, Advancing to Candidacy

19.1 Purpose of Comprehensive Examinations. Comprehensive examinations are designed to achieve several important goals. First, at the most basic level they serve a quality control function to ensure students who apply for internship have acquired the knowledge and skills necessary to perform well in all the roles expected of an intern. Second, at a more general level, comprehensive examinations are designed to ensure that graduates of the Program—after completing their internship and dissertation—possess all the necessary knowledge and skills to function as effective counseling psychologists, congruent with the training goals of the Program. From this second goal, it follows that passing comprehensive examinations is the single best indicator that you will graduate from this Program knowing what a counseling psychologist should know and have the skills that allow you to perform the tasks that a well-trained counseling psychologist should be able to demonstrate. Comprehensive examinations are designed to serve an instructional function. This third goal involves the integration and synthesis of knowledge and skills that you have acquired from separate courses and various components of your training. Comps are designed to push you to "put it all together" into an integrated whole, as the term "comprehensive" implies. Finally, the fourth purpose follows closely from the third and emphasizes self-reflection even more directly. The faculty recognizes that professional development is a life-long process. Therefore, an additional goal of comprehensive examinations is to prompt you to engage in a searching self-assessment of your career goals in connection with the training you have completed thus far. You will be asked to consider your accomplishments as well as specific areas that will need to become a focus in the final phases of your training to ensure that you are well-prepared for the career you envision.

19.2 Overview and Components: A Portfolio-Based Format. The four goals described above emphasize demonstration of skills rather than rote recall of knowledge. Because there will be very few professional situations in which you will not have access to notes, peer-reviewed journals, books, and the possibility of conferring with colleagues, we have designed a comprehensive process that we hope *encourages* these activities. The format involves two components. The centerpiece will be a portfolio that is developed throughout your training in consultation with your advisor, course instructors, and peers. The portfolio exhibits "artifacts" as tangible evidence of the skills you have acquired. The artifacts are written work samples demonstrating some of the activities that are routine aspects of a counseling psychologist's professional roles, for example, designing a research study, conceptualizing a case and developing a treatment plan, or writing an integrated assessment report. Most of the portfolio will consist of your answers to a series of essay questions that you can begin to work on at any time. We encourage students to start thinking about these questions from their first semester in the program. Some instructors may build course assignments around these portfolio tasks.

The artifacts are grouped into the following domains: (a) Self-Assessment and Professional Development Plan, (b) Research Competencies, (c) Multicultural Competencies, (d) Assessment Competencies, (e) Application of Foundations Knowledge, (f) Theories and Practice Competencies, (g) Ethical, Legal, and Professional Issues, and (h) Social Justice

Advocacy Competencies. Note that because we want students to integrate considerations of a client's vocational satisfaction and career development into all aspects of practice, and to encourage students not to think of career development as a separate domain, these competencies are included in the "Theories and Practice" domain.

19.3 Procedure. The second component of comps is a 90-minute oral examination, conducted by your comps committee, which consists of three Counseling Psychology Program faculty members. Before the oral exam, your committee will have an opportunity to review your portfolio. During the oral exam, your committee may ask you to elaborate on any of the materials in the portfolio. However, questions need not be focused specifically on a particular aspect of the portfolio. Oral Comprehensive Exams will be conducted twice each year, in September and April. **All artifacts and other required components of the portfolio must be completed and approved by the student's advisor by <u>September 1 for Fall comps and by April 1 for Spring comps</u>**.

It is your responsibility to schedule the oral examination. The oral exam may not occur sooner than two weeks after the portfolio is distributed (to give committee members time to review the portfolio) but must be scheduled before October 1 in Fall and before May 1 in Spring. A 90-minute block of time should be scheduled.

The advisor serves as chair during the oral examination. One purpose of this component of comps is to further evaluate any domains a committee member believes are "below minimal expectations" based on the portfolio artifacts. Beyond this remedial function, the oral examination provides an opportunity for scholarly dialogue between the student and members of the committee on questions important to our field. At the conclusion of the question-and-answer period, the student is dismissed from the meeting room. The committee members then complete a new set of evaluations for each domain, now considering the student's portfolio and oral demonstration of skills and knowledge.

If two or more committee members rate one of the domains "below minimal expectations" the student is deemed to have not passed this area. The committee then confers after the Oral Exam to agree on the remedial steps necessary. A member of the committee is designated to supervise this remedial plan. Generally, this will be the advisor, but a member of the committee may also serve in this role. A timeline is developed. When two of the three committee members agree that the student has satisfactorily completed all the remedial requirements, the student is deemed to have passed comprehensive examinations.
At the conclusion of the oral examination, if three or more areas are rated as not passing, the entire comprehensive examination must be repeated. Specific instructions for revisions in portfolio artifacts may also be directed by the comps committee.

If two of the three committee members agree that three or more of the domains have been passed at the level of "with distinction," a notation will be made in the student's file that the comprehensive examinations were "passed with distinction."

19.4 Program copy of your portfolio. The Program must keep a final copy of your comps portfolio. **It is your responsibility to provide a digital copy of the portfolio to the Program Administrative Assistant**. You should consider the portfolio a public document. Therefore, take scrupulous care not to reveal confidential information of your work with clients. Carefully protect clients' and fellow students' confidentiality using pseudonyms and screening of demographic information. <u>Also, please feel free to remove your own autobiographical statement and any other artifact making a personal disclosure that you were comfortable making to your comps committee but would not want other students or visitors to the Program to see.</u>

**Comprehensive Portfolio Requirements**
**Revised April, 2021**

Instructions: This handout describes the documents or "artifacts" that you are asked to submit to your committee in the form of a portfolio for your comprehensive exams. The purpose of each artifact is to provide evidence that you have mastered a specific skill or acquired a body of knowledge necessary to function effectively during internship and as a new professional after graduation. Because the emphasis is on demonstrating knowledge and skills, if you have completed a course assignment or other work product that you believe provides substantially the same evidence of your mastery as a particular artifact, you may ask your advisor's permission to submit this written work for your portfolio in lieu of an artifact.

Please clearly label each artifact using the subheadings below. Each artifact should begin on a new page. You must use APA style for each written assignment. However, please use single spacing for any documents you are creating for the first time for this portfolio. Insert a blank line between single spaced paragraphs. (Of course, you are not required to change the format of work products created previously that you submit to meet requirements of a particular artifact.)

For artifacts created for this portfolio, use 12-point font, with 1-inch margins on all sides. Some artifacts have guidelines for total length of the paper. If no guideline is specifically mentioned, you should write only as much as you believe is necessary to adequately meet the requirement. Your submitted portfolio becomes the property of the program because it will be needed for our APA accreditation site visit. Include a cover page for your portfolio as follows, with each line centered, and double spacing between each line except as noted:

Portfolio Submitted in Partial Fulfillment of the Requirements for Doctoral Comprehensive Examinations Counseling Psychology Program University of Tennessee

<< space down one inch>> your name month and year

Some of the points below do not involve written material, but instead provide suggestions about questions to anticipate for your oral examinations. *Items not requiring a written response will be in italic type.* You are encouraged to prepare brief written outlines that will be useful to use as study aids to answer these questions. You are not required to provide copies of these outlines in the portfolio, but you are welcome to do so if you wish.

**\*\*\*Please remember to email a PDF copy of your portfolio to the Program Administrative Assistant after your oral exam and making any revisions that are needed.\*\*\***

## A. Self-Assessment and Professional Development Plan

A.1. Your updated <u>curriculum vita,</u> formatted as you would for your internship application.

A.2. <u>Practicum Training Documentation</u> form, summarizing the hours of clinical training you have completed in various categories required by the AAPI internship application.

A.3. <u>Autobiographical Essay</u>. [Note: This artifact is the answer to Essay #1 that will be required on your internship application "AAPI." Your answer must be limited to 500 words or less.] Please provide an autobiographical statement. There is no "correct" content to include. Answer this question as if someone had asked you, "tell me something about yourself." It is an opportunity to provide the internship site with a personal statement in order for them to get a sense of you as a person.

A.4. <u>Career goals statement</u>. Please provide a paragraph describing your anticipated career goal--including the job or position you plan to pursue immediately after graduation; 3-5 years post-graduation; and 7-10 years post-graduation. What responsibilities and activities will each of these positions involve? Include a description of the additional credentials that you will need for these positions (e.g., licensure as a psychologist, academic tenure, status as a health services provider).

A.5. <u>Self-Assessment of Competencies.</u> Using the remaining domains of this portfolio as a framework, write two paragraphs for each domain describing your current assessment of your professional competencies. In particular, what you view as (a) your strengths in a given domain, and (b) the knowledge or skills you believe you still need to acquire in this domain to function in the career you have described in your Career Goals Statement. Note that your answer to "b" for some domains may include further preparation beyond doctoral training. Finally, describe your goals for internship training, and how you hope your internship will help advance your professional competencies.

## B. Research Competencies

B.1. <u>Research interest area.</u> Please describe your research experience and interests [Note: This artifact is the answer to Essay #4 that will be required on your internship application "AAPI." Your answer must be limited to 500 words or less.]

B.2. <u>Pursuing the same general research area with other approaches.</u> Provide a brief (1-2 page) summary of your dissertation research (brief rationale, purpose/research question, significance) and the type of general research design you are using (e.g., qualitative, correlational, experimental or quasi-experimental). Next, choose an alternative general research design (one that you are not using in your dissertation and that you did not use in your masters' thesis) and write a Method section that includes a data analysis plan for it. This research design does not have to closely parallel the research questions for your dissertation, but it should be an investigation pursuing the same general area of research described. For example, if in B.1 you described an interest in multicultural counseling competencies (MCCs), and for your dissertation you described a study investigating how counselor's self-estimates of MCCs were correlated with supervisors' evaluations and with client satisfaction, for this artifact you would need to describe either a qualitative study of MCCs, or an experimental study of MCCs, but neither would necessarily need to involve supervisors' ratings or client satisfaction. For this artifact you do not need to provide a full introduction, but your Method section should be preceded with a "the purpose of this study is" statement that includes your research questions/hypotheses. Match the tone and content of APA Method sections, except that you will use the future tense. Generally, this should be

3-5 single spaced pages, depending on the number of measures and extent of detail required to adequately describe the procedures and proposed data analytic plan. Be sure to follow the relevant reporting standards for your chosen research design type (i.e., Applebaum et al., 2018; Levitt et al., 2017, 2018). For example, a qualitative Method section should describe the particular paradigm your study will follow (e.g., Grounded Theory, Phenomenological, Mixed Methods, CQR), together with the procedures that are appropriate to this paradigm for ensuring trustworthiness and credibility of the data. An experimental and correlational or quasi-experimental Method section should present the results of a power analysis indicating how many research participants will be needed to ensure statistical power of .80 for the effect sizes you expect. Experimental designs should describe manipulation checks, if appropriate. Information on validity and reliability should be provided for all measures.

APA JARS-Quant: https://apastyle.apa.org/jars/quantitative
Reference: Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 3-25. http://dx.doi.org/10.1037/amp0000191

APA JARS-Qual: https://apastyle.apa.org/jars/qualitative
Reference: Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 26-46. http://dx.doi.org/10.1037/amp0000151

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology. Promoting methodological integrity. Qualitative Psychology, 4(1), 2-22. https://doi.org/10.1037/qup0000082
Link: https://www.apa.org/pubs/journals/features/qua-qup0000082.pdf

B.3. <u>Knowledge of important themes in contemporary counseling psychology research.</u>

Select one article published within the past three years that is not directly related to your dissertation research and which represents an important contribution with the potential to shape the direction of the field of counseling psychology. The manuscript may be an empirical or conceptual/theoretical paper, and it should come from a journal such as *Journal of Counseling Psychology, The Counseling Psychologist, Cultural Diversity and Ethnic Minority Psychology, Journal of Diversity in Higher Education, Journal of Vocational Behavior, Psychology of Sexual Orientation and Gender Diversity, Psychology of Women Quarterly,* etc. First, summarize/describe the research design and key findings and/or theoretical arguments of the manuscript, and then explain how this manuscript represents an important frontier for research in counseling psychology.

## C. Multicultural Competencies

C.1. Self-awareness. Prepare an essay demonstrating your self-awareness of your multicultural self. This statement should include personal explorations into your social identities (e.g., disability status, ethnicity, gender identity, race, religion and spirituality, sexual orientation, social class) and your socialization related to these identities (including resulting worldviews, values, and biases). That is, you should explore critical incidents or influences (positive or negative) that have contributed to your cultural self-awareness (e.g.,

family, media, school, religious institutions) and how these have shaped your multicultural self. Be sure to include your understanding of the ways in which power, privilege, and oppression have operated, either consciously or unconsciously, throughout your life. Finally, please explain how this "multicultural life story" influences your cultural competence and humility as a researcher, clinician, and advocate. You may use your sociocultural autobiography paper from your Multicultural Psychology class as a starting point for this artifact. However, you are expected to update this paper by incorporating what you have learned and how you have developed in your awareness of your identities from your first year in the program until now.

C.2. Experience with diverse populations. Describe how multicultural and diversity variables inform your case conceptualization and clinical practice. Please use deidentified case material to illustrate your approach. [Note: This artifact is taken directly from the AAPI, as revised for the 2022-2023 internship application cycle. Your answer must be 500 words or less.]

C.3. Multicultural counseling and case conceptualization. Becoming a culturally competent counseling psychologist includes increasing awareness of one's own cultural values and biases, knowledge of others' cultures and worldviews, skills for culturally appropriate interventions, and one's cultural humility. To demonstrate your multicultural awareness, knowledge, and skills as a counseling psychologist, you will be given a case vignette of a client that requires you to apply multicultural competencies. Using the case vignette, please discuss your conceptualization of the client, what additional information you would like to know and how you would obtain it, and how you would work with the client. In your case conceptualization, be sure to discuss relevant APA guidelines (e.g., the Multicultural Guidelines; Guidelines for Psychological Practice with Girls and Women; Transgender and Gender Non-Conforming People).  Students will be given the case vignette during the summer before you plan to complete comps. Students should also be prepared to discuss their own multicultural case example during the oral exam.

### D. Assessment Competencies

D.1. Write an integrated assessment report using at least 2 psychological tests, in addition to interview material. The integrated report can include a combination of personality and cognitive assessment measures **OR** two of the same types of tests (i.e., two personality assessment measures or two cognitive assessment measures.) This can be a report you completed at a practicum site or the final report from one of your assessment courses. The report should be constructed similarly to reports completed during the assessment course series. Thus, sections should include reason for referral, assessments administered, test scores, background information, behavioral observations, interpretation of assessment results, and recommendations for treatment based on these results. Please include a DSM-5 diagnosis. Some internship sites require an example of an integrated assessment report as part of the application process.

D.2. Either using a case study from a relevant course or from a client you have worked with, please discuss the process you used to determine the client's probable diagnosis (or diagnoses). If you are using a client you have worked with, rather than an already-prepared case study from a course, please write a one-page case study "summary" for the client. Please remove information that would allow identification of the client. In your brief essay (1-2 pages maximum, not including the case study itself), you should include relevant diagnoses you considered and what lead you to these potential diagnoses (e.g., specific symptoms, history, intake information, etc.) Did you rule out any possible diagnoses? If so, what caused you to eliminate these diagnoses from consideration?

### E. Application of Discipline-Specific Knowledge

E.1. a-c. Select three areas from the following list of psychological foundations: (1) biological bases of behavior, (2) social bases of behavior, (3) cognitive/affective bases of behavior, (4) individual bases of behavior, (5) developmental bases of behavior, or (6) history and systems of psychology. For each foundational area, select a theory, model, or clearly defined body of literature on a construct. Next, briefly describe this theory, model, or body of literature. Finally, describe how this theory, model, or body of literature can inform research, clinical work, or advocacy *in counseling psychology*. For example, you might consider how your chosen theory or model might help inform a research question designed to explore a question of interest to counseling psychologists, or how this body of knowledge can help improve the effectiveness of a counseling intervention you might deliver. Your essays can draw from papers written in your foundations classes, but must address the applicability of your chosen theory, model, or body of literature to research, clinical work, or advocacy *in counseling psychology*. (Maximum length 2 single spaced pages for each of the three components.)

### F. Theories and Practice Competencies

F.1. <u>Brief statement of theoretical orientation.</u> Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. [Note: This artifact is the answer to Essay #2 that will be required on your internship application "AAPI". Your answer must be limited to 500 words or less.]

F.2. <u>Personal theory of psychotherapy change.</u> In this artifact you are asked to describe how your personal theory of psychotherapy change guides your thinking about clients and helps you develop a treatment plan. Your personal theory should borrow from all the sources available to you -- the writings of other therapists, texts on counseling and personality theory, observations of your colleagues, and clients you have already seen. You should provide citations for the work of others that have inspired you in previous readings. Most of all, your theory of change will come from your own private reflections. Your personal theory will serve as a compass to direct your work with clients. Developing one's personal theory of psychotherapy change is a lifelong task. In your career, each new client, each new colleague, each new text or article you read may have something to offer that causes you to re-think your personal theory. This artifact should provide a snapshot of your current thinking. Use a total of 3-5 single spaced pages to provide your answers to each of the following four questions:

a. What motivates human growth and development? (i.e., What is the "engine" that drives an individual's functioning in the world? What are the goals that all humans seek to achieve?) You may think there is no engine or guiding force, or that it is an exceedingly simple one such as "survival". If so, please describe your beliefs. Please incorporate in your answer your definition of psychological health and optimally adaptive functioning.

b. What forces or influences cause "psychopathology" or "problems in living" to develop? (Use your own preferred term here.) Your answer should describe how the process you describe in question "a" above gets off track and leads to the development of maladaptive patterns, emotional/psychological pain, etc. You should also include the role of cultural and social context influences in your answer to both "a" and this question "b". Your answer should also include your beliefs about the biological bases of some presenting problems.

c. How do clients attempt to cope with the influences you have described in "b"? Your answer should describe both (1) healthy, adaptive coping which accounts for why clients are able to handle the negative influences described in "b" without professional help; and (2) maladaptive coping, which might provide some partial containment of the negative influences you have described in "b", but which leaves the client "compromised" in some way and prompts the client to seek counseling.

d. How does psychotherapy facilitate the change process in order to counteract the negative influences you have described in "b"? How does your model of psychotherapy account for the adaptive and maladaptive coping strategies you have described in "c"? Does your model in some way harness the natural forces of development you have described in "a"?
Note: An important criterion for evaluating this artifact will be how well-integrated your answers are across these four elements. Your answer to each succeeding element should build upon the answers given to previous elements.

F.3. Case conceptualization and treatment plan. For a client you have worked with, develop a theoretically driven case conceptualization and treatment plan. The case conceptualization and treatment plan should be similar to what you learned in the advanced counseling theories course and should integrate your theory of change, client history, research literature related to the presenting problem(s), diversity issues, and the sociopolitical context of the problem(s). The treatment plan should flow from the case conceptualization and include two sections: 1) treatment plan, interventions used, and progress thus far, and 2) a future long-term 15 additional session treatment plan. The paper should clearly demonstrate who this client is, what the client's current struggles and presenting issues are, how your theoretical orientation and the research literature helps you understand this client, how many sessions you saw the client for, what you worked on during your therapy sessions, and what you would work on if you had 15 more sessions with this client.

F.4. Evaluating effectiveness. Based on your knowledge of research methods, describe in detail the procedures you would use to provide empirical evidence to an outside evaluator that the therapy you describe for both the treatment plans in artifact F.4 is effective with a single client under review. Your answer should describe pre- and post-treatment assessment, as well as process measures you might use during the course of treatment. What statistical methods would you use to evaluate these data?

F.5. *Alternative treatment approaches. [Note: This section does not require a written artifact. You only need to be prepared to discuss these areas at your Oral Exam.] Describe how you would approach the client described in F.3 from the following perspectives: (a) cognitive behavioral, (b) feminist, (c) interpersonal / psychodynamic, (e) gestalt, or process-experiential, or "emotion-focused," and (f) family systems.*

F.6. Group therapy. (a) How would you assess whether the client you have been describing would be appropriate for a "Yalom style" interpersonal therapy group? What would the benefits and risks of group therapy be for this client? (b) Discuss this client's change process in terms of the therapeutic factors described by Yalom. (c) Would a structured psychoeducational group be beneficial, if so, what type of group? (Suggested length 1 to 1.5 single spaced pages.)

F.7. Career development. Describe how you plan to incorporate concepts from career development theory and the job satisfaction literature into work with clients. Your answer to this question should incorporate at least two distinct models of career development or lines of research. (Suggested length, 1-2 single spaced pages.)

*F.8. Relationships in Therapy, Training, and Supervision. You should be prepared to answer each of these questions in your oral exam: (a) Research suggests that the working alliance may be the most important single ingredient in predicting successful outcome in therapy. In working with your clients how do you develop the most effective Bond, Goals, and Tasks aspects of your working alliance? (b) Provide an example of how you have deliberately structured a psychotherapy relationship with one of your clients in an attempt to provide a corrective emotional experience. (c) Lazarus suggests that therapists need to be "authentic chameleons" with their clients. What did he mean? Do you agree? Do you apply some part of this advice in your own work? (d) From your perspective as a supervisee, what is the ideal relationship you might have with a supervisor? Describe important aspects of this ideal relationship and your interactions with the supervisor. What can you do with your next supervisor to help ensure that this type of relationship develops? (e) From your perspective as a practicum or field placement trainee, what is the ideal relationship and interactions you can have with classmates? What can you do with your fellow interns next year to proactively help ensure these ideal relationships develop? (f) Describe an example of a problematic emotional reaction you have had with a client (some might label as countertransference). How did you manage this reaction? (g) Provide an example of a dilemma or a "stuck spot" in your work with a client and how you used supervision in an attempt to resolve the issue. (h) What types of clients or situations in counseling have you discovered are most likely to evoke counterproductive emotional reactions for you? What have you attempted so far to try to manage these situations? (i) Describe a situation in which a client's worldview, values, or strong beliefs were discrepant from your own. How did you approach this client to manage the differences?*

## G. Ethical, Legal, and Professional Issues

G.1. *Ethical dilemma, personal example*. Describe an ethical dilemma you have actually faced in your work with clients, your research, or your teaching. The first part of this artifact should focus on describing the nature of the dilemma and the inherent conflict. Which portions of the APA *Ethical Principles of Psychologists and Code of Conduct* might apply to this dilemma? Discuss the dilemma in terms of virtue ethics principles such as justice, autonomy, beneficence, non-maleficence. The second part of this artifact should focus how you actually resolved this ethical dilemma. Suggested length: 2 single spaced pages.

*G.2. Ethical and legal issues. [Note: This section does not require a written artifact. You only need to be prepared to answer these questions at your Oral Exam.] (a) In the state of Tennessee, under what circumstances are you required to initiate a break in confidentiality with an adult client? With a child client? Whom do you contact in each of these circumstances? (b) In the state of Tennessee, if the following persons initiate contact with you and ask about your work with an adult client at a university counseling center, how would you respond if the request came from the client's parent? Spouse? Psychiatrist? Probation officer? A police detective investigating a crime your client is accused of committing? (c) What does the legislation known as "HIPAA" require of psychologists?*

*G.3. Current professional issues. [Note: This section does not require a written artifact.] To prepare for this set of questions, we recommend that you become familiar with significant professional issues that have appeared over the past three years in The Counseling Psychologist, the Journal of Counseling Psychology, and the American Psychologist. In your oral exam be prepared to discuss current topics and share your perspectives about issues of concern to Counseling Psychologists such as (but not limited to): prescription privileges for psychologists, psychologists' participation in interrogation of terrorism suspects; evidence-based practice; mental health insurance parity.*

**H. Social Justice Advocacy Competencies**

H.1. An important component of most applications to post-Ph.D. positions in research, teaching, and clinical settings is a candidate's diversity statement. Diversity statements explain how the candidate's experiences with difference and cultural diversity prepare them to teach courses, mentor students, serve clients, and/or conduct meaningful research in a global and multicultural society. These statements are typically no longer than two single-spaced pages are increasingly required for all the kinds of jobs counseling psychology Ph.D. students seek after graduation. Compose such a statement for the kind of job (e.g., clinical, academic) you intend to seek while on internship.

H.2. <u>Social action letter</u>. An important component of our program is our unique scientist-practitioner-advocate training model. In order to develop advocacy skills, it is important to develop skills in communicating social justice issues to broader society as a way to affect change. You will prepare a letter to the editor of a local newspaper or a post to a local, regional or national website contributing to the discussion of a particular social justice issue. You can also write a letter to a local, state, or federal legislator related to a particular social justice issue. You are expected to apply the concepts you learned in your multicultural psychology course and the social justice practicum course for this artifact. **You can use your social action engagement letter from your multicultural class or social justice practicum class as a starting point for this artifact. However, you are expected to update your letter by incorporating the feedback you received on this assignment. You may want to use the APA Federal Advocacy Guide as a resource in writing your letter (https://www.apa.org/about/gr/advocacy/federal-guide.pdf).**

19.5 Admission to candidacy. This is an important milestone in your academic progress, and an essential step before you can graduate. It signifies that you have completed the bulk of your coursework and passed comprehensive examinations. Note that you must be advanced to candidacy no later than the last day of classes in the semester before you intend to graduate. In other words, you cannot advance to candidacy and graduate in the same semester. The following steps must be completed to "advance to candidacy":

1. Complete an approved master's thesis.
2. Seek Departmental approval to form doctoral committee via the Program Director.
3. Submit a final version of your Curriculum Planner, approved by your advisor, to your doctoral committee, to the Program Director, and to the Graduate Programs Coordinator.
4. Pass comprehensive examinations.
5. File an "Admission to Candidacy Application."

See also the "admission to candidacy section" of the Grad School policies at:
http://gradschool.utk.edu/forms-central/admission-to-candidacy-doctoral-degree/


## 20. Internship

The successful completion of a one-year internship accredited by the American Psychological Association is a program requirement. A few APA-accredited internships are half-time for two years. Although APA accredits internships, an independent organization known as APPIC (Association of Psychology Postdoctoral and Internship Centers) sets policies governing the process of application, matching, and selection for internship. APPIC publishes an online directory listing internships in the U.S. and Canada (see: https://membership.appic.org/directory/search). The online directory is updated each summer. All APA-accredited internships are automatically listed in this directory. However, some additional internships are listed that meet APPIC standards but are not APA-accredited. Because of the limited number of approved internships in the East Tennessee area, for most students the internship year involves moving from Knoxville.

20.1 Non APA-accredited internships. Students must petition the faculty for permission to apply to an internship that is not APA-accredited. Permission must be obtained prior to applying. Students who submit such a petition must understand that they are placing their chances of eventually becoming licensed as psychologists at grave risk in many jurisdictions. The petition must provide a convincing rationale to the faculty for the request. The petition is for both a waiver of the Program requirement, and for permission to apply to a specific internship site or sites. Therefore, a petition must describe specific alternative sites. APPIC-listed sites need not be described in detail, but if a student seeks permission to apply for an internship experience that is neither APA-accredited nor APPIC-listed, a very detailed training contract must be arranged in advance. The faculty will review this contract to determine how many elements required for APA-accreditation are present in the agreement.

20.2 Internship application requirements. Many internship sites have application deadlines as early as November 1 of the year prior to the start of the internship. The entire process involves the following steps:

(1) September-October: Selecting sites and asking for letters of recommendation.
(2) Early November: Submitting your online application.
(3) December-January: Interviewing with sites that select you as a finalist.

(4) February, first week: Rank ordering a list of your internship preferences submitted to APPIC.

(5) February, second or third week: Being notified of internship match.

To advance through each of these stages, the following requirements must be met before the indicated deadlines in the year the student intends to submit applications. To submit applications for internship you must meet each of the following deadlines:

(a) Submit a full draft of your dissertation proposal to your committee **by the first Monday in April and have your dissertation proposal meeting before the first Monday in May of the CALENDAR YEAR you intend to apply** for internship. Students are not permitted to proceed with applications for internships unless their dissertation proposal has been approved.

(b) Have your comprehensive exam portfolio submitted to your committee no later than September 1st, with the oral defense scheduled by the third week of September **of the fall semester you intend to apply for internship.**

(c) If there are any remedial steps required after oral comps, these must be complete by October 15 **of the fall semester you intend to apply for internship.**

(d) Be on track to accumulate before May 1 of the spring semester before the fall semester that you intend to apply for internship, 500 intervention/assessment hours (including at least 300 individual and group counseling hours) and 100 hours of supervision.

In order to submit a ranking list in February you must:

(f) Be currently enrolled in all courses needed to complete academic requirements except PSYC 600

20.3 Internship application process. In addition to meeting the program requirements described in the previous sections, the following steps are a useful guide to applying for internship:

1. Summer – September. Consult the APPIC directory of internship sites to begin developing your target list. http://www.appic.org/Directory Go online to each of the sites on your target list and study the opportunities in detail. Talk to your advisor, other faculty, current UT interns, and UT graduates to find out all you can about sites that interest you. Consider geographic factors and quality of life issues. (You might find the current issue of the "Places Rated Almanac" helpful, available for about $20 from online booksellers.) Register for "Match news" and begin receiving information for intern applicants: http://www.appic.org/Match/About-The-APPIC-Match. Take a look at the "AAPI" (APPIC Application for Psychology Internship) to get an idea of the information you will be asked to provide: http://www.apa.org/gradpsych/features/2009/match-tips.aspx. Think about your goals and the specific areas you would like to learn/develop skills in the future.

2. Mid-September. Based on the information you have collected, narrow your target list and begin preparing applications. Do not underestimate how much time this will take! Draft your answers to the AAPI essay questions early in the process and solicit your advisor's feedback. Revise, set aside, revise again. Request letters of recommendation at least three weeks before your earliest deadline. Your initial request should include: (a) a copy of your vita, (b) draft answers to your AAPI essay questions, and (c) a digital list of addresses and contact names that can easily be pasted into the salutations of your recommenders' letters. In the weeks after this initial request, it is appropriate to ask for additional letters. However, it

is bad form to request letters with less than three weeks' lead time before the first deadline, or to select a site after the first batch with an earlier deadline.

3. Mid-October. Choose your final target list of sites. UT students typically submit 10-12 applications. We recommend a minimum of 8 and a maximum of 15. If you apply to too few sites, you may be limiting your options and risking not being matched to any internship. If you apply to too many programs, the quality of your applications may fade. Also consider the consequences of being invited for an interview at every site to which you've applied. Could you go to all the interviews? If not, which ones would you turn down?

4. Late October. Although you can apply to the National Matching Service any time after August 1, because the fee is non-refundable, it might be wise to wait until you are sure you will be going on internship the next year. You can find out how to register at: http://www.natmatch.com/psychint/reglink.htm. You must register to participate in the matching process. Note that your fee and approved application must be received on file by December 1, so don't delay! Thus, the advantages of registering with NMS in August are that your match number will be clearly displayed on every application you submit. The disadvantages are that if you register but then decide not to follow through with applications (or miss a comps deadline) you will forfeit the $100 fee. Deadlines require many students to upload materials and submit their online application as early as October 25.

5. November. After submitting your application, you can take a short breather then begin preparing for telephone, Zoom, and/or in-person interviews. Decide whether you want to visit sites that do not require in-person interviews. Never plan to visit an internship site without first contacting its Training Director. Although many sites do not prohibit students from visiting who have not received an invitation to interview, the consensus is overwhelming that uninvited visits tend to do more harm than good for the applicants' chances of receiving an internship offer. On the other hand, visiting a site that hosts an applicant visiting day can provide you with useful information. Begin making your travel arrangements.

6. December-January. Concentrate on doing well in your interviews, while continuing to rank order your list. Many students find it is counterproductive to individually rank sites from the start. Instead, they assign sites to high, medium, and low clusters. Eventually the high cluster is split into an "ultra high" and a "very high" group; medium becomes "high medium" and "low medium." You might discover something about a site that places it in a "lower than low" group. These are sites which received an application, but you have decided not to rank. Essentially by placing a site in this group you are saying "I would rather wait one year and not be placed than attend an internship at this site." Conversely, you should be willing to complete your internship at EVERY site you rank, because – except for unforeseeable circumstances, you will be obligated to accept an internship from your lowest ranked site if it is the only site to "match." In preparing your rank order list one factor that should play no role whatsoever is your estimate of where a particular site has ranked you.

7. February. Prepare for Match Day when you will be notified of your placement. You will be notified on the morning of Match Day whether or not you have been matched and where. If you do not match, do not despair! Each year a number of excellent internship placements do not fill through the regular process. The APPIC Clearing House helps bring together unmatched internship applicants and sites in the days immediately after Match Day.

# Part III.

# Program Policies and Procedures

## 21. Professional Behavior

Students are expected to attend and be on time for all classes, client and supervision sessions, and meetings with faculty unless prevented from doing so by illness or emergency. In cases where illness or emergencies prevent you from attending to your professional obligations, it is expected that you will, as soon as possible, contact your professor and/or supervisor to inform them of your absence. All students are expected to abide by program values, rules of academic conduct, and APA ethical standards (https://www.apa.org/ethics/code). In addition, students in the program are expected to respond in a timely manner to emails/communication (i.e., within 48 hours). Students should also be familiar with and abide by UTK's Student Code of Conduct (https://hilltopics.utk.edu/student-code-of-conduct/).

## 22. <u>Counseling Psychology Program Checklist of Deadlines and Forms</u>

**Copies of the forms you need are available from the Graduate Programs Coordinator. All completed forms should be turned in to the Graduate Programs Coordinator, who will make necessary copies and see that the forms are recorded and filed. EXCEPTION: Forms marked with an \* should be picked up from and returned to the program administrative assistant.**

### FIRST YEAR

Master's Committee must be formed, consisting of your advisor and two other members of the Counseling Psychology faculty.

\_\_\_ **\*April 1: Curriculum Planner Form** is due, must be approved by your Master's Committee.

\_\_\_ **\*April 1: Student Progress Form** is due, this year and <u>each subsequent year</u>. (This information is needed for our yearly APA Accreditation Report.)

### SECOND YEAR

\_\_\_ **\*End of Fall and Spring semester**: Electronic Supervisor Evaluation of Practicum, completed by your supervisor and sent to Counseling Program Training Director; also Practicum Training Documentation Form and your Evaluation of Practicum Site (end of semester and weekly forms).

### THIRD YEAR (may be SECOND YEAR for students who complete Master's thesis research early)

\_\_\_ **November 1: Master's thesis approval.** Approval requires submission to a journal or acceptance for presentation at a national or regional conference.

\_\_\_ **January 15: Appointment of Doctoral Committee.** Committee consists of at least four faculty members. Note that you should not enroll for Dissertation credit (PSYC 600) until your dissertation committee has been appointed and approved. Once you sign up for PSYC 600, you MUST enroll for PSYC 600 every semester thereafter until you complete your degree, unless you have a prior approved Leave of Absence.

\_\_\_ **January 15: Appointment of Comps Committee.** Note, if you plan to take comps in third year, this step must be completed by May 1 before you take comps the following September. Your comps committee typically consists of the Counseling Psychology faculty on your Doctoral Committee (but may include substitute Counseling Psychology faculty if your Doctoral Committee does not include three Counseling Psychology faculty).

\_\_\_ **\*End of each semester enrolled in Field Placement**: Evaluation of Field Placement performance from your supervisor, sent to Counseling Program Training Director; also Practicum Training Documentation Form and your Evaluation of Practicum Site (end of semester and weekly forms).

### FOURTH or FIFTH YEAR (may be THIRD YEAR for students who complete Master's thesis early)

\_\_\_ **First Monday in April (of the semester prior to applying for internship): Dissertation Proposal Submitted to your Dissertation Committee for Review.** Your defense meeting must be held by the first Monday in May.

\_\_\_ **September 1: Submit complete Comps portfolio to committee for review.**

\_\_\_ **Prior to October 1: Deadline for oral defense of comps portfolio.**

\_\_\_ **October 15: Approval of Comps Portfolio by Comps Committee (including all revisions from defense).**

\_\_\_ **October 25: Approval to apply for Internship from Program Director.**

\_\_\_ **Application to Graduate**

## 23. Application to Graduate

The commencement ceremony for doctoral students is known as "hooding." Although students may graduate with a fall, spring or summer graduation date, there is no summer hooding ceremony. Summer graduates may participate in fall semester commencement. To find out more about UT's ceremony see: https://gradschool.utk.edu/graduation/graduate-professional-hooding/

Of course, before you can participate in the commencement/hooding ceremony, you must successfully pass a 13-step process. The information below is taken from Graduate School policies at this web link: http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Graduation.

Step 1.   Verify your address, name on record and privacy status before applying.
Step 2.   Submit a doctoral committee appointment form (doctoral students only).
Step 3.   Submit an admission to candidacy form.
Step 4.   Submit a graduation application form.
Step 5.   Schedule a final examination/defense of thesis/dissertation and submit scheduling dissertation form.
Step 6.   Pay graduation fee.
Step 7.   Plan to participate in the commencement and hooding ceremonies.
Step 8.   Purchase a cap and gown; rent a hood.
Step 9.   Pay a non-thesis examination fee.
Step 10.   Attend a student loan exit interview.
Step 11.   Take your final examination/defense of thesis/dissertation.
Step 12.   Submit official copies of thesis/dissertation.
Step 13.   Clear all financial obligations.
Step 14.   Attend the doctoral hooding ceremony for main commencement ceremony.

Also plan to give updated contact information to the program director so that we can stay in touch and keep you involved in the mentoring network for new students.

## 24. Petitioning the Faculty for a Waiver

A student may occasionally experience extenuating circumstances that impact the individual's adherence to specific elements of the programmatic guidelines, without substantially altering the student's satisfactory progress toward Program completion. In those rare and extraordinary situations, students may petition the Program faculty for a review of their "special circumstance(s)" and request consideration for permission for individual modification.

These petitions are anticipated to be rare and used judiciously and legitimately in the event of untoward or extenuating circumstances (e.g., serious illness of student or family member). The process of Faculty Petition may be used for elements of execution (e.g., proposal defense scheduled after Internship requires acceptance); this procedure is NOT intended for changes in program requirements, failure to meet past deadlines, or substantive elements in Program Guidelines.

The petition must be brought forward to the Program Director a minimum of 4 weeks (of the academic calendar) prior to the date/action which is the subject of the petition.

## 25. Leave of Absence

A student may request a personal leave of absence from the Program in the event of extended illness, family emergency, or other extenuating circumstances. If a student wishes to obtain a

personal leave of absence, the student must complete and submit a "Request for Leave of Absence" form, stating the reason(s) that a leave of absence is being requested, as well as the duration and dates of the proposed leave of absence. This form must be approved by the Program Director, the Department Head, and the student's master's committee or doctoral committee chair, as well as the Dean of the Graduate School.

## 26. Evaluation of Student Progress

**From the moment of first enrollment, students are expected to comply with all provisions of the *APA Ethical Principles of Psychologists and Code of Conduct* (see** https://www.apa.org/ethics/code**).**

The Counseling Psychology Program Faculty meets in April to discuss each student's progress in the Program. Progress in research and practice, meeting deadlines, professionalism, interpersonal relationships, support for other students, ethical behavior, and **compliance with our statement of training values are among the factors evaluated.** Faculty also discuss students' accomplishments of the past year. Your advisor will summarize the feedback in a letter which points out strengths and suggests areas that should be a particular focus of efforts in the coming year. If there are concerns about any aspect of a student's performance, these are discussed at the meeting and summarized in the annual evaluation letter. A key statement included in every letter is the faculty's consensus evaluation of whether you are making adequate progress. Your advisor will share and discuss this letter with you, and you will be asked to sign the letter indicating that you have received it and reviewed it with you advisor (not that you necessarily agree with it).

## 27. Remediation, Academic Probation, or Termination

27.1 Lack of adequate progress. Occasionally, the result of the yearly evaluation meeting is a determination that the student is not making adequate progress in a certain area or areas. A letter of concern about not making adequate process can be generated at any time during the year and is communicated as soon as practical by either the advisor or the Program Director. This letter describes the particular area(s) of concern and remedial steps that must be taken for the student to resume adequate progress.

27.2 Academic probation. An even more serious level of faculty concern may result in a decision by the faculty to place a student on academic probation. This determination can only be made by a majority vote of the Counseling Psychology core faculty. Academic probation means that the student is no longer considered "in good standing" and may not apply for nor accept an internship offer while the probation continues. After voting to place the student on academic probation, a three-person "Remediation Committee" (RC) is formed consisting of the student's advisor and two members of the core or adjunct faculty appointed by the Program Director. The RC works with the student to develop a remediation plan designed to address the original concerns of the faculty. Once a plan is developed and agreed to by the RC and the student, the RC closely monitors the student's progress and keeps the student informed of its continuing appraisal. When a majority of the RC believes that the reasons for academic probation have been adequately addressed, the chair of the RC places the matter on the agenda for discussion at the next faculty meeting. The student placed on probation has the option—but is not required—to address the faculty before a new determination is made. After giving the student this opportunity, and hearing from the RC, the faculty votes as to whether the student should be reinstated to "good standing" status or continue on academic probation. If the vote is to continue probation, a new remediation plan must be developed with participation of the student. The student will be notified in writing about the extent to which remediation has or has not been

successful in addressing the original concerns and, if not successful, what additional steps need to be taken.

27.3 Termination. The most serious level of concern involves a program faculty decision to recommend to the department faculty that a student should be dismissed from the Program. Typically, as a problem continues without remediation there is a progression through each of the three stages from "not making adequate progress," to probation, to dismissal. However, for serious violations of the standards of ethical conduct, a student can be dismissed without first being placed on probation. A student may be terminated from the program without a probationary period for reasons that are extremely serious (i.e., violation of ethical codes). In this case, the Counseling Psychology Program Faculty would hold a formal review of the student prior to the termination action. Termination from the Program could result from a determination by the faculty that any of the following circumstances have occurred (NOTE: This is not an exclusive list):

1. Continuing failure to achieve adequate competence in any level of the practica sequence.
2. Continuing failure to progress through the Program in a timely manner
3. Not maintaining a B average for all coursework
4. Twice failing comprehensive examinations
5. Academic dishonesty or misconduct
6. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
7. A violation of the Program's statement of training values or violation of the APA *Ethical Principles of Psychologists and Code of Conduct*

Students dismissed from the Program must be informed of their inadequate progress and must be given written notice.

Students with psychological problems may be dismissed from the Program if they are unable to exercise appropriate control or are a threat to others. Student difficulty with drugs or alcohol is not covered under the ADA (American Disabilities Act), and recurring problems are viable grounds for dismissal from the program.
The decision to terminate a student is made only after a 2/3 vote of all members of the core Counseling Psychology faculty and a consensus vote by the full Psychology Department faculty.

# 28. Early Termination/Withdrawal

If a student is terminated or withdraws from a program prior to the end of the semester, the student will be responsible for payment of tuition and other fees from the termination/withdrawal date until the end of the semester. The responsibility for paying tuition and fees will apply to all students, including those who have tuition waivers during the semester in which they are terminated/withdraw early. Please see the graduate catalog for additional information about early termination/withdrawal at: http://catalog.utk.edu/content.php?catoid=23&navoid=2827#fees_fina_assi
and https://onestop.utk.edu/withdraw/. If you are considering early withdrawal, you should contact the Bursar's office to inquire about the financial ramifications for early withdrawal.

# 29.  Students' Concerns about Others and Conflict Resolution

While not frequent, students may occasionally have a professional concern about or have a conflict with another student or faculty member another student or faculty member. Examples might include an interpersonal conflict; perceptions about lack of competency or multicultural sensitivity; or

dissatisfaction with a course instructor, supervisor, or advisor. Students may wish to consult with their advisor (when possible) about how to address the concern or conflict. Please keep in mind that in most cases, <u>addressing the issue directly and face-to-face with the person involved should be the first step in attempting to resolve a concern or conflict</u>. The following guidelines may help resolve these concerns or conflicts in a less formal manner than filing a formal grievance.

> <u>Step 1: Request for Meeting:</u> The student makes a request for a meeting, in either verbal or written form, as an initial attempt to resolve the issue. The recipient of this request has the responsibility to respond in a timely manner (e.g., within 48 hours). If there is no timely response, the student initiating the request may contact their advisor or Director of Training who may then contact the recipient about the need for a timely response.

> <u>Step 2: Face-to-Face Meeting:</u> The student meets with the person with whom they have a concern or conflict. Be as direct, specific, and behaviorally focused as you can in describing the issue of concern/conflict.

> <u>Step 3: Meeting with Third Party Present (Optional):</u> If the issue has not been resolved by an individual meeting, students may request a meeting with a third party present, such as their advisor, to serve as a mediator in conflict resolution. If the advisor is involved in the conflict, students may request that the Director of Training serve as the mediator in the meeting.

> <u>Step 4: Meeting with Director of Training or Department Head:</u> If none of the previous steps resolves the concern or conflict, the student may request a meeting with the Director of Training to discuss the concern/conflict. If the issue is with the Director of Training or with another faculty member, the student may request a meeting with the Department Head given their role in personnel matters.

If the issue remains unresolved, the student may consider filing a formal grievance (see Section 30).

The UTK Office of Ombuds Services (https://ombuds.utk.edu/) is another resource on campus that can assist with conflict resolution or provide consultation about a conflict.


## 30. Due Process and Formal Grievance Procedure

A determination that a student is not making adequate progress, decision to place a student on academic probation, or decision to terminate a student from the Program may all be appealed following the procedures described in this section. These are not the only situations when an appeal is possible. Any decision made by the Program Director, a faculty member, or a faculty committee may be appealed. Students who believe they have been treated in a biased or unfair manner have the right to file a grievance.

The following procedures are outlined to provide guidance for students when there is a grievance or when conditions warrant an appeal/review of a decision made by a faculty member, Program Director, or committee. Students who wish to appeal a decision or seek action in the matter of a grievance are encouraged to first solicit clarification and review through informal methods (i.e., consultation with a faculty member, advisor, or Program Director).

When a less formal approach fails, the student has the right to appeal a grievance in the following manner:

1. Present the grievance to the faculty member.

2. If unwilling to accept the decision resulting from this discussion, the student may appeal the grievance to the Program Director.
3. If the student still does not agree with the decision of the Program Director, he or she may make a formal appeal to the Department Head.
4. The Department Head may try to resolve the issue or convene a Departmental "Appeal Panel" (comprised of Program/Department faculty members).
5. If the situation is still not resolved to the students' satisfaction, he or she may appeal to the Dean of the College.

See also: http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf

In addition, the following Graduate School policies apply:

(a) Students with grievances related to race, gender, religion, national origin, age, or handicap should file a formal complaint with the Office of Equity and Diversity with a copy to the appropriate academic department head.
(b) Students with grievances concerning grades should file a formal complaint with the Graduate Council through the office of the Associate Dean of Graduate Studies, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels.
(c) Students with grievances concerning the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education should file a formal complaint with the Graduate Council through the office of the Associate Dean of Graduate Studies, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels. An appeal of policies or procedures must be filed no later than 90 days after the incident that occasions the appeal.
(d) Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in *Hilltopics* (http://hilltopics.utk.edu/ ) under "Disciplinary Regulations and Procedures."
(e) Allegations of mistreatment, including sexual harassment, in your role as a graduate assistant are described on the Graduate School webpage, http://gradschool.utk.edu/graduate-student-life/understanding-your-rights-and-obligations/

*If possible, you should speak first with your immediate supervisor, then with the graduate liaison, and, if the problem has not been resolved, with the department head. If you still feel the complaint has not been adequately addressed, you should contact the appeals committees in your home unit or college and the dean of your college/school. If you feel that a resolution should be sought beyond the department/college level, you should contact the Graduate School about a formal appeal. In all cases in which you feel unable to speak with your supervisor, department, or college about the specific problem because of the nature of the problem or fear of repercussions, you should seek assistance in resolving the matter from the assistant to the dean in the Graduate School. However, in such a case, you should carefully consider the wisdom of bypassing the department and college levels since any resolution of the problem will require notification of all parties involved.*

## 31. Graduate Student Web Resources

Evolving (Best) Practices in Teaching – http://gradschool.utk.edu/training-and-mentorship/bpit/

International Student and Scholar Services – https://international.utk.edu

Counseling Center – http://counselingcenter.utk.edu/

College of Arts and Sciences – http://www.artsci.utk.edu/

Funding, Fellowships, Assistantships for Graduate Students –
http://gradschool.utk.edu/gradfund.shtml

Graduate School – http://gradschool.utk.edu

Graduate Catalog – http://catalog.utk.edu/index.php

Graduate Student Appeals Procedure – http://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf

Graduate Student Senate – https://gss.utk.edu

Graduate Admissions – http://graduateadmissions.utk.edu/

Housing – http://uthousing.utk.edu

International House – https://ihouse.utk.edu

Student Conduct and Community Standards – https://studentconduct.utk.edu

Library Website for Graduate Students – https://www.lib.utk.edu/info/grad/

Office of Equity and Diversity – http://oed.utk.edu

Office of Information Technology – http://oit.utk.edu

Office of Multicultural Student Life/Frieson Black Cultural Center –
http://multicultural.utk.edu/friesonbcc/

Psychology Department - http://psychology.utk.edu/

Research Compliance/Research with Human Subjects – https://research.utk.edu/research-integrity/human-research-protection-program/

International Teaching Assistant (ITA) Testing Program – – http://gradschool.utk.edu/graduate-student-life/ita-testing-program/

Thesis/Dissertation Website – https://gradschool.utk.edu/thesesdissertations/

Tennessee Today (UT News) – http://tntoday.utk.edu/

## APPENDIX A – Required Discipline-Specific Knowledge, Competencies, and Minimum Levels of Achievement

### Discipline-Specific Knowledge

| Provide information below to illustrate how the program ensures that students *possess* knowledge in: | | |
|---|---|---|
| **Knowledge Area:** | *History and Systems of Psychology* | |
| How does the program ensure that students possess knowledge? | ● Required course: PSYC 565 or PSYC 420 History and Systems of Psychology (see syllabi) | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grade in the course and Comprehensive exam Artifact E | Evaluation tool and location:<br>● Course syllabus outlines required assignments<br>● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 565 or PSYC 420 with a B- or better<br>● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |
| | | |
| **Knowledge Area:** | *Affective Aspects of Behavior* | |
| How does the program ensure that students possess knowledge? | ● PSYC 570 Cognitive & Affective Bases of Behavior | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grade in the course and Comprehensive exam Artifact E | Evaluation tool and location:<br>● Course syllabus outlines required assignments<br>● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 570 with a B- or better<br>● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |
| | | |
| **Knowledge Area:** | *Biological Aspects of Behavior* | |
| How does the program ensure that students possess knowledge? | ● Required course: PSYC 527 Behavioral Neuroscience | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grade in the course and Comprehensive exam Artifact E | Evaluation tool and location:<br>● Course syllabus outlines required assignmen<br>● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 527 with a B- or better<br>● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |

| Knowledge Area: | *Cognitive Aspects of Behavior* | |
| --- | --- | --- |
| How does the program ensure that students possess knowledge? | ● Required course: PSYC 570 Cognitive & Affective Bases of Behavior | |
| How does the program assess students' knowledge in this area? | How outcomes are measured: <br> ● Grade in the course and Comprehensive Exam Artifact E | Evaluation tool and location: <br> ● Course syllabus outlines required assignments <br> ● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 570 with a B- or better <br> ● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |

| Knowledge Area: | *Developmental Aspects of Behavior* | |
| --- | --- | --- |
| How does the program ensure that students possess knowledge? | ● Required course: PSYC 511 Developmental Psychology or CFS 510 Theory in Human Development | |
| How does the program assess students' knowledge in this area? | How outcomes are measured: <br> ● Grade in the course and Comprehensive Exam Artifact E | Evaluation tool and location: <br> ● Course syllabus outlines required assignments <br> ● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 511 or CFS 510 with a B- or better <br> ● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |

| Knowledge Area: | *Social Aspects of Behavior* | |
| --- | --- | --- |
| How does the program ensure that students possess knowledge? | ● Required course: PSYC 550 Social Psychology | |
| How does the program assess students' knowledge in this area? | How outcomes are measured: <br> ● Grade in the course and Comprehensive Exam Artifact E | Evaluation tool and location: <br> ● Course syllabus outlines required assignments <br> ● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 550 with a B- or better <br> ● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |

| Knowledge Area: | **Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas** (excluding History and Systems) | |
|---|---|---|
| How does the program ensure that students possess knowledge? | ● Required course: PSYC 570 Cognitive & Affective Bases of Behavior | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grade in the course and Comprehensive Exam Artifact E | Evaluation tool and location:<br>● Course syllabus outlines required assignments<br>● Comprehensive Exam, Artifact E |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 570 with a B- or better<br>● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed. | |

| Knowledge Area: | **Research Methods** | |
|---|---|---|
| How does the program ensure that students possess knowledge? | ● Required courses: PSYC 580: Research Design | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grade in PSYC 580.<br>● Comps Artifacts B.1 – B.3<br>● Master's thesis<br>● Dissertation | Evaluation tool and location:<br>● Course syllabi describe requirements<br>● Student comps portfolios, theses, and dissertations |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 580 and PSYC 607 with grade of B- or better.<br>● Successful defense of comps portfolio Artifacts B.1 – B.3<br>● Successfully defended thesis and dissertation | |

| Knowledge Area: | **Statistical Analysis** | |
|---|---|---|
| How does the program ensure that students possess knowledge? | ● Required courses: Two courses on quantitative methods -- one focused on ANOVA (e.g., PSYC 521 Analysis of Variance for Social Sciences) and one on multiple regression (e.g., PSYC 522 Multiple Regression for Social Sciences) | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grades in two quantitative methods courses<br>● Comps Artifacts B.2 - B.3<br>● Theses and dissertations for those students conducting a quantitative study | Evaluation tool and location:<br>● Course syllabi describe requirements<br>● Student comps portfolios<br>● Theses and dissertations for those students conducting a quantitative study |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass with grade of B- or better in two quantitative methods courses.<br>● Successful defense of comps portfolio Artifacts B.2 – B.3<br>● Successfully defended thesis and dissertation, for those students conducting a quantitative study. | |

| Knowledge Area: | *Psychometrics* | |
|---|---|---|
| How does the program ensure that students possess knowledge? | ● Required course PSYC 607: Seminar in Applied Psychometrics | |
| How does the program assess students' knowledge in this area? | How outcomes are measured:<br>● Grade in PSYC 607<br>● Comps Artifact B.2 | Evaluation tool and location:<br>● Course syllabus for PSYC 607<br>● Student comps portfolios |
| For each outcome above, what minimum level of achievement (MLA) must be met? | ● Must pass PSYC 607 with grade of B- or better<br>● Successful defense of comps portfolio Artifact B.2 | |

**Profession-Wide Competencies**

| Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in: | | |
|---|---|---|
| **Competency:** | *(i) Research* | |
| **Elements associated with this competency from IR C-8 D** | ● Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.<br>● Conduct research or other scholarly activities.<br>● Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. | |
| **Required training/experiential activities to meet each element.** | ● Required courses: PSYC 580 - Research Design, PSYC 500 - Master's thesis, & PSYC 600 - Doctoral Dissertation.<br>● Completion of thesis and dissertation. | |
| **How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.** | How outcomes are measured:<br>● Grade in PSYC 580, PSYC 500, & PSYC 600<br>● Comprehensive exam artifacts B.1-B.3<br>● Completion of thesis.<br>● Defense of the dissertation proposal.<br>● Evaluation by faculty committee of both the thesis and dissertation research | ● Evaluation tool and self-study location:<br>● Course syllabus outlines required assignments<br>● Comprehensive exam artifacts B.1-B.3 |

| | |
|---|---|
| | projects. |
| **Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.** | ● Grade of B- or better in PSYC 580, PSYC 500, & PSYC 600.<br>● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed.<br>● Successful defense of the dissertation proposal.<br>● Successful evaluation by faculty committee of both the thesis and dissertation research projects. |

| | | |
|---|---|---|
| **Competency:** | *(ii) Ethical and legal standards* | |
| **Elements associated with this competency from IR C-8 D** | ● Be knowledgeable of and act in accordance with each of the following:<br>　○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;<br>　○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and<br>　○ Relevant professional standards and guidelines.<br>● Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.<br>● Conduct self in an ethical manner in all professional activities. | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | Required course: PSYC 598 Ethical Issues in Professional Psychology<br>Performance in practicum and field placement settings, as rated by on-site supervisors. | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:<br>● Grade in the PSYC 598 course<br>● Comprehensive exam Artifact G | Evaluation tool and self-study location:<br>● Course syllabus outlines required assignments<br>● Comprehensive Exam, Artifact G |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | ● Grade of B- or better in PSYC 598<br>● Written comprehensive exam Artifact G must be approved by faculty comps committee and oral examination must be passed.<br>● Supervisor ratings of "2" or higher on Ethical and Professional Conduct section of practicum evaluation. | |

| Competency: | (iii) Individual and cultural diversity | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | <ul><li>An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li><li>Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li><li>The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li><li>Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</li></ul> | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | Required course: PSYC 577 Multicultural Psychology. <br><br>Performance in practicum and field placement settings, as rated by on-site supervisors. | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: <ul><li>Grade in PSYC 577.</li><li>Performance in PSYC 569 Practicum, PSYC 674 Advanced Practicum, PSYC 676 Field Placement.</li><li>Comprehensive exam artifacts C.1-C.3, F.2 - F.4</li><li>Supervisor ratings of diversity competency</li></ul> | Evaluation tool and self-study location: <ul><li>Comprehensive exam artifacts C.1-C.3, F.2-F.4</li><li>Course syllabus outlines required assignments</li><li>Supervisor evaluations of diversity competency</li></ul> |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | <ul><li>Grade of B- or better in PSYC 577, PSYC 569, PSYC 674. Grade of Satisfactory in PSYC 676.</li><li>Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed.</li><li>Rating of "2" or higher on Diversity section of practicum evaluation.</li></ul> | |

| Competency: | (iv) Professional values, attitudes, and behaviors | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | <ul><li>Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li><li>Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li><li>Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li><li>Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li></ul> | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | Required courses: PSYC 674 - Social Justice Practicum I and II, PSYC 598 - Ethical and Legal Issues, PSYC 577 - Multicultural Psychology, and PSYC 676 - Field Placement, & PSYC 517 - Foundations of Counseling Psychology.<br>Performance in field placement settings, as rated by on-site supervisors. | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:<ul><li>Grade in PSYC 674, PSYC 598, PSYC 577, PSYC 676, & PSYC 517</li><li>Comprehensive exam artifacts A.3-A.5, C.3, F.3, G.1 – G.3, H.1-H.2</li><li>Supervisor ratings</li></ul> | Evaluation tool and self-study location:<ul><li>Comprehensive exam artifacts A.3-A.5, C.3, F.3, G.1-G.3, H.1-H.2</li><li>Course syllabus outlines required assignments</li><li>Supervisor evaluations</li></ul> |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | <ul><li>Grade of B- or better in PSYC 674, PSYC 598, PSYC 577, & PSYC 517. Grade of Satisfactory in PSYC 676.</li><li>Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed.</li><li>Rating of "2" or higher on Professional Values and Attitudes section of practicum evaluation.</li></ul> | |

| Competency: | (v) Communications and interpersonal skills | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | ● Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.<br>● Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.<br>● Demonstrate effective interpersonal skills and the ability to manage difficult communication well. | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | ● Required courses: PSYC 569 -Practicum, PSYC 674 - Advanced Practicum, PSYC 676 -Field Placement, PSYC 517 – Foundations in Counseling Psychology, and 577 - Multicultural Psychology.<br>● Performance in field placement settings, as rated by on-site supervisors. | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:<br>● Grade in PSYC 569, PSYC 674, PSYC 676, PSYC 517, & PSYC 577.<br>● Supervisor ratings on receiving supervision and professional identity competencies. | Evaluation tool and self-study location:<br>● Course syllabus outlines required assignments.<br>● Supervisor evaluations of receiving supervision and professional identity competencies. |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | ● Grade of B- or better in PSYC 569, PSYC 674, PSYC 517, & PSYC 577. Grade of Satisfactory in PSYC 676.<br>● Rating of "2" or higher on Communication and Interpersonal Skills section of practicum evaluation. | |

| Competency: | (vi) Assessment | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | ● Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.<br>● Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).<br>● Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.<br>● Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.<br>● Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.<br>● Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | ● Required courses: PSYC 599 Clinical Psychopathology, PSYC 667 Assessment I, PSYC 668 Assessment II | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:<br>● Grade in courses listed<br>● Comprehensive exam Artifact D<br>● Supervisor ratings if student is placed at an assessment site | Evaluation tool and self-study location:<br>● Course syllabi outline required assignments<br>● Comprehensive Exam, Artifact D<br>● Supervisor evaluation |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | ● Grade of B- or better in the courses listed<br>● Written comprehensive exam artifacts must be approved by faculty comps committee and oral examination must be passed.<br>● Rating of "2" or higher on the Assessment section of the practicum evaluation form. | |

| Competency: | (vii) Intervention | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | <ul><li>Establish and maintain effective relationships with the recipients of psychological services.</li><li>Develop evidence-based intervention plans specific to the service delivery goals.</li><li>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li><li>Demonstrate the ability to apply the relevant research literature to clinical decision making.</li><li>Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li><li>Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li></ul> | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | <ul><li>Required courses: PSYC 433 Theories of Counseling, PSYC 510/COUN 554 Introduction to Group Interventions, PSYC 518 Advanced Theories and Interventions, PSYC 568 Pre-practicum, PSYC 569 Practicum, PSYC 674 Advanced Practicum, PSYC 675 Advanced Theory and Practice in Group Counseling, PSYC 676 Field Placement</li></ul> | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:<ul><li>Grades in courses listed</li><li>Comprehensive exam Artifact F</li><li>Supervisors' evaluations</li></ul> | Evaluation tool and self-study location:<ul><li>Course syllabi outline required assignments</li><li>Comprehensive Exam, Artifact F</li></ul> |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | <ul><li>Grade of B- or better in the listed courses, (Satisfactory for PSYC 676 Field Placement)</li><li>Written comprehensive exam Artifact F must be approved by faculty comps committee and oral examination must be passed.</li><li>Supervisor ratings of "2" or higher on the Intervention section of the practicum evaluation form.</li></ul> | |

| Competency: | (viii) Supervision | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | ● Demonstrate knowledge of supervision models and practices. | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | ● Required courses: PSYC 678 (Supervision Theory and Practice) and PSYC 664 (Practicum in Supervision) | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured:<br>● Grade in PSYC 678 and PSYC 664 | Evaluation tool and self-study location:<br>● Course syllabi outlines requirements |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | ● Grade of B- or better in the listed courses | |

| Competency: | (ix) Consultation and interprofessional/interdisciplinary skills | |
|---|---|---|
| **Elements associated with this competency from IR C-8 D** | ● Demonstrate knowledge and respect for the roles and perspectives of other professions.<br>● Demonstrates knowledge of consultation models and practices. | |
| **Program-defined elements associated with this competency (if applicable)** | ● Demonstrate knowledge and skills in needs assessment and systems-level program development, implementation, and evaluation. | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. | ● Required courses: PSYC 674: Social Justice Practicum I & II | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured:<br>● Social Justice Portfolio<br>● Grade in PSYC 674 | Evaluation tool and self-study location:<br>● PSYC 674 course syllabi list requirements<br>● Student Social Justice Portfolios |
| **Minimum levels of achievement (MLAs)** for each outcome measure/ tool listed above. | ● Successful completion of Social Justice Portfolio, including description of needs assessment, intervention, and program evaluation.<br>● Grade of B- or better in both semesters of PSYC 674. | |

## Program-Specific Competencies

| Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in any program-specific competencies: | | |
|---|---|---|
| **Program-Specific Competency 1: Social Justice Advocacy Training** | • Develop knowledge of the theoretical and applied foundations of social justice work, both within counseling psychology and from an interdisciplinary perspective.<br>• Develop one's own theoretical orientation toward social justice advocacy.<br>• Develop skills in needs assessment and systemic-level program development, implementation, and evaluation.<br>• Develop skills for social justice advocacy in clinical and systems-level work, including skills for empowering clients, educating and raising consciousness among the lay public and policy makers, and facilitating dialogues around social justice issues. | |
| **Elements associated with this competency:** | | |
| **Required training/ experiential activities used to meet each element**. If applicable, clarify where activity description (e.g., syllabus) is located. | • Required courses: PSYC 674: Social Justice Practicum I & II, PSYC 675: Advanced Group Methods (Intergroup Dialogue). Descriptions are located in the syllabi for these courses. PSYC 674 requires a year-long placement working on a specific social injustice in our community. This involves a needs assessment and systemic-level program development, implementation, and evaluation, culminating in the Social Justice Portfolio. PSYC 675 involves the co-facilitation of an intergroup dialogue for undergraduate students related to race, class, gender, sexual orientation, or religion and associated forms of privilege and oppression and social conflicts. | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured:<br>• Grades in PSYC 674 and PSYC 675<br>• Social Justice Portfolio<br>• Comps Artifacts H.1 and H.2 | Evaluation tool and self-study location:<br>• Course syllabi for PSYC 674 and PSYC 675<br>• Social Justice Practicum Portfolios<br>• Comps Artifacts H.1 and H.2 |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. | • Grade of A or B in PSYC 674 and PSYC 675<br>• Successful completion of Social Justice Portfolio<br>• Passing Comps Artifacts H.1 and H.2 | |