

***Student Handbook: Counseling Psychology
Doctoral Program***

***Division of Counseling and Education Psychology
School of Education***

UNIVERSITY OF MISSOURI-KANSAS CITY
5100 Rockhill Road
Kansas City, Missouri 64110-2499
816.235.2722
<http://education.umkc.edu/CEP/phd/index.asp>

Welcome to the Counseling Psychology Program!

This handbook is to be your friend during the years you are in the program. It contains helpful information about the doctoral program requirements, program faculty, and UMKC. The policies and procedures, which are the program's laws, are contained in the separate Policy and Procedure Manual. From time to time, policy and procedures are updated, and these changes may make this handbook or the Policy and Procedure Manual out of date. Up-to-date copies are always available from your Director of Training or on our program website. Also, I am always available to answer program-related questions so don't hesitate to email, call, or stop by and ask.

**Changming Duan, Ph.D.
Director of Training, Counseling Psychology Program
duanc@umkc.edu
816-235-2489**

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Introduction

The UMKC Ph.D. degree program in counseling psychology has been fully accredited by the American Psychological Association since 1985. It is a full time program of graduate study based on the scientist-practitioner training model.

Our Counseling Psychology training program emphasizes multicultural and individual diversity. Consistent with the University's urban/metropolitan mission, this diverse faculty is committed to educating future Counseling Psychologists to improve the welfare of individuals and communities through scholarship and applied interventions. Students are expected to honor our training values, which can be found in Appendix A of this handbook.

1. The program faculty encourages students to develop primary identification with the core values of counseling psychology. These values emphasize:
 - a) assets, strengths, and positive mental health
 - b) respect for cultural and individual diversity
 - c) scientific foundation for all activities
 - d) developmental models of human growth
 - e) relatively brief counseling interventions
 - f) person-environment interaction
 - g) education
 - h) career/vocational development
2. Our commitment to cultural and individual diversity is reflected in:
 - a) faculty composition
 - b) student recruitment
 - c) scholarship
 - d) course content and offerings
 - e) practicum opportunities
 - f) community service and consultation
3. Education in Counseling Psychology follows a developmental model in which science-practice integration is emphasized throughout the program. Early and progressive training is provided in research, culminating in professionals who can design, conduct, and evaluate research relevant for counseling psychologists. Similarly, early and progressive training in practice activity is emphasized.
4. Program graduates will apply the values of Counseling Psychology to their work in a variety of employment settings, and as scientist-practitioners, their practice is informed by research and approached with a scientific attitude.
5. Counseling Psychologists abide by the American Psychological Association Ethical Principles and Code of Conduct. Students will understand the ethical, legal, and professional issues related to the science and practice of Counseling Psychology.

Our Training Values

The Counseling Psychology Program at the University of Missouri-Kansas City values cultural diversity as including racial, ethnic, and class backgrounds, national origins, religious, spiritual and political beliefs, physical abilities, ages, genders, and sexual orientations. The program expects faculty and students to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and faculty who are different from themselves in terms of age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned.

As a profession, Counseling Psychologists not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and against oppression. As mandated by American Psychological Association Ethical Principles and Accreditation Guidelines, we seek to train students who will advocate for and positively embrace all demographic diversity. Thus, enrollment in the program is seen as a commitment to the process.

Standards for student and faculty behavior must exceed the idea of “non-discrimination.” Both faculty and students of the Counseling Psychology Program are expected to take active roles in stopping bigotry and combating racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. No behaviors that result in physical or psychological abuse, harassment, intimidation, or violence against persons or property will be tolerated.

We understand that students will not enter the program free from bias and prejudice. Nevertheless, successful completion of the program requires a genuine desire to examine one’s attitudes 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). Stated simply, being unwilling to examine the effects of one’s attitudes and values on one’s work is unacceptable.

Students are required to honor not merely the Ethics Code of the American Psychological Association (APA), but also to be familiar with and to abide by the various Guidelines published by the APA, which address issues of diversity including but not limited to the: Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients, the Multicultural Guidelines, and the Guidelines for Psychological Practice with Older Adults. All of these guidelines can be found both on the APA website (www.apa.org) and on the UMKC Counseling Psychology website (<http://www.umkc.edu/education/divs/cpce/new/phd/phd>).

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become comfortable working with the process of individual’s self-disclosure and introspection. Therefore, it is an essential training component of the Counseling Psychology program to provide assignments and classroom experiences that call for our students (i.e., counselors in training) to self-disclose and personally

introspect about personal life experiences to an extent not expected in other academic disciplines. As such the counseling psychology faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

Here is what APA says about the ethics of requiring self-disclosure in an academic program: Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others. (APA, 2002, 7.04).

Please note that we require that our students be willing to engage in self-examination (i.e., to disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

(This statement has been adapted from the following Universities and/or Counseling Psychology Program Statements: Auburn University, Miami University, the University of North Dakota, and University of Missouri – Columbia).

Date of Approval: 3/5/05

Program Basics

Important Offices

A complete list of faculty, along with office locations, email addresses and phone extensions can be found beginning in the “Counseling Psychology Faculty” section of this handbook and on our program website. The Counseling Psychology Program is administratively housed in the School of Education Division of Counseling and Educational Psychology.

The Counseling Program Office, which handles the M.A. and Ed.S. programs in Counseling and Guidance as well as the Ph.D. Program is in Room 215 of the School of Education building (ED). The program office can be reached at (816) 235-2722. Many program materials can be found in this office, and items to be included in your program file should be left with the administrative assistant in this office or with the Director of Training.

The Counseling Student Lounge is in ED 230 and Community Counseling and Assessment Services, our in-house training clinic, is housed in ED 212.

The Psychology Department main office is in the building at 4825 Troost Street, suite 215, (235-1318) as is the University Counseling, Health and Testing Center. Psychology Department faculty members have offices at 4825 Troost. (See “Counseling Psychology Faculty” for more specific contact information on faculty members).

Communication Within the Program

Please make sure that the Counseling Program Office and university have your correct home address and phone number. We will periodically send out requests for updates, but it is very helpful if you notify the Counseling Program Office (ED 215) *as well as* the university when your contact information changes.

The Counseling Psychology email list is used to send program-related messages to students and faculty. Because of the university’s policy that electronic mail is the official means of communication, **YOU NEED TO ACTIVATE YOUR UNIVERSITY EMAIL ACCOUNT**. You can use a forward command to send messages to another account if you wish. It is also very important that you subscribe to the program listserv.

Directions to subscribe:

- (1) Access your e-mail account (university or other)
- (2) Send an e-mail to listserv@listserv.umkc.edu (Leave the subject line blank)
- (3) In the body of the message, type “subscribe psycounsel” followed by your email address and name
- (4) send the message.

You should receive a confirmation from the list very quickly. Additional help with listserv issues is located at the following URL: <http://www.umkc.edu/is/cs/listserv/ListUserQuickGuide.html>

Student snail mailboxes are found in the Counseling Student lounge in ED 230. Please check

your mail frequently! Your lounge also has some nice amenities, such as a microwave, refrigerator, and file cabinets containing useful information.

Paperwork

Life requires paperwork, and life within the Counseling Psychology program is no exception. You are asked to complete forms to establish a program of study, designate an advisor and a committee, apply for practicum and comprehensive examinations, and document your achievement of important program tasks such as dissertation proposal and final defense. These forms are available from the website <http://education.umkc.edu/CEP/phd/forms.asp> and the Director of Training in electronic format. These forms are also periodically sent out to the program email list (yet another reason that you need to subscribe!). **Please turn in all forms/paperwork to the division administrative assistant unless specifically instructed otherwise.** In all cases of paperwork, you should keep at least one copy for yourself (you might want to give an extra one to your mom, dad, partner, or dog just to be safe).

Academic Advisor Assignment and Change of Advisor:

One of the criteria of our admission is that admitted students share similar research interest with the faculty. Therefore, all students join the program with an advisor pre-assigned based on the match of research interest between the advisor and the student. However, if the assigned advisor-advisee relationship does not work out after the student's first year in the program, both the advisor and the advisee can request a change of advisor. Reasons for changing advisor include change in advisee's research interests and/or interpersonal and communication difficulties. Specific policy information about changing advisors is in the Policies and Procedures Manual and the Change of Advisor Document can be found in Appendix B of this handbook.

Continuous Graduate Enrollment

Counseling Psychology students are required to enroll full-time in the program, defined as a minimum of 9 hours per semester. Students who enroll for less than 9 hours without informing the Director of Training may be placed on inactive status (see Academic Assessment Policy in the Policies and Procedures Manual for further explanation of inactive status).

If at ANY time you are still active in the program but have no further coursework to complete, be advised that you must enroll in at least one hour of continuing graduate enrollment (EDUC 899) to remain in good standing with the university.

Professional Organizations

There are several very important professional organizations that you should join immediately after beginning the program. You will receive membership information at student orientation for the following:

The Society of Counseling Psychology (Division 17 of the American Psychological Association) Student Affiliates of Division Seventeen. The Society of Counseling Psychology is your principal professional organization. You will need to join the Student Affiliates of Division Seventeen (SAS) at two levels, national and local.

Your **national SAS** membership gets you the SAS newsletter, a subscription to *The Counseling Psychologist*, the Society's official journal along with the *Journal of Counseling Psychology* (which is available through APA), the newsletter, and other important benefits, including access to the SAS listserv. The SAS webpage can be found at <http://www.marquette.edu/17sag/>.

Your **local SAS** chapter is your program student association. This organization is your representation to the Counseling Psychology Program Faculty, in the form of the co-chairs, who have one combined vote at Counseling Psychology faculty meetings. Local SAS also hosts social and professional development events, works with applicant interview day, and coordinates the mentoring program for first year doctoral students.

American Psychological Association/American Psychological Association of Graduate Students (APA/APAGS). APAGS is the association of graduate students within APA and is an important source of information about the profession of psychology in a general way. Membership in APAGS also gives you the opportunity to purchase hard copies of journals and also the electronic journals package, which we highly recommend.

How the Program Works and Student Representation to Faculty

The Counseling Psychology program is governed by the faculty and student representatives via Counseling Psychology Faculty meetings. There are two types of faculty members, core and affiliate; however, for practical purposes, this distinction is only important for you in terms of forming your dissertation committee (see "Forming a Doctoral Committee"). Both core and affiliate faculty members serve as advisors for doctoral students and supervise student research. The list of faculty members in the "Counseling Psychology Faculty" section shows both groups of faculty members.

Additional agenda items may be proposed during faculty meetings and are added to the next agenda by faculty and student majority vote. Your local SAS co-chairs are your representatives to the Counseling Psychology faculty; they have one official vote. You will also choose, each year, one representative from each class; this group attends the portion of the Counseling Psychology faculty meetings. This system is intended to give students broad and regular input to the full faculty in addition to that provided by the SAS co-chairs. Students beyond their 4th year in the

program are asked to consider the 4th year class rep as their representative. (See “Program Governance” of the Policies and Procedures Manual for further information.)

It is important that your voice be heard as a participant in the CP program. Please consider serving as a student rep for your class at least one year, and give lots of input to your year rep and the SAS co-chairs. The CP faculty is committed to providing the best educational experience possible and your feedback is a critical factor in this process.

Some Important Resources Available for Graduate Students

Websites

Counseling and Educational Psychology Homepage:

<http://education.umkc.edu/CEP/phd/index.asp>

American Psychological Association:

<http://www.apa.org>

Society of Counseling Psychology Homepage:

<http://www.div17.org>

Division 17 Student Affiliate group:

<http://www.marquette.edu/17sag/>

Association of Pre and Postdoctoral Internship Centers:

<http://www.appic.org>

Council of Counseling Psychology Training Programs (organization of all Counseling Psychology Programs in the U.S.):

<http://www.psychology.iastate.edu/ccptp>

Fellowships and Research Support

The School of Graduate Studies offers a number of fellowships in a yearly competition. These are (a) the Chancellor’s Doctoral Fellowship (b) McNair Doctoral Fellowships, (c) Preparing Future Faculty Fellowships, (d) Minority Doctoral Fellowship, and (e) Distinguished Dissertation fellowships. Deadlines for application range from early February to the end of April each year. More information can be obtained by calling Graduate Studies at 235-1161 or through the UMKC website (www.umkc.edu/sgs). In addition to the Graduate Studies fellowships, the School of Education and the Counseling Psychology programs offer the Phyliss Bernstein scholarship and the Dalee Fund. Both are designated to support Counseling students. More information on these awards is available through Education Student Services. Please note that several awards only allow one application per department. In a case where more than one student from the program wish to apply, the faculty will review the applications and select a representative for the department’s recommendation.

In addition to the fellowships, assistantships can be found in various departments on campus.

The graduate assistantships usually include things like research assistance and office management. The opportunities can be found in numerous departments such as financial aid and student life offices.

The UMKC Women's Council awards Graduate Assistance Fellowships to female graduate students on a yearly basis. This award may be used to support research, travel, and other academic expenses. Deadlines are usually early February and applications are submitted directly to the Women's Council via the internet.

Travel to professional conferences can be funded by several sources if you are presenting a paper. The university's Division of Graduate Studies has student travel money, but it must be matched by the School of Education. First, submit a letter to the School of Education Student Council. Once you have received a reply, you can apply to the School of Graduate Studies or the Student Government Association. Graduate Studies offers approximately 20 travel grants per academic year of \$200 each. More information on these awards can be found at www.umkc.edu/sgs. Travel Support can also be obtained from the UMKC Student Government Association, but student must apply as an organized group (i.e., likely through local SAS). Check with your SAS co-chairs about this funding source. For all awards, you should start the application process early (minimum of 6 weeks before travel) and save all receipts and other documentation for reimbursement.

The American Psychological Association also funds student travel to the APA meetings to present papers. 100 awards of \$300 are available each year. See the APA website for more information.

The Counseling Psychology Program Curriculum

The program of study leading to the doctorate in Counseling Psychology is guided by our program model and the criteria adopted by the American Psychological Association for accredited programs in professional psychology. The required coursework for students entering Fall, 2008 is as follows:

Notations in parentheses indicate number of credits and any prerequisite courses

I. General Psychology Core

A. Statistics and Research Methodology

- EDRP 5605 Quantitative Analysis I: Regression and Analysis of Variance (3)
- EDRP 5606 Quantitative Analysis II: Advanced Topics in Regression and Multivariate Data Analysis (3; prerequisite EDRP 5605)
- EDRP 5608 Introduction to Graduate Research (3)
- EDRP 5589SE Structural Equation Modeling or EDRP XXXX Linear Hierarchical Modeling (3; prerequisite EDRP 5606)
- PSYCH 5538 Development and Evaluation of Assessment Tools (3)
- CPCE 5615 Survey of Research in Counseling Psychology (3; EDRP 5605 and EDRP 5608)

B. History and Systems

Psych 5515 Advanced Systems and History of Psychology (3)

C. Biological Bases of Behavior

Psych 5518 Biopsychology II (3 ; Psych 418 or equivalent)

D. Cognitive/Affective Bases of Behavior (choose one)

Psych 5505 Motivation (3)

Psych 5507 Cognitive Psychology (3)

E. Social Bases of Behavior (choose one)

Psych 5512 Contemporary Issues in Social Psychology (3)

Psych 5521 Advanced Social Psychology (3)

F. Individual Behavior

CPCE 5503, Psychopathology or Psych 533 Psychopathology (3)

EDRP 5513, Life Span Development (3)

II. Educational Foundations Core

EDRP 5640 Focus on College Teaching (2)

One of the following:

EDUL 5526 Philosophical Foundations of Education (3)

EDUL 5528 Sociological Foundations of Education (3)

EDUL 5525 Cultural Foundations of Education (3)

III. Counseling Psychology Core

A. Career Development and Counseling

CPCE 5505 Career Development I (3)

CPCE 5605 Career Development II (CPCE 5505) (3)

B. Professional Counseling Psychology

CPCE 5600, Introduction to Counseling Psychology (1 credit, to be taken in the first semester of program)

CPCE 5520 Theories of Counseling (3)

CPCE 5540 Theories and Methods of Group Counseling (3; CPCE 5531)

CPCE 5551 Counseling in a Pluralistic Society* (3; CPCE 520)

CPCE 5620 Advanced Theories and Methods of Counseling (3; CPCE 532)

CPCE 5640 Counseling Supervision (2; CPCE 631)

CPCE 5650 Seminar in Current Issues in Counseling Psychology (3)

C. Assessment

CPCE 5515 Assessment Methods in Professional Counseling (3)

CPCE 5609/PSYCH 5509 Cognitive/Intellectual Assessment (3)

D. Practicum

CPCE 5530 Counseling Methods (3; CPCE 5520 or Psych 5622 as a pre- or co-requisite)

CPCE 5531 Counseling Practicum I (3; CPCE 5520 or Psych 5622, and CPCE 5530 with grades of B or better)

CPCE 5532 Counseling Practicum II* (3; CPCE 531)

CPCE 5631 Advanced Counseling Practicum (3; CPCE 5532 and CPCE 5620)**

CPCE 5639 Continuing Advanced Practicum (3; CPCE 5631)**

CPCE 5641 Supervision Practicum (1; CPCE5 640)

CPCE 5634 Practicum in Child & Adolescent Assessment (3; CPCE 5515 or Psych 5580)

EDRP 5639 Practicum in College Teaching (1; EDRP 5640)

Strongly Encouraged:

CPCE 5633 Advanced Couples and Family Therapy Practicum (3; CPCE 5531;

CPCE 5542; CPCE 5541 as co-requisite)

E. Predissertation Research Course (3 hours)

CPCE 5690 Special Problems or Psych 5590 Directed Research

F. Internship:

CPCE 5675 Internship in Counseling Psychology (3)

G. Dissertation:

CPCE 5699 or Psych 5699 Dissertation (9)

* These courses must be taken at UMKC.

**CPCE 5631 and CPCE 5639 are to be completed in the same agency over two consecutive semesters. Individual supervision is provided on-site by a licensed psychologist. After completion of CPCE 5639, continued advanced practicum may be taken and registered as CPCE 5639 (1-3 credits). CPCE 5631 requires a 3 hour class section. Class attendance is not required for CPCE 5639.

Practicum Expectations

As the minimum graduation requirement, students are to take five three-credit practicum classes (in five semesters): CPCE 5531, CPCE 5532, CPCE 5631, CPCE 5639, and CPCE 5634. CPCE 5531, CPCE 5532, and CPCE 5634 are typically offered in CCAS; and CPCE 5631 and CPCE5639 are advanced practica and are to be taken in an approved community practicum agency in the KC area.

Please note that these are the minimum requirements for graduation, but do not provide you with enough clinical hours and experiences for making you competitive for pre-doctoral internships in today's market. You are strongly urged to take additional advanced practicum beyond these minimum requirements. You may continue to register for CPCE5639, 1 to 3 credits per semester, for as many semesters as you desire. Even though you register for a class, the placement of your advanced practicum (both CPCE 5631 and CPCE 5639) in any of the approved practicum sites is your responsibility. You need to select the site, obtain approval for it from the Coordinator of Practicum, and apply for the position yourself. Of course, the faculty will provide any assistance you request.

Note that CPCE 5631 and the first CPCE 5639 (3 credits) should be taken in two consecutive semesters in one agency.

For those who come in the program with an MA degree in counseling, CPCE 5531 may be waived, based on the evaluation of the student practicum experience in the MA program by the lead professor of the practicum and the Coordinator of Practicum of our program.

The minimum requirement for client contact hours is 45 hours for CPCE 5531 & 5532; 25 hours if only taking CPCE 553L, 25 hours for CPCE 5631, and 25 hours for the initial CPCE 5639 (3 credits).

For all the practica, students are required to keep a good hour log (client contact hours, indirect service hours, supervision hours, etc.) and turn in completed midterm and final evaluations as required. Please know that you will need to report both your direct and indirect clinical hours in your annual evaluation by our program and in your internship application.

When Courses are Typically Offered

Please be aware that course offerings occasionally change, so you need to check with the appropriate department or division to be sure about offerings for a given semester.

FALL

CPCE 5600
CPCE 5605 (even years)
CPCE 5620 (odd years)
Psych 5533

FALL/WINTER

CPCE 5540
EDRP 5605
EDRP 5608

EDRP 5605
 Psych 5507
 Psych 5509
 Psych 5515
 Psych 5512 or 5521
 Psych 5580
 Psych 5586
 Psych 5622

CPCE 5515 (2008 only, then changes to F/Su)
 CPCE 5531 (and sometimes summer)
 CPCE 5520

WINTER

CPCE 5615 (odd years)
 CPCE 5650 (even years)
 EDRP 5606
 Psych 5518
 Psych 5538
 Psych 5612
 EDUL 5528
 EDRP 5513

WINTER/SUMMER

CPCE 5551

FALL/SUMMER

CPCE 5505
 CPCE 5520
 CPCE 5550
 CPCE 5515

SUMMER ONLY

EDUL 5525 (and sometimes Fall)
 PSYCH 5505
 CPCE 5527
 CPCE 5640
 EDRP 5639

EVERY SEMESTER

CPCE 5530
 CPCE 5532 and other practica except 5531
 EDUL 5526
 EDRP 5640
 CPCE 5641

Notes: (1) The Psychology department sometimes revises their schedule of course offerings, so it is best to review the on-line version of the course schedule or call the Psych Department (235-1318) for up-to-date information. Checking the on-line version of course schedule is generally the most reliable information for any department or division, so you should consider this a primary resource. <http://www.umkc.edu/sched>

*(2) All practica (5531, 5532, 5631, 5632, 5633, 5639) require an application due **60 days** before the beginning of the semester you plan to enroll for practicum. An application can be obtained in the CPCE office and should be submitted to the CPCE practicum coordinator. Consent numbers are required to register for practica. These are obtained through the Counseling Program office. Please attend carefully to all prerequisites for practicum. All practica are graded credit/no credit.*

This grading structure indicates the underlying intention of evaluation in a skill-based course, (i.e., the student either does or does not demonstrate an adequate level of skill competency). On transcripts the course is listed like other courses except it is not included in the calculation of GPA. Further information about practicum is located at:

<http://education.umkc.edu/cep/practicum/>

(3) Some courses, most notably Psychology 5510, 5517, and 5518 have limited enrollment and require a consent number to register. The consent numbers for Psychology courses can be obtained by calling the Psychology office at 235-1318.

(4) A grade of B- or higher is required for all of the required courses. See the “Academic Assessment Policy” section of the policies and procedures.

(5) See the next 2 pages for the suggested course sequence. Note that it is not required to complete courses in this sequence. While there are some courses that require certain prerequisite courses, many of the courses can be taken at any time. If you are unable to follow the sequence, do not panic, but do talk to your advisor!

Tentative Course Sequence for those Entering with a Bachelors Degree

	Fall	Spring	Summer
Year 1	EDRP 5605 (Quant Analysis 1)	EDRP 5606 (Quant Analysis 2)	EDRP 5639 (Focus on College Teaching)* Or CPCE 5551 (Co in a Plurl. Soc)
	CPCE 5600 (1)	CPCE 5530 (Methods)	CPCE 5690 or Psych 5590 (Dir. research)
	CPCE 5520 (Theories of Counseling)	EDRP 5608 (Intro to Grd Research)	
	PSY 5533 (Psychopath)		
Year 2	CPCE 5609 (cg/int. assessment)	Psych 5538 (Dev & Eval of Asst)	EDRP 5639 (Focus on College Teaching)* Or CPCE 5551 (Co in a Plurl. Soc)
	CPCE 5531 (Practicum)	CPCE 5532 (Practicum)	CPCE 505 (Career 1)
	CPCE 5540 (Group)	CPCE 5611 (Personality Assessment)	FINISH CPCE 5690 PREDISSERTATION
Year 3	CPCE 5605 (Career 2) or CPCE 5620 (Adv Thr)	CPCE 5650 (Seminar) or CPCE 5615 (Survey in Research)	EDRP 5513 (Lifespan Dev)
	EDRP 5610 (Adv Res Design)	Psych 5512 (Social Psych)	EDUC 5526/ 5528/ 5525
	CPCE 5631 (Advanced Prac)	CPCE 5639 (Continuing Adv Prac)	
	CPCE 5634 (Assessment practicum)	Psych 5505 (Cognition) or Psych 5507 (Motivation)	
Year 4	Psych 5515 (adv. History and Systems)	Psych 5518 (Biopsych)	CPCE 55640 (Supervision)
	CPCE 5605 (Career 2) or CPCE 5620 (Adv Thr)	CPCE 5650 (Seminar) or CPCE 5615 (Survey in Research)	
	CPCE 5639/ CPCE 5632 CPCE 5633 (Adv Pr5ac of some sort)	CPCE 5639/ CPCE 5632 CPCE 5633 (Adv Prac of some sort)	COMPREHENSIVE EXAMS
Year 5	Dissertation CPCE 5699	Dissertation CPCE 5699	Dissertation DONE!
	CPCE 5641 or EDRP 5640 (Teaching or Supervision Prac)	CPCE 5641 or EDRP 5640 (Teaching or Supervision Prac)	
Year 6	Internship CPCE 5675	Internship CPCE 5675	

- Students can take CPCE 5634 anytime after CPCE 5515, it is recommended to take it in the end of year two or beginning of year three.
- Students can take EDRP 5589TP (teaching practicum) anytime after completing EDRP 5589T.
- Students will be allowed to take up to two classes after comprehensive exams in addition to CPCE 5641 and EDRP 5589TP. The following courses can be waived: PSYCH 5515, 5518, 5506, 5507, EDRP 5513; EDUL 5525/5526/5528. However, this request must be in writing and approved by your advisor. Students will be responsible for the content of any classes they choose to take after their exam. [Revised Jan 2008]

Tentative Course Sequence for those Entering with a Masters Degree in Counseling

	Fall	Spring	Summer
Year 1 (10 credits per)	EDRP 5605 (Quant Analysis 1)	EDRP 55606 (Quant Analysis 2)	CPCE5 690 (Directed research)
	CPCE 5600 (1)	Psych 512 (Social Psych)	CPCE 5532 (Practicum)
	CPCE 5609 (Cog/Int. Assess)	EDRP 5608 (Intro to Grad Res)	EDRP 5639 (Focus on College Teaching)* or EDUC 5526, 5528, or 5525 (Foundations)
Year 2	CPCE 5605 (Career 2) or CPCE 5620 (Adv Thr)	CPCE 5611 (Personality Assessment)	EDRP 5639 (Focus on College Teaching)* or EDUC 5526, 5528, or 5525 (Foundations)
	EDRP 5610 (Adv Res Design)	CPCE 5650 (Seminar) or CPCE 5615 (Survey in Research)	
	CPCE 5631 (Advanced Prac)	CPCE 5639 (Cont. Advanced Prac)	FINISH PREDISSENTATION
	CPCE 5634* Assessment Practicum		
Year 3	Psych 5515 (Adv History & Syst)	Psych 5518 (Biopsych)	CPCE 5640 (Supervision)
	CPCE 5605 (Career 2) or CPCE 5620 (Adv. Thr)	CPCE 5650 (Seminar) or CPCE 5615 (Research in counseling)	
	CPCE 5639 / CPCE 5632 /CPCE 5633 (Adv Prac of some sort)	Psych 5505 (Cognition) or Psych 5507 (Motivation)	COMPREHENSIVE EXAMS
		CPCE 5639 / CPCE 5632 /CPCE5 633 (Adv Prac of some sort)	
Year 4	Dissertation	Dissertation	Dissertation DONE!
	CPCE 5641 or EDRP 5640 (Teaching or Supervisions Prac)	CPCE 5641 or EDRP5 5640 (Teaching or Supervisions Prac)	
Year 5	Internship	Internship	

- Students can take CPCE 5634 anytime after CPCE 515, it is recommended to take it in the end of year two or beginning of year three.
- Students can take EDRP 5589TP (teaching practicum) anytime after completing EDRP 5589T.
- Students will be allowed to take up to two classes after comprehensive exams in addition to CPCE 5641 and EDRP 5589TP. The following courses can be waived: PSYCH 5515, 5518, 5506, 5507, EDRP 5513; EDUL 5525/5526/5528. However, this request must be in writing and approved by your advisor. Students will be responsible for the content of any classes they choose to take after their exam. [Revised Jan 2008]

Filing a Program of Study

During the student's first year in the program, she/he is expected to obtain approval of a Ph.D. degree program of study. In consultation with your advisor (or the Director of Training), your program of study must be submitted to the Counseling Psychology faculty (through the Director of Training) by December 15 of the year following your admission to the program. The program of study is your contract with the university specifying what coursework you will complete for your degree. Official Program of Study forms are obtained through the School of Education Student Services Office.

This process requires the submission of the completed Program of Study form to the Director of Training for review and approval by the Counseling Psychology Faculty. A program requirements checklist (found in the forms section of the Student Handbook) is to be attached to the Program of Study form along with any relevant course waivers. All courses that you are required to complete in the program are listed on the program of study EXCEPT waived courses and electives. Courses waiver decisions are made by the current instructor of the course, or other faculty member designated by the chair of Division of Counseling and Educational Psychology. Students must complete a minimum of 65 hours in the program, except for respecialization students. Respecialization requirements are listed separately below.

Approved Program of Study forms will be signed by the advisor, the Director of Training Chair, and the School of Education Office of Student Services. Once approved your program, a copy will be sent to your address of record.

Respecialization Requirements

1. Pre-dissertation research project (see CPCE 5690 or Psych 5590 coursework requirement)
2. Comprehensive Examination
3. Respecialization Coursework Requirements

The following is the list of courses required for respecialization:

Counseling Psychology Core	Credits
A. Career Development and Counseling	
CPCE 5505 Career Development I	3
CPCE 5605 Career Development II	3
B. Professional Counseling Psychology	
CPCE 5600, Introduction to Counseling Psychology	3
Psych 5520 Counseling Theories	3
CPCE 5540 Theories and Methods of Group Counseling	3
CPCE 5551 Counseling in a Pluralistic Society	3
CPCE 5615 Survey of Research in Counseling Psychology	3
CPCE 5620 Advanced Theories and Methods of Counseling	3

CPCE 5640 Counseling Supervision	2
CPCE 5650 Seminar in Current Issues in Counseling Psychology	3
C. Assessment	
CPCE 5515 Assessment Methods in Professional Counseling	3
Psych 5580 Cognitive/Intellectual Assessment	3
D. Practicum	
CPCE 5530 Counseling Methods	3
CPCE 5531 Counseling Practicum I	3
CPCE 5532 Counseling Practicum II	3
CPCE 5631 Advanced Counseling Practicum	3
CPCE 5639 Continuing Advanced Practicum *	3
CPCE 5641 Supervision Practicum	3
EDRP 5640 Practicum in College Teaching	3
<p>**CPCE 5631 and CPCE 5639 are to be completed in the same agency over 2 consecutive semesters. CPCE 5631 requires a 3-hour class section. Individual supervision is provided on-site by a licensed psychologist. Class attendance is not required for CPCE 5639.</p>	
E. CPCE 5690 or Psych 5590 (enrollment to complete Pre-dissertation Research)	3
F. Internship: CPCE 5675 Internship in Counseling Psychology (3 hours)	3
Total credits:	64

In addition to the above listed courses, the following psychology core courses are also required, and may be waived based on previous coursework.

Psych 5515 Advanced Systems and History of Psychology
 Psych 5518 Biopsychology II (Psych 418 or equivalent)
 Psych 5505 Motivation or Psych 5507 Cognitive Psychology
 Psych 5512 or 5521 Contemporary Issues in Social Psychology
 Psych 5533 Psychopathology

Course Equivalency

If you believe that in your work at another college or university you have completed an equivalent course that is required in our program, you may request a waiver. Complete the official waiver form found in the forms section, gather relevant course information (syllabi, assignments) and contact the faculty member currently teaching the course. If a regular faculty member has not taught the course, the Counseling Psychology faculty will review the materials and decide or request review by another qualified professional. The instructor needs to document the procedure used to establish equivalence and all waivers need the final approval of the Counseling Psychology faculty. Please note that because knowledge and skill in issues of individual and cultural diversity are critical to our program model, CPCE 5551 will not be waived except for students entering from UMKC's Master's program in Counseling and

Guidance.

The original Course Waiver form(s) (with instructor's signature) should be attached to your Program of Study form and sent to the Student Services Office in the School of Education. Copies of both forms should be submitted to the Counseling Psychology program faculty for approval and placed in your file in the Counseling Psychology office. Also, please be sure to keep copies of waiver forms for yourself.

Waived courses are not credited toward the 65 hour minimum and are not included on the program of study.

Student Evaluation and Retention

Once students have been admitted to the Ph.D. degree program, it is important that they progress through the program at a reasonable pace. Also, it is equally important that students be given periodic evaluations of their progress.

Annual Evaluation

Each year the faculty of the Counseling Psychology program reviews all Ph.D. degree students in the program. Evaluation data consist, in part, of information provided by students in a "Portfolio of Accomplishments." The format for the evaluation portfolio form is sent to students on a yearly basis and includes 6 areas of evaluation: (a) coursework, (b) research accomplishments, (c) professional service activities and accomplishments, (d) practicum/internship service, (e) student support, (f) progress in program of study/timetable, and (g) diversity/cultural competence. Complete information about academic assessment policies and student retention are detailed in the Policy and Procedures Manual. Additionally, chairs of Ph.D. Supervisory committees will report on the progress of their students through the stages of the program.

Stages of the program

1. *Program Approval.* During the student's first year in the program, she/he is expected to obtain approval of a Ph.D. Degree Program of Study. This process is detailed in previous sections of this handbook.
2. *Pre-Dissertation Research Requirement.* The pre-doctoral research requirement must be satisfied prior to taking the comprehensive examination. The pre-doctoral research proposal must be submitted to the Director of Training and approved within the first year of study, defined as no later than September 15 of the year following program entry. Policies concerning the Pre-dissertation Research Project are further detailed in the Policies and Procedures Manual.
3. *Comprehensive Examinations and Candidacy.* As described in the School of Education policies, after completion of all coursework the student will have a comprehensive examination. Upon successful completion of the Comprehensive Examination, the student becomes a Candidate for the Ph.D. degree. Passing this examination requires the endorsement of all members of the examination committee. Specific policy concerning comprehensive examinations can be found in the Policies and Procedures Manual.

4. *Dissertation Proposal Development and Approval.* The proposal for the doctoral dissertation may be developed at any time, although it is typically completed around the time the student takes the comprehensive examination. For students entering the program beginning Fall 2003 or later, the dissertation proposal must be approved prior to the date (usually in February) by which, they enter the APPIC match for predoctoral internship. A dissertation proposal meeting is required by the Counseling Psychology Program. Unanimous approval of the Dissertation Supervisory Committee of the proposal is required by School of Education policy.
5. *Dissertation.* The dissertation must give evidence of the candidate's ability to do independent work and to make a contribution in the field of counseling psychology. Upon completion of the dissertation research, students must defend their dissertation before their dissertation committee between August 15 and May 15 (further information in located in the dissertation policy).
6. *Internship.* Candidates must complete a 2000 hour internship in Counseling Psychology. The internship site must be APA-accredited or be approved by the Counseling Psychology faculty. Only in special cases will a non-accredited site be recognized by the faculty; standards for internship non-approved placements are detailed in the Policies and Procedures Manual.

After the evaluation, students will be informed of faculty decision on their progress via a letter cosigned by the Director of Training and their academic advisor. Students may receive one of the following five statuses as the result of the faculty's evaluation:

Satisfactory Progress:

Students whose performance is deemed by the faculty as satisfactory in all 5 areas at their level will receive a letter with a "satisfactory" rating.

Unsatisfactory Progress:

Students who are deemed by the faculty as not making satisfactory progresses in any of the 5 areas at their level will receive a letter notifying them the unsatisfactory evaluation. In such cases, the student will be requested to submit within 30 days a petition for a plan of remediation to the chair of the student's Supervisory Committee. The Chair will forward the petition to the faculty with recommendation as to disposition. Failure to petition or to receive an affirmative vote will result in the student being placed on inactive status and subject to the provisions of such status.

Inactive Status

An inactive status can be resulted from the situation mentioned above (see Unsatisfactory Progress section), from students' request (rarely, due to special circumstances), or from the following conditions:

1. If after five years from the date of a doctoral student's admission to the program, the student has not actively pursued the completion of the degree as determined at the annual review of the Ph.D. students, the student will be placed on inactive status. The student

will receive written notice of this action. Course work progress, internship status, and judgment of the advisor/supervisory committee as to satisfactory progress on the dissertation will be used to make this determination.

2. A student will be placed on inactive status for not maintaining full-time enrollment. In the Ph.D. Degree Program, Counseling Psychology, graduate students are considered full-time if they are enrolled for a minimum of 9 semester hours.

A student can remain on inactive status for a period not to exceed two successive semesters. If, at that time, the student does not return to active status or gain an extension of inactive status by an affirmative majority vote of the faculty, the student will be dropped from the program. In order to return to active status, the student must write a letter to the Chair of the Ph.D. Supervisory Committee indicating a plan of action for completion of the degree. The student may request to continue the relationship with the previous committee or may request a new committee. In either case, as in the initial assignment of the Faculty Advisor and the selection of the committee members, the faculty members will have the prerogative of refusal and must stay within the faculty load limits. A request to return to active status must have the recommendation of the Faculty Advisor and an affirmative majority vote of the Counseling Psychology faculty.

Academic Probation

Students may be placed on academic probation due to:

- 1) The student must maintain an overall GPA of 3.00 at all time during his/her matriculation in the program. Failure to do so will result in the student being placed on probation. While on probation, a student must maintain a minimum of a 3.00 GPA each semester. Failure to do so will result in dismissal from the program. A student must remove the probation within a period of two consecutive semesters or he or she will be dismissed.
- 2) The faculty retains the right to review any student behavior that may affect the welfare of the student or others (see Academic Assessment Policy in the Policies and Procedures Manual). Such a review may result in the student being put on academic probation or dismissal from the program (see below).

Dismissal From the Program

The following statements describe these additional circumstances under which a student may be dismissed.

1. In all practica, students are required to demonstrate minimal clinical competency (grade of credit). Likewise, in internship and in all courses in the required research sequence, students are required to demonstrate minimal research competencies (grade of credit, or B or better). In accordance with university policy, a student may repeat a course. Under these circumstances, the second grade becomes the grade of record. Should a student receive a permanent grade of no credit in a practicum or a grade below B in internship or a required research course, the student will be dismissed from the program. Such

dismissal does not require a vote of the faculty.

2. If a student fails the comprehensive examination, she or he has one additional opportunity to retake the examination. Should the student fail a second time, she or he will not be allowed to continue in the program. Such dismissal does not require a vote of the faculty.
3. A student may be dismissed according to the outcome of the program's Academic Assessment Policy detailed in the Policies and Procedures Manual.

Policy on Student Conduct

Psychologists interact with clients at a time when clients are most vulnerable to influence. Consequently, psychologists must be exemplary in their conduct and must display good judgment. Psychologists are expected to conduct themselves in a professional manner as practitioners, students, and citizens. Any behavior that violates the APA code of conduct (i.e., professional ethics), campus regulations, or local, state, or federal laws will be cause for the program faculty to consider whether the student involved should be allowed to continue in the program. Additional information about student retention and evaluation are specified in the Policy and Procedures Manual.

Students are expected to obtain a copy of the most recent version of the APA Ethical Principles and Code of Conduct, available at www.apa.org. Further discussion of professional ethics in psychology will take place in Psych 5622 and other classes. To obtain information concerning the University's policies and standards of conduct, refer to the University website at <http://www.umkc.edu/stulife/gethelp/conduct.html>. All graduate students are governed by the graduate policy found in the UMKC general catalog found online at <http://www.umkc.edu/umkc/catalog/html/archive.html>.

Student Rights

The faculty of the Counseling Psychology program wishes to ensure that students are treated fairly and with respect. The program adheres to the university's guidelines regarding the non-discriminatory treatment of individuals, and policies on discrimination based on sex, sexual harassment, and discrimination based on religion or national origin are shown in the Policy and Procedure Manual.

Several procedures are in place that students can follow if they have concerns about their rights. First, it is usually best to confer with your advisor or the Director of Training. Your advisor may also refer the question to the Director of Training. The Director of Training or advisor will present your concern to the Counseling Psychology faculty. If you are still dissatisfied after faculty review, you may choose to present your concerns to the Chairperson of the Division of Counseling and Educational Psychology, the Dean of the School of Education, or to one of the vice chancellors, the vice provost, or the Chancellor.

Another avenue of appeal is the School of Education Grade Appeal Policy located in the Policy and Procedures Manual. Students should consult the Policy and Procedures Manual for a detailed

explanation of rights and procedures for filing a grievance concerning issues other than grades.

Please note that your yearly evaluation process and the program's Academic Assessment Policy (Policy and Procedures Manual) also have provisions for student response. You also may bring issues of concern to your Student Affiliate Group representatives for discussion at Counseling Psychology faculty meetings or drop a note in the Suggestion Box found in room 230.

Pre-Dissertation Research Project

The counseling psychology program is dedicated to the scientist-practitioner model, and therefore students are expected to engage in research as well as practice while completing their programs. To this end, all students are required to complete a pre-dissertation research project prior to taking comprehensive exams. The purpose of the pre-dissertation research project is to provide a non-threatening introduction to research and experience in the many different aspects involved in completing a research project. This project must be completed under the direction of a Counseling Psychology faculty member or an affiliate faculty member. Specific information about the timeline, detailed requirements, and procedure for completing the pre-dissertation research project are detailed in the Policy and Procedures Manual.

Master's in Counseling (General) en Route to the Ph.D. in Counseling Psychology

Students who are admitted to the Ph.D. program in counseling psychology may receive the Master's degree in counseling after they have completed all of the coursework normally required for the master's degree if the following requirements are met.

- (a) Admission to the Ph.D. program in counseling psychology;
- (b) CPCE 5600 (Introduction to Counseling Psychology) may replace CPCE 5500 (Introduction to Professional Counseling)
- (c) EDRP 5608 (Introduction to Graduate Research) replaces EDRP 5508 (Principles and Methods of Research)
- (d) CPCE 5631/5639 (2 semester advanced practicum sequence) in lieu of CPCE 575A and 577B (Internship)
- (e) Predissertation research requirement completed
- (f) CPCE 5610/Psych 5622 or CPCE 5650 may replace CPCE 5553

As with all programs, no more than 20% of the total program hours or 9 credits (3 courses) may be transferred in from another institution. Students who wish to have the M.A. degree conferred must complete a program of study, have their advisors sign it, and submit it to the School of Education Student Services office. An application for degree must also be completed.

Courses Required for the General Master's in Counseling Degree

CPCE 5500 Intro to Prof Counseling (3)
 CPCE 5505 Career Development I (3)
 CPCE 5503 Psychopathology (3)
 EDRP 5508 Prin. & Methods of Research (3)
 CPCE 5515 Assessment Methods in Professional Counseling (3)
 CPCE 5520 Theories of Counseling (3)*
 CPCE 5530 Methods of Counseling (3)*
 CPCE 5531 Counseling Practicum I (3)
 CPCE 5532 Counseling Practicum II (3)
 CPCE 5540 Theories & Methods of Group Counseling (4)
 CPCE 5551 Counseling In a Pluralistic Society (3)
 CPCE 5553 Ethics in Professional Counseling (3)

*CPCE 5520 for 4 hours credit may substitute for the CPCE 5520-CPCE 5530 sequence.
 CPCE 5610/PSYC 5622 may replace CPCE 5520

Comprehensive Examinations

The faculty believes that comprehensive examinations should be more than a series of final course examinations; specifically, they should be a culminating experience that allows students the opportunity to integrate and apply their knowledge to the types of problems and issues confronted by doctoral level psychologists and should reflect students' scientist-practitioner training. To that end, comprehensive examinations have been designed to test the student in aspects of both counseling and research.

The comprehensive examinations are designed to determine whether students have acquired and assimilated the coursework and experiences in the Counseling Psychology Program at a level appropriate to the Ph.D. Examinations are constructed by the Comprehensive Examination Committee ("Comps Committee"), organized yearly. Membership on the comps committee will rotate among Counseling Psychology Program core faculty members.

The pre-dissertation research project must be completed before taking the comprehensive examination. Students will be allowed to take up to two required classes after comprehensive exams; however, this request must be in writing and approved by your advisor. Students will be responsible for the content of any classes they choose to take after their exam. You must file an application to sit for comprehensive examinations with the Director of Training by June 15 of the year you plan to take comprehensive examinations. The form to apply for comprehensive examination can be found in Appendix B of this handbook and a complete discussion of comprehensive examination philosophy, format, policy, and procedures, please consult the Policy and Procedures Manual.

Students are allowed to take up to <u>two courses</u> after the comprehensive exams in addition to
--

CECP 5641 and EDRP 5589TP. The following courses can be waived: PSYCH 5506, PSYCH 5508, PSYCH 5515; PSYCH 5518, EDRP 5513, and EDUL 5525/5526/5527. This request must be in writing and approved by the faculty. **Students are responsible for the content of any classes they choose to take after their exam.**

Forming a Doctoral Committee

Your doctoral committee supervises your dissertation research.

Your major advisor is the chairperson of your committee. This person will be from the core or affiliate Counseling Psychology faculty. The Ph.D. Supervisory Committee consists of a minimum of five faculty members. The Chair and three other members of the committee must hold appointment on the Counseling Psychology Faculty. The 5th member is unspecified, but must be UMKC faculty or hold adjunct status at UMKC. This person can come be from School of Education, Department of Psychology, or from any other relevant field as approved by the chair. At least 5 of the doctoral dissertation committee members will have to hold doctoral faculty status. The information about who are doctoral faculty members is available on the university website. When you have formed a committee, you must file the Appointment of Dissertation Supervisory Committee Form.

**Note: Because of the number of open faculty positions in the School of Education, this requirement is temporarily suspended.*

Other tips in forming a committee are:

1. Ask advanced students in the program about their experiences in this area. They're always willing to share their expertise--and mistakes.
2. Choose professors who share your research interests.
3. Ask professors about others with whom they prefer to work on doctoral committees. You will also need to complete a form. See appendix on page 42.
4. Remember that you can change your committee at any time using the appropriate form.

Dissertation

Finally, the dissertation. your signature achievement as a Doctor of Philosophy. Identification of

an appropriate topic is, once again, between you and your chairperson. The first step in this process is to develop a proposal in consultation with your chairperson. Then, a meeting is set with the full doctoral committee. If the committee is satisfied with your proposal, they will complete and sign a Notification of Dissertation Proposal Approval form. This form is also submitted to the SSIRB prior to their review of the proposed research.

The office of Graduate Studies has a set of guidelines that must be followed when writing the dissertation. Specific information can be found at <http://sgs.umkc.edu/currStud.asp> Please review the Dissertation Preparation Guide located at the preceding web address for more specific information.

After the research is complete, you must provide your committee members with a version of the dissertation approved by your chair and the School of Graduate Studies Doctoral Dissertation Preliminary Evaluation Forms at least 4 weeks prior to your intended meeting day. Two meetings are possible, an editorial meeting and a final defense. The editorial meeting, which is intended to give the candidate (editorial) feedback on the dissertation, can be waived by consensus of the committee. The faculty members will give the student feedback within two weeks of receiving the dissertation and within that time will return the School of Graduate Studies Doctoral Dissertation Preliminary Evaluation Forms to the Chair. ***Please note that dissertation proposal and defense meetings must be scheduled during the regular academic year (fall and winter semesters only, including the week of finals).***

The final dissertation examination (defense) will be scheduled only after the dissertation has been approved by the School of Graduate Studies. The dissertation is officially approved when committee members sign the Graduate Studies Doctoral Dissertation Final Report Form. A copy of this form must be submitted to the Director of Training as well.

Suggestions for Making and Sticking to a Reasonable Dissertation Schedule

Based on our own experience, one of the most important things to consider to complete your dissertation in your own preferred timeframe is to plan a realistic calendar with deadlines early on and stick to it. The suggestions below are things you might consider while you are making this timeline.

Start early. It is a good idea to lay out your dissertation timeline in your 3rd year. Make the calendar, share it with your advisor, and get her or his suggestions.

Be flexible. Stuff happens. Things may take twice as long as you hoped. Your participants don't materialize, etc. If you absolutely have to be done by a certain date, make sure you plan on being done WELL before that date to accommodate your deadline.

Be realistic. If you lay out a timeline at the end of year 3 and have not made any of your target dates halfway through year 4, you need to rework your targets.

It is typical to do 3 to 4 drafts of every section before it is finally approved by your advisor as ready to send out to committee. Don't despair! We all learned this way -- writing and rewriting does not mean you are unintelligent. It does mean you need to plan. You should find out from your advisor how long she or he wants to "turn around" a draft and provide you with feedback, but it is typical to allow 1-2 weeks.

Each time you present a draft to your advisor, have it be the best work you can do without your advisor's guidance. This means the draft should have page numbers, be correctly formatted, and have been carefully read multiple times for grammar and spelling. If you know that you are not a strong writer, you can utilize campus resources, outside editors, and/or peers. Although your advisor will help you with your writing, focusing on grammar and editorial work can take away from what is more important work of your advisor such as focusing on content and conceptualization. Expect that the draft may be returned to you unread if it is replete with sloppy mistakes.

It is understandable that you are eager to schedule your defense dates—after all, you have been here a long time and are obviously looking forward to completing your degree. However, these dates are not scheduled until your advisor is confident that the product is "ready" to be read in its entirety. For proposal defenses, the committee will need at least two weeks prior to the defense to read the product. For the final defense, the committee will require no less than 4 weeks—2 weeks to read it and complete a review form, and then 2 additional weeks for you to respond to the reviews prior to the defense meeting.

Factor the time into your calendar that it will take to learn. Many students think that once they have their data collected, they will be able to complete their data analysis and write a results section in one week. However, you are going to need to check and report on your scale reliabilities, test your assumptions, and most important, make decisions about findings that didn't work out the way you thought they would. You will need to look information up, read, and try things more than one way. Although your advisor and the methodologist on your committee will be available to guide you, for the most part, that guidance will be of the form of suggesting things to read, helping you figure out what the complicating issues are or the questions that should be asked. Remember-- your dissertation is supposed to demonstrate that you have doctoral level competency as a scholar. Within the next 18 months, you could BE someone else's advisor! This means that you should largely be the source answers to your questions.

Do your homework so you don't do things more than once. When you write your proposal, format it according to graduate school policy to avoid having to go back and reformat it at the end. Insert your references as you go along and use a product like Endnote to help you.

Do not have "dead time." Students often see the time after they defend their proposal and before they have completed their data collection as "dead time" and will not work on their dissertation at all during this time. Here are a few things that can be done following approval of your dissertation proposal that will help when the data collection is completed:
Rewrite your methods section into the past tense.

Create an outline of your results section that includes the subheadings and introductions, “to test the hypothesis that...” a one-way analysis of variance was run with.

Go back and read and learn the stat you will need to use. Take a data set and go through the process of testing the assumptions that you will need to test, and running and interpreting the output from analyses that you may not have looked at since you completed stat class.

Write the first half of your abstract, your dedication and/or acknowledgements page.

Make a crude outline for your discussion section. Although you don't know all that will be included, there are some basic sections to address. Look at other students' dissertations (ones your advisor has chaired) and learn what those sections are.

Ask your advisor if there are times when she or he is not available and be aware that there are times of the year when most people will not want to work intensely on your dissertation. You may suddenly feel freed up and energized in May or December, but remember that your advisor is also finally freed up after a long semester and most likely has planned to catch up on various aspects of his/her own scholarship and other professional deadlines before the summer or winter semester begins.

For students who are on internship and who want to be a “doctor” when their internship is over in order to secure a job in July or August, set your target defense date in April, NOT June and you will be much more likely to accomplish your goal. (***Remember, the dissertation proposal and defense meetings can only be held during the regular academic year – see the policy concerning this in the Policies and Procedures***). Generally speaking, this means your data should be collected by the end of the fall semester and your analysis should be completed and written up by the end of February.

Pre-Doctoral Internship

We've saved the best for last: the full-time internship. Students must successfully complete an approved internship of one-year full time or two years part-time. During the fall semester a series of meetings are held with the Director of Training to assist you in the application process.

Please keep in mind that planning for internship should begin the day you start the program, because internship selection criteria vary across types of sites. Consult with your advisor or the Director of Training for more information on these issues.

The Directory of Internship and Postdoctoral Programs in Professional Psychology published by the Association of Psychology Postdoctoral and Internship Centers (APPIC), which lists information concerning APA- and non-APA-accredited internship sites, is a useful source. The APPIC directory is also available on-line at the APPIC website. www.appic.org.

Direct client hours:

Many students wonder how many direct client contact hours they need to apply for internship. There are no direct guidelines and each internship site reports their minimum hour requirement. In a review of our students' hours, they ranged from 450 to over 1000 hours of direct client contact. However, remember that quality of experience may be more important than number of hours, and that additional factors aside from client hours are assessed by internship sites.

Internship Applications Material, includes:

- a. Cover letter
- b. AAPI Form
- c. Curriculum Vita*
- d. Transcript(s)
- e. Letters of recommendation

*According to APPIC guidelines 2008, a typical vita include the following areas: identifying information, education, training, clinical experiences, supervision experiences, publications, grants, professional presentations, teaching experiences, university and professionals services, related work experience, volunteerism, awards/honors, professional membership; leadership positions held, references.

The Training Director has a folder that contains samples of cover letters, vitas, essays, and questions for your use.

Pre-Application Phase and Time Line

In rough chronological order, the following tasks need to be completed before you send out applications.

1. Discuss with your advisor your eligibility to apply for internship.
2. Send out requests for information to internship programs in the summer and early fall of

the year applying. Many requests can now be made via the internet (homepage or email). Be aware that every contact you have with anyone at the sites is important.

3. File an internship candidacy declaration form with the Training Director (see page 46).
4. Request letters of support: (a) one from your major advisor, (b) two from practicum supervisors (typically). Ask your writers if they will be able to write you a positive letter. You will need to supply your letter-writers with lists that indicate to whom the letter is to be written, and by when. It is best to give them pre-addressed envelopes for this purpose and enough time for them to be able to complete the letters (at least 2-3 weeks).
5. Create a vita. Have other folks critique it.
6. APPIC application: (a) Think carefully about the essays and goal statements. Even though you might be tempted to have widely divergent goal statements for various sites, remember that you run the risk of seeming uncomfortable or insincere when you get to interviews if you are not invested in the goals you state; and (b) complete the APPIC standard hours documentation form (available at www.appic.org) and readiness certification. Give copies of the documentation and the readiness forms to the Training Director for his/her files, as well as a list of the sites to which you are applying and pre-addressed envelopes to these sites. (c) Part 2 of the standard form is the **Academic Program's Verification of Internship Eligibility and Readiness**. Please complete sections where they ask for training director's name and contact information. Readiness means completion of all courses before internship year, passing comps, and be able to propose your dissertation before submitting your preferred sites to the match (basically around January 20). We recommend you to propose your dissertation before conducting the interviews, which usually begins by December of the year you are applying.
7. Arrange for transcripts to be sent by deadline dates.
8. Register with the APPIC Match program.

The Application Process

1. Always make sure that any materials you send to a site are letter-perfect and attractive. Do not take the chance that a typo could jeopardize your application.
2. Your materials, of course, should arrive before the deadline date.
3. It is permissible to call sites to verify that all of your materials were received. Remember that sites know that you can't control your recommendation letters, so if one is missing, don't panic. Call that reference and explain the situation. Often, sites will accept a faxed copy in this circumstance.
4. Check the message on your answering machine. If necessary, change your message!

Interviews

1. Always study up on the program you are interviewing with, regardless of whether the interview is by phone or in person. Memorize the names and specialties of a few staff members with whom you'd like to work.
2. Review lists of typical questions (both those you might be asked and those you should ask). The Training Director has a list of questions you can utilize.

3. Practice interviewing with a buddy (typical questions in appendix). In the last few years, Dr. Arnie Ables, UMKC Counseling, Health, and Testing Center, has organized for interview skills training in late fall. Ask the Training Director for more information.
4. Have a list of questions developed that are specific to the site with which you are interviewing. Remember, sites are looking for people that are interested in what they are and do!

After Selection Day

1. Don't forget to register for internship hours--a total of 3. These can be taken one hour per semester if you like. To register, you'll need the course reference number for your Director of Training.
2. You will receive incomplete grades for your internship hours UNTIL YOUR OFFICIAL LETTER OF COMPLETION IS RECEIVED for each semester.
3. If you need verification that your requirements for graduation are complete, but the degree is not officially conferred, contact SOE Student Services.

Frequently Asked Questions

1. What is APPIC?

APPIC is the Association of Pre and Postdoctoral Internship Centers. It is the organization of almost all internship sites. The organization establishes guidelines for the application and selection process, which are found in the APPIC directory of internship programs and also in materials sent to applicants by programs. Programs can be members of APPIC and not APA accredited. APPIC sponsors the computer matching program and a clearinghouse for unplaced applicants. Their webpage can be found at www.appic.org.

2. What is ACCTA?

ACCTA is the Association of Counseling Center Training Agents. As the name implies, members of this organization are university/college counseling centers. ACCTA also runs a clearinghouse for unplaced intern applicants. ACCTA members are almost always APPIC members as well.

3. Where do I get the APPIC uniform application materials? Where do I find the forms to apply for the computer match program?

www.appic.com

4. Who should write my letters of recommendation, and how many should I send?

Generally, sites request 3 letters. Usually, you send one from your major advisor, and two from recent practicum supervisors. It is best if the supervisors are licensed psychologists, and even better if they are faculty members in the program. Although it is not strongly encouraged, you could send an additional letter that addresses some particular strength or skill you possess that might appeal to a given site. Keep in mind that review committee members are inundated with applicant material and may get annoyed if you seem to be overdoing it.

5. Can I call sites if they have not called me for an interview?

This one is a tough call. APPIC rules state that sites make efforts to notify candidates who are out of the running before selection day. Calls about status therefore are risky (could be construed as “bugging”).

6. What do I do if I don't get matched?

We know that this is a big worry. You will be notified by NMS (the National Matching Services, which handles the matching program) three days before Match day if you have not matched. If this should happen, first, call the Training Director. The clearinghouses (APPIC and ACCTA) will not be in operation until 11:00 on Match Day. On that day, check out the clearinghouses and contact sites that you find acceptable. Keep in mind that the informal network may be a great help--directors of training at sites you interviewed with are often great sources of information about unfilled slots. If you feel particularly comfortable with one or more of them, call or email. Also, sites often send notices of openings to the CCPTP listserv, and I will pass them on to you.

7. What about non-APA accredited sites?

The program requires that you go to an APA accredited internship. However, you may petition the faculty for an exception to this policy, based upon proof that the site you are considering meets the program's internship criteria (in appendix B). You must document how the program meets the criteria, and include a letter from the site director of training certifying that these criteria will be met.

If you're thinking about non-APA accredited internship sites, please consider carefully. Most state licensing laws say "APA approved internship or equivalent" and many other credentials are linked to this criterion. If you don't get an APA accredited internship, you can't work in a VA, for example. Also, you will have to document heavily all of your experience....rather than have it accepted almost automatically. I suggest that you take a look at the Association of State and Provincial Psychology Boards (asppb.org) website, as well as the National Register of Health Service Providers and a few state psych board websites to explore this issue.

If you then decide to take the risk of a non-accredited internship site, there are program procedures to be followed, see page 51. The site must verify that they will meet our internship criteria, and the ways in which these are met by the program must be documented as well. Then the program (the steering committee) reviews these materials.

8. Can I create my own internship site?

See 7. above.

Program Faculty Research Interests and Contact Information

Core Counseling Psychology Faculty

Barber, Carolyn

barberce@umkc.edu

Assistant Professor. Social interactions in secondary-school contexts, social and motivational aspects of gifted education, educational inequality, large-scale database analysis. Ph.D. University of Maryland.

Berkel, LaVerne

berkell@umkc.edu

Associate Professor. Domestic violence issues, religious issues, and African American health issues. Ph.D., Pennsylvania State University.

Brown, Chris

browncr@umkc.edu

Associate Professor. Career development of special populations, sports psychology, assessment methods for counseling. Ph.D., University of Missouri-Kansas City.

Duan, Changming

duanc@umkc.edu

Associate Professor, Director of Training. Counseling and social psychology, empathy, multiculturalism, cross-cultural values. Ph.D. University of Maryland-College Park.

Linville, Malcolm E.

linvillem@umkc.edu

Professor. Individual/couple therapy, child/adolescent therapy, school counseling, gerontological counseling. Ph.D. University of Missouri-Kansas City. (No longer taking new students)

Marszalek, Jacob

marszalekj@umkc.edu

Assistant Professor. Educational and psychological assessment, and theory/application of psychological flow. Ph.D. University of Illinois – Urbana/Champaign.

Murdock, Nancy L.

murdockn@umkc.edu

Professor, Division Chair, Counseling and Educational Psychology. Social/interpersonal approaches to counseling, family systems theory professional issues. Ph.D. Virginia Commonwealth University.

Nilsson, Johanna

nilssonj@umkc.edu

Associate Professor. Multicultural issues (esp. issues associated with international students, refugees/immigrants), women's issues, and supervision/counseling process. Ph.D. Western Michigan University.

Wang, “D.C.” Chia-Chih

wangdc@umkc.edu

Assistant Professor. Attachment, family systems, and multicultural issues. Ph.D. University of Missouri-Columbia.

Woodard, Debra**woodardd@umkc.edu**

Assistant Teaching Professor. School counselor preparation and the development of professional leadership. The role of the school counselor in small, professional learning communities. The elimination of barriers to student success. especially in urban settings. The relationship of school counseling to the learning and leadership potential of all students. Cultural and multicultural issues and the celebration of diversity. Social advocacy.

Affiliate Faculty**Filion, Diane****filiond@umkc.edu**

Associate Professor. Cognitive Psychology/Psychophysiology, physiological indices of attention and attention dysfunction, sensorimotor gating in attentional function and dysfunction, attentional function and dysfunction in schizophrenia, attentional function and dysfunction in aging, emotion regulation: physiological indices and individual differences. Ph.D. University of Southern California.

Emeritus Faculty**Collins, James****collinsj@umkc.edu**

Associate Professor, Department of Psychology. Personality correlates of perceptual processes, research methodology, statistical analysis. Ph.D. University of Illinois.

Paul, Robert D**paulr@umkc.edu**

Associate Professor, Division of Counseling Psychology and Counselor Education. Human sexuality, professional ethics, consultation and supervision. Ed.D. University of Florida.

Sheridan, Charles**csheridan@umkc.edu**

Professor, Psychology. Health psychology, stress and stress vulnerability. Ph.D. Ohio State University.

Hewitt, Jay**hewittj@umkc.edu**

Associate Professor. Social Psychology, personality factors, interpersonal relations, cross-cultural studies. Ph.D. University of Iowa.

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UNIVERSITY OF MISSOURI-KANSAS CITY

SCHOOL OF EDUCATION

FACULTY MEMBER AGREES TO SERVE AS ADVISOR

Please print or type

(Date)

I hereby agree to serve as advisor for _____
who is in good standing in the Counseling Psychology Ph.D. Program.

(Advisor Signature)

(Date)

Send to:

1. Student Services Office, Room 129 Education
2. Director of Training, Counseling Psychology Program

UNIVERSITY OF MISSOURI-KANSAS CITY
 SCHOOL OF EDUCATION
APPLICATION FOR COUNSELING PSYCHOLOGY DOCTORAL COMPREHENSIVE
EXAMINATION
Please print or type

Date Student Name Faculty Advisor's Name

Year of Entry: _____ The undersigned request the preparation and administration of the comprehensive examination for doctoral study in Counseling Psychology during the Summer 20_____ Administration.

<p>Eligibility check: <i>(To be completed by student and faculty advisor)</i> Please complete Counseling Psychology Doctoral Checklist (form #2) to make sure requirements are met in all areas. Then circle appropriate course numbers below.</p> <p>1. Education Foundation Courses: EDUL 5526 <u>or</u> 5528, <u>or</u> 5525; EDRP 5639; EDRP 5640CP; EDRP 5513</p> <p>2. Psychology Core: PSYCH 5515; PSYCH 5518; PSYCH 5505 <u>or</u> 5507; PSYCH 5512; PSYCH 5533 or CPCE 5503</p> <p>3. CPCE Core: CPCE 5600; CPCE 5505; CPCE 5515; CPCE 5530; CPCE 5531; CPCE 5532; CPCE 5534 ; CPCE 5540; CPCE 5551; CPCE 5605 ; CPCE 5609; CPCE 5610 or PSYCH 5622 ; CPCE 5620; CPCE 5631; CPCE 5639 ; CPCE 5640; CPCE 5641 ; CPCE 5650; CPCE 5675 (3 hours minimum)</p> <p>4. Statistics/Research <i>(Grade of A or B required)</i>: EDRP 5605; EDRP 5606; EDRP 5608; EDRP 5610; PSYCH 5538; CPCE 5615; CPCE 5690 or PSYCH 5590; CPCE 5699 or PSYCH 5699 (9 hours minimum)</p> <p>5. Pre-doctoral research completed - date to be verified by Director of Training.</p> <p>6. Attach a copy of your transcript and any course waiver forms.</p>	<p style="text-align: center;"><u>Student Services</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

(Student's Signature)

(Social Identification Number)

(Street Address)

(City, State, Zip Code)

(_____) _____

(Phone Number)

(Faculty Advisor's Signature)

Send to: Student Services Office, Room 129 Education
 cc: Director of Training, Counseling Psychology Program

UNIVERSITY OF MISSOURI-KANSAS CITY
SCHOOL OF EDUCATION
APPOINTMENT OF DISSERTATION SUPERVISORY COMMITTEE

Please print or type

Date: _____
TO: Dean, School of Education
FROM: Chair, Dissertation Committee

I hereby request the appointment of the Dissertation Supervisory Committee
for _____, _____ as follows:
(Student Name) (Student Identification Number)

Supervisory Committee:

_____ Chair**

Additional member(s): (if required)

*NOTE: There must be a minimum of five graduate faculty members.
**Chair must be doctoral faculty member, and a member of the Counseling Psychology Program faculty.
Three members must be Counseling Psychology faculty (inclusive of chair).

(Chair, Dissertation Committee)

Send to: Education Student Services Office
cc: UMKC Records Office
Director of Training, Counseling Psychology Program

UNIVERSITY OF MISSOURI-KANSAS CITY
SCHOOL OF EDUCATION
NOTIFICATION OF DISSERTATION PROPOSAL APPROVAL

Please print or type

Date: _____
TO: Dean, School of Education
FROM: Chair, Dissertation Committee

The undersigned have examined a dissertation proposal entitled:

Presented by _____,
(Student Name and Student Identification Number)

a candidate for the degree of Doctor of Philosophy in Counseling Psychology. We hereby certify that in our opinion this proposal is worthy of acceptance.

Chair	Date
_____	_____
_____	_____
_____	_____
_____	_____

The above signatures represent a unanimous approval of the Dissertation Supervisory Committee of this proposal as required by School of Education policy.

Send to: Student Services Office, Room 129 Education
cc: Director of Training, Counseling Psychology Program

Course Waiver

To: _____ (Advisor's Name)

From: _____ (Professor of Waived Course)

Re: Equivalent Coursework

Date: _____

Please be advised that after reviewing relevant documentation, I have approved a course waiver for the following student:

_____, who is in the _____ program in
(Student name and number) (Degree)

(Major)

UMKC Course Waived: _____
(Course number and name)

Course Equivalent: _____
(Course number and name)

Completed at: _____
(University)

Professor's Signature: _____

Cc: Counseling Psychology Program
Student Services, School of Education

Change of Advisor Document
Counseling Psychology Ph.D. Program, UMKC

I, (print your name): _____ student number: _____,

am requesting to change my academic advisor of my doctoral study from

Dr. _____ to Dr. _____ effective on _____

(month/date/year) due to the following reason(s):

The signatures below indicate that both of my current advisor and the prospective advisor have agreed on requested change, and that the Counseling Psychology Program Training Director, Dr. _____ has been informed of the result of the requested change.

Student's signature

Date

Current Advisor's signature

Date

Prospective Advisor's signature

Date

Training Director's signature

Date

Internship Candidacy Declaration Form
Counseling Psychology Program

Name: _____

Address: _____

Telephone: (Home) _____ (Work) _____

Email address: _____

Date of this application: _____

Projected placement: _____ local _____ non-local

Year of entry into Ph.D. program: _____

CHECKLIST:

- _____ Program of study
- _____ Pre-doctoral research project completed
- _____ Coursework completed
- _____ Comprehensive examination passed
- _____ Dissertation proposal approved
(for 2004 and later, *must* be approved prior to the Match Day)
- _____ Have discussed internship readiness with advisor

Advisor's Signature

******* If any of the above items are not checked, please explain below:**

Current practicum hours total _____

Expected hours total by end of next winter semester _____

Projected type of placement:

- | | |
|------------------------------------|------------------------|
| _____ University Counseling Center | _____ Medical Center |
| _____ V.A. Hospital | _____ Consortium |
| _____ Community Mental Health | _____ Other (describe) |

Master of Arts in Counseling and Guidance General Emphasis
The University of Missouri-Kansas City
School of Education

PROGRAM OF STUDY

Name:		SS#:		Date:	
Address:			City:		State:
(H) Phone:			(W) Phone:		Fax:
Email:					

Common Core Area (Required--42 Semester Credit Hours)

Hours Needed	Course	Completed			Transfer Course Institution
		Hours	Date	Grade	
3	CPCE 5600 Intro to Counseling Psychology				
3	CPCE 5505 Career Development I				
3	EDRP 5508 Principles & Methods of Research or EDRP 608 Introduction to Graduate Research				
3	CPCE 5515 Assessment Methods in Professional Counseling				
3	CPCE 5520 Theories and Methods of Counseling				
3	CPCE 5530 Methods of Counseling				
3	CPCE 5531 Counseling Practicum I				
3	CPCE 5532 Counseling Practicum II				
3	CPCE 5540 Theories & Methods of Group Counseling				
3	CPCE 5551 Counseling in a Pluralistic Society				
3	CPCE 5610 Theory and Ethical Issues				
3	CPCE 5575A Internship or CPCE 5631 Advanced Practicum				
3	CPCE 5575B Internship or CPCE 5639 Continuous Advanced Practicum				
3	CPCE 5690 Special Problems (predissertation requirement)				

Directions for Completing the Program of Study: The student and faculty advisor complete the "Program of Study" form. The faculty advisor forwards it to the Certification Manager who reviews it and then forwards it to the Division Chair for signature. The form is returned to the Certification Manager who makes copies and distributes one copy each to the student, faculty, student services, and university records.

	Signature	Date
Student		
Faculty		
Certification Manager		
Dean		

Request to Take Courses after the Comprehensive Exams-Form

The Counseling Psychology Program

University of Missouri-Kansas City

Students are allowed to take up to two courses after the comprehensive exams in addition to CECP 5641 and EDRP 5589TP. The following courses can be waived: PSYCH 5506, PSYCH 5508, PSYCH 5515; PSYCH 5518, EDRP 5513, and EDUL 5525/5526/5527. This request must be in writing and approved by the faculty. **Students are responsible for the content of any classes they choose to take after their exam.**

Students will discuss their requests with their advisor who will bring it to the faculty. This form must be approved by the Counseling Psychology faculty at the latest in the April faculty meeting preceding the summer the students plan to take the comprehensive exams.

Student Name: _____

Requested courses to take after the comprehensive exams:

1. _____

2. _____

Student Signature

Date

Advisor Signature

Date

Approved by faculty/Signed by Training Director

Date

University of Missouri-Kansas City School of Education
 Doctoral Degree Program of Study - Counseling Psychology

In consultation with the Supervisory Committee, the student should initiate this application, secure the approvals indicated below, and present the original to the School of Education Student Services Office. Once approved, the original will be sent to the Registrar's Office and copies sent to the student and faculty advisor.

 NAME (Printed)

 Student Number

 Current Address

 City, State, Zip

If you have received a Master's or other advanced degree from an accredited university, please list below the degree title (M.S., M.A.); the total semester credit hours required for the degree(s), where taken, and the data of the degree award (to be verified by the Supervisory Committee: See attached transcript).

Degree Title	Total Degree Hrs. Required	Institution	Date Received

Listed below are all the courses proposed for your doctoral degree program. At least 60% of the total number of hours taken at UMKC applicable toward this degree program must be at the 5500 or higher level. No more than one half of all Post-Baccalaureate work may be from another university. A maximum of 20% of coursework for doctoral program may be transferred from another college or university.

	Course Number	Title	Hours	Grade/ Waived
1	CPCE 5600	Introduction to Counseling Psychology	1	
2	CPCE 5520	Theories of Counseling	3	
3	EDRP 5605	Quantitative Analysis I: Regression and Analysis of Variance	3	
4	PSYCH 5533	Psychopathology	3	
5	EDRP 5606	Quantitative Analysis II: Advanced Topics in Regression and Multivariate Data Analysis	3	
6	EDRP 5608	Introduction to Graduate Research	3	
7	CPCE 5530	Methods of Counseling	3	
8	PSYCH 5512	Contemporary Issues in Social Psychology	3	
9	PSYCH 5538	Development and Evaluation of Assessment	3	
9	CPCE 5531	Counseling Practicum I	3	
10	CPCE 5611	Objective Personality Assessment	3	
11	CPCE 5505	Career Development I	3	
12	CPCE 5690	Directed Research/ Special Problems (Predissertation Research)	3	
13	CPCE 5540	Theories and Methods of Group Counseling	3	
14	CPCE 5609	Intellectual and Cognitive Assessment	3	
15	CPCE 5532	Counseling Practicum II	3	

16	CPCE 5605	Career Development II	3	
17	CPCE 5551	Counseling in a Pluralistic Society	3	
18	EDRP 5610	Experimental Methods in Design and Analysis I	3	
19	CPCE 5620	Advanced Theories and Methods of Counseling	3	
20	CPCE 5650	Seminar in Current Issues in Counseling Psychology	3	
21	CPCE 5634	Practicum for the Assessment of Children and Adolescents	3	
22	PSYCH 5518	Biopsychology	3	
23	CPCE 5615	Survey of Research in Counseling Psychology	3	
24	EDRP 5639	Educational Psychology: Focus On College Teaching	2	
25	EDRP 5640	Apprenticeship and Conference In College Training	1	
28	PSYCH 5515	Advanced Systems and History of Psychology	3	
29	EDRP 5513	Life Span Human Development	3	
30	PSYCH 5505/ 5507	Motivation/Cognitive Psychology	3	
31	EDUC 5526, 5528, or 5525	Philosophical, Sociological, or Cultural Foundations of Education	3	
32	CPCE 5631	Advanced Counseling Practicum	3	
33	CPCE 5639	Continuing Advanced Practicum	3	
35	CPCE 5641	Supervision Practicum	1	
36	CPCE 5640	Counseling Supervision	1	
37	CPCE 5675	Internship in Counseling Psychology	6	
38	CPCE 5699	Dissertation	9	

Other Requirements include: successful completion of the Predissertation Project and Dissertation, and passing the Comprehensive Examinations.

Residency Requirement: 2 Consecutive 12 Hour terms or 3 Consecutive 9 Hour Terms

Student signature

Date

Supervisory Committee Approvals (Signature & Date)

_____ Advisor	_____ Date	_____ Director of Training	_____ Date
_____ Chair	_____ Date	_____ Dean	_____ Date

Criteria for Non-APA Approved Internship Sites

1. Candidates must complete a formal 2000-hour internship for the purpose of training advanced students to meet the range of problems the professional psychologists may expect to confront.
2. The internship may consist of one year full-time training or two years half-time.
3. The internship may or may not be in a single agency.
4. The internship program must be an organized training program, in contrast to supervised experience or on-the-job training, comprised of a planned, programmed sequence of training activities.
5. The internship site must have two or more psychologists on the staff as supervisors, at least one of whom must be licensed as a psychologist.
6. Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised.
7. The internship agency must have a minimum of two doctoral level psychology interns during the intern's training period.
8. The internship must provide a range of assessment and treatment activities conducted directly with clients/patients seeking mental health services.
9. At least 25% of the intern's time must be in direct client/patient contact (minimum 500 hours).
10. Supervision must be comprised of a minimum of two hours per week of regularly scheduled, formal, face-to-face individual supervision, regardless of whether the internship is full or half-time.
11. There must be a minimum of two additional hours per week in learning activities such as: case conferences, seminars dealing with clinical issues, co-therapy, group supervision, or additional individual supervision.
12. It is highly desirable that the internship site not be in an agency where the student received all of his or her practicum training.
13. The intern must have a title such as "intern", "resident", or other designation of trainee status.
14. It is highly desirable that the internship agency provide some financial remuneration to the intern.

TIPS FOR THE CLEARINGHOUSE PROCESS**

- 1) Make sure you take off work (or can just in case) for at least 2 to 3 days after match day. The sites need to be able to call you during working hours for an interview and it will take you a considerable amount of time to send all your materials to sites.
- 2) Be prepared for phone interviews the day of the match.
- 3) Check the APPIC clearinghouse and the ACCTA (college counseling centers) clearinghouse. There is an application you must fill out on the website of the ACCTA clearinghouse. Seriously think about whether you want to put geographical restrictions on this ACCTA application, if you don't, people will call you from around the entire nation.
- 4) Keep in mind that some high quality (accredited) sites are not posted on the clearinghouse for a day or two. It is updated constantly. I ended up getting placed at my third choice, and it was offered to me before it was put on the clearinghouse list.
- 5) The internships with slots open will want you to fax them your APPIC application, statements of interest/cover letter, vita, transcripts, and recommendation letters. In particular, make sure you have copies of your recommendation letters, if at all possible. It can be hard to get a hold of your references sometimes. The reference could put a statement in the letter that the substance has not been changed from the letter that was sent out when you waived your right to view it. Sometimes sites want you to mail or e-mail them, but this is rare because they want it right away. Therefore, you should make sure that you have all this material available the morning of the match. Scrambling to get it after the fact could cost you valuable time.
- 6) Due to the fact that the sites want you to fax between 20 and 30 pages to them, you should make sure that you have access to a fax machine (at your home or someone else's). A cheap fax machine costs about \$100, which is how it would cost you to fax materials to only 3 sites. If you aren't matched, you should immediately go buy a fax machine if you don't have access to one. It will save you money and time compared to going to Kinko's or somewhere else.
- 7) The internship sites that haven't filled all their slots typically try to do very quickly. Several of the places I talked to were interviewing on the phone the day after the match and making decisions within a day or two.
- 8) Due to the fact that the internships try to fill their slots quickly, you may likely be put in a position where you are offered an internship you don't really prefer for geographical reasons or because they are not APA accredited. If you accept it, you are taking a risk that a couple of days later you might get an offer that you really wanted. Think through it carefully. If given

an offer, you might tell them you need to think it over for a couple of hours and immediately call the places where you want to go and you think you have a chance.

- 9) Call the sites where you interviewed (training directors). They may not have filled all their slots. Even if they have filled their slots, they might be able to help you find out about another site with slots available or even call someone for you.
- 10) Have the state(s) licensure requirements for where you want to go after internship. Many of the sites in the clearinghouse are not accredited, but they do meet state licensure requirements. Before committing to an internship, you will want to make sure you will be able to get licensed. I found that there were many quality non-accredited sites that did meet licensure requirements. However, in some states you have to have gone to an accredited site to get licensed.
- 11) It is very upsetting not to be matched. Unfortunately, you have no time to be depressed about it. You have to be very active in the clearinghouse. It moves very fast. There are still a lot of good accredited (and non-accredited) sites out there that need good people.

**Graciously provided by Shawn Roberson, M.A.

(c:\intern\criteria.int 4/96)

inhand.doc8/11/01