



2024 - 2025 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 (CoA) 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 requirements for remaining in good standing and earning a Ph.D. in the UT Counseling Psychology Ph.D. 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.

This *Handbook* is not comprehensive. Graduate students are expected to be aware of and satisfy all regulations governing their work and study at UT. **Graduate students are responsible for complying with additional policies outlined in the UT [Graduate Catalog](#) and meeting 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 APA, you are required to abide by the *APA Ethical Principles of Psychologists and Code of Conduct* (<https://www.apa.org/ethics/code>). This code governs students’ professional conduct from the 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*. Every faculty member and student promises to adopt these values as norms that govern all interactions with each other. Failure to follow either the *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 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 (UTCP), I want to welcome our incoming graduate students and welcome *back* our returning students for the 2024-2025 academic year! We are happy to have you as a part of the first doctoral program in counseling psychology accredited by the American Psychological Association (APA) with a [scientist-practitioner-advocate training model](#).

This model provides sequential training that integrates empirical evidence and psychological practice, like traditional scientist-practitioner training. 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 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 developing 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 UTCP. If you are an incoming student, as part of orientation, you are asked to read the *Handbook* in its entirety. You will also be asked to acknowledge having read specific sections at the orientation held on campus in August (see Appendix E for the form you will be asked to sign). If you are a returning student, you are also encouraged to review this version of the *Handbook*. While this version is 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 and use the comps artifacts described in the most current version of the *Handbook*.

Please do not hesitate to reach out to me and/or your advisor 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 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

UTCP 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>

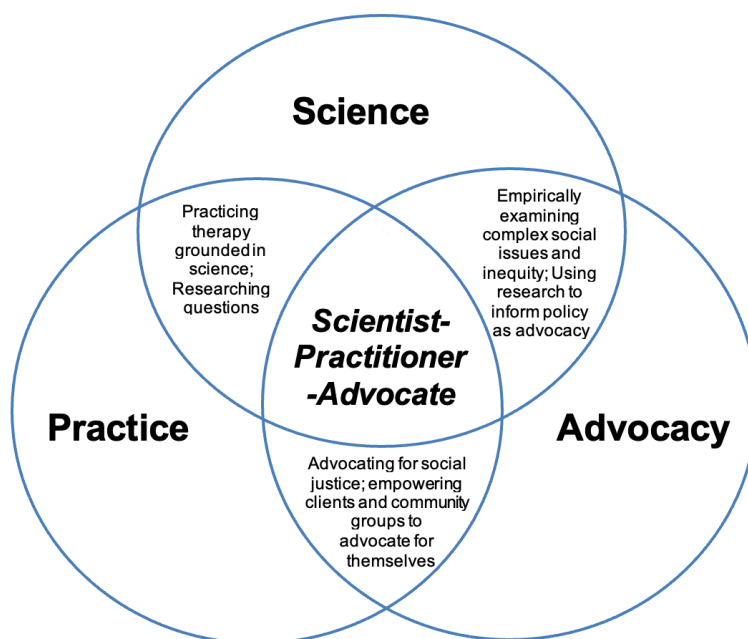
5. Program Mission Statement

UTCP embraces the core values that have guided 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). We also strive to reflect the values of critical consciousness, prevention, a strengths-based focus, advocacy, flexibility and adaptability, collectivism, accountability and repairing harm, liberation, and healing in our training (Moore-Lobban, 2023).

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

UTCP is accredited by the APA with a *scientist-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). The development of multicultural competencies (Sue et al., 1992) and a multicultural orientation (e.g., Owen et al., 2011) are foundational aspects of the Program. In addition, social justice is a core value of the Program.



Our training model was built on our belief that, in addition to skills for competent and ethical scientific research and clinical practice, counseling psychologists need competencies to intervene to address contextual factors and social inequities that impact the lives our research participants and therapy clients. It is this integration of a social justice perspective throughout students’ training

that makes us unique among APA-accredited programs.

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 use their intervention skills to inform research questions. They can also integrate 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 preparing students to engage in empirically informed clinical work and develop rigorous and ethical research agendas grounded in practice, we prepare students to use their research skills to better understand the impacts of systemic oppression (e.g., racism, classism, sexism, heterosexism, and ableism) on the individuals and communities with whom they work, to inform their clinical practice, and to raise consciousness of the impacts of inequities and influence social policy.

References

- 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.
- Gelso, C. J., & Williams, E. N. (2022). *Counseling psychology* (4th ed.). American Psychological Association. <https://doi.org/10.1037/0000249-000>
- 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>
- Moore-Lobban, S. J. (2023). Dismantling anti-Black racism with unapologetic boldness: Redefining our values and living them out loud. *The Counseling Psychologist*, 51(8) 1128–1148. <https://doi.org/10.1177/00110000231205075>
- 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 UTCP 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 can intervene to enhance the mental health and well-being of a wide range of clients. 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.
- 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 change and they can 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 and the APA Commission on Accreditation require one year of full-time study on campus to meet residency requirements. In addition, in accordance with the APA Commission on Accreditation's [Standards of Accreditation](#) (Standard I.C.2) and [Implementing Regulations](#) (C-5 D), the UTCP also requires each student to complete:

- A minimum of 3 full-time academic years of graduate study plus an internship prior to receiving the doctoral degree
- At least 2 of the 3 academic training years within the UTCP

First year, fall semester. There is an emphasis the first-year prerequisites for practicum. The three pre-requisite courses typically offered in the fall are PSYC 433 Theories of Counseling Psychology or Counselor Education 551, PSYC 598 Ethics, and PSYC 599 Clinical Psychopathology. One credit of PSYC 515 Professional Issues in Psychology is required for all students. In addition, all students are required to take PSYC 528 Seminar on College Teaching in Psychology to prepare them for teaching assistantships. PSYC 577 Multicultural Psychology is also required in the first semester. Most students also take PSYC 521 Statistics I (or ESM 577 Statistics in Applied Fields I). Those with prior graduate training may be eligible to waive PSYC 433/COUN 551, PSYC 521/ESM 577, PSYC 577, PSYC 598, and PSYC 599, (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. You must submit proof that you have completed each of these requirements (e.g., email confirmation or receipt) to the Program Director by the last day of class this semester.**

First year, spring semester. Three courses *must* be taken this semester: PSYC 568 Pre-practicum, PSYC 517 Foundations of Counseling Psychology, and PSYC 668 Assessment in Counseling Psychology II (Cognitive Assessment). We require all students to take PSYC 568 Pre-practicum in Counseling Skills at UT, regardless of prior coursework (see pp. 17-18). Most students also take PSYC 580 Research Design in the spring of their first year unless this requirement is waived because of previous graduate level coursework. Other major milestones for this semester are to: **(a) form your master's thesis committee and file an approved Curriculum Planner by April 8, 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 courses to take at UT over the summer, so you may check with advanced students about courses they have taken. Even if you do not have a summer assistantship, if you received a fee waiver in the previous year, your tuition will be covered in the summer. 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 work on their dissertations.

Second year. An emphasis this year is on practice training with PSYC 566 Practicum in the Fall and PSYC 674 Advanced Practicum in the spring. Students should also take PSYC 677 Work Psychology and PSYC 668 Assessment in Counseling Psychology I (Personality Assessment). We strongly recommend you take PSYC 519 Advanced Theories in the first semester of your second year. For students entering in odd number years, we also suggest you take the two-course sequence of PSYC 561 or COUN 554 Introduction to Group Interventions in the Fall and PSYC 675 Advanced Group Methods (i.e., intergroup dialogues) in the Spring since PSYC 675 is only offered every other year (Those entering in even numbered years can consider taking PSYC 561 in either the fall of their second or third 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 defended by the last day of finals in the fall semester 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 **complete your dissertation proposal and receive 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 enter with a master's degree to finish the program (including internship) in five years. In theory, it is also 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** they remain in residence for a fifth year and complete the dissertation before leaving for internship. During their fourth and fifth years, most students complete two semesters of PSYC 676 Field Placement, PSYC 679 and PSYC 680 Social Justice Practicum I and II, PSYC 664 Practicum in Counseling Supervision, and PSYC 678 Theory & Practice of Counseling Supervision, along with PSYC 600 Dissertation any remaining psychological foundations courses.

8. Admission Requirements and Application Procedures

8.1 Student selection process. The UTCP typically receives over 125 applications each year, from which five students are admitted. After an initial screening of applications, approximately 25 students are invited to visit campus in January or February for UTCP 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 domains. Applicants who are unable to attend in person are invited to interview by Zoom. Soon after UTCP Visiting Day, offers of admission are extended to five applicants, and a group of about 10-15 “alternates” is identified. As required by APA, an applicant who receives an offer has until April 15 to decide whether 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 UTCP 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 master’s degree are encouraged to apply. Admissions requirements can be found on the UT Department of Psychology website: <https://psychology.utk.edu/graduate-students/admissions/>

9. Financial Support

9.1 Support in the first year. UTCP 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 (as of Fall 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 mandatory fees. 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 important to contact the instructor(s) you will be working with to discuss your responsibilities, including times 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, students are no longer guaranteed to receive financial support from the Department.** 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.

All students who receive funding from the department will support the undergraduate teaching mission of the department and have opportunities to develop teaching skills during their time in our program. After serving as a teaching assistant and taking PSYC 528 Seminar in College Teaching in Psychology in your first year, students have the opportunity to serve as a discussion section leader for a section of PSYC 110 General Psychology or as a PSYC 294 Research Methods Lab

instructor in your second year. The Department has several advanced teaching positions that involve serving as the instructor of record for one's own course. As soon as your third year, after having served as a discussion section leader or lab instructor, students who demonstrate skill and enthusiasm for teaching, 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 typically offered during the first semester of independent teaching. Depending on evaluations of their effectiveness as teachers at this level and the subsequent needs of the Department, students who have successfully taught PSYC 110 or PSYC 295 may then be selected to serve as instructors of other 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 have served as instructors and find out the secrets of their success.

9.3 Fellowships and other support in any year. The Graduate School offers competitive fellowships with specific aims (e.g., enhancing diversity and supporting dissertation research). It also maintains [a list of other support](#) (e.g., federal funding and funding from private foundations), some of which can be combined with assistantships or fellowships.

Another source of external funding 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 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 (Ms. Connie Ogle) for more details.

9.5 Support in sixth year and beyond. Students who stay on campus for a sixth year may find financial support more difficult to obtain because the Department priority is to support all students through the first five years. *Only* if funds are available after meeting that priority are Departmental assistantships awarded to sixth year students. ***Therefore, it is possible that students who do not begin internship their sixth year may not receive financial support.***

10. Registration, Course Loads, and Grading

Please note you are responsible for making sure 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 all courses and their internship before they finish their dissertation must still be continuously enrolled in PSYC 600 until they defend and submit their dissertation, including during summer terms. Additionally, while on internship, students are required to register for PSYC 699 Internship in Health Service Psychology (a zero-credit course).

The Graduate Programs Coordinator will assist with registration for Psychology courses. Some courses outside the Department allow you to register yourself; others may require permission of the instructor; 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 each semester in the academic year. **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 two consecutive terms. Additionally, students in the Program are required to have a minimum of three full-time academic years of graduate study plus an internship prior to receiving the doctoral degree. At least two of the three academic training years must be in the UTCP.

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

To remain in good standing and to receive a 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 and the interview process. This advisor serves as your mentor throughout graduate training. However, you can 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 UTCP faculty. Note that your advisor is usually the primary faculty member who mentors your thesis and dissertation projects, but we 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 comprises your advisor, one other UTCP faculty member, and (at least) one other faculty member (UTCP or other UT faculty member approved to sit on thesis and dissertation committees) at the rank of assistant professor or above. The committee should be formed your first year. This committee must sign off on your curriculum planner by April 8 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. With approval from your advisor, your Program Director, and the new committee member, a revised Admission to Candidacy form must be signed and submitted to the Graduate School. The Graduate Programs Coordinator can help in completing and submitting this form.

11.3 Submitting your initial Curriculum Planner. You must submit your Curriculum Planner to your master's thesis committee by April 8 your first year. Any previous coursework you wish to use to meet UT requirements must be presented for review by this time. Note that there is some flexibility

for the timing of taking certain foundational psychology 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 667 Assessment I; PSYCH 668 Assessment II; PSYC 675 Advanced Group Methods: Intergroup Dialogue, PSYC 677 Work Psychology; PSYC 679 Social Justice Practicum I; and PSYC 680 Social Justice Practicum II) 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. 25-26. **If you are not plan ahead regarding these courses, in particular, and a course is not offered when you need it, you may have to delay applying for internship.** The suggested sequence provides guidance, but you and your advisor should also consult about the timing of coursework where there is flexibility.

11.4 Dissertation committee. Your dissertation committee must be composed of at least four members, with:

- (a) At least three members being approved by the Graduate School to chair a dissertation,
- (b) At least two members (including the Chair) being UT Counseling Psychology Program faculty approved to chair dissertations, and
- (c) At least one member being from outside the Department of Psychology faculty.

We recommend forming your dissertation committee as soon as possible after defending your master's thesis, and no later than the end of your third year. 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 Graduate Programs Coordinator.

Your dissertation committee chair has the primary responsibility for assisting in the development of your research. 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 committee. Students are permitted to change the chair or 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 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. You should form your comps committee *at least* one semester (not including summer) before you plan to finish comps. For example, if you plan to defend your comps in September, you should have your comps committee in place by April, at the latest. The comps committee typically consists of the three UTCP faculty members on your dissertation committee. If your dissertation committee is not comprised of three UTCP faculty, then your advisor, with feedback and suggestions from the student, will request participation from another UTCP faculty member.

11.6 Selecting and inviting faculty to join your committees. Your advisor is the central member of all committees (thesis, dissertation, and comps). You should begin discussions with your advisor about a thesis and dissertation projects in your first year, and to be sure the advisor you were assigned is a good match as these ideas take shape. You should select other members of your committees based on their ability to serve as consultants on your research. At the very least, they should be positively disposed to your 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 admitted to the UTCP, 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 UTCP requirements. Please note this preliminary opinion is only an estimate. Whether courses count toward UTCP 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 UTCP requirements must provide their advisor with course syllabi of the courses you are petitioning to waive. Your advisor may also request copies of assigned texts, the course catalog description of previous courses taken, or other materials that will aid in an assessment of whether your previous coursework meets the same learning goals as the UT equivalent. Except for 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 UTCP.

There are three "tiers" of courses required by the UTCP that are considered when reviewing petitions to waive courses. For all courses, the primary criterion for waiving is completion of prior graduate coursework covering content deemed equivalent by appropriate faculty to the UT equivalent course. 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 a UTCP faculty member (core or affiliate) who, in addition to the student's advisor and Program Director, 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 the UTCP training model.

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 or ESM 577)
- Statistics II (PSYC 522 pr ESM 677)
- Seminar in Applied Psychometrics (PSYC 607)

Tier 2: Core Counseling Psychology Courses (approved by advisor, UTCP 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 561)
- Multicultural Psychology (PSYC 577)
- Research Design (PSYC 580)

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)
- Work Psychology (PSYC 677)
- Social Justice Practicum I (PSYC 679)
- Social Justice Practicum II (PSYC 680)
- 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://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants> for information about the AAPI). 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 Planner. The Planner sets forth all required courses and describes other program requirements. **You must complete this form and have it approved by your advisor and your master's committee by April 8 of your first year.** You will find directions for recording graduate coursework you have completed at other institutions.

You can propose changes to this Planner and have a revised Planner approved. The important thing is to have a plan that considers which semester a particular course is offered, how you will complete 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.

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? _____

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	60
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 120

A. COUNSELING PSYCHOLOGY CORE (MINIMUM 60 SH)

	Course	Semester Completed	Number 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 Professional Issues in Psychology (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 679 Practicum in Social Justice Advocacy I	_____	_____
**b.	PSYC 680 Practicum in Social Justice Advocacy II	_____	_____
4. Vocational Psychology (3 SH)			
a.	PSYC 677 Work Psychology	_____	_____
5. Psychological Assessment (9 SH)			
*a.	PSYC 599 Clinical Psychopathology	_____	_____
b.	PSYC 667 Assessment in Counseling Psychology I (Personality)	_____	_____
c.	PSYC 668 Assessment in Counseling Psychology II (Cognitive)	_____	_____
6. Practicum Supporting Coursework (12 SH)			
*a.	PSYC 568 Pre-Practicum in Counseling	_____	_____
b.	PSYC 561 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	_____	_____

**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 must be supervised.**

On the AAPI, training is divided into categories of: (A) Intervention and Assessment Experience, and (B) Supervision Received. In the UTCP you are required to follow the APPIC definition of what constitutes an “hour” in each category. Generally, 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, which the Associate Program Director will send out at the beginning of each semester. For each semester practicum hours are accrued, a copy of this form (signed by your supervisor and instructor) must be placed in your permanent file. This form corresponds to the AAPI. *This form must be turned in to the Associate Program Director at the end of the semester, stapled and with the appropriate coversheet fully completed.*

B. RESEARCH CORE (12 SH)

1. Quantitative Methods (6 SH)

- | | | |
|---|-------|-------|
| a. Group Comparisons (ANOVA)
ESM 577 Statistics in Applied Fields I
or PSYC 521 Analysis of Variance for Social Sciences | _____ | _____ |
| b. Continuous Variables (Regression Models)
ESM 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 (this signed curriculum planner serves as approval). If you wish to count previous graduate-level coursework toward this requirement, you must submit a petition to waive this course requirement, along with the syllabus and any supporting materials (e.g., readings, exams) to your advisor and the program director for review and approval.

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

- Complete at least 1 year of academic training completed in full-time residence at UT, usually the first year in the program.
- Research Competency (Master's Thesis)
- Teaching Experience (deliver guest lectures on two occasions, or primary instructor GTA)
- Complete a minimum of 3 full-time academic years of graduate study
- Complete at least 2 of the 3 academic training years within the UTCP
- 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 Five Years Entering 2024
(Revised July 2024)

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	60 SH (minimum)
Research Core	12 SH + 6 SH Thesis + 24 SH Dissertation
Psyc Foundations:	15 SH
Elective	3 SH
Total	120 SH (minimum)

First Year Fall 2024 (17 SH total)	First Year Spring 2025 (15 SH total)
PSYC 433 Theories of Counseling Psychology	PSYC 517 Foundations of Coun. Psyc.
PSYC 515 Professional Issues in Psych. (1SH)	PSYC 568 Pre-practicum
PSYC 528 College Student Teaching (1SH)	PSYC 580 Research Design
PSYC 577 Multicultural	PSYC 668 Assessment II (Cognitive)
PSYC 598 Ethics	Statistics II
PSYC 599 Clinical Psychopathology	
Statistics I	
Summer: Elective (3 SH)	
Second Year Fall 2025 (12 SH total)	Second Year Spring 2026 (12 SH total)
PSYC 561 Intro to Group	PSYC 597 Development and Psychopathology
PSYC 519 Advanced Theories	PSYC 667 Assessment I (Personality)
PSYC 566 Practicum	PSYC 674 Advanced Prac.
PSYC 500 Master's Thesis (3 SH)	PSYC 500 Master's Thesis (3 SH)
	<i>Defend thesis and submit for publication</i>
	<i>Form Dissertation Committee</i>
Summer: Submit Master's Thesis for publication; PSYC 600 Dissertation (3 SH)	
Third Year Fall 2026 (12-15 SH total)	Third Year Spring 2027 (15-18 SH total)
PSYC 527 Behavioral Neuroscience	PSYC 677 Work Psychology
PSYC 600 Dissertation (3-6 SH)	PSYC 600 Dissertation (3-6 SH)
PSYC 607 Applied Psychometrics	PSYC 675 Advanced Group
PSYC 676 Field Placement	PSYC 676 Field Placement
<i>Propose Dissertation</i>	PSYC 565 History and Systems
Summer: PSYC 600 Dissertation (3 SH)	
Fourth Year Fall 2027 (12-15 SH total)	Fourth Year Spring 2028 (18 SH total)
PSYC 550 Social	PSYC 570 Cognitive-Affective
PSYC 600 Dissertation (3-6 SH)	PSYC 600 Dissertation (3 SH)
PSYC 676 Field Placement	PSYC 676 Field Placement
PSYC 679 Social Justice Prac. I	PSYC 680 Social Justice Prac. II
<i>Defend Comps Portfolio</i>	PSYC 664 Supervision Prac.
<i>Apply for Internship</i>	PSYC 678 Supervision
	<i>Internship Match</i>
	<i>Defend Dissertation</i>
Fifth Year (2027-2028): PSYC 699 Pre-doctoral Internship (year-long)	

Tentative Course Sequence Leading to Ph.D. in Six Years Entering 2024
(Revised July 2024)

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	60 SH (minimum)
Research Core	12 SH + 6 SH Thesis + 24 SH Dissertation
Psyc Foundations:	15 SH
Elective	3 SH
Total	120 SH (minimum)

First Year Fall 2024 (17 SH total)	First Year Spring 2025 (15 SH total)
PSYC 433 Theories of Counseling Psychology	PSYC 517 Foundations of Coun. Psyc.
PSYC 515 Professional Issues in Psych. (1SH)	PSYC 568 Pre-practicum
PSYC 528 College Student Teaching (1SH)	PSYC 580 Research Design
PSYC 577 Multicultural	PSYC 668 Assessment II (Cognitive)
PSYC 598 Ethics	Statistics II
PSYC 599 Clinical Psychopathology	
Statistics I	
Summer: Elective (3 SH)	
Second Year Fall 2025 (12 SH total)	Second Year Spring 2026 (12 SH total)
PSYC 561 Intro to Group	PSYC 565 History and Systems
PSYC 519 Advanced Theories	PSYC 597 Development and Psychopathology
PSYC 550 Social	PSYC 667 Assessment I (Personality)
PSYC 566 Practicum	PSYC 674 Advanced Prac.
Summer: PSYC 500 Master's Thesis (3 SH)	
Third Year Fall 2026 (12 SH total)	Third Year Spring 2027 (12-15 SH total)
PSYC 500 Master's Thesis (3 SH)	PSYC 600 Dissertation (3-6 SH SH)
PSYC 550 Social	PSYC 675 Advanced Group
PSYC 607 Applied Psychometrics	PSYC 676 Field Placement
PSYC 676 Field Placement	PSYC 677 Work Psychology
<i>Defend thesis and submit for publication</i>	<i>Form Dissertation Committee</i>
Summer: PSYC 500 Master's Thesis (3 SH)	
Fourth Year Fall 2027 (12-15 SH total)	Fourth Year Spring 2028 (12-15 SH total)
PSYC 600 Dissertation (6-9 SH)	PSYC 570 Cognitive-Affective
PSYC 676 Field Placement	PSYC 600 Dissertation (3-6 SH)
PSYC 679 Social Justice Prac. I	PSYC 676 Field Placement (optional)
<i>Propose dissertation</i>	PSYC 680 Social Justice Prac. II
	<i>Defend Comps Portfolio</i>
Summer: PSYC 600 Dissertation (3 SH)	
Fifth Year Fall 2028 (9-12 SH total)	Fifth Year Spring 2029 (12-15 SH total)
PSYC 527 Behavioral Neuroscience	PSYC 600 Dissertation (3-6 SH)
PSYC 600 Dissertation (3-6 SH)	PSYC 676 Field Placement (optional)
PSYC 676 Field Placement (optional)	PSYC 664 Supervision Prac.
<i>Apply for Internship</i>	PSYC 678 Supervision
	<i>Internship Match</i>
	<i>Defend Dissertation</i>
Sixth Year (2029-2030): PSYC 699 Pre-doctoral Internship (year-long)	

Part II.

Program Requirements and Major Milestones

15. Research Requirements: Master's Thesis and Dissertation

UTCP requires completion of two research projects to demonstrate developing competence in scientific inquiry of counseling psychology: the master's thesis (conducted early in the program and defended by fall of the third year), and the dissertation, the capstone research requirement. While not required, students are encouraged to explore additional research 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) and fulfilling the other degree requirements.

**Please note that the Department of Psychology has a requirement that second year students from all programs make a research presentation about their 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 defended by the last day of finals in the fall semester of your third full year of enrollment (though we encourage you to defend as early as possible, ideally by the end of your second year). Note that the last day of finals in the fall semester is after the Graduate School deadline for graduating with a master's degree in that semester, so your master's degree will not be conferred until spring semester. Please check with the Graduate School for all deadlines related to the thesis!

Please also be aware that your thesis committee must have your final thesis document a minimum of 10 working days before your scheduled defense.

Recommended thesis timeline:

- Year 1, Fall: Discuss ideas with your advisor, ask 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 approval from the [UT Institutional Review Board](#) before engaging in any data collection activities using human subjects, including any activities to solicit participants or advertise. Approval 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(s) of the project. Projects with three or four student members can be approved for up to two of the students' thesis, provided they both served as the "lead investigators." Students should expect when a faculty member has planned the project and collected the data, the faculty member will be first author. *In any collaborative project, prior approval of the master's committee and Program Director should be obtained.*

15.3 Master's thesis final approval and dissemination requirement. In your first year in the program, you will put together a thesis committee comprising your advisor and at least two other faculty members, all at the rank of assistant professor or above. Your thesis must be approved by this committee and the Program Director following a defense meeting.

In addition, because scientific efforts are wasted when not made available to the scholarly community, your thesis must be submitted for peer-reviewed publication, peer-reviewed presentation, or as a grant proposal prior to defending your dissertation proposal. Therefore, the thesis must be prepared as a journal-length manuscript in APA style.

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 to 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. *The Graduate School requires that this form must be submitted by the last day of class the semester before you plan to graduate with your master's degree.*

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 form. 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/academics/graduation/theses-and-dissertations/preparing-your-work/>. 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 presents the thesis at a defense meeting. **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 defense.** All committee members must be present at the defense. 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](#).

Thesis defenses have two parts: (1) a presentation of the thesis with a short question and answer period, which is open to the public (you may invite family and friends); and (2) a private defense immediately following the presentation open only to the degree candidate and committee. Pass/fail decisions are made by the committee following the private defense.

Your thesis defense must be scheduled through the Graduate Programs Coordinator's office 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 Graduate School. 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 to iThenticate to check for plagiarism (see: <https://gradschool.utk.edu/thesesdissertations/using-ithenticate/> for 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 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 proposal 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. Once your committee has approved your proposal, 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 second Monday in April and have their dissertation proposal meeting on or before the second 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 committee—the student promises to execute the procedures described in the proposal. However, we recognize the scientific process sometimes necessitates changes to 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/academics/graduation/theses-and-dissertations/preparing-your-work/>). 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. **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 fees, 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 faculty have 9-month contracts and 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 unlikely 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. The defense must be announced publicly, and anyone may attend.

Dissertation defenses have two parts: (1) a presentation of the dissertation with a short question and answer period, which is open to the public (you may invite family and friends); and (2) a private defense immediately following the presentation open only to the degree candidate and committee. Pass/fail decisions are made by the committee following the private defense.

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-thesisdissertations.pdf>). If there is a conflict between these guidelines, UT requirements take precedence because the final version of your dissertation will be checked carefully by the Graduate School (for formatting tips, see: <https://gradschool.utk.edu/thesisdissertations/formatting/>). A digital copy of your dissertation must be submitted to the Graduate School and be approved as a requirement for completing the dissertation. The Graduate School requires that you submit your dissertation to iThenticate to check for plagiarism (<https://gradschool.utk.edu/thesisdissertations/using-ithenticate/>). 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. 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 basis to evaluate readiness to see 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 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, individual and group supervision are 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 Practicum in that students develop 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 is required. A variety of placement settings are available, many off campus (it is the student's responsibility to arrange for their own transportation to field placement sites). Students whose 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. (The exception to this rule is if you propose a student-initiated placement that is approved by the faculty; see Appendix B for the procedures to propose a new field placement.) You must repeat enrollment in PSYC 676 until you have gained enough client contact hours (see the next section). **You are required to attend weekly Field Placement class meetings, where group supervision occurs.** Enrollment in Field Placement is required during summer semester if you are delivering psychological services.

16.2 Client contact hours requirement. 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 UTCP, you are required to follow the APPIC definition of what constitutes an “hour” in each category (see: <https://www.appic.org/>). Generally, 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 Required documentation and forms. 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 signed by the appropriate supervisor(s) and turned in by the deadline provided by the Field Placement Coordinator (stapled, with the cover sheet provided by the Practicum/Field Placement Coordinator) each semester, you may receive an incomplete grade in Practicum or Field Placement. We **strongly recommend** 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 Field placement supervision. 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 Liability (malpractice) insurance. 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 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. Placement in the Department's Psychological Clinic (for Practicum, Advanced Practicum, or Field Placement), requires you to 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 is an important component of many courses you take from UTCP faculty. These are central, however, to the two course Social Justice Practicum (SJP). 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 developing "memorandum of understanding" for your work with this organization.

17.2 Social Justice Practicum. The SJP is an academic year-long experience involving two consecutive three-credit courses (PSYC 679 and PSYC 680). In this practicum, you will build an interdisciplinary knowledge of theories of social justice from an intersectional perspective and form 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 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 take 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 organization and the specifics of your work with and for the organization will become clearer over time. Consistent with social justice values, we do not want to dictate the specific work with your organization based on your course requirements. The SJP requires that you: (1) develop a relationship with an organization 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 organization should be driven by the desires and needs of the organization 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 the organization. So, in the summer prior to the semester you begin SJP, you must develop a training agreement, or “memorandum of understanding” with the organization you will work with for your SJP. The SJP instructors will assist with this process. The memorandum of understanding is an agreement between the program and a representative of the organization. It should describe the following aspects of your work with the organization, in as much detail as is possible at this point in your relationship:

- (a) The person at the organization 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 for 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, and 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., consciousness-raising presentations, reports for policy makers, training materials).
- (d) If your needs assessment is also a form of participatory *research*, agreements concerning data collection may need to be a part of the contract. Note: You need IRB approval for any research activities so you must apply for IRB approval in the summer before you begin SJP 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, they serve a quality control function to ensure students who apply for internship have acquired the knowledge and skills necessary to perform well in the roles expected of an intern. Second, they are designed to ensure graduates of the Program—after completing their internship and dissertation—possess the necessary knowledge and skills to function as effective counseling psychologists, congruent with the training goals of the Program. Passing comprehensive examinations is the best indicator that you will graduate from this Program with the knowledge, skills, and awareness that a well-trained counseling psychologist should be able to demonstrate. Third, 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 emphasizes self-reflection. 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 self-assessment of your career goals in connection with the training you have completed thus far. You will be asked to consider your accomplishments and specific areas for growth 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 knowledge and 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 like 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 review your portfolio and, during the oral exam, they may ask you to elaborate on any of the materials in it. However, questions need not be focused specifically on a particular aspect of the portfolio. Oral Comprehensive Exams are 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 September 1 for Fall comps and by April 8 for Spring comps and sent to the committee two weeks before the scheduled defense.**

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 8 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. The committee then completes 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. **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.**

19.5 Comprehensive Portfolio Requirements Revised July 2023

Instructions: This handout describes the documents or “artifacts” you will 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 curriculum vita, formatted as you would for your internship application.

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

A.3. Autobiographical Essay. [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. Career goals statement. 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. Self-Assessment of Competencies. 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. Research interest area. 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. Pursuing the same general research area with other approaches. 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. Knowledge of important themes in contemporary counseling psychology research.

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. [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) affective aspects of behavior, (2) biological aspects of behavior, (3) cognitive aspects of behavior, (4) developmental aspects of behavior, or (5) social aspects of behavior. 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. Brief statement of theoretical orientation. 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. Personal theory of psychotherapy change. 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 and 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. Social action letter. 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>).

19.6 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 second Monday in April and have your dissertation proposal meeting before the second 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 8 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>). Visit each site's webpage and study the opportunities in detail. Talk to your advisor, other faculty, current interns, and UT graduates to find out all you can about sites that interest you. Consider geographic factors and quality of life issues. 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. 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 your 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 accept 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

The APA Commission on Accreditation Implementing Regulations regarding the Standards of Accreditation lay out competencies expected of health service psychologists in the domains of discipline-specific knowledge (i.e., competencies related to foundational courses in psychology) and profession-wide competencies. Profession-wide competencies include competencies related to research, ethical and legal standards, individual and cultural diversity, professional attitudes and values, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. Professional attitudes and values and communication and interpersonal skills are essential across all roles of counseling psychologists and, as such, we expect that competencies in these domains would be developed throughout graduate training, just as competencies in the other more content-specific domains. The Implementing regulations define these competencies as follows:

IV. Professional values and attitudes

This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Doctoral students and Interns are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

V. Communication and interpersonal skills

This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program's expected competencies.

Doctoral students and interns are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

In addition, at UT we expect students 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/>).

Students are also expected to follow the guidance laid out in the UTCP Social Media Policy (see Appendix D).

22. Counseling Psychology Program Checklist of Deadlines and Forms

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 8: Curriculum Planner Form** is due, must be approved by your Master's Committee.
- ___ ***April 8: Annual Student Progress Form and Competency Benchmark Assessment Form** due (this year and each subsequent year). 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).
- ___ ***April 8: Annual Student Progress Form and Competency Benchmark Assessment Form** due (this year and each subsequent year). This information is needed for our yearly APA Accreditation Report.

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 8 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).
- ___ ***April 8: Annual Student Progress Form and Competency Benchmark Assessment Form** due (this year and each subsequent year). This information is needed for our yearly APA Accreditation Report.

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

- ___ **Second 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 second 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**
- ___ ***April 8: Annual Student Progress Form and Competency Benchmark Assessment Form due (this year and each subsequent year). This information is needed for our yearly APA Accreditation Report.**

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 that points out strengths and suggests areas for continued growth 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 your 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. 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 applies 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. 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, 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. The following guidelines may help resolve these concerns or conflicts in a less formal manner than filing a formal grievance.

Step 1: Request for Meeting: 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.

Step 2: Face-to-Face Meeting: 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.

Step 3: Meeting with Third Party Present (Optional): 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.

Step 4: Meeting with Director of Training or Department Head: 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, they 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, they 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 Investigation and Resolution (<https://oir.utk.edu/>) 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, Profession-Wide and Program-Specific Competencies, and Minimum Levels of Achievement

Discipline-Specific Knowledge

Provide information below to illustrate how the program ensures that students <i>possess</i> knowledge in:		
Knowledge Area:	<i>History and Systems of Psychology</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 565: History and Systems of Psychology. This course aims to build knowledge of and critically examine the philosophical and historical origins of psychology. • Comprehensive portfolio and oral exam 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Grade in PSYC 565 	Evaluation tool and location: <ul style="list-style-type: none"> • PSYC 565 syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 565: History and Systems of Psychology 	
Knowledge Area:	<i>Affective Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 570: Cognitive and Affective Bases of Behavior. This course provides an overview of research and theory related to thinking, beliefs, and emotion. • Comprehensive portfolio and oral exam 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Grade in PSYC 570 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee 	Evaluation tool and location: <ul style="list-style-type: none"> • PSYC 570 syllabus • Comps Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 570: Cognitive and Affective Bases of Behavior • The minimum level of achievement is the comps examining committee's approval of the written Application of Discipline-Specific Knowledge comps artifacts (Domain E) and passing the oral comprehensive examination 	
Knowledge Area:	<i>Biological Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 527: Behavioral Neuroscience. This course covers the brain regions, neural circuits, and cellular and molecular mechanisms controlling behavior. The course has four main themes: (1) 	

	<p>basic principles of the nervous system including structure and function of neurons, neural communication, and neuroanatomy (2) neural mechanisms controlling sensory systems such as vision and audition; (3) neural mechanisms controlling broad behavioral systems including reproduction, sleep, stress, aggression, emotion, and memory; and (4) biological bases for mental illness including major depression, anxiety disorders, and drug abuse</p> <ul style="list-style-type: none"> • Comprehensive portfolio and oral exam 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Grade in PSYC 527 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> • PSYC 527 syllabus • Comps Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 527: Cognitive and Affective Bases of Behavior • The minimum level of achievement is the comps examining committee's approval of the written Application of Discipline-Specific Knowledge comps artifacts (Domain E) and passing the oral comprehensive examination 	
Knowledge Area:	<i>Cognitive Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 570: Cognitive and Affective Bases of Behavior. This course provides an overview of research and theory related to thinking, beliefs, and emotion. • Comprehensive portfolio and oral exam 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Grade in PSYC 570 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> • PSYC 570 syllabus • Comps Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 570: Cognitive and Affective Bases of Behavior • The minimum level of achievement is the comps examining committee's approval of the written Application of Discipline-Specific Knowledge comps artifacts (Domain E) and passing the oral comprehensive examination 	
Knowledge Area:	<i>Developmental Aspects of Behavior</i>	

How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 597: Development and Psychopathology. This course provides an overview of normative development by reviewing developmental theories and their current applications, explores how these theories inform both the etiology and treatment of psychopathology • Comprehensive portfolio and oral exam 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Grade in PSYC 597 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> • PSYC 597 syllabus • Comps Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 597: Development and Psychopathology • The minimum level of achievement is the comps examining committee's approval of the written Application of Discipline-Specific Knowledge comps artifacts (Domain E) and passing the oral comprehensive examination 	
Knowledge Area:		
<i>Social Aspects of Behavior</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 550: Social Psychology. This course introduces students to the science of social psychology. It reviews both classic and contemporary theories in the field and focuses on the methods by which these theories are tested • Comprehensive portfolio and oral exam 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Grade in PSYC 550 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee 	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> • PSYC 550 syllabus • Comps Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 550: Graduate Social Psychology • The minimum level of achievement is the comps examining committee's approval of the written Application of Discipline-Specific Knowledge comps artifacts (Domain E) and passing the oral comprehensive examination 	
Knowledge Area:		
<i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 570: Cognitive-Affective Bases of Behavior. This course provides an overview of research and theory related to thinking, beliefs, and emotion. 	

How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Grade in PSYC 570 	Evaluation tool and location: <ul style="list-style-type: none"> • PSYC 570 syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 570: Cognitive-Affective Bases of Behavior 	
Knowledge Area:		
Research Methods		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 580: Research Design. • Comprehensive Portfolio and oral exam • Master's thesis • Dissertation 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Grade in PSYC 580 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee • Thesis oral defense and submission for presentation at a national or regional conference or publication in a peer-reviewed journal • Dissertation proposal and defense 	Evaluation tool and location: <ul style="list-style-type: none"> • Syllabi for PSYC 580 • Comps Assessment Form • Documentation of submission of thesis for presentation or publication in student file • Oral defense and Dissertation Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 580: Graduate Social Psychology • The minimum level of achievement is the comps examining committee's approval of the written Research Competencies (Domain B) and passing the oral comprehensive examination • Approval by faculty committee of the written thesis research project and that the Master's thesis is submitted for publication or presented at a refereed conference • Approval by faculty committee of the written dissertation research project and that the Doctoral dissertation is submitted for publication or presented at a refereed conference 	
Knowledge Area:		
Statistical Analysis		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 521: Analysis of Variance for Social Sciences (or ESM 577: Statistics in Applied Fields I or equivalent) 	

	<ul style="list-style-type: none"> • PSYC 522: Multiple Regression for Social Sciences (or ESM 677: Statistics in Applied Fields II or equivalent) • Comprehensive Portfolio and oral exam 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Grade in PSYC 521 • Grade in PSYC 522 • Comps oral defense and assessment ratings of Comprehensive Portfolio by comps committee 	Evaluation tool and location: <ul style="list-style-type: none"> • PSYC 521 syllabus • PSYC 522 syllabus • ESM 577 syllabus • ESM 677 syllabus • Comps Assessment Form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 521: Analysis of Variance for Social Sciences (or equivalent) • A grade of "pass," "A," or "B" in PSYC 522: Multiple Regression for Social Sciences (or equivalent) • The minimum level of achievement is the comps examining committee's approval of the written Research Competencies (Domain B) and passing the oral comprehensive examination. 	
Knowledge Area:		
<i>Psychometrics</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • PSYC 607: Seminar in Applied Psychometrics. This course integrates a psychometric point of view with psychopathology, personality, developmental, cognitive, therapeutic intervention, and other areas of clinical / counseling / professional psychology. Topics include prediction and diagnostic statistics, intraclass correlation coefficient, reliability, validity, test construction, multivariate approaches and factor analysis, change scores, bias, invariance, and approaches grounded in specific theories (e.g., interpersonal, psychodynamic). 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • Grade in PSYC 607 	Evaluation tool and location: <ul style="list-style-type: none"> • PSYC 607 syllabus
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 607: Seminar in Applied Psychometrics 	

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>(i) Research</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> • Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Critically evaluate and disseminate research or other scholarly activity via professional publication or presentation at the local (including the host institution), regional, or national level 	
Program-defined elements associated with this competency (if applicable; see table description above)	<ul style="list-style-type: none"> • Demonstrate the ability to integrate science and social justice advocacy 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> • PSYC 580: Research Design. Offers in-depth study of methodology in psychology and surveys key epistemological and ethical debates in psychological science. The course introduces students to a range of traditional (e.g., survey, experimental) and critical (e.g., participatory action research) designs and approaches, with a nearly exclusive focus on social and behavioral research. The course emphasizes psychological research as a social process involving the complex negotiation of anticipated and unexpected methodological and ethical issues. • Master's Thesis (or equivalent) • Doctoral Dissertation • Comprehensive Portfolio and oral defense 	
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 style="list-style-type: none"> • Grades in PSYC 580 • Thesis oral defense and submission for presentation at a national or regional conference or publication in a peer-reviewed journal • Dissertation proposal and defense • Comps oral defense and assessment ratings of comps committee 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Syllabi for PSYC 580 • Documentation of submission of thesis for presentation or publication in student file • Oral defense and Dissertation Assessment Form • Comps Assessment Form • The Research section of the

	<ul style="list-style-type: none"> • UTK Counseling Psychology Program Competency Benchmarks Assessment Form 	Competency Benchmarks Assessment Form
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> • Grades of “Pass,” “A,” or “B” in PSYC 580 • Successful thesis oral defense and submission of documentation of submission for presentation or publication • Passing oral defense and committee Dissertation Assessment form ratings of “Unconditional Pass” or “Pass with Revisions” • Comps examining committee's approval of the written Application of Research Competencies comps artifacts (Domain B) and passing the oral comprehensive examination • Ratings of “Meets Expectations” or higher on the Competency Benchmarks Assessment Form (completed by the student as a self-assessment, and separately by the student’s advisor with input from the rest of the faculty). 	

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. 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.
Elements associated with this competency:	<ul style="list-style-type: none"> • Students learn to take a global perspective to understand how the context of social problems impact the lives of individuals. • Students are skilled in the methods of social action research and needs assessment and can use empirical skills as tools for advocacy and to promote social change. • Students can develop effective interventions targeted at the level of organizations, systems, or to influence public policy decisions. • Students are able to evaluate the effectiveness of these interventions. • Students learn to work with individual clients to help them make informed choices about the costs and benefits of engaging in advocacy for themselves. For clients who make this choice, students have the skills to empower these clients to act as their own advocate.
Required training/ experiential activities used to meet each element. If applicable,	<ul style="list-style-type: none"> • PSYC 675: Advanced Group Methods: Intergroup Dialogue Facilitation. This course builds on students’ multicultural competencies and competencies in facilitating group

<p>clarify where activity description (e.g., syllabus) is located.</p>	<p>interventions by teaching the theory, research, and practice of intergroup dialogue. As part of this course, students co-facilitate an intergroup dialogue for undergraduate students. The goals of intergroup dialogue include helping participants build skills for difficult dialogues about social inequity, building a critical consciousness about social issues, and empower participants to engage in social action on behalf of themselves and others.</p> <ul style="list-style-type: none"> • PSYC 679 and PSYC 680: Social Justice Practicum I and II. In this two-course sequence, students develop a theoretical orientation to systems-level social justice work (as they do for individual and group intervention) and develop advocacy skills and a critical competence to engage in social justice work. Students develop a relationship with a community-based organization, collaboratively conduct a needs assessment, develop a systemic intervention to address one or more of the identified needs, implement and evaluate the intervention, and leave behind tools for the work to continue. The ultimate product for the course sequence is a "Social Justice Portfolio," that includes a paper articulating the student's theoretical orientation to group work (drawing on the interdisciplinary theory and research assigned in the courses) and a description of how they applied the theoretical orientation to their social justice practicum. The Portfolio also includes a comprehensive consultation report that describes the organization, the needs assessment, the needs identified, the intervention, the evaluation of the intervention, and the tools to continue the work. This part of the Portfolio is given to the organization the student works with. 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Grade in PSYC 675 • Grades in PSYC 679 and PSYC 680 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Syllabus for PSYC 675 • Syllabus for PSYC 679 • Syllabus for PSYC 680
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> • A grade of "pass," "A," or "B" in PSYC 675: Advanced Group Methods: Intergroup Dialogue Facilitation • A grade of "pass," "A," or "B" in PSYC 679 and 680: Social Justice Practicum I and II 	

**APPENDIX B – University of Tennessee Counseling Psychology Ph.D. Program
Student Initiated Field Placement Guidelines
Adopted April 2023**

- These guidelines apply to new field placements, whether they are a “main” placement for a student or an “extra” or supplemental, part-time one (i.e., a placement that would supplement a main placement elsewhere in order to meet specific training goals).
- To initiate a request for a new field placement, the student should first discuss this with their advisor. After this discussion, they should send a written request to the Program Director. For main placements, the request should be submitted prior to the November faculty meeting (typically the Wednesday the week before Thanksgiving) the year before the placement would start. For extra, part-time placements the request should be submitted prior to the April faculty meeting (typically the last Wednesday in April) the year before the placement would start. Requests should list the name of the site, describe how it will uniquely contribute to the student’s training goals, indicate whether it will be a “main” or “extra” placement for a student, and describe any prior contact or connections the student has had with the site and the supervision available onsite. The request will be reviewed and voted on at the November or April faculty meeting (for main and extra placements, respectively).
- Below are the criteria the faculty will use in the decision-making process to approve new placements:
 - Any student wishing to develop a new field placement must be in good standing in the program.
 - The proposed field placement must have a clear fit with the student’s current training goals, internship, and/or larger career goals.
 - There must be adequate supervision available (presumably provided by the site, as the program/department cannot guarantee additional supervision resources can be provided).
 - “Main” or “extra” placements will be considered, but extra/part-time placements are encouraged, which can supplement placements with our established, primary placements and/or assistantships.
 - Whether a placement is paid or unpaid will also be considered in the decision-making process, along with departmental needs and tuition and fee waivers associated with assistantships.
 - The sustainability of the field placement and possibility of an ongoing relationship with the site beyond the individual student proposing the placement will be considered in the decision-making process.
 - If a student proposes a one-time placement and it is approved by the faculty (and the site), they are exempt from the requirement of interviewing at three sites. The assumption will be that this is where the student is going to be placed (assuming all other requirements above are met).

APPENDIX C – University of Tennessee Counseling Psychology Ph.D. Program
Telesupervision Policy
Adopted April 26, 2023

This document serves as the UT Counseling Psychology Ph.D. Program's formal policy on telesupervision, per APA Commission on Accreditation Implementing Regulation C-15 P. Telesupervision.

Supervision is defined by the American Psychological Association (APA) as, "the activity of monitoring, observing, evaluating, and giving guidance and feedback to the trainee by the person who maintains professional responsibility for the trainee's activities in Health Service Psychology. Supervision is characterized as an interactive educational experience between the trainee and the supervisor. This relationship: a) is evaluative and hierarchical, b) extends over time, and c) has the simultaneous purpose of enhancing the professional functioning of the trainee; monitoring the quality of Health Service Psychology services; and serving as a gatekeeper for progress or completion" (APA Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures Glossary).

In-person supervision is the primary method of supervision delivery in the UT Counseling Psychology Ph.D. Program. In accordance with the Implementing Regulations, the UT Counseling Psychology Ph.D. Program does allow for telesupervision, provided that it accounts for no more than one hour (50%) of the minimum required two weekly hours of face-to-face supervision.

Telesupervision is defined by the APA Commission on Accreditation (C-15 P) as "supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee." Telesupervision, as defined, serves as an adjunctive option depending on relevant circumstances, including increasing accessibility to high quality supervision by supervisors with adequate specialized training and expertise relevant to trainees' particular client population or clients' presenting concerns, assessment needs, or intervention modalities.

APA policy indicates that telesupervision may not be utilized until students have completed their first practicum and should not comprise more than 50% of any subsequent supervision. APA has occasionally waived restrictions on the provision of telesupervision based on relevant circumstances (e.g., the COVID-19 pandemic), and so the UT Counseling Psychology Ph.D. Program policy on supervision will be flexible in operating in accordance with current APA policy and recommendations, including as a means to allow for ongoing access to supervision in circumstances in which in-person supervision may pose a risk to the health, wellbeing, or educational access of trainees or supervisors.

When telesupervision occurs, both supervisor and trainee are responsible for identifying a private location to conduct the activity. Telesupervision must be conducted in a HIPAA-compliant manner, including using each party's HIPAA-compliant Zoom account and following all standard policies and procedures around supervision.

**APPENDIX D – University of Tennessee Counseling Psychology Ph.D. Program
Social Media Policy
Adopted 08.09.23**

Many graduate students and psychologists use social media platforms (e.g., TikTok, Snapchat, Instagram, Facebook) for personal and professional communications. The UT Counseling Psychology Ph.D. Program's *Social Media Policy* is designed to provide guidance as to appropriate professional use of social media for health service psychologists.

This policy draws on and is consistent with the [Guidelines for the Use of Social Media by Psychologists in Practice and by Regulatory Bodies of the Association of State and Provincial Psychology Boards \(ASPPB, 2020\)](#). The policy also aims to address the competencies outlined in the [APA Commission on Accreditation's Implementing Regulations, Section C: IRs Related to the Standards of Accreditation](#), specifically that doctoral students and interns are expected to "behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others."

With regard to their social media presence and use, UT Counseling Psychology Ph.D. Program community members should:

- Be familiar with and utilize all available privacy settings to reduce risks to confidentiality.
- Exercise caution and consider the appropriateness of searching social media sites for client information without the client's permission and their informed consent.
- Be mindful that any social media post or communication may be forwarded to other recipients.
- Consider the words used and the impact their communications might have on the public's confidence in the profession.
- Be aware of multiple relationships that may develop through the initiation of social media connections and whether these are potentially harmful.
- Refrain from initiating social media connections with clients, supervisees, and students one is currently teaching. (It may be appropriate to connect with students on professional platforms, like ResearchGate and LinkedIn, but care needs to be taken to consider reasons for doing so, appropriate and ethical professional boundaries, and potential multiple roles that may result. Program members are expected to act in a manner consistent with the spirit of these guidelines).
- Be respectful in *what* they communicate and in *how* they communicate when using social media in their professional work.
- Be respectful of professional boundaries, culture, and preferences when using social media.
- Accurately represent themselves in all social media communications.
- Be cautious about making public comments related to colleagues, faculty, students, worksite, and/or employer and refrain from making inflammatory public social media posts, including "sub-tweeting" (i.e., making inflammatory remarks aimed at a specific individual without explicitly naming them).
- Maintain their personal online presence distinct from their professional online presence to minimize the risk of problematic multiple relationships and maintain clear boundaries between their professional and personal roles.

(Note: Most of these guidelines are taken directly or modified from the ASPPB Guidelines.) Violations of this policy in ways that violate the "values and attitudes of psychology," as outlined by the APA CoA, may subject the student to remediation or disciplinary action. If students have

questions about managing their social media presence within these guidelines, they are encouraged to consult with their advisor, the program director, or other faculty.

APPENDIX E – Confirmation of Having Received and Read the UT Counseling Psychology PhD Program Handbook

Thank you for taking the time to read through the 2024-2025 UT Counseling Psychology PhD Program Handbook. Please continue to consult with your advisor, the Program Director, and/or the rest of the faculty when you have questions!

By signing below, you acknowledge that:

- You have received a copy of the 2024-2025 UT Counseling Psychology PhD Program Handbook
- You have had the opportunity to discuss the Handbook with the Program Director at the new student orientation
- You are aware that program policies, procedures, and deadlines are listed in this Handbook
- If you have questions that cannot be answered or need clarifications, you will consult with your advisor, the Program Director, the Graduate Programs Coordinator, and/or other program faculty as soon as possible
- You are aware that 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.
- You are aware that all students must follow the policies and procedures and use the comps artifacts described in the most current version of the *Handbook*
- Beyond this Handbook, you are responsible for knowing and adhering to UT Graduate School policies and procedures, and for meeting deadlines set by the Graduate School (e.g., thesis and dissertation defense deadlines, graduation deadlines, filing of appropriate paperwork)

Signature

Printed Name

Date