Welcome to UMKC’s Counseling Psychology Program!

This handbook is to be your guide and reference during the years that you are in the program. It contains helpful information about the doctoral program requirements, program faculty, and UMKC. Some additional information, such as certain policies that seem less relevant to students, is contained in the separate Policy and Procedure Manual. From time to time, policies and procedures are updated, and these changes may make this handbook or the Policy and Procedure Manual out of date.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.

Johanna Nilsson, Ph.D.
Director of Training, Counseling Psychology Program
nilssonj@umkc.edu
816-235-2484
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMKC Counseling Psychology Program Model</td>
<td>5</td>
</tr>
<tr>
<td>Program Goals and Objectives</td>
<td>6</td>
</tr>
<tr>
<td>Training Values</td>
<td>8</td>
</tr>
<tr>
<td>UMKC School of Education Conceptual Framework</td>
<td>10</td>
</tr>
<tr>
<td>Program Faculty and Staff</td>
<td>11</td>
</tr>
<tr>
<td>Important Offices</td>
<td>13</td>
</tr>
<tr>
<td>Communication Within the Program</td>
<td>14</td>
</tr>
<tr>
<td>Program Governance &amp; Student Representation to Faculty</td>
<td>15</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>16</td>
</tr>
<tr>
<td>Accreditation</td>
<td>17</td>
</tr>
<tr>
<td>International Students</td>
<td>18</td>
</tr>
<tr>
<td>Funding Opportunities &amp; Information</td>
<td>19</td>
</tr>
<tr>
<td>Different Support Services for Students</td>
<td>21</td>
</tr>
<tr>
<td>Academic Support</td>
<td>23</td>
</tr>
<tr>
<td>Stages of the Counseling Psychology Program</td>
<td>24</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td>24</td>
</tr>
<tr>
<td>Program of Study, Course Waivers &amp; Transferred Courses</td>
<td>24</td>
</tr>
<tr>
<td>Program Curriculum &amp; Enrollment</td>
<td>25</td>
</tr>
<tr>
<td>Minimum Levels of Expected Achievement</td>
<td>27</td>
</tr>
<tr>
<td>Information about Practicum</td>
<td>27</td>
</tr>
<tr>
<td>Possible Practicum Sites</td>
<td>28</td>
</tr>
<tr>
<td>When Courses are Typically Offered</td>
<td>30</td>
</tr>
<tr>
<td>Tentative Course Sequence for Those Entering with a Bachelor’s Degree</td>
<td>31</td>
</tr>
<tr>
<td>Tentative Course Sequence for Those Entering with a Masters Degree in Counseling</td>
<td>33</td>
</tr>
<tr>
<td>Respecialization Requirements</td>
<td>35</td>
</tr>
<tr>
<td>Masters in Counseling (General) en Route to the Ph.D. in Counseling Psychology</td>
<td>36</td>
</tr>
<tr>
<td>Initial Research Project</td>
<td>37</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>41</td>
</tr>
<tr>
<td>Dissertation</td>
<td>47</td>
</tr>
<tr>
<td>Pre-Doctoral Internship</td>
<td>52</td>
</tr>
<tr>
<td>Graduation</td>
<td>56</td>
</tr>
<tr>
<td>Evaluation and Academic Assessment Policy &amp; Retention</td>
<td>57</td>
</tr>
<tr>
<td>Students’ Rights and Due Process</td>
<td>62</td>
</tr>
<tr>
<td>Social Network Statement</td>
<td>63</td>
</tr>
<tr>
<td>University and School Policies</td>
<td>64</td>
</tr>
</tbody>
</table>
# Table of Contents (continued)

## Appendices

| A. Change of Advisor Document | .......................................................... | 66 |
| B. Program of Study Form | .......................................................... | 67 |
| C. Course Waiver and Transfer of Course Form | .......................................................... | 69 |
| D. Notification of Completion of Initial Research Project | .......................................................... | 70 |
| E. General MA in Counseling in Guidance Program of Study Form | .......................................................... | 71 |
| F. Student Application to take the Comprehensive Examination | .......................................................... | 73 |
| G. Request to Take Courses after the Comprehensive Exams-Form | .......................................................... | 74 |
| H. Results of Comprehension Examination Form | .......................................................... | 75 |
| I. Appointment of Dissertation Supervisory Committee | .......................................................... | 76 |
| J. Notification of Dissertation Proposal Approval | .......................................................... | 77 |
| K. Pre-doctoral Internship Readiness Form | .......................................................... | 78 |
| L. CCPTP Expectation for Internship Eligibility | .......................................................... | 80 |
| M. Criteria for Non-APA Approved Internship Sites | .......................................................... | 81 |
| N. Final Examination of Dissertation Form | .......................................................... | 82 |
| O. Brief Dissertation Rating Form | .......................................................... | 83 |
| P. Multicultural Engagement Essay Prompt and & Rubric | .......................................................... | 84 |
| Q. Counseling Psychology Identity Essay Prompt & Rubric | .......................................................... | 86 |
| R. Scoring Rubric for Counseling Psychology Dissertation Evaluation | .......................................................... | 88 |
| S. Counseling Psychology Comprehensive Exam Clinical Portion Evaluation Rubric | .......................................................... | 95 |
| T. Clients as Trainees Policy at the UMKC Counseling Center | .......................................................... | 100 |
UMKC Counseling Psychology Program

Consistent with the University of Missouri-Kansas City’s (UMKC) urban mission, the UMKC counseling psychology program emphasizes cultural and individual diversity within a scientist-practitioner model. Our program model is intended to educate ethical and flexible professionals who can work in a variety of settings relying on the underlying philosophies of counseling psychology and the scientist-practitioner model. This diverse faculty is committed to educating future counseling psychologists to improve the welfare of individuals and communities through scholarship and applied interventions. Our model consists of four components:

A. The UMKC counseling psychology program faculty encourages students to develop primary identification with the core values of Counseling Psychology as presented in the 2005 Model Training Program for Counseling Psychology (Epperson, Fouad, Stoltenberg, & Murdock, 2005; a joint document prepared by the Council of Counseling Psychology Training Programs and Division 17 of the American Psychological Association), which was adopted by the Council of Counseling Psychology Training Programs. These values emphasize (a) focus on assets, strengths, and positive mental health regardless of level of functioning; (b) commitment to cultural and individual diversity, including race, ethnicity, religion/spirituality, nationality, age, socioeconomic status, sexual orientation, ability, etc.; (c) commitment to a scientific method; (d) application of a developmental framework to human growth and development; (e) employment of counseling interventions that are relatively brief; (f) emphasis on person-environment interactions; (g) emphasis on prevention; and (h) attention to educational and vocational development.

B. The UMKC counseling psychology program emphasizes a scientist-practitioner model. This model stipulates that students are informed about and contribute to scientific knowledge, and are committed to life-long learning. Further, students’ practice activities are informed by research and a scientific attitude, and all professional activities are approached and critically evaluated with an ethical, multicultural, and professional mindset.

C. The UMKC counseling psychology program trains students to work effectively and ethically with diverse clients, using interventions based on theory and informed by science.

D. The UMKC counseling psychology program follows a developmental model in which the integration of science and practice is emphasized throughout the program. Early and progressive training is provided in research, culminating in professionals who can design, conduct, and evaluate research relevant to the field of psychology. Similarly, early and progressive training in practice activity is emphasized.
Program Goals and Objectives

Goal 1: Graduates of our program develop a professional identity as counseling psychologists.

Objectives:
  a. Students will be able to understand the values of counseling psychology.
  b. Students will be able to develop a professional attitude as counseling psychologists.
  c. Students will be able to understand the history of counseling psychology.

Competencies Expected for these Objectives:
  a. Students demonstrate knowledge of the values of counseling psychology.
  b. Students demonstrate a professional identity as counseling psychologists.
  c. Students will demonstrate knowledge of the history of counseling psychology and some knowledge of the field of education.

Goal 2: Graduates of our program understand the importance and complexity of cultural and individual diversity. They acquire the competence to apply knowledge of diversity in all areas of science and practice.

Objectives:
  a. Students will be able to understand issues of individual and cultural diversity and develop awareness of their cultural selves.
  b. Students will be able to apply skills related to individual and cultural diversity in practice activities.
  c. Students will be able to engage in activities, such as practice activities and research, attending to minority populations and/or other aspects of diversity.

Competencies Expected for these Objectives:
  a. Students demonstrate awareness of their own cultural identities, including personal biases, values, and beliefs.
  b. Students demonstrate knowledge of a variety of cultural and individual differences, including how cultural background affects worldview, behavior, and interpersonal relationships.
  c. Students demonstrate knowledge about social inequalities, racism, and discrimination and how these can affect individuals, families, and systems.
  d. Students demonstrate skills in communication with culturally diverse groups and individuals.
  e. Students demonstrate skills in applying interventions and/or counseling techniques to accommodate diverse client needs and worldviews.
  f. Students demonstrate skills in integrating cultural background information when assessing and diagnosing mental health symptoms and disorders.
  g. Students demonstrate skills in attending to issues of cultural diversity in their research.
  h. Students demonstrate involvement in multicultural activities.
Goal 3: Graduates of our program understand psychology as a scientific discipline. They are able to create, evaluate, and ethically contribute to the empirical knowledge base of psychological practice and theory.

Objectives:

a. Students will be able to understand the breadth of scientific psychology.
b. Students will be able to evaluate existing research as it serves to inform their research and practice.
c. Students are capable of carrying out original and independent empirical investigations of psychological phenomena.

Competencies Expected for these Objectives:

a. Students demonstrate knowledge of the core areas of psychology.
b. Students demonstrate skills in using existing psychological theory and research to identify appropriate research questions and hypotheses.
c. Students demonstrate skills in using variety of research design and data analysis techniques.
d. Students demonstrate knowledge of exemplary ethical practices related to research investigations.
e. Students demonstrate skills in presenting their research in written format and orally.
f. Students demonstrate skills in evaluating and applying research as it relates to practice.

Goal 4: Graduates of our program are trained to meet the varied needs of their diverse clients using ethical interventions based in counseling theory and informed by science. Graduates are able to effectively use and provide supervision and consultation.

Objectives:

a. Students will be able to develop effective counseling relationships with a wide variety of clients.
b. Students will be able to assess clients’ strengths and weaknesses leading to culturally appropriate conceptualization and treatment plans.
c. Students will be able to apply appropriate interventions based on theory and research, and evaluating its effectiveness.
d. Students will be able to deliver service in an ethical and professional manner.
e. Students will be able to effectively give and receive supervision and consultation with other professionals in the field.

Competencies Expected for these Objectives:

a. Students demonstrate skills and knowledge in developing facilitative counseling relationships with a wide variety of clients.
b. Students demonstrate knowledge and skills in conceptualization, assessment and diagnostic systems.
c. Students demonstrate knowledge and skills in applying appropriate interventions based on theory and research, and in evaluating their effectiveness.
d. Students demonstrate professionalism and exemplary ethical practices in all their service related activities.
e. Students demonstrate knowledge and skills in supervision and consultation.
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 (education.umkc.edu/documents/fetch/65).

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 (a) the program or training facility has clearly identified this requirement in its admissions and program materials or (b) 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).
UMKC, School of Education Conceptual Framework

The Conceptual Framework describes a shared vision and purpose for the UMKC School of Education. It provides coherence for our curriculum, practicum experiences, and assessments. The framework links to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the School of Education. It is this philosophy and vision which helps to distinguish our graduates from those of other institutions (NCATE 2000). The mission representing the goals of the UMKC School of Education today is: To recruit, prepare and support outstanding teachers, mental health professionals, and administrators who will create lifelong opportunities through education for America’s diverse urban communities.

Vision: Be a leading urban-serving school of education in the nation

Core Values: Academic excellence
Strategic innovation
Inquiry leading to reflective decision-making and problem solving
Skilled and knowledgeable professional working collaboratively
Democracy, diversity, and social justice
Creating caring and safe environments
Program Faculty & Staff

The Counseling Psychology faculty consists of 11 individuals who all are engaged in various aspects and functions of the program; however, not all are involved in the advising of doctoral students and their research. Below find a list of the faculty, their research interests, and contact information.

Barber, Carolyn  
barberce@umkc.edu  
Office: Education Suite 223  
Phone: 816-235-6151  
Associate Professor. Ph.D., University of Maryland-College Park.  
Interests: Secondary schools as a context for social and psychological development among adolescents. Specific areas of interest include the development of gifted and talented students and civic development of all adolescents. I use multilevel and complex sample quantitative methodologies to address these interests using large-scale survey data.

Berkel, LaVerne  
berkell@umkc.edu  
Office: Education Suite 347  
Phone: 816-235-2444  
Associate Dean and Associate Professor. Ph.D., Pennsylvania State University.  
Interests: Multicultural issues, particularly religion and spirituality; also African American health, particularly factors that contribute to health promoting verses health-defeating behaviors among African Americans.

Brown, Chris  
brownchr@umkc.edu  
Office: Education Suite 327  
Phone: 816-235-2260  
Interim Dean and Professor, Ph.D., University of Missouri-Kansas City.  
Interests: Cultural dimensions of career development, domestic violence, sport psychology and ethical issues.

Langrehr, Kimberly  
langrehrk@umkc.edu  
Office: Education Suite 220  
Phone: 816-235-2487  
Assistant Professor, Ph.D., Loyola University.  
Interests: Multicultural issues: Developing critical awareness, racial socialization, multicultural training issues, and international transracial adoption issues across the life-span.

Marszalek, Jacob  
marszalekj@umkc.edu  
Office: Education Suite 223  
Phone: 816-235-2683  
Associate Professor, Ph.D., University of Illinois at Urbana-Champaign.  
Interests: Motivational theories in psychology and education (e.g., flow, anxiety, and reactance), psychometrics, research design and statistics, gender and minority differences in test performance, evaluation of institutional/educational programs for minority outreach and support.
Murdock, Nancy L.  
murdockn@umkc.edu  
Office: Education Suite 215  
Phone: 816-235-2495  
Professor and Division Chair, Ph.D., Virginia Commonwealth University.  
**Interests:** Family systems theory, social psychological/interpersonal approaches to counseling process, and professional issues.

Nilsson, Johanna  
nilssonj@umkc.edu  
Office: Education Suite 223  
Phone: 816-235-2484  
Professor and Director of Training. Ph.D., Western Michigan University.  
**Interests:** International issues and populations (e.g., international students, refugees, and immigrants), supervision, and social justice advocacy.

Watson, Laurel  
watsonlb@umkc.edu  
Office: Education Suite 219  
Phone: 816-235-2489  
Assistant Professor, Ph.D., Georgia State University.  
**Interests:** Women's/gender-related themes, social justice/multiculturalism, and trauma, broadly. More specifically, I am interested in examining the influence of sexual objectification experiences upon persons' mental and physical health, interpersonal violence, body image and disordered eating, feminist identity development, LGBTQIQ-related themes, race/ethnicity, experiences of discrimination, and social justice/advocacy.

Woodard, Debra  
woodardd@umkc.edu  
Office: Education Suite 215  
Phone: 816-235-6368  
Associate Teaching Professor.  
**Interests:** 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. Ms. Woodard does not serve as an advisor for PhD students.

Administrative Assistant  
Courtney Lee  
Office: Education Suite 215  
Phone: 816-235-2492
Important Offices

The Counseling and Educational Psychology Division office, which hosts the Ph.D. in Counseling Psychology program and Ed.S. and M.A. programs in Counseling and Guidance, is located in Suite 215 of the Education Building (ED). The program office can be reached at (816) 235-2722.

Community Counseling and Assessment Services (CCAS), our in-house training clinic, is housed in ED 212.

The Counseling Student Lounge is in ED 230. Student snail mailboxes are found there. The lounge also has some nice amenities, such as a computer, microwave, refrigerator, and file cabinets containing useful information.

The College of Arts & Sciences’ Psychology Department main office is located in Cherry Hall, Room 324 (816-235-1318), email: psychology@umkc.edu. The University Counseling, Health and Testing Center is located in the building at 4825 Troost Street. Psychology Department faculty members have offices in Cherry Hall.
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 and Educational Psychology Division office (ED 215) as well as the university when your contact information changes.

Because of the university’s policy that electronic mail is the official means of communication, **YOU NEED TO ACTIVATE YOUR UNIVERSITY EMAIL ACCOUNT.**

The Counseling Psychology listserv is used to send program-related messages to students and faculty. Our administrative assistant will add you to our listserv.

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, change your faculty advisor (optional), designate a committee, apply for practicum every semester, apply for 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/documents/fetch/140). 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 😊).
Program Governance & Student Representation to Faculty

The Counseling Psychology program is governed by the faculty and student representatives via Counseling Psychology faculty meetings.

Student Representation at Faculty Meetings
The local Student Affiliates of Division Seventeen co-chairs are designated as representatives to the Counseling Psychology faculty meetings. They have one vote (combined). In addition, a representative is chosen by each class (SAS co-chairs will serve as the representatives for their classes), and all student representatives attend the first part of the Counseling Psychology faculty meetings. This system is intended to give students broad and regular input to the 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 representative as their representative. It is important that students’ voices are heard as participants in the Counseling Psychology program. The faculty is committed to providing the best educational experience possible and your input and feedback are critical factors in this process. 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.

Faculty Meeting Agenda Items
Agenda items may be directly proposed by the Director of Training in the interest of program administration, or can be requested by students or faculty. “Students’ input and feedback” is a standing item on the agenda; this is where student representatives can raise students’ concerns and feedback.

Meeting Minutes
Minutes of faculty meetings are prepared by the Director of Training. Each cohorts’ student representative will report back to their cohort via a relatively informal email of the meeting.
Professional Organizations

There are several 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)
The Society of Counseling Psychology is your principal professional organization. You will need to join the Student Affiliates of Seventeen (SAS) at two levels, national and local.

a. Your national SAS membership terms go along with the calendar year from January 1 through December 31. SAS members receive the SAS newsletter, a subscription to The Counseling Psychologist, the Society of Counseling Psychology (Division 17) newsletter, and other important benefits, including access to the SAS listserv. The SAS webpage can be found at http://div17.org/SAS/.

b. Your local SAS chapter is your program student association. This organization is your representation to the Counseling Psychology Program, in the form of either chair or 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 of Graduate Students (APAGS).
APAGS is the voice of student concerns within the APA. APAGS develops, endorses and disseminates information to students about relevant education and training issues, legislative positions and developments, and future directions or changes in the field, through printed resources and the website; and APAGS creates and supports opportunities for students in the form of scholarships and awards, association advocacy work and a host of development activities. For graduate students in psychology, becoming a student affiliate of APA automatically enrolls you as a member of APAGS. APAGS offers all its members enormous opportunities to enhance their development towards a career in psychology and to shape the future of the discipline. From at-home access to research tools like PsycINFO, to opportunities to present your work at APA’s annual convention, membership in APA/APAGS will help you succeed in graduate school and develop as a member of the psychological community.

Important Web-addresses
American Psychological Association: http://www.apa.org/
Society of Counseling Psychology Homepage: www.div17.org
Division 17 Student Affiliate group: http://div17.org/SAS/
Association of Pre and Postdoctoral Internship Centers: www.appic.org
Council of Counseling Psychology Training Programs: http://www.ccptp.org/
Accreditation

The Ph.D. degree in counseling psychology has been accredited by the Commission on Accreditation of the American Psychological Association since 1985. We had our most recent accreditation visit was in 2011 and the program is accredited to 2017 when we will have our next accreditation site visit. If you have questions about our program’s accreditation status you can contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street N.E. Washington, D.C. 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: http://www.apa.org/ed/accreditation/
International Students

There are several international students in the program, and the faculty value the presence of these students. We invite our international students and applicants to contact the international student liaison, Dr. Johanna Nilsson, for any questions or support associated with international students’ issues and concerns. Please know that Dr. Nilsson is not able to provide official or legal information concerning issues related to visa, immigration, or employment. Please contact the International Student Affairs Office (ISAO) at http://www.umkc.edu/isao/ for such matters.

Additional Admission Requirements
Success in the counseling profession relies heavily on oral expression and, therefore, the Counseling Psychology program faculty require that all non-native English speaking international student applicants demonstrate their oral English proficiency by obtaining a score of at least 23 points (score range 0-30) on the speaking section and 20 points or higher (out of the 30 points) on the listening section of the iBT TOEFL before their applications are reviewed by the admissions committee. Please be aware that the minimum admission score for the iBT TOEFL test set by UMKC International Student Affairs Office is 79, and that the Counseling Psychology program requires specific minimum scores on the speaking and listening subtests in addition to the university requirement.

After admitted, students who are facing languages barriers in courses have the right to request additional time on exams.

Transfer of courses
If you believe that you have completed an equivalent course that is required in our program, you may request a waiver. To request a waiver you need to bring course information with you, such as a course syllabus that contains information about required readings and assignments.

Student Background Check Requirement
PhD in Counseling Psychology students must complete a Missouri background check before submitting an application for their first practicum experience. Program faculty will review student background check results, and the student will be notified if any additional steps are required or if the student will be unable to complete the program course requirements. Sites outside CCAS may require students to complete FBI background checks and/or background checks for other states. For more information about the background check and HIPAA certification process, see Practicum and Internship Applications.

Visa and Graduate Assistantship Eligibility for Graduate International Students
For an international student to work legally on university campuses in the United States, they need to hold an appropriate visa, such as a F1 or J1 visa. If you have questions about your visa and eligibility to work, please contact UMKC's International Student Affairs Office (see contact information above).
Funding Opportunities

Graduate Assistantships
The Division of Counseling and Educational Psychology has on a yearly basis approximately seven graduate assistantships. First-year doctoral students have priority to these assistantships, which involve 20 hours of work a week with payment in the form of tuition remission and a monthly stipend. The graduate assistant’s work may include research, program administration, office management, work for our counseling training clinic, Community Counseling and Assessment Services (CCAS), and work for our School Counseling and Practicum/Internship Coordinator. Additional graduate assistantships can be found across campus, and counseling psychology students work in various settings, including the UMKC Career Center, Women’s Center, Psychology Department, Social Work Department, School of Nursing, Chancellor’s office, and as life coaches at the School of Education to name a few. Although we can only guarantee funding for our first year students, more advanced counseling psychology students have been very successful securing assistantships across campus and the faculty will do their best to help students obtain a graduate assistantship after the first year.

Fellowships & Scholarship
- The School of Graduate Studies offers a number of fellowships in a yearly competition. These are: (a) the School of Graduate Studies Research Grant Awards, (b) the Arthur Mag Graduate Fellowship, (c) the School of Graduate Studies Graduate Opportunity Fellowship, (d) the Ronald A. MacQuarrie Graduate Fellowship, and (e) the Preparing Future Faculty Scholar Award (http://sgs.umkc.edu/fellowships-and-grants/). Deadlines for application vary. More information can be obtained by calling Graduate Studies at 816-235-1301 or through the UMKC website (http://sgs.umkc.edu/). Please note that some awards only allow one application per department. In a case where more than one student from the program wishes to apply, the faculty will review the applications and select a representative from the department.

- The School of Education offers over 40 scholarships each year, however, not all are available to our students. There is a general single application found on http://education.umkc.edu/students/scholarships-and-financial-aid/soe-scholarship-application/ that needs to be completed, which is then used to determine eligibility for all scholarships. The Dalee Fund and the Dr. Phyliss L. Bernstein Scholarship are two of such that our students have acquired and been eligible for in the past. Criteria for selection vary. Deadline for applications tend to vary by academic year and can be found on the aforementioned link.

- The Women’s Council of UMKC Graduate Assistance Fund (GAF) Fellowships are awarded to female graduate students on a yearly basis. The fellowships are meant to enable currently enrolled female graduate students to complete requirements for graduate degrees, to facilitate their studies, and to enrich their educational experiences. Awards range from $250 to $1,000 and are based on the budget submitted with the applications. Additional monetary awards are occasionally granted to applicants with projects of exceptional merit; however, the maximum award possible to any applicant is $2,000. This award may be used to support research,
travel, and other academic expenses. The deadline for making application usually occurs during the second week of December and applications are submitted directly to the Women’s Council via the internet through the GAF Application Center button at the bottom of http://www.umkcwc.org/s/1236/subgroup.aspx?sid=1236&gid=3&pgid=354.

- APA and its affiliate organizations provide a wide range of grants, scholarships and awards with the aim of advancing the science and practice of psychology as a means of understanding behavior and promoting health, education, and human welfare. You may search more than 650 scholarships, grants and awards by deadline, topic, type or the kind of recipient on http://www.apa.org/about/awards/index.aspx.

Financial Aid Office
For additional funding opportunities or to receive more information about the funds available to graduate students contact the financial aid office through their website or via phone or email:
Phone: 816-235-1154
Website: www.sfa.umkc.edu
Different Support Services for Students

As a student of UMKC’s PhD program, there are several different campus services and programs available to support you during your time in our program. For additional information about these services such as hours of operation please go to their website, email or call the appropriate office.

Student Insurance
Web site: http://info.umkc.edu/studenthealth/student-health-insurance/ (877) 375-7905
Individuals with speech or hearing impairments may call Relay Missouri at 800-735-2966 (TTY) or 800-735-2466 (voice).
The University of Missouri-Kansas City offers Aetna Student Health Insurance because we believe that all students should have health insurance coverage. This plan is optional for domestic students and students on visas other than F-1 and J-1. For International Students on F-1 and J-1 visas, coverage is mandatory (unless eligible for a waiver) and automatic upon academic enrollment.

Student Health and Wellness:
Web site: www.umkc.edu/studenthealth 816-235-6133
All UMKC students are eligible to use Student Health and Wellness regardless of their insurance status. When necessary, Student Health can refer students to a specialist in their insurance network. Pharmacy: 816-235-6103

Counseling Center
Website: www.umkc.edu/counselingcenter/ 816-235-1635; 800-735-2966 (TTY); 800-735-2466 (voice). UMKC’s Counseling Center serves as a comprehensive counseling and psychological resource for all students, faculty and staff. The Center is a component of the Counseling, Health, and Testing Center. It provides services such as counseling, group therapy, crisis intervention, consultation, assessment, medication, alcohol and substance abuse prevention, and outreach. Please see Appendix T for their client/trainee policy.

Career Services
Website: www.career.umkc.edu (816) 235-1636
They provide you with a broad range of tools to assist in all stages of your career development. Our site provides you with the most current career information available, and we also invite you to visit our office to discuss your career plans.

Services for Students with Disabilities
Website: www.umkc.edu/disability
(816) 235-5612
If you are unable to access services at the office’s physical location, please call Scott Laurent: (816) 235-5696 or email laurentr@umkc.edu
The office prioritizes the success of students with a disability, understands the unique challenges they face, and are there to support such students in reaching their goals. They believe by partnering with you, they can ensure you have equal access to all that UMKC offers. Whatever your disability, they are there to help you.
LGBTQIA Programs & Services
Web site: www.umkc.edu/lgbt
Phone: 816-235-6556
Email: lgbtqia@umkc.edu
The mission of LGBTQIA Programs and Services is to provide Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and Ally (LGBTQIA) students with the support, resources, and education needed to become a full member of the UMKC campus community and the communities where they live.

Multicultural Student Affairs
Website: www.umkc.edu/msa
Phone: 816-235-1109
The mission of Multicultural Student Affairs is to enhance the student experience by creating diverse interactions, nurturing relationships across campus and in the community and addressing academic and social needs in an effort to provide an inclusive campus environment that supports students of color. The center has an open-door policy for all students, provides informal advising and support to students, and other efforts listed on their website above.

Women’s Center
Website: www.umkc.edu/womenc
Phone: 816-235-1638
Email: umkc-womens-center@umkc.edu
The mission of the Women’s Center at the University of Missouri-Kansas City is to advocate, educate, and provide support services for the advancement of women’s equity on campus and within the community at large.
Academic Support

Writing Studio
Website: http://www.umkc.edu/writingstudio/index.cfm
Writing Center: (816) 235-1146
Email: writingstudio@umkc.edu
The Writer's Hotline: (816) 235-2244
The Writing Studio at UMKC offers a peer consultation service that is free of charge for students. Peer consultants can help students with a wide array of writing; everything from English to economics, from music to science, from engineering to business. Services are available to all students at all levels, from undergraduate to graduate students. Consultants help students improve both their papers and their ability as writers by focusing on the organization and content of ideas within the paper over the less immediate details of grammar, mechanics, and spelling.

Supplemental Instruction
Website: umkc.edu/asm/umkcsi/
Phone: 816-235-1174
Supplemental Instruction (SI) is an academic support model that utilizes peer-assisted study sessions. The SI program provides regularly scheduled review sessions on course materials outside the classroom. SI study sessions are informal seminars in which students compare notes, discuss readings, predict test items and develop tools for effective organization. The SI program targets traditionally difficult courses at the undergraduate, graduate and professional school levels. SI is a free service offered to all students in a targeted course. SI is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students. Participation is voluntary, but all students are encouraged to attend SI sessions. Students with varying levels of academic preparedness participate in and benefit from SI.
Stages of the Counseling Psychology Program

There are several stages or steps involved in the completion of the PhD program. These include: (a) optional change of academic advisor; (b) program of study & course waivers; (c) course enrollment, curriculum and completion; (d) initial research project; (e) comprehensive examination, (f) dissertation, and (g) internship. We will address each step in detail in the following pages.

Academic 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.

Program of Study & Course Waivers & Transferred Courses
In first year in the program, students are expected to obtain approval of a Ph.D. degree program of study. 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. 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 will be provided to you in CPCE 5600.

Once the Program of Study form is completed it is forwarded to the Director of Training for review and approval by the Counseling Psychology Faculty. Students must complete a minimum of 65 hours in the program, except for respecialization students, which are addressed later on in this handbook. Once approved, a copy of your program of study will be sent to your address of record.

Any relevant course waivers are to be attached to the Program of Study. All courses that you are required to complete in the program are listed on the program of study EXCEPT waived courses and electives. 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 (see below for definition of a waived compared to a transferred course). Complete the official waiver form found in the appendices, 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. Course waiver decisions are made by the current instructor of the course, or
other faculty member designated by the chair of the Division of Counseling and Educational Psychology.

Definitions and limitations: (a) 60% of the total number of hours taken at UMKC applicable towards this degree program must be at the 5500 level or higher; (b) a course can be waived from another accredited university if it was part of the student’s degree program at that university; (c) a course can be transferred in from another accredited university if not taken as a part of a degree program at that university (e.g., a student takes a course at another university to fulfill UMKC program of study requirements); (d) grades of transferred and waived courses are not calculated into the UMKC grade point average; (e) a maximum of 20% of the doctoral course can be transferred from another institution, and (f) waived courses are not credited toward the program’s hour requirement (65 hours minimum) for completing the program, but transferred courses are.

The original Course Waiver form(s) (with instructor’s signature) should be attached to your Program of Study form and given the Director of Training for faculty signatures. It will be placed in your file in the Counseling Psychology office. Please be sure to keep copies of all waiver forms for yourself.

Program Curriculum and 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 considered as making unsatisfactory progress in the program (Evaluation and Retention, page 48). 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 5899) to remain in good standing with the university.

The required coursework for students entering Fall 2015 is as follows (notations in parentheses indicate number of credits and any prerequisite courses):

Program of Study:

A. Statistics and Research Methodology (27 cr)
- EDRP 5605 (PSYCH 5516) Quantitative Analysis I: Regression and Analysis of Variance (3)
- EDRP 5606 (PSYCH 5517) Quantitative Analysis II: Advanced Topics in Regression and Multivariate Data Analysis (3; prerequisite EDRP 5605)
- EDRP 5608 Introduction to Graduate Research (3)
- Advanced Analysis Course (select one):
  - EDRP 5611 Structural Equation Modeling (3)
  - EDRP 5613 Hierarchical Linear Modeling (3)
  - EDRP 5615 Qualitative Research Theory (3)
- EDRP 5609 Development and Evaluation of Assessment Tools (3)
- CPCE 5690 Special Problems (initial research project; 3)
- CPCE 5699 or Psych 5699 Dissertation (Dissertation, 9)
B. Psychology Core (18 cr)
- History and Systems
  - PSYCH 5515 Advanced Systems and History of Psychology (3)
- Biological Bases of Behavior
  - PSYCH 5518 Biopsychology II (3)
- Cognitive/Affective Bases of Behavior
  - PSYCH 5507 Advanced Cognitive Psychology: Cognition and Emotions (3)
- Social Bases of Behavior
  - PSYCH 5521 Advanced Social Psychology (3)
- Individual Behavior (2 courses)
  - CPCE 5503 Psychopathology: Diagnoses and Classification (3)
  - EDRP 5513 Life Span Development (3)

C. Educational Foundation (2 cr)
- EDRP 5639 Focus on Teaching in Higher Education (2)

D. Counseling Psychology Core (31 cr)
- CPCE 5600 Introduction to Counseling Psychology (1)
- CPCE 5605 Career Development II (3)
- CPCE 5520 Theories of Counseling (3)
- CPCE 5530 Counseling Methods (3; CPCE 5520)
- CPCE 5540 Theories and Methods of Group Counseling (3)
- CPCE 5551 Counseling in a Pluralistic Society (3; CPCE 5520)
- CPCE 5615 Survey of Research in Counseling Psychology (3; EDRP 5605 and 5608)
- CPCE 5640 Theories and Methods Counseling Supervision (2; CPCE 631)
- CPCE 5650 Prevention and Consultation in Counseling Psychology (3)
- CPCE XXX Gaining Cultural and Community Competence through Immersion (3)
- CPCE XXX Behavioral Health/Primary Care Integration: Role of Psychologists in Primary Care (3)
- CPCE XXX Interdisciplinary Course on Primary Care (1)

E. Assessment (6 cr)
- CPCE 5611 Objective Personality Assessment (3)
- CPCE 5609/PSYCH 5509 Cognitive/Intellectual Assessment (3)

F. Practicum and Internship (18 cr)
- CPCE 5531 Counseling Practicum I (3; CPCE 5520 and CPCE 5530)
- CPCE 5532 Counseling Practicum II* (3; CPCE 531)
- CPCE 5631 Advanced Counseling Practicum (3; CPCE 5532)
- CPCE 5639 Continuing Advanced Practicum (1; CPCE 5631)
- CPCE 5641 Supervision Practicum (1; CPCE 5640)
- CPCE 5634 Practicum in Assessment (3; CPCE 5611 and 5609 as pre-req)
- EDRP 5640 Practicum in College Training (1; EDRP 5639)*
- CPCE 5675 Internship in Counseling Psychology (3)
Total credits: 94 cr

*Teaching practicum can be waived for those who have had sufficient teaching experience. Teaching experience is defined as writing and delivering lectures and lessons plans; developing an exam and/or quiz; constructing test items from a lecture(s) that one developed; grading an assignment; facilitating classroom discussions. The teaching experience should be semester long. To obtain a waiver, the student needs to submit to the faculty evidence for (a) Experience teaching (graduate or undergraduate; paid or unpaid) any course that is broadly related to counseling psychology curriculum; (b) feedback from the lead instructor who has supervised the student closely and/or observed the student’s teaching and is willing to attest to his/her effectiveness; and (c) teaching portfolio or other documentation/evidence of teaching effectiveness (e.g., IDEA teaching evaluations).

**Minimal Levels of Acceptable Achievement**

- Students are required to demonstrate minimal course competencies (grade of B or better) in any of courses on the program of study. In all practica and internships, students are required to demonstrate minimal clinical competency (grade of credit). Should a student receive a permanent grade of no credit in a practicum or internship, or a permanent grade below B in a required course the student will be dismissed from the program. Such dismissal does not require a vote of the faculty.
- A student may repeat a course one time; under these circumstances, the second grade becomes the grade of record. In the Counseling Psychology training program, a total of two courses can be repeated by any student to improve a grade of C or below.
- In accordance with UMKC School of Graduate Studies requirements, students must maintain a 3.0 graduate grade point average. Failure to maintain a cumulative GPA of 3.0 or better will place a student on academic probation. If a student has a cumulative GPA below 3.0 for two semesters, he or she will be dismissed from the program.
- Annual Portfolio: Students are expected to perform at a satisfactory level on all seven areas listed on the annual portfolio.

See the section on Evaluation and Academic Assessment Policy & Retention for more details about assessment and evaluation processes.

**Information about Practicum**

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 CPCE 5639 are advanced off-campus practica. Although not required, students can also enroll in CPCE 5690A Sp Practicum in Psychological Assessment if they take an additional assessment practicum.

Please know that these are the minimum practica requirements for graduation, but that they 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 CPCE 5639, 1
to 3 credits per semester, for as many semesters as you desire. Even though you register for a class, you are responsible for finding the placement of your advanced practicum sites (5631 and beyond). After finding a site, you need to obtain approval from the Coordinator of Practicum and Internship and apply for the position yourself.

*The faculty strongly recommends students to seek out different types of practicum experiences in order to develop skills and knowledge working with a wide range of clients and presenting concerns.*

**Applying for practicum:** You need to file an application before taking any practicum course. The application for the Summer and Fall semesters is due **March 1**, and that for the Spring semester is due **October 1**. The application and instructions are available at [https://education.umkc.edu/Documents/fetch/98](https://education.umkc.edu/Documents/fetch/98). Permission to enroll will be sent to students via email four to six weeks after regular enrollment has begun. Please attend carefully to all prerequisites for practicum. You also need to request an advising transcript through Anna Armstrong to attach to your application and then have your advisor sign the practicum application and file it before or on the due date. Please know that you will **not** be allowed to take practicum in the following semester if you do not file the application on time!

**Note:**

- For those who come in the program with an MA degree in counseling, CPCE 5531 may be waived, based on an evaluation by the Coordinator of Practicum of our program.
- For your first two semester advanced practica, you register for CPCE 5631 and CPCE 5639 (both 3 credits). They should be taken in two consecutive semesters in one agency. For additional practica, you register for CPCE 5639 and can take this class for 1 to 3 credits.
- The minimum requirement for client contact hours is 45 hours for CPCE 5531 & 5532; 25 hours if only taking CPCE 5533; 25 hours for CPCE 5631, and 25 hours for the initial CPCE 5639 (3 credits). For additional CPCE 5639, we recommend 20 hrs of direct clients hours for 1 credit; 40 for two credits, and 60 hours 3 credits.
- Individual supervision needs to be provided on-site by a licensed psychologist. CPCE 5631 requires a 3 hour class section. Class attendance is not required for CPCE 5639.
- 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/](http://education.umkc.edu/cep/practicum/).
- Students are required to be supervised by a licensed psychologist; exception to this requirement must be approved by the faculty. Students should discuss this with their advisor and submit a letter of appeal to the faculty.
- For all practica, students are required to keep a detailed hour log (direct client contact hours, indirect service hours, supervision hours, etc.), which you are required to turn in as a final assignment. Many students recommend using the appic form on <time2track.com>. 
Possible practicum sites (for more information, see our webpage)

Adolescent and Child Treatment Centers
- Children's Mercy Hospital
- Crittenton Children's Center
- KU Medical Center, Child and Adolescent Psychology

Alcohol/Substance Abuse
- The Guidance Center
- Kansas City Veterans Administration
- Leavenworth Veterans Administration
- Western Missouri Mental Health Center

Assessment
- Crittenton Children's Center
- The Guidance Center
- Kansas City Veterans Administration
- UMKC Counseling, Health, and Testing Center (please see appendix T for policy about clients as trainees)

Community Mental Health Centers
- Catholic Community Counseling
- The Guidance Center
- Kansas City Free Health Clinic
- Swope Health Center

Hospitals
- Children's Mercy Hospital
- Crittenton Children's Center
- Kansas City Veterans Administration
- KU Medical Center, Child and Adolescent Psychology

Veterans
- Topeka Veterans Administration
- Leavenworth Veterans Administration

University Counseling Centers
- Kansas City Art Institute
- Rockhurst University, Counseling Center
- UMKC Counseling, Health, and Testing Center (please see appendix T for client trainee/policy).
- William Jewell College
## 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
- EDRP 5608
- CPCE 5650 (every second year)
- EDRP 5605
- EDRP 5609
- PSYCH 5521
- PSYCH 5507
- CPCE 5615 (every second year)
- CPCE 5650 (every second year)

### FALL/SPRING
- CPCE 5540
- CPCE 5503
- CPCE 5520
- CPCE 5531 (and sometimes summer)
- CPCE 5551

### SPRING/SUMMER
- EDRP 5513

### SPRING
- CPCE 5620 (every second year)
- CPCE 5605 (every second year)
- EDRP 5606 (every second year)
- EDRP 5611(every second year)
- CPCE 5611 (every second year)
- PSYCH 5518
- PSYCH 5515

### SUMMER ONLY
- EDRP 5640

### EVERY SEMESTER
- CPCE 5530
- CPCE 5532 and other practica except 5531
- EDRP 5640
- CPCE 5641
- CPCE 5634
- CPCE 5675

**Note:**
While some PSYCH core courses are listed, please note that 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 Psychology 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://fusion1.umkc.edu/cs
### TENTATIVE Course Sequence for those Entering with a Bachelor Degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDRP 5605 (Quant Analysis 1)</td>
<td>EDRP 5606 (Quant Analysis 2)</td>
<td>CPCE 5530 (Methods of Counseling)</td>
</tr>
<tr>
<td></td>
<td>CPCE 5503 (Psychopathology)</td>
<td>EDRP 5608 (Intro to Grd Research)</td>
<td>CPCE XXX (Interprofessional)</td>
</tr>
<tr>
<td></td>
<td>CPCE 5600 (CP Seminar)</td>
<td>CPCE 5520 (Theories of Counseling)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE XXX (Cultural Immersion)</td>
<td>CPCE XXX (Behavioral health/primary care integration)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EDRP 5609 (Dev &amp; Eval of Asst)</td>
<td>EDRP 5611 (Quantitative Analysis III: SEM) or EDRP 5613 (quant III HLM which is offered the following year)</td>
<td>EDRP 5639 (Focus on Teaching in Higher Ed.)</td>
</tr>
<tr>
<td></td>
<td>Psych 5505 (Cognitive Psychology) or Psych 5521 (Social Psych)</td>
<td>Psych 5518 (Biopsych) or Psych 5515 (Adv History &amp; System)</td>
<td>EDRP 5513 (Lifespan Development)</td>
</tr>
<tr>
<td></td>
<td>5551 (Pluralistic)</td>
<td>CPCE 5540 (Group Counseling)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5531 (Practicum)</td>
<td>CPCE 5532 (Practicum)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5615 (Surv in Research)</td>
<td>CP Psych 5518 (Biopsych) or Psych 5515 (Adv History &amp; System)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or CPCE 5650 (Seminar)</td>
<td>CPCE 5611 (Personality Assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5609 (cg/int. assessment)</td>
<td>CPCE 5639 (Continuing Adv Prac-primary care)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5631 (Advanced Prac-primary care)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FINISH INITIAL RESEARCH PROJECT</td>
<td>EDRP 5613 (quant III HLM)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CPCE 5615 (Surv in Research)</td>
<td>PCE 5605 (Career 2)</td>
<td>CPCE 5640 (2cr: Supervision)</td>
</tr>
<tr>
<td></td>
<td>Or CPCE 5650 (Seminar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5634 Assessment Practicum Psych 5505 (Cognitive Psychology) or Psych 5521 (Social Psych)</td>
<td>CPCE 5634 Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5639 (Continuing Adv Prac)</td>
<td>CPCE 5639 (Advanced Prac)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMPREHENSIVE EXAMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Psych 5505 (Cognitive Psychology) or</td>
<td>CPCE 5641 or EDRP 5640 (Supervision and teaching pr.)</td>
<td>Apply for Internship</td>
</tr>
</tbody>
</table>
• Students can take EDRP 5640 (teaching practicum) anytime after completing EDRP 5639.
• Students will be allowed to take up to two classes after comprehensive exams in addition to CPCE 5641 and EDRP 5640. The following courses can be waived: PSYCH 5515, 5518, 5505, 5507, EDRP 5513, and EDRP 5611/5613/5615. However, this request must be in writing and approved by your advisor. Students will be responsible for knowing the content covered in these courses.
• CPCE 5634 is one semester and should be taken in year 3.
**Tentative Course Sequence for Those Entering with a Masters Degree in Counseling**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDRP 5605 (Quant Analysis 1)</td>
<td>EDRP 5606 (Quant Analysis 2)</td>
<td>EDRP 5639 (Focus on Teaching in Higher Ed.)</td>
</tr>
<tr>
<td></td>
<td>Psych 5507 (Cognitive Psychology) or Psych 5521 (Social Psych)</td>
<td>EDRP 5608 (Intro to Grad Res)</td>
<td>CPCE 5532 (Practicum)</td>
</tr>
<tr>
<td></td>
<td>CPCE 5600 (CP Seminar)</td>
<td>CPCE XXX (Behavioral health/Primary care Integration)</td>
<td>CPCE XXX (Interprofessional)</td>
</tr>
<tr>
<td></td>
<td>CPCE XXX (Cultural Immersion)</td>
<td>Psych 5518 (Biopsych) or Psych 5515 (Adv History &amp; System)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CPCE 5615 (Surv in Research) Or CPCE 5650 (Prevention)</td>
<td>CPCE 5605 (Career 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDRP 5609 (Dev &amp; Eval of Asst)</td>
<td>EDRP 5611 (Quantitative Analysis III: SEM) or EDRP 5613 (HLM)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5609 (Cog/Int. Assess)</td>
<td>CPCE 5611 (Objective Pers Assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5631 (Adv Prac- Primary Care)</td>
<td>CPCE 5639 (Cont. Adv Prac-Primary Care)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5615 (Surv in Research) Or CPCE 5650 (Seminar)</td>
<td>CPCE 5605 (Career 2) or Psych 5518 (Biopsych) or Psych 5515 (Adv History &amp; System)</td>
<td>CPCE 5640 (supervision)</td>
</tr>
<tr>
<td></td>
<td>CPCE 5634 Assessment Practicum or or Psych 5505 (Cognitive Psychology) or Psych 5521 (Social Psych)</td>
<td>CPCE 5634 Assessment Practicum or or Psych 5518 (Biopsych) or Psych 5515 (Adv History &amp; System)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPCE 5639 (Adv Prac)</td>
<td>CPCE 5639 (Adv Prac)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FINISH INITIAL RESEARCH PROJECT</strong></td>
<td><strong>COMPREHENSIVE EXAMS</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Psych 5505 (Cognitive Psychology) or Psych 5521 (Social Psych)</td>
<td>Psych 5518 (Biopsych) or Psych 5515 (Adv History &amp; System)</td>
<td><strong>Apply for Internship Propose Dissertation by October 1</strong></td>
</tr>
<tr>
<td>Year 5</td>
<td>Internship</td>
<td>Internship</td>
<td>CPCE 5699 Dissertation</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>

- Students can take EDRP 5640 (teaching practicum) any time after completing EDRP 5639.
- Students will be allowed to take up to two classes after comprehensive exams in addition to CPCE 5641 and EDRP 5640. The following courses can be waived: PSYCH 5515, 5518, 5505, 5507, EDRP 5513 and EDRP 5611/5613/5615. However, this request must be in writing and approved by your advisor. Students will be responsible for knowing the content covered in these courses.
- CPCE 5634 is one semester and should be taken in year 3.
**Respecialization Requirements**

1. Initial research project (see CPCE 5690 or Psych 5590 coursework requirement)
2. Comprehensive Examination
3. Respecialization Coursework Requirements
4. Completing a minimum of 59 credits

The following is the list of courses required for respecialization:

<table>
<thead>
<tr>
<th>Counseling Psychology Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Career Development and Counseling</td>
<td></td>
</tr>
<tr>
<td>CPCE 5605 Career Development II</td>
<td>3</td>
</tr>
<tr>
<td>B. Individual Behavior</td>
<td></td>
</tr>
<tr>
<td>CPCE 5503 Psychopathology: Diagnosing &amp; Classification</td>
<td>3</td>
</tr>
<tr>
<td>EDRP 5513 Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>C. Professional Counseling Psychology</td>
<td></td>
</tr>
<tr>
<td>CPCE 5600 Introduction to Counseling Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYCH 5520 Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5540 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5551 Counseling in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5615 Survey of Research in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5620 Advanced Theories and Methods of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5640 Counseling Supervision</td>
<td>2</td>
</tr>
<tr>
<td>CPCE 5650 Seminar in Current Issues in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>C. Assessment and Educational Foundation</td>
<td></td>
</tr>
<tr>
<td>CPCE 5611 Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 5580 Cognitive/Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDRP 5639 Focus on Teaching in Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>D. Practicum</td>
<td></td>
</tr>
<tr>
<td>CPCE 5530 Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5531 Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5532 Counseling Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5631 Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5634 Practicum in Child and Adolescent Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5639 Continuing Advanced Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5641 Supervision Practicum</td>
<td>1</td>
</tr>
<tr>
<td>EDRP 5640 Practicum in College Training</td>
<td>1</td>
</tr>
<tr>
<td>CPCE 5690 Initial Research Project</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5675 Internship in Counseling Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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
- PSYCH 5507 Cognitive Psychology
PSYCH 5521  Advanced Social Psychology (3)
EDRP 5605  Regression and Analysis of Variance (3)
EDRP 5606  Advanced Topics in Regression and Multivariate Data Analysis (3)
EDRP 5608  Introduction to Graduate Research (3)

Advanced Analysis Course (select one):
  EDRP 5611 Structural Equation Modeling (3)
  EDRP 5613 Hierarchical Linear Modeling (3)
  EDRP 5615 Qualitative Research Theory (3)
EDRP 5609  Development and Evaluation of Assessment Tools (3)

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 (49 cr) 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 5575A and 5575B (Internship)
(e) Initial research requirement completed

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. A graduation application must also be submitted.

See Appendix G for the Program of Study.
Initial 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 throughout the completion of their programs. To this end, all students are required to complete an initial research project prior to taking comprehensive exams. The purpose of the initial research project is to provide a non-threatening and developmentally-appropriate early introduction to conducting one’s own research through the completion of a small, well-defined, and closely mentored project. This project must be completed under the direction of a Counseling Psychology program faculty member. Typically, the project will be completed with a student’s advisor; however, in extenuating circumstances (and with advisor permission) another faculty member may oversee part of the project as well.

Note: Students will take three credits of CPCE 5690 (Special Problems) to support their work on this project. These courses are not listed by class number in Pathway. Send an email to the administrative assistant with your name, the name of the faculty member with whom you will be working, and the semester you wish to enroll in CPCE 5690 credits, and the administrative assistant will reply with the corresponding 5-digit class number (class numbers change every semester). You will need to search by class number only in Pathway in order to enroll in the appropriate section of CPCE 5690.

Types and scope of initial research

There are a few different ways to conduct an initial research project. For example, the student can conceptualize an original research project, based on their own examination of literature, or the faculty member can provide an idea for a topic and variables to examine. In either of these cases, data collection can be conducted independently by the student, or (if feasible in the time frame) can be part of a larger, ongoing data collection conducted by faculty and/or a research team. Alternately, faculty may allow students to use pre-existing data, either from a faculty member’s data collection or from publicly-available sources. Students who have completed research projects in previous stages of their education (e.g., through a masters’ thesis) may also, with appropriate permission from their previous institution, conduct initial research that serves as an extension of their prior work. Students may not, however, count a project completed for a course as a fulfillment of their initial research requirement.

The choice of an initial research topic and approach should be made collaboratively by the faculty and student. A variety of factors must be considered when deciding what kind of research project to take on. Most importantly, the faculty member and student should be candid in discussing the feasibility of a particular type/scope of project, keeping in mind the requirement that the findings are expected to be written up and ready for presentation by November 1st of their third year in the program. Therefore, the choice of an initial research project will depend both on the resources and types of expertise that an advisor has at hand (knowing that a faculty member may not be able to offer all types of research at any given time) and, most importantly, the level of prior research training and individual strengths that a student has in the beginning of their degree program. While the publication of this project is an admirable goal, and may be feasible for some projects, it should not take precedence over the need for students to complete
the project on time. (However, as described below, students and advisors may take the option of making concrete plans to expand a study for publication after the initial research requirement is completed.)

Content areas and deliverables required for the initial research project
To ensure that students gain experience and develop skill in the entire research process, each student completing an initial research project will take primarily responsibility (under the guidance of faculty) for all phases of conducting their research from conceptualization to write-up. A manuscript resulting from an initial research project should be the length of a typical journal article in the field (approximately 20-30 pages, exclusive of references, depending on the nature of the project), and should contain: (a) A brief review of literature, conducted by the student, specifying the theoretical basis of the proposed research; (b) Research questions and/or hypotheses to be tested; (c) A method section that includes a description and assessment of the research instruments or other data collection techniques used; (d) Selecting and carrying out appropriate data analysis strategies (qualitative and/or quantitative); and (e) Providing a brief discussion of findings, including a discussion of limitations and areas for future work. Students are also expected to make a public presentation of their work at a Program-wide event before the initial research experience can be considered complete.

Timeline and requirements
a. Students and their advisors are responsible for starting to work on the initial research project during the students’ first semester in the program. During this semester, students and faculty should decide on an appropriate topic of study, keeping in mind the guidelines presented above regarding scope and type of project. Additional work to preliminarily identify literature and theory basis, data sources, and/or appropriate methods and tools for data collection is also recommended in the first semester.

b. In the second semester of the program, students will develop a proposal for their project as part of EDRP 5608 (Introduction to Graduate Research). The proposal will require students to have reviewed and summarized the literature on their topic, identified research questions and/or hypotheses, and identified appropriate data collection methods and analytic strategies for the proposal. They are expected to work closely with their advisor during this class, and some assignments may require evidence that students have received oversight from their faculty advisor or another faculty member when completing certain phases of the work.

c. After the completion of a proposal in EDRP 5608, students will continue to collaborate with their advisors to set defined timelines and goals each semester to ensure successful and timely completion of the project. Failure to meet stated goals during the first or second year in a program may result in a rating of “unsatisfactory” during the students’ annual evaluations.

   a. Such goals may include (but are not limited to) a) setting a deadline for further revision of the manuscript after completion of EDRP 5608; b) completing and submitting a protocol to the IRB (if necessary); c) beginning or meeting specific benchmarks in data collection; d) meeting specific milestones in the data analysis process; and e) preparing and submitting manuscripts, conference proposals, and presentations to report on the study’s findings.
b. To recognize the time that both students and faculty are devoting to this project, students must enroll in 3 CPCE 5690 credits by the completion of the project or the end (summer) of the 2nd year, whichever is sooner. It is at the discretion of the student and faculty member how these three credits are distributed across semesters. However, it is expected that, even if credits are NOT taken in a given semester, students are making forward progress on their research projects. Students are assigned a grade of “Incomplete” for each semester of CPCE 5690 taken until the project is finally completed, at which time, the advisor would submit a request to change “Incompletes” to “Credit” grades.

d. It is expected that the initial manuscript is completed by November 1st of the third year, and faculty highly encourage students to complete it before the start of their third year. The faculty member overseeing the project determines when the manuscript reporting on findings of the initial is completed, and will forward an email to the training director with this information. This email must also include the title of the project. A copy of this email will be placed in the students’ file and the training director will also keep record of the date of completion and title of the initial research manuscript.

e. The student will be recognized by the Counseling Psychology Ph.D. program as having completed the initial research requirement when their work is presented at the Division’s Graduate Student Research Conference, a public forum to be held toward the end of each fall semester. Students must indicate their intent to present at the Research Seminar by November 8th, and are expected to prepare a poster to present their findings. Additional details will be provided by the Director of Training each year.

f. Students who do not complete their initial by the fall of their third year in the program may be required to enroll in a reduced course load in subsequent semesters until the research is completed. The inability to meet this deadline will also be considered in the student’s annual review of progress and, if there are severe concerns, students may be advised to leave the program. Students must have completed their initial research manuscript, and must have presented or be preparing a presentation for the Divisional Research Conference, before they are eligible to apply for comprehensive examinations.

Presentation and Publication of Initial Project
In addition to the requirement that students present their research in a program-sponsored conference, it is also strongly recommended that students will present their work at a national research conference (e.g., APA, APA division-sponsored events such as the National Multicultural Summit or the Counseling Psychology Conference, AERA, or another appropriate conference given the student’s specific research interests). This provides the student with a more formal record of having completed their research, and ensures that their work is disseminated to a broader audience. Students who present their research project at a national conference prior to the divisional Research Conference may use their presentation materials for the local presentation. Alternately, students may use the preparation of their projects for presentation at the Division level as a means of preparing a submission for a conference (and, in fact, the divisional Research Conference is set to coincide with the submission timeline for APA proposals).
If appropriate, students are also encouraged to consider publishing the manuscript resulting from this project, and/or to extend data collection and/or analysis efforts to develop a larger or additional project suitable for publication (by themselves or in collaboration with others). The initial research project, including any extensions from it, is considered a student owned project, conducted under guidance of faculty. Presentations and publications of the paper approved as the initial should be first-authored by the student, with additional authors (faculty and/or student) added as appropriate to their degree of involvement of the project. Authorship on subsequent presentation or publication of projects involving data from the initial research project depends on the degree of involvement of all persons involved with the project. Faculty is responsible for discussing authorship on the manuscript submitted to fulfill program requirements, and on possible subsequent uses of data with the student early on in the initial process. Faculty and students must adhere to the Ethical guidelines of the American Psychological Association when it comes to authorship of all presentations and publications resulting from this project.
Comprehensive Examination

The faculty believes that the comprehensive examination 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, the comprehensive examination is designed to test students in aspects of both counseling and research. The comprehensive examination is intended to indicate 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”), and organized yearly. Membership on the Comps Committee rotates among counseling psychology program core faculty members.

The initial research project must be completed before taking the comprehensive examination. Students are allowed to take up to two required classes, in addition to teaching and supervision practica, after the comprehensive exam; however, this request must be in writing and approved by the student’s advisor and the faculty at large. Students will be responsible for the content of any classes they choose to take after their exam. Students must file an application to sit for the comprehensive examination with the Director of Training by December 1 the year prior to when they are planning to take it. The form to apply for the comprehensive examination can be found in the Appendix of this handbook.

| Students are allowed to take up to two courses after the comprehensive exam in addition to CECP 5641 and EDRP 5640. Courses taken in the semester that the student is taking comps do not count toward this total. The following courses can be waived: PSYCH 5505, PSYCH 5507, PSYCH 5515, PSYCH 5518, EDRP 5513, and EDRP 5611/5613/5615. 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 the comprehensive examination. Please note that while students are not required to take EDRP 5611/5613/5615 prior to their comprehensive exams, they may be given an exam article including SEM or HLM analyses. However, specific questions about these analyses will not be asked. |

Examination Format

Research Question
The research examination will be held the first Friday of Spring Semester. Students will have four hours to complete the exam. The research component will be based on a research article that has appeared in the Journal of Counseling Psychology or The Counseling Psychologist within the past five years. The general form of the research question will be given out Dec. 1 or soon thereafter (some parts of the research question may be tailored to the specific details of the article chosen by the Comps Committee). In their responses, students will be asked to demonstrate and apply knowledge of: (a) research designs; (b) sampling techniques; (c) methods/instrumentation; (d) statistical analysis; and (e) professional, legal, and ethical issues relevant to the design and implementation of the research. All or part of an article may be presented, and the tasks required
can include (but are not limited to) critiquing design or analysis, designing assessment instruments, interpreting results, and suggesting alternative designs/analyses. Students may also be asked to discuss the article in terms of its implications for the field of counseling psychology and issues of individual and cultural diversity.

a. Prior to administration, the Administrative Assistant will request from each student a pseudo name, which will be kept confidential until the exams have been scored.
b. The research question will be held the first Friday of Spring Semester, and begin promptly at 8:30 a.m., and conclude at 12:30 p.m.
c. Students may enter the room as early as 8:00 a.m.
d. Similar to other major tests (e.g., GRE, EPPP), the use of music, food, candles, and other items—with the exception of writing utensils and ear plugs—are disallowed from the testing room. Drinks are allowed, as are headphones that are unplugged and not playing any sound. Students may sign out any number of times during the administration period. During these breaks, students may eat a snack outside of the testing room, use the restroom, etc.. Only one person at a time can sign out.
e. Students may end their exams early and exit the room, but they must leave all test materials at their stations, including the disk, the test, scratch paper, etc., for security purposes. They may NOT re-enter the lab until 12:30 pm. When students re-enter, they must print their responses and save to their disks. They may NOT print and submit before 12:30 pm, because of the distractions involved.
f. The faculty member or other person proctoring the exam will provide students a disk, blank paper, and manila envelope each day of the administration.
g. At the end of each administration, students are required to print their responses with their pseudo name in the header of each page, and also to save their responses on the disk with their pseudo name written on the disk label. Students’ responses should not be saved anywhere else other than the disk provided to them by the faculty member proctoring the exam.
h. Students will place their written responses and disk in the manila envelope, and hand it to the faculty member proctoring the exam.
i. Students may remain in the testing room until 15 minutes after the end of the exam to allow time to complete the printing of their responses.
j. The comprehensive examination will be held in a computer lab in the School of Education. Word processing will be available on the computers in the lab; however, Internet access will not be available. Students are encouraged to visit the testing site during its regular operating hours to become familiar with the particulars of that site. If the testing site is not accessible to students, they may request that faculty facilitate a visit to the site.
k. The proctor is NOT available to answer questions regarding the clinical case study and research article questions.

Scoring

This question will be scored by two raters using rubrics based on the following 5-point scale (5 = Exemplary/Pass; 4 = Advanced/Pass; 3 = Proficient/Pass; 2 = Emerging/Fail; 1 =
Unacceptable/Fail). Scoring rubrics for each question will be provided to examinees after December 1st.

The Director of Training (DOT) will request the list of pseudo names matched with real student names so that the Comps Committee can be informed by the DOT of student results.

a. Students will receive their scores, normally, within two to three weeks of the last day of the comprehensive examination (i.e., mid February).

b. Students will be initially notified of their results (‘pass’ or ‘fail’) via email, which is the official communication of the university. Students will also receive a formal letter of their results.

First Administration Procedure

a. Students will receive their scores, normally, within two to three weeks of the exam (i.e., mid February).

b. The student passes the research question with an average score of 3 or above across all components of the rubric.

c. If a student fails the first administration (average score below 3), s/he will remediate the exam in early March. Students who need to remediate an area will be instructed by his/her advisor to contact the Comps Committee members right away. The Comps Committee members who were responsible for grading the failed area will discuss the details/steps for remediation. The remediation plan is at the discretion of the Comps Committee, and will be developed based on the students’ initial responses. For example, if both raters agreed that the answer was completely unacceptable (i.e., both raters assigned scores of 1), the student may be asked to address a completely different question. On the other hand, if the answer was “Emerging” (i.e., both raters assigned scores of 2), the committee might have the student address specific deficiencies in the answer. Results from remediation will be available to students no later than two weeks following the completion of their remediation plan.

Remediation Procedure

a. If a student is successful on the remediation in March, s/he has passed the exam.

b. If a student does not successfully remediate the previously failed area, s/he has FAILED the exam and must retake the exam the following winter.

Second Administration Procedure

a. The student passes the exam with an average score of 3 or above.

b. If a student fails the second administration (average score below 3), the student has failed the comprehensive exam for a second time and is dismissed from the program.

Clinical Examination – A Case Study (written report and oral)

Students will write an in-depth case study paper based on a client they have had. A case conceptualization is intended to provide a theory-driven approach that integrates the counselor’s worldview and counseling style with an understanding of his/her client within a sound theoretical framework that incorporates scientific evidence and attention to multicultural issues. Students will use a theory of their choice that will serve as the basis of their conceptualization that clearly informs and shapes their counseling approach and treatment planning.


**General Procedures**

a. Students must turn in the written case conceptualization April 20 at noon (if the 20\textsuperscript{th} takes place on the weekend, students turn it in the following Monday at 9 am) to the chair of the Comps Committee.

b. Students will receive their score within two to three weeks of turning in their paper.

c. If the student does not pass the written case conceptualization, s/he must remediate with the same case study.

d. The case study should be between 15-20 pages (not including appendices), double-spaced and written in APA style.

**Scoring**

The written case conceptualization will be scored by two raters using rubrics based on the following 5-point scale (5 = Exemplary/Pass; 4 = Advanced/Pass; 3 = Proficient/Pass; 2 = Emerging/Fail; 1 = Unacceptable/Fail).

a. Students will receive their scores, normally, within two to three weeks of turning in their paper.

b. Students will be initially notified of their results (‘pass’ or ‘fail’) via email, which is the official communication of the university. Students will also receive a formal letter of their results.

**First Administration Procedure**

a. The student passes the case study exam with an average score of 3 or above across all components of the scoring rubric.

b. If a student fails the first administration (average score below 3), s/he will remediate the exam in May. Students who need to remediate an area will be instructed by his/her advisor to contact the Comps Committee members right away. The Comps Committee members who were responsible for grading the failed area will discuss the details/steps for remediation. The remediation plan is at the discretion of the Comps Committee, and will be developed based on the students’ initial responses. Results from remediation will be available to students no later than two weeks following the completion of their remediation plan.

**Remediation Procedure**

a. If a student is successful on the remediation, s/he has passed the exam.

b. If a student does not successfully remediate the previously failed area, s/he has FAILED the exam and must retake the exam the following spring.

**Second Administration Procedure**

a. The student passes the exam with score of 3 or above.

b. If a student fails the second administration (average score below 3), the student has failed the comprehensive exam for a second time and is dismissed from the program.
Information regarding the Case Study
The case conceptualization should be presented in a typed format (double-spaced, APA style, 15-20 pages, not including appendices and test results) that will allow readers to clearly identify the major concepts required in this case study. This can include a combination of written paragraphs, outlining, and bullet points. It is preferable that students include assessments of the clients.

1. **Case Premise**: A case premise is a brief summary that clearly provides a concise understanding of the primary issues that includes client demographics, circumstances of presenting concerns, referral reason, etc.

2. **Assessment Instruments, Evaluative Procedures, and Theoretical Approach used** (e.g., interview, tests, & review of records). You do not provide test results under this heading.

3. **Case History/Supporting Evidence**
   A. Developmental & Medical History
      a. Prenatal/circumstances of birth
      b. Major milestones met at age appropriate times
      c. Medical or physical issues, congenital or acquired
      d. Impact on current functioning?
   B. Family History
      a. Circumstances of biological family, primary caregivers, siblings, children (e.g., involvement, marital status, birth order, etc.)
      b. Family members’ history relevant to Ct concerns
   C. Academic, Employment, and Career History
      a. Academic achievement/milestones including disruptions, testing, etc.,
      b. Employment history and current status
      c. Career trajectory based on skills, interests, abilities, etc.
   D. Psychological
      a. Prior diagnosis for what, when, and by whom
      b. Previous treatment
      c. Client’s ability to manage symptoms
      d. Evidence of clinical assessments, testing, etc.
   E. Social and Spiritual
      a. Relevant social/recreational activities
      b. Pro-social interactions, relationships, etc.
      c. Spiritual or religious identity and impact on coping and/or functioning

4. **Behavioral Observations**
   Discuss relevant observations such as: cooperation/engagement in treatment, appearance, psychomotor behavior, speech, thinking and perception, emotional state, intelligence, insight and judgment, awareness and orientation, attention and concentration, and memory.
5. **Case Conceptualization Summary:**
   Based on the supporting information, provide a summary of your understanding of the client (Who is the client and why do they present as they do), drawing inferences to client’s function within a theoretical viewpoint. This summary should also include description of theory used and why appropriate for this client.

6. **Provide a Formal Diagnosis** (following the guidelines of DSM)

7. **Treatment Plan:** The treatment plan serves as a theory-driven action plan for helping clients work toward meeting their short and long-term goals. The treatment plan should demonstrate measurable goals and specific strategies to help meet these goals. Overall the treatment plan should incorporate:
   A. Goals and Strategies should demonstrate the counselor’s consideration of the following:
      a. Client’s unique characteristics and functional strengths.
      b. Respect for client’s wishes, expectations, and preferences
      c. Trajectory of treatment (i.e., clinician is leaving for new training site, referral upon Client’s use of allotted sessions, transfer to another clinician, etc.,
      d. Client’s current resources
   B. Counselor Concerns
      a. What are some of the concerns or challenges that have come up for you while working with this client?
      b. How have you gone about resolving these concerns & potential challenges?
      c. What are some ethical concerns and/or challenges that came up for you while working with this client? If so how have you gone about resolving these ethical concerns/potential challenges?
Dissertation

Finally, the dissertation, your signature achievement as a Doctor of Philosophy. Identification of an appropriate topic is, once again, between you and your advisor. The dissertation must give evidence of the candidate’s ability to do independent work, and to make a contribution to the field of counseling psychology. This process involves several steps:

a. Develop a proposal in consultation with your chairperson.

b. Forming a doctoral committee: Your doctoral committee supervises your dissertation research. Your major advisor is the chairperson of your committee, and must be from the Counseling Psychology faculty. The Ph.D. Supervisory Committee (the doctoral committee) consists of a minimum of five members. The chair and three other members of the committee must hold appointments on the Counseling Psychology Doctoral Faculty. The fifth member is unspecified, but must hold UMKC doctoral, graduate, or graduate adjunct status and must hold a doctoral degree. This person can come from the School of Education (including the Division of Counseling and Educational Psychology), the Department of Psychology, or from any other relevant unit as approved by the chair. The information about who are doctoral, graduate, and adjunct graduate faculty members is available on the university website, http://sgs.umkc.edu/faculty/education.asp (please know that this site is not always up to date), or you can ask the Division Chair or staff in the Dean’s Office. When you have formed a committee, you must file the Appointment of Dissertation Supervisory Committee Form (see Appendix 1).

Tips in forming a committee are:
- Ask advanced students in the program about their experiences in this area. They're always willing to share their expertise and mistakes.
- Choose professors who share your research interests.
- Remember that you can change your committee at any time by using the appropriate form.

c. A proposal defense meeting is set with all doctoral committee members expected to attend. The proposal must be sent to the committee at least two weeks prior to the meeting. 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.

d. Students who are applying for internship need to defend their dissertation proposal (this includes completing all changes required by the dissertation committee) by November 1 of the year they apply for internship or before they submit their first predoctoral application (whichever comes first).

*Note: Because of the number of open faculty positions in the School of Education, the requirement that one committee member has to be a School of Education faculty member not in counseling psychology is temporarily suspended.

*Note: Dissertation courses are not listed by class number in Pathway. Send an email to the administrative assistant with your name, advisor’s name, and the semester you wish
to enroll in dissertation credits, and the administrative assistant will reply with the corresponding 5-digit class number (class numbers change every semester). You will need to search by class number only in Pathway in order to enroll in dissertation credit hours.

e. **Layout of dissertation:**
   a. *Dissertation Proposal meeting.* For the dissertation proposal meeting, students are expected to submit (a) an extensive literature review and purpose statement of the dissertation (chapter one) and (b) a 6-10 page shortened literature review and a method section with hypotheses/research questions and proposed analyses (chapter two).
   
   b. *Dissertation defense meeting.* For the dissertation defense meeting, students are to submit: (a) chapter one; (b) chapter two, which includes a manuscript of the dissertation (i.e., a brief literature review, methods, results, and discussion; about 30 pages excluding references and tables); and (c) appendices that include: all data analyses, tables and write ups associated with the steps and procedures proposed in chapter two).

f. After the research is complete, you must provide your committee members with the School of Graduate Studies Doctoral Dissertation Preliminary Evaluation Form and a version of the dissertation approved by your chair at least four 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 Form 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), with a minimum of four dissertation committee members agreeing to be present.**

g. The final dissertation examination (defense) will be scheduled only after the dissertation has been approved by the School of Graduate Studies, and with a minimum of four doctoral committee members agreeing to be present. The dissertation is officially approved when committee members sign the Report of the Result of Final Examination Form (available on the program website). A copy of this form must be submitted to the Director of Training, as well, and signed by the Dean of School of Education.

**FORMS** to bring to the defense include: *The Brief Dissertation Rating Form* (Appendix O), *Final Examination of Dissertation Form* (Appendix N), and *Doctoral Dissertation Final Evaluation* (can be found on UMKC School of Graduate Studies’ website).

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/guidelin/index.asp](http://sgs.umkc.edu/guidelin/index.asp) Please review the Dissertation Preparation Guide
located at the preceding web address for more specific information.

h. A copy of the final version of the dissertation needs to be submitted to all committee members.

Presentation and Publication of Dissertation Data

It is required that students share a copy of their data set with their faculty advisor on or before their dissertation defense date.

Students are strongly encouraged to present and publish their dissertation research. The faculty members want students to acknowledge their ethical obligation to not burden participants with research involvement and then not following through on their commitment to disseminate important findings. In most instances, we inform participants via recruitment scripts and/or consent documents that the findings of the research may be used in professional presentations or be published in professional journals.

In the event that students do not take the leadership to present and publish dissertation research that their faculty advisor believes would offer a valuable contribution to the literature, the student’s faculty advisor can proceed to present or publish the dissertation after one year if the student has not taken steps to do so or has not made other arrangements with their faculty advisor. Regardless of whether it is the student or the faculty advisor who takes the lead role in presenting or publishing the dissertation, the student will always remain as first author and the advisor will be listed as a co-author (other faculty and students may also be listed as authors depending on their involvement). Furthermore, in case the data need to be reanalyzed to answer research questions posed in the dissertation, the faculty advisor has the right to do so; however, the advisor does not have the right to reanalyze the data to answer other research questions unless the student agree to this.

Faculty and students must adhere to the ethical principles of the American Psychological Association when it comes to authorship of the project, and the faculty member is responsible for discussing authorship with the student, including the publication and presentation process.

Suggestions for Making and Sticking to a Reasonable Dissertation Schedule

Based on our own experiences, one of the most important things to consider to complete your dissertation in your own preferred timeframe is to plan early on a realistic calendar with deadlines, 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 third 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 three to four 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 one to two 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 the 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 four weeks: two weeks to read it and complete a review form, and then two additional weeks for you to respond to the reviews prior to the defense meeting.

Factor learning time into your calendar. 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 of 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. 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 using the past tense.
- Create an outline of your results section that includes the subheadings and introductions.
For example: “To test the hypothesis that..., a one-way analysis of variance was run with....”

- Go back and read and learn the statistics 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, and 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. Candidates must complete a 2,000 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 internships at non-approved placements are detailed in Appendix M.

If you decide to apply for the internship in the fall, you need to submit a request (see Appendix K, Pre-Doctoral Internship Readiness Form) to the faculty for approval at its September meeting. On this form you need to indicate that you have passed comps, gathered enough direct client hours and that you have made progress on your dissertation (you will need to be able to defend your dissertation proposal prior to submitting your first application). The program follows the guidelines set by Council of Counseling Psychology Training Programs regarding Expectations for Internship Eligibility (see Appendix L).

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), is a useful source and lists information concerning APA- and non-APA-accredited internship sites. 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 in order to apply for internship. There are no direct guidelines, and each internship site reports its own minimum hour requirement. We recently reviewed our students’ hours, and found that 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:
  a. Cover letter
  b. AAPIC Form
  c. Curriculum Vita*
  d. Transcript(s)
  e. Letters of recommendation
  f. Essays. Please know that individual sites can require additional essays.
*According to 2008 APPIC guidelines, a typical vita includes the following areas: identifying information, education, training, clinical experiences, supervision experiences, publications, grants, professional presentations, teaching experiences, university and professional services, related work experience, volunteerism, awards/honors, professional membership; leadership positions held, and references.

The Director of Training 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.

a. Discuss with your advisor your eligibility to apply for internship.
b. Information about the internships can be found on the APPIC website or on the web pages of the internship site.
c. File an internship readiness form with the Director of Training.
d. Request letters of support: (a) one from your major advisor, and (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. Give them enough time to be able to complete the letters (at least two to three weeks).
e. Create a vita. Have other folks critique it.
f. APPIC application:
   - 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.
   - Complete the APPIC application online. The Director of Training needs to approve your readiness for internship, and must sign off your application before you can submit it. However, only a small section of the application needs to be completed for the internship director to approve.
g. Arrange for transcripts to be sent by deadline dates.
h. Register with the APPIC Match program.

**The Application Process**

a. Always make sure that any materials you send to a site are perfect and attractive. Do not take the chance that a typo could jeopardize your application.
b. You will need to submit your completed application on the APPIC website before the internship site’s deadline. Be aware of that different sites have different deadlines.
c. Some sites may require additional materials (e.g., undergrad transcripts, additional essays, discussion of outreach presentations).
d. Students will NOT be able to view letters of reference after they are submitted to APPIC. If you want to view a letter, discuss this with the letter writer ahead of time. Letter writers will upload each letter directly to the APPIC website. If your letter writers are writing
separate letters for each internship site, you will need to designate this through the APPIC website. Let your references know this ahead of time. Also, some sites specifically ask you not to send a fourth letter, so be sure to follow their instructions.

e. Follow the prompts/instructions for each essay and for the cover letter. Some sites give you directions for what they expect in cover letters, so be sure to review the website for those instances.

f. Make sure the application reflects the correct hours before submitting it for Director of Training’s verification.

g. It is good to request transcripts at least one month prior to the first deadline.

h. Do not forget to register for the match; this is a separate process from registering for the online APPIC.

Interviews

a. 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.

b. 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.

c. Practice interviewing with a buddy. In the last few years, UMKC Counseling, Health, and Testing, as well as the Career Center, have organized interview skills training sessions in late fall. Ask the Director of Training for more information.

d. 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

a. Don’t forget to register for internship hours: a total of three credit hours. These can be taken one hour per semester if you like. To register, you’ll need the course reference number; ask the Director of Training.

b. You will receive incomplete grades for your internship hours UNTIL YOUR OFFICIAL LETTER OF COMPLETION IS RECEIVED for each semester.

c. 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

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 web page can be found at www.appic.org

What is ACCTA?
ACCTA is the Association of Counseling Center Training Agencies. 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.

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

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”).

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 Director of Training. The clearinghouses (APPIC and ACCTA) will not be in operation until 11:00 am 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, to which the faculty often subscribe.

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 on proof that the site you are considering meets the program’s internship criteria (in Appendix M). 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 thoroughly document all of your experience rather than have it accepted almost automatically. It is suggested that you take a look at the Association of State and Provincial Psychology Boards (www.asppb.org) website, as well as the National Register of Health Service Providers and a few state psychological board websites to explore this issue.

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

Doctoral students in the Counseling Psychology program may participate in May graduation during their internship year if they satisfy the following conditions:

a. Committee-approved dissertation by April 15.

b. Letter from internship training director dated in April, stating that the student has received satisfactory evaluations thus far, is in good standing at present. If possible, the training director will indicate that he/she sees no significant reasons why the student would not complete the internship satisfactorily.

c. Submit dissertation approval form and the letter from the internship director to the director of training of the Counseling Psychology program and to the School of Graduate Studies by April 15.
Evaluation and Academic Assessment Policy & Retention

Students are evaluated on a yearly basis; however, at any point during the student's matriculation through the program, students can be evaluated and contacted if there are any concerns.

Scope of Evaluation

Students are evaluated on their academic performance (e.g., coursework, seminars, scholarship, comprehensive examinations, and related program requirements) and their progress through the program (it is important that students progress through the program at a reasonable pace). In addition, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, and ethical) are evaluated, because they are also a part of academic performance. Faculty, supervisors, and other training staff have a professional, ethical, and potentially legal obligation to ensure as much as possible that students graduating from the program are competent to manage future relationships—whether with clients, colleagues, the public, supervisees or students—in an effective and appropriate manner. These evaluative areas include, but are not limited to, demonstration of sufficient:

a. Coursework (e.g., a minimum grade of “B” must be achieved for the required courses to count towards your degree). In all practica and internships, students are required to demonstrate minimal clinical competency (grade of credit on a credit/no credit basis).

b. Research accomplishments (initial research project, dissertation, and other research activities).

c. Applied skills (professional service activities and accomplishments).

Ethics and ethical behaviors (examples of unethical behaviors are exploitative relationships with clients, failure to maintain security of assessment instruments, academic dishonesty, etc.).

Diversity/Cultural Competence

Interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).

d. Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).

e. Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).

f. Resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., responding constructively to feedback from supervisors or program faculty, successful completion of remediation plans, participating in personal therapy in order to resolve issues or problems).

(This policy is adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT), The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs, March 25, 2004.)
The Annual Evaluation

The annual evaluation data consist, in part, of information provided by students in the Annual Portfolio of Accomplishments. Information about the annual portfolio is emailed to students every winter and the required information is to be uploaded on livetext. The annual portfolio includes seven areas of evaluation:

a. Coursework (e.g., a minimum grade of “B” must be earned for all courses to count towards your degree).
b. Research accomplishments (initial research project, dissertation, and other research activities).
c. Applied skills (professional service activities and accomplishments; passing practicum courses).
d. Professional behavior (interpersonal competence, well being, self-awareness, class attendance, etc.).
e. Ethics and ethical behaviors (e.g., examples of unethical behaviors are exploitative relationships with clients, failure to maintain security of assessment instruments, academic dishonesty, etc.).
f. Counseling psychology identity
g. Diversity/cultural competence.

After the evaluation, students will be informed of faculty decisions on their progress via letters cosigned by the Director of Training and their academic advisors.

Students may receive one of the following four statuses as the result of the faculty’s evaluation:

1) Satisfactory Progress: Students whose performance is deemed by the faculty as satisfactory in all areas at their level will receive a letter with a “satisfactory” rating.

2) Unsatisfactory Progress: Students who are deemed by the faculty as not making satisfactory progress in any of the evaluation areas will receive a letter notifying them of the unsatisfactory evaluation. Such a decision requires a two-thirds vote of the Counseling Psychology faculty. In some cases, students will be required to submit, within 30 days, a plan for remediation to their academic advisor. The academic advisor will forward the remediation plan to the faculty with a recommendation as to disposition. Acceptance of the plan requires a simple majority vote of the faculty.

A repeated pattern of unsatisfactory evaluation, or failure to submit or comply with a remediation plan, can result in the student being placed on probationary status or dismissed from the program. A decision of dismissal requires a two thirds vote of the Counseling Psychology faculty.

3) Probationary Status: Students may be placed on probation due to:

a) Students are required to demonstrate minimal course competencies (grade of B or better) in any of the courses in the program of study. In all practica and internships,
students are required to demonstrate minimal clinical competency (grade of credit on a credit/no credit basis). Failure to meet these minimum requirements can lead to probation. While on probation, a student must maintain a minimum of B in all course work with the exception of a grade of credit in method, practicum, and internship courses. 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. Should a student receive a permanent grade of no credit in a practicum or internship, or a permanent grade below B in a required course, the student will be dismissed from the program. Such dismissal does not require a vote of the faculty.

b) Failure to maintain a 3.0 graduate GPA. In accordance with the UMKC School of Graduate Studies requirements, students must maintain a 3.0 graduate grade point average. Failure to maintain a cumulative GPA of 3.0 or better will place a student on academic probation. If a student has a cumulative GPA below 3.0 for two semesters, he or she will be dismissed from the program.

c) A repeated pattern of unsatisfactory evaluation ratings and failure to make satisfactory progress can result in students being placed on probation and possible dismissal from the program.

d) 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 probation. 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.

e) Unethical or unprofessional behavior can, if serious enough, result in students being placed on probation and possible dismissal from the program.

Note: The decision of placing a student on academic probation for a designated period of time requires a two-thirds vote of the Counseling Psychology faculty. When the student is placed on probation, the faculty will provide the student with reasons that he or she is placed on probation, and expectations about what the student needs to do to regain satisfactory status. Both the decision of probation and the expectations for remediation will be communicated to the student by a letter from the Director of Training. At the end of the probationary period, an affirmative majority vote of the Counseling Psychology faculty is required to return the student to satisfactory status.

4) Dismissal from the Program

The following statements describe circumstances under which a student may be dismissed:

a) In all practica and internships, students are required to demonstrate minimal clinical competency (grade of credit on a credit/no credit basis). In all other courses, students
are required to demonstrate minimal competencies (grade of B or better). In accordance with university policy, a student may repeat a course. Under these circumstances, a student must petition and obtain faculty approval to make the second course grade the grade of record. Should a student receive a permanent grade of no credit in a practicum, or a grade below B in an internship or a required research course, the student will be dismissed from the program. Such dismissal does not require a vote of the faculty.

b) 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.

c) A repeated pattern of unsatisfactory evaluation ratings and failure to make satisfactory progress can result in dismissal from the program.

d) Unethical or unprofessional behavior can, if serious enough, result in dismissal from the program.

Note: In other circumstances, the decision to dismiss a student from the program as the result of a faculty evaluation requires a two-thirds vote of the Counseling Psychology faculty.

Continuous Evaluation
To protect student interests and the rights of faculty to uphold the academic and professional standards of the training program, the following statuses (described above) can be taken as part of the academic review process separate from the yearly evaluation procedure: (a) Satisfactory Progress, (b) Unsatisfactory Progress, (c) Probation, and (d) Dismissal.

Practicum: A ranking of 2 and below in any of the eight global assessment areas on the practicum evaluation (i.e., personality characteristics; professional development and professional conduct; counseling skills; consultation; conceptualization, assessment and diagnosing; science-practice interventions; multicultural competence; and supervisory relationship) may result in the student not receiving credit for the course. In addition, a student who receives 2 or below on any item on the practicum evaluation, or a large number of N/As, may be asked to meet with their advisor to discuss their rating and any supports needed to improve in this area and/or how they might pursue opportunities for training experience that were rated as non-applicable.

The following steps can be taken as part of the academic review process separate from the yearly evaluation procedure.
1. If a concern about student behavior develops within the context of a course, the course instructor and/or field supervisor documents concerns. The instructor meets with the student to outline deficiencies and establish a remedial course of action (if appropriate). Chronological time frames may be established to evaluate performance. Others (i.e., program faculty, clinical supervisors, clients, or professionals and agents outside the university) who
have university related concerns about a student outside of the context of a course may communicate their concerns directly to the Director of Training of the Counseling Psychology Program. (Such discussions are governed by the Family Educational Rights and Privacy Act.)

2. When the instructor has made a reasonable determination with adequate documentation that a pattern of severity of problem exists that warrants additional action beyond that already taken, the instructor will communicate the concerns, actions taken and their outcomes to the Director of Training and program faculty for possible action.

3. The student will be informed in writing by the Director of Training of: (a) any decision that may affect the student’s status within a degree program, (b) the opportunity to address the faculty in person or in writing to appeal the decision. All appeals must be in writing; in person meetings with the program faculty may be requested by either the student or faculty.

4. The student will be informed in writing by the Director of Training of the faculty's response to the appeal. The student will be advised of the opportunity to seek further resolution of the concern with the Dean of the School of Education.

Remediation, Return to Satisfactory Status, and Appeal
In most of the above cases, a student will be provided, in writing, a plan to remediate deficiencies. There may be some extreme cases where students are not offered the opportunity to remediate (e.g., engaging in highly unethical behavior or criminal actions). In these cases, the student will be dismissed from the program.

If a remediation plan is accepted in writing by a student, the student’s performance on the elements of the plan must be documented to the faculty by the student. Once the written documentation of plan completion has been submitted, the faculty will review the information and respond to the student in writing. The faculty may then take one of several actions: (a) agree that the plan has been completed satisfactorily; (b) find the student’s completion of the plan unsatisfactory and ask for further remediation; or (c) dismiss the student from the program. In all of these cases, the student has the right to appeal the faculty’s decision. Appeals can be made to the faculty or to the Dean of the School of Education.

In all of the above situations, students have the right to appeal faculty decisions and remediation plans. These appeals can be made to the counseling psychology faculty, the Dean of the School of Education, or the Dean of the School of Graduate Studies. In all cases, appeals must be made in writing.
Student Rights & Due Process

The faculty of the Counseling Psychology program wishes to ensure that students are treated fairly and respectfully. 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 may 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 Chair 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.

Students may also bring issues of concern to the Student Affiliate Group representatives, who can bring them forth for discussion at Counseling Psychology faculty meetings, or students may drop a note in the Suggestion Box found in Room 230.
Social Network Policy and Recommendation

Students who use social networking sites (e.g., Facebook, MySpace, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

Due to professional and ethical concerns, the CEP faculty has agreed upon that they will not “friend” or agree to be “friended” on social network media sites by any student as long as the student is enrolled in one of the CEP programs. After the graduation of the student, that rule no longer applies and it is up to student and individual faculty member discretion.
University and School Policies:

<table>
<thead>
<tr>
<th>UMKC General Catalogue</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable Use Policy</td>
<td><a href="http://catalog.umkc.edu/special-notices/acceptable-use-policy/">http://catalog.umkc.edu/special-notices/acceptable-use-policy/</a></td>
</tr>
<tr>
<td>Student’s Right-To-Know</td>
<td><a href="http://catalog.umkc.edu/special-notices/students-right/">http://catalog.umkc.edu/special-notices/students-right/</a></td>
</tr>
<tr>
<td>Notice of Nondiscrimination</td>
<td><a href="http://catalog.umkc.edu/special-notices/notice-of-nondiscrimination/">http://catalog.umkc.edu/special-notices/notice-of-nondiscrimination/</a></td>
</tr>
<tr>
<td>Academic Honesty and Student Code of Conduct</td>
<td><a href="http://catalog.umkc.edu/special-noticesacademic-honesty/">http://catalog.umkc.edu/special-noticesacademic-honesty/</a></td>
</tr>
<tr>
<td>School of Education Grade Appeal</td>
<td><a href="https://education.umkc.edu/Documents/fetch/3348">https://education.umkc.edu/Documents/fetch/3348</a></td>
</tr>
</tbody>
</table>

*copies of all these policies can also be found in the appendices of Policies and Procedures.*
APPENDICES

Appendices

A. Change of Advisor Document ................................................................. 66
B. Program of Study Form ................................................................. 67
C. Course Waiver and Transfer of Course Form .................................. 69
D. Notification of Completion of Initial Research Project ................. 70
E. General MA in Counseling in Guidance Program of Study Form .... 71
F. Student Application to take the Comprehensive Examination .......... 73
G. Request to Take Courses after the Comprehensive Exams-Form ......... 74
H. Results of Comprehension Examination Form .............................. 75
I. Appointment of Dissertation Supervisory Committee ...................... 76
J. Notification of Dissertation Proposal Approval ................................. 77
K. Pre-doctoral Internship Readiness Form .......................................... 78
L. CCPTP Expectation for Internship Eligibility .................................. 80
M. Criteria for Non-APA Approved Internship Sites ............................ 81
N. Final Examination of Dissertation Form ......................................... 82
O. Brief Dissertation Rating Form ..................................................... 83
P. Multicultural Engagement Essay Prompt and & Rubric ....................... 84
Q. Counseling Psychology Identity Essay Prompt & Rubric ................... 86
R. Scoring Rubric for Counseling Psychology Dissertation Evaluation ...... 88
S. Counseling Psychology Comprehensive Exam Clinical Portion Evaluation Rubric 95
T. Clients as Trainees Policy at the UMKC Counseling Center .................. 100
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 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
UNIVERSITY OF MISSOURI-KANSAS CITY SCHOOL OF EDUCATION  
Ph.D. Counseling Psychology  
PROGRAM OF STUDY

In consultation with an advisor, the student should initiate this application, secure the approvals indicated below, and present it to the School of Education Certification Manager for processing prior to completion of 15 hours applicable to the degree program.

<table>
<thead>
<tr>
<th>NAME</th>
<th>STUDENT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT ADDRESS</td>
<td></td>
</tr>
</tbody>
</table>

DEGREE SOUGHT: Doctor of Philosophy (Ph.D.)

<table>
<thead>
<tr>
<th>CITY</th>
<th>STATE</th>
<th>ZIP</th>
<th>DEGREE PROGRAM: Counseling Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(e-Mail) Phone

(For courses that have been waived, mark with a W.)

<table>
<thead>
<tr>
<th>Statistics and Research Methodology:</th>
<th>CR</th>
<th>HR</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRP 5605 Quantitative Analysis I: Regression &amp; Analysis of Variance</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRP 5606 Quantitative Analysis II: Advanced Topics in Regression &amp; Multivariate Data Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRP 5608 Introduction to Graduate Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One advanced analysis course - select one:

<table>
<thead>
<tr>
<th>CR</th>
<th>HR</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRP 5611 Structural Equation Modeling</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

EDRP 5613 Hierarchical Linear Modeling

EDRP 5615 Qualitative Research Theory

EDRP 5609 Dev and Eval of Assessment Tools | 3  |    |       |

Psychology Core:

<table>
<thead>
<tr>
<th>CR</th>
<th>HR</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 5507 Adv Cognitive Psychology:</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

PSYCH 5515 History and Systems of Psychology | 3  |    |       |

PSYCH 5518 Biopsychology II | 3  |    |       |

PSYCH 5521 Advanced Social Psychology | 3  |    |       |

CPCE 5503 Psychopathology | 3  |    |       |

EDRP 5513 Life Span Development | 3  |    |       |

Educational Foundations

<table>
<thead>
<tr>
<th>CR</th>
<th>HR</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRP 5639 Focus on Teaching in Higher Ed.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Counseling Psychology Core:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCE 5600</td>
<td>Introduction to Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5520</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5530</td>
<td>Counseling Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5605</td>
<td>Career Development II</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5540</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5551</td>
<td>Counseling in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>CPCE 5640</td>
<td>Counseling Supervision</td>
<td>2</td>
</tr>
<tr>
<td>CPCE 5650</td>
<td>Prevention and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>CECP 5615</td>
<td>Survey of Research in Counsel. Psych</td>
<td>3</td>
</tr>
<tr>
<td>CPCE xxxx</td>
<td>Cultural and Community Immersion</td>
<td>3</td>
</tr>
<tr>
<td>CPCE xxxx</td>
<td>Behavioral Health/Primary Care Int.</td>
<td>3</td>
</tr>
<tr>
<td>CPCE xxxx</td>
<td>Interdisciplinary Course in Primary Care</td>
<td>1</td>
</tr>
<tr>
<td>Assessment</td>
<td>CPCE 5611 Objective Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Assessment</td>
<td>CPCE/PSYCH 5609 Cognitive/ Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td>CPCE 5531 Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td>CPCE 5532 Counseling Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td>CPCE 5631 Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td>CPCE 5634 Practicum in Child &amp; Adolescent Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td>CPCE 5639 Continuing Advanced Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Practicum</td>
<td>CPCE 5641 Supervision Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Internship</td>
<td>EDRP 5640 Practicum in College Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Internship</td>
<td>CPCE 5675 Internship in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Initial Research Project</td>
<td>CPCE 5690 Special Problems</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation</td>
<td>CPCE 5699 Dissertation</td>
<td>9</td>
</tr>
</tbody>
</table>

Signatures:

______________________________________________________
Student  Date
______________________________________________________
Advisor  Date
______________________________________________________
Director of Training  Date
______________________________________________________
Chair  Date
______________________________________________________
Dean  Date
Course Waiver & Transfer of Course Form

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)

Course Grade*: ________________________________________________________________

Professor’s Signature: __________________________________________________________

Cc: Counseling Psychology Program
    Student Services, School of Education

*Enclose a copy of a transcript showing the grade of the requested waived/transfered course. Only courses with grades of B or better can be waived
Notification of Completion of Initial Research Project

UMKC Division of Counseling and Educational Psychology

Date: _______________________________

TO: Director of Training, Counseling Psychology

FROM: ___________________________________, Advisor

__________________________________________ has completed the initial research project, entitled:
(Student Name)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

on ________________________________
(Date)
Master of Arts in Counseling and Guidance General Emphasis  
The University of Missouri-Kansas City  
School of Education

PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student #:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>City:</td>
<td>State:</td>
</tr>
<tr>
<td>(H) Phone:</td>
<td>(W) Phone:</td>
<td>Fax:</td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Common Core Area (Required 48 Semester Credit Hours)**

<table>
<thead>
<tr>
<th>Hours Needed</th>
<th>Completed Course</th>
<th>Hours</th>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Course Institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>CPCE 5500 Introduction to Professional Counseling or CPCE 5600 Counseling Psychology Proseminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5503 Psychopathology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5505 Career Development I or CPCE 5605 Career Development II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EDRP 5508 Principles &amp; Methods of Research or EDRP 5608 Introduction to Graduate Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EDRP 5513 Life Span Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5611 Objective Personality Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5520 Theories and Methods of Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5530 Methods of Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EDRP 5605 QI: Regression and Analysis of Variance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EDRP 5606 QII: Adv Topics in Regression and Multivariate Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5531 Counseling Practicum I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5532 Counseling Practicum II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5540 Theories &amp; Methods of Group Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5551 Counseling in a Pluralistic Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3</td>
<td>CPCE 5553 Ethics in Professional Counseling or CPCE 5600 Counseling Psychology Proseminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5575A Internship or CPCE 5631 Advanced Practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5575B Internship or CPCE 5639 Continuous Advanced Practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CPCE 5690 Special Problems (initial research project)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Division Chair for signature and the Division Chair forwards it to the Certification Manager for signature. The Certification Manager makes copies and distributes one copy each to the student, faculty, student services, and university records.

<table>
<thead>
<tr>
<th></th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Application for Counseling Psychology Doctoral Comprehensive Examination

Please print or type

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name</th>
<th>Faculty Advisor's Name</th>
</tr>
</thead>
</table>

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.

Eligibility check: (To be completed by student and faculty advisor) Please complete Counseling Psychology Doctoral Checklist (form #2) to make sure requirements are met in all areas. Then circle appropriate course numbers below.

1. Psychology Core: PSYCH 5515; PSYCH 5518; PSYCH 5507; PSYCH 5521; CPCE 5503; EDRP 5513

2. CPCE Core: CPCE 5600; CPCE 5520; CPCE 5530; CPCE 5531; CPCE 5532; CPCE 5534; CPCE 5540; CPCE 5551; CPCE 5605; CPCE 6515; CPCE 5609; CPCE 5631; CPCE 5639; CPCE 5640; CPCE 5650; EDRP 5639; and the 3 courses in PsiCare program.

3. Statistics/Research (Grade of A or B required): EDRP 5605; EDRP 5606; EDRP 5608; EDRP 5609; CPCE 5690

4. Pre-doctoral research completed - date to be verified by Director of Training.

5. Attach a copy of your transcript and any course waiver forms.

(Student's Signature)

(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
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 CPCE 5641 and EDRP 5640. Courses taken in the semester that the student is taking comps do not count toward this total. The following courses can be waived: PSYCH 5507, PSYCH 5515; PSYCH 5518, PSYCH 5521, EDRP 5513, and EDRP 5611/5613/5615. 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 December preceding the semester 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
RESULTS OF COMPREHENSIVE EXAMINATION, COUNSELING PSYCHOLOGY

DIVISION OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
SCHOOL OF EDUCATION
UNIVERSITY OF MISSOURI-KANSAS CITY

This is to certify that _______________________________ on ____________,
(Name of student) (Date)

- passed/failed the comprehensive examination in RESEARCH PORTION Counseling Psychology.
- passed/failed the comprehensive examination in CLINICAL PORTION Counseling Psychology.

Signatures (Examining Committee)
______________________________________  (Member)
______________________________________  (Member)
______________________________________  (Member)
______________________________________  (Chair)

Dean’s Signature ________________________  Date:___________________

Place original in student’s folder.

CC: Director of Training, Counseling Psychology Program
Student Services Office

The Chair or the Examining Committee is to mail the original copy of this report to the Graduate Records Office, 5115 Oak, as soon as the examination has been completed.
APPOINTMENT OF DISSERTATION SUPERVISORY COMMITTEE

COUNSELING PSYCHOLOGY PROGRAM
SCHOOL OF EDUCATION, UNIVERSITY OF MISSOURI-KANSAS CITY

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
Notification of Dissertation Proposal Approval

COUNSELING PSYCHOLOGY PROGRAM
SCHOOL OF EDUCATION, UNIVERSITY OF MISSOURI-KANSAS CITY

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
Pre-Doctoral Internship Readiness Form
The Counseling Psychology Program
School of Education, University of Missouri-Kansas City

This form needs to be submitted to the Training Director by September 1 of the year you will apply for internship. It will be reviewed at the September faculty meeting.

Name_________________________________

Year you entered the program?

Checklist
A. Coursework completed: Yes  No  If no, what courses remain and when will you take these:______________________________________________
   ________________________________________________________________________

B. Initial Research Project completed: _______ (date)

C. Comprehensive examination passed: ______ (date)

D. Current number of direct client hours: ______ (combined number of direct individual, group, and assessment hours): Individual: _______ Group:_______ Couples/Family:___
   Assessment:_______ (need 450 direct hours; provide logs or other evidence). If you have fewer than 450 at this point, describe your plan to obtain these by October 15:__________
   ________________________________________________________________________

E. Current hours of received supervision by a licensed psychologist or other sanctioned mental health professional:_______ (need at minimum 150 hrs by October 15). If you have fewer than 150 at this point, describe your plan to obtain these by October 15: __________
   ________________________________________________________________________

F. Dissertation Proposal Status defended: Yes  No  (If yes, date:____________________)
   Provide information on how far you are on your proposal and a timeline for the completion of your proposal. According to policy, your proposal needs to be defended prior to submitting your first application.
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
G. Passed contribution of scientific knowledge: Yes  No  (Enclose evidence of presentations of two papers/posters or the publication or submission of a manuscript or book chapter for publication as an author or co-author.)

**Decision by faculty regarding readiness for internship:**

Date:_____________________

Faculty’s decision regarding student’s readiness to apply for internship.

**Yes:** Student is deemed ready for internship.

**No:** Student is not deemed ready for internship.

**Conditionally ready:**

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

____________________________________

____________________________________

____________________________________

____________________________________

Academic Advisor

___________________________

Director of Training

___________________________

Division Chair
Council of Counseling Psychology Training Programs
Expectations for Internship Eligibility

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.

2. Trainee successfully completed a pre-dissertation research experience.

3. Trainee passed program’s comprehensive or qualifying exams (or equivalent) by internship application.

4. Trainee’s dissertation proposal has been accepted at the time of application to internship.

5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).

6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee’s work.

7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author,
   or
   b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.

8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees’ developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Adopted by CCPTP February 9, 2013
Criteria for Non-APA Approved Internship Sites

The Programs follow the APPIC standards as guidelines for non-APA approved internship sites. A summary of these guidelines are provided below and may be subjected to change as APPIC guidelines are revised.

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.
Final Examination of the Dissertation
Counseling Psychology program
Division of Counseling and Educational Psychology
UMKC School of Education

This is to certify that _____________________________ on ____________
(Name of student-print) (Date)
passed/failed the final examination of the dissertation.

Title of Dissertation:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Signatures of Examining Committee:

<table>
<thead>
<tr>
<th>Member</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dean’s Signature ____________________________ Date:________________

CC: Director of Training, Counseling Psychology Program
Student Services Office

| (1) As a whole, the dissertation is unacceptable | (2) As a whole, the dissertation reflects potential but at this point unacceptable quality. | (3) As a whole, the dissertation reflects work deemed proficient based on the students level of training. | (4) As a whole, the dissertation reflects high quality work beyond what is expected from a regular dissertation | (5) As a whole, the dissertation reflects exemplary work, much beyond what is expected from a regular dissertation |
**Brief Dissertation Rating Form**  
*(scoring of rubric)*  
**Counseling Psychology program**  
**Division of Counseling and Educational Psychology**  
**UMKC School of Education**

Student: ____________________________

Title of Dissertation: __________________________________________________________

Committee Member/Rater: ____________________________

1. **Methods**
   1a. Method of research  
   1b. Participant characteristics  
   1c. Sampling procedures  
   1d. Sample size power, and precision  
   1e. Measures and covariates  
   1f. Research design

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Method of research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Participant characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. Sampling procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d. Sample size power, and precision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Measures and covariates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f. Research design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Use of Old Material**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Use of New Material**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Results**
   4a. Participant flow and recruitment  
   4b. Statistics and data analysis  
   4c. Ancillary analyses  
   4d. Discussion

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Participant flow and recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Statistics and data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. Ancillary analyses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d. Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Originality**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Style**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **Scope**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. **Summary**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale (1 = unacceptable; 5 = exemplary)
**Multicultural Engagement Essay**

Prompt: In 300-500 words describe your multicultural activities and learning experiences with minority populations and/or other aspects of diversity this past year with special focus on practice related activities and research.

Rubric

<table>
<thead>
<tr>
<th>Practice Related Activities</th>
<th>Exemplary (5 pts)</th>
<th>Advanced (4 pts)</th>
<th>Proficient (3 pts)</th>
<th>Emerging (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP Goal 4</td>
<td>Presents with evidence of extensive multicultural engagement in practice oriented activities, such as working with diverse clients and doing outreach to diverse groups.</td>
<td>Presents with evidence of much multicultural engagement in practice oriented activities, such as working with diverse clients and doing outreach to diverse groups.</td>
<td>Presents with evidence of adequate multicultural engagement in practice oriented activities, such as working with diverse clients and doing outreach to diverse groups.</td>
<td>Presents with evidence of some multicultural engagement in practice oriented activities, such as working with diverse clients and doing outreach to diverse groups.</td>
<td>Presents with evidence of little or no multicultural engagement in practice oriented activities, such as working with diverse clients, doing outreach with diverse groups, etc.</td>
</tr>
<tr>
<td>SOE 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Related Activities</th>
<th>Exemplary (5 pts)</th>
<th>Advanced (4 pts)</th>
<th>Proficient (3 pts)</th>
<th>Emerging (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP Goal 4</td>
<td>Presents with extensive attention to diversity areas and or minority population in research</td>
<td>Presents with much attention to diversity areas and or minority population in research</td>
<td>Presents with adequate attention to diversity areas and or minority population in research</td>
<td>Presents with some attention to diversity areas and or minority population in research</td>
<td>Presents with little or no attention to diversity areas and or minority population in research activities, such</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOE 4</td>
<td>activities, such as conducting present or publishing original research on diversity-related topics; or addressing limitation of diversity attention in such work</td>
<td>activities, such as conducting present or publishing original research on diversity-related topics; or addressing limitation of diversity attention in such work</td>
<td>activities, such as conducting present or publishing original research on diversity-related topics; or addressing limitation of diversity attention in such work</td>
<td>activities, such as conducting present or publishing original research on diversity-related topics; or addressing limitation of diversity attention in such work</td>
<td>as conducting present or publishing original research on diversity-related topics; or addressing limitation of diversity attention in such work</td>
</tr>
</tbody>
</table>
Counseling Psychology Identity Essay Prompt and Rubric

Please write about the defining features of Counseling Psychology and how these influence your professional identity.

<table>
<thead>
<tr>
<th>Knowledge of CP Identity</th>
<th>Exemplary (5 pts)</th>
<th>Advanced (4 pts)</th>
<th>Proficient (3 pts)</th>
<th>Emerging (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student regularly demonstrates skills beyond what is expected based on his or her training to date</td>
<td>The student intermittently demonstrates skills beyond what is expected based on his or her training to date</td>
<td>The student demonstrates the skills sufficiently based on his or her training to date</td>
<td>The student inconsistently demonstrates skills based on his or her training to date</td>
<td>The student regularly does not demonstrate skills based on his or her training to date</td>
</tr>
<tr>
<td>Essay</td>
<td>Essay demonstrates excellent knowledge of the roles and themes of counseling psychology and cites references to professional sources in which these are discussed</td>
<td>Essay shows some strong points of understanding counseling psychology identity and some support via citations from the professional literature</td>
<td>Has adequate knowledge of roles and themes of counseling psychology identity</td>
<td>Writes about some roles or themes of counseling psychology identity</td>
<td>Writes only about one or two themes or roles of counseling psychology identity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>CP Goal 1</th>
<th>SOE 2a</th>
<th>Exemplary</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Essay contains significant evidence of personal reflection of the meaning of CP identity and its relation to personal</td>
<td>Shows some significant personal reflection on the meaning of CP identity and its relation to personal values, training</td>
<td>Shows adequate personal reflection on the meaning of CP identity and its relation to personal values, training</td>
<td>Shows some personal reflection on the meaning of CP identity and its relation to personal values, training experiences</td>
<td>Shows little personal reflection on the meaning of CP identity and its relation to personal values, training experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Expression (e.g., sentence style, structure &amp; grammar; APA style, SOE 1c)</td>
<td>values, training experiences and career goals</td>
<td>experiences and career goal but is not uniform across complete essay.</td>
<td>experiences and career goal but is not uniform across complete essay.</td>
<td>and career goal, but need a lot of development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central ideas are well developed and expressed clearly. Sentence structure, style, and grammar are excellent and there are no errors of APA style.</td>
<td>Some evidence of well-developed central ideas. Sentence structure, style and grammar are adequate to excellent.</td>
<td>Central ideas generally evident throughout the essay. Sentence style, structure, and grammar are adequate and few errors of APA style.</td>
<td>Central ideas are not consistently well developed throughout the essay. Sentence style, structure, and grammar are variable. Errors of APA style are evident.</td>
<td>Central ideas are not well-developed. Sentence style, structure, and grammar are generally poor. Numerous errors of APA style.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scoring Rubric for Counseling Psychology Dissertation Evaluation

<table>
<thead>
<tr>
<th><strong>Exemplary</strong> (superior)*</th>
<th><strong>Advanced</strong> (good)</th>
<th><strong>Proficient</strong> (acceptable)</th>
<th><strong>Emerging</strong> (unacceptable)</th>
<th><strong>Unacceptable</strong> (unacceptable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 pts)</td>
<td>(4 pts)</td>
<td>(3 pts)</td>
<td>(2 pts)</td>
<td>(1 pts)</td>
</tr>
<tr>
<td>The student regularly demonstrates skills beyond what is expected based on his or her training to date.</td>
<td>The student intermittently demonstrates skills beyond what is expected based on his or her training to date.</td>
<td>The student demonstrates the skills sufficiently based on his or her training to date.</td>
<td>The student inconsistently demonstrates skills based on his or her training to date.</td>
<td>The student regularly does not demonstrate the skills sufficiently based on his or her training to date.</td>
</tr>
</tbody>
</table>

2. **Methods**
   1a. Methods of Research
      CP Goal 7
      SOE 1b

   The student regularly demonstrates methods (e.g., …) beyond what is expected based on his or her training to date.  

   The student intermittently demonstrates methods beyond what is expected based on his or her training to date.  

   The student sufficiently demonstrates the methods based on his or her training to date.  

   The student inconsistently demonstrates the methods sufficiently based on his or her training to date.  

   The student regularly does not demonstrate the methods sufficiently based on his or her training to date.  

1b. Participant characteristics

   In addition to 4, reports eligibility and exclusion criteria  

   Reports important topic-specific characteristics, as well as major demographic characteristics  

   Reports major demographic characteristics, including gender, age, race-ethnicity, and SES  

   Reports some but not all major demographic characteristics.  

   Fails to report participant characteristics of any kind.
<table>
<thead>
<tr>
<th>1c. Sampling procedures</th>
<th>In addition to 4, reports percentage of acceptance, as well as IRB agreements, ethical standards met, and safety monitoring</th>
<th>In addition to 3, reports settings and locations of data collection, and discusses potential for self-selection</th>
<th>Reports sampling method, and agreements and payments made to participants</th>
<th>Fails to report one of the elements of 3.</th>
<th>Fails to report procedures for selecting participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Sample size power, and precision</td>
<td>In addition to 4, reports power analysis, or how precision of parameter estimates was determined</td>
<td>In addition to 3, reports how sample size was determined</td>
<td>Reports intended sample size and actual sample size</td>
<td>Reports actual sample size</td>
<td>Fails to report sample size</td>
</tr>
<tr>
<td>1e. Measures and covariates</td>
<td>In addition to 4, reports methods used to enhance the quality of measurements in the study (e.g., EFA, training of multiple raters, etc.)</td>
<td>In addition to 3, reports evidence in the literature for the validity of measures used and critically evaluates it</td>
<td>Reports definitions of all primary and secondary measures used, methods used for data collection, and observed reliabilities</td>
<td>Fails to report one of the elements in 3</td>
<td>Fails to any part of 3.</td>
</tr>
<tr>
<td>1f. Research design</td>
<td>Identifies the type of research design, and meets all of the Journal Article Reporting Standards for the chosen design in</td>
<td>Identifies the type of research design, and fails to meet just one of the Journal Article Reporting Standards for the chosen design in</td>
<td>Identifies the type of research design, and fails to meet just two of the Journal Article Reporting Standards for the chosen design in</td>
<td>Addresses whether study conditions were manipulated or naturally observed</td>
<td>Fails to address research design.</td>
</tr>
</tbody>
</table>
| 2. Use of Old Material  
SOE 2c  
CP Goal 6 | The student regularly demonstrates use or inclusion of old material beyond what is expected based on his or her training to date. | The student intermittently demonstrates use or inclusion of old material beyond what is expected based on his or her training to date. | The student sufficiently demonstrates the use or inclusion of old material based on his or her training to date. | The student does not demonstrate appropriate use or inclusion of old material. |
| 3. Use of New Material  
SOE 2c  
CP Goal 6 & 7 | The student regularly demonstrates use or inclusion of new material beyond what is expected based on his or her training to date. | The student intermittently demonstrates use or inclusion of new material beyond what is expected based on his or her training to date. | The student sufficiently demonstrates the use or inclusion of new material based on his or her training to date. | The student does not demonstrate appropriate use or inclusion of new material. |
| 4. Results  
4a. Participant flow and recruitment | Reports the flow of participants through all stages of the study, including dates defining recruiting periods | Reports the flow of participants through most stages of the study, and some dates defining recruiting periods | Clearly and unambiguously reports total number of participants | Fails to report total number of participants |
<table>
<thead>
<tr>
<th>4b. Statistics and data analysis</th>
<th>and repeated measures or follow-up</th>
<th>and repeated measures or follow-up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports: (a) information concerning statistical assumptions; (b) for missing data: percentages of missing data, empirical/theoretical evidence for causes of missing data, methods or addressing missing data; (c) for each outcome: cases deleted, subgroup sizes, means, SDs, other descriptive statistics, effect sizes, and CIs; (d) for significance tests: alpha level, direction, magnitude, df, and p-values; (e) for multivariate analyses, a correlation of</td>
<td>Fails to report one element from 5</td>
<td>Fails to report two elements from 5</td>
<td>Fails to report three elements from 5</td>
</tr>
<tr>
<td>4c. Ancillary analyses</td>
<td>In addition to 4, discuss implications for statistical error rates</td>
<td>In addition to 3, report whether the analyses were preplanned or exploratory</td>
<td>Report any other analyses performed</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>4d. Discussion</td>
<td>In addition to 4, interpret results with respect to the precision/validity of measures, the overall number of tests or overlap of tests, and other weaknesses</td>
<td>In addition to 3, discuss post hoc explanations for hypotheses, and similarities and differences between the current study and previous literature</td>
<td>Discusses: (a) support/nonsupport for all hypotheses; (b) potential bias and threats to internal validity; (c) generalizability; (d) implications for future research, programs, or policies</td>
</tr>
<tr>
<td><strong>5. Originality</strong></td>
<td>Findings constitute a major advance in counseling theory.</td>
<td>Findings warrant publication in a national peer-reviewed journal.</td>
<td>Findings advance counseling theory in some fashion (it is unnecessary to reach statistical significance).</td>
</tr>
</tbody>
</table>

SOE 1a
CP Goal 7

- covariance matrix;
- (f) estimation problems
<table>
<thead>
<tr>
<th><strong>6. Style</strong></th>
<th>SOE 1c</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The dissertation is well organized and central ideas are well developed and expressed clearly. Sentence structure, style, and grammar are excellent and there are no errors of APA style.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The dissertation is well organized and there are some evidence of well developed central ideas. Sentence structure, style and grammar are adequate to excellent.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Central ideas generally evident throughout the dissertation. Sentence style, structure, and grammar are adequate and few errors of APA style evident.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Central ideas are not consistently well developed throughout the dissertation. Sentence style, structure, and grammar are variable. Errors of APA style are evident.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Central ideas are not well-developed in the dissertation. Sentence style, structure, and grammar are generally poor. Numerous errors of APA style.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>7. Scope</strong></th>
<th>CP Goal 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Findings address the conditions of a population or field of profound interest to the counseling community</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Findings address the conditions of a population or field of considerable interest to the counseling community</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Findings address the conditions of a population or field of general interest to the counseling community</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Findings address the conditions of a population or field of little interest to the counseling community</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Findings address the conditions of a population or field of no interest to the counseling community</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **8. Summary** | SOE 1a  
CP Goal 6 & 7 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As a whole, the dissertation reflects exemplary work, much beyond what is expected from a regular dissertation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>As a whole, the dissertation reflects high quality work beyond what is expected from a regular dissertation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>As a whole, the dissertation reflects work deemed proficient based on the students level of training.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>As a whole, the dissertation reflects potential but at this point unacceptable quality.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>As a whole, the dissertation is unacceptable.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Note: The content of the rubrics is partly based on recommendations from the following sources:
### Counseling Psychology Comprehensive Exam Clinical Portion Evaluation Form - Rubrics

The case conceptualization should be presented in a typed format (double-spaced, APA style, 15-20 pages, not including appendices and test results) that will allow readers to clearly identify the major concepts required in this case study. This can include a combination of written paragraphs, outlining, and bullet points. It is preferable that students include assessments of the clients.

<table>
<thead>
<tr>
<th>(Weight amount for each section in parenthesis)</th>
<th>Exemplary = 5</th>
<th>Advanced = 4</th>
<th>Proficient = 3</th>
<th>Emerging = 2</th>
<th>Unacceptable = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. CASE PREMISE</strong></td>
<td>The student regularly demonstrates skills beyond what is expected based on training to date.</td>
<td>The student intermittently demonstrates skills beyond what is expected based on training to date.</td>
<td>The student demonstrates the skills sufficiently based on training to date.</td>
<td>The student inconsistently demonstrates the skills sufficiently based on training to date.</td>
<td>The student regularly does not demonstrate skills sufficiently based on training to date.</td>
</tr>
<tr>
<td>(x1)</td>
<td>The student’s case premise meets advanced requirements and is also articulated in a professional manner applicable to the client’s clinical setting.</td>
<td>The student’s case premise is detailed yet concise, clearly presented and includes the relevant background information necessary for understanding the client’s presenting concerns and reason for seeking counseling.</td>
<td>The student’s case premise is sufficient and provides a clear presentation of the client’s issues.</td>
<td>The student’s case premise provides a general summary of client information but doesn’t provide a thorough indication of the primary issues (e.g., duration, severity) and other pertinent information.</td>
<td>The student’s case premise fails to address primary issues, relevant circumstances, presenting concerns or other necessary information that provides a clear snapshot of the client’s background and reason for seeking counseling.</td>
</tr>
<tr>
<td><strong>II. ASSESSMENT/TOOLS</strong></td>
<td>The student presents a clear and convincing plan for assessment that is comprehensive and linked to theory.</td>
<td>The student presents a comprehensive and convincing rationale for the assessment plan and describes assessment</td>
<td>The student presents a comprehensive plan for assessment that includes at a minimum a clinical interview with the client.</td>
<td>The assessment plan addresses several, but not all of the relevant presenting concerns. Rationale presented is weak.</td>
<td>The student does not present a clear and convincing rationale for the assessment plan, and the proposed assessment activities are</td>
</tr>
<tr>
<td>(x1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and reliability information about choice of assessment instruments is included with strong rationale.

procedures and instruments appropriately.

relevant components. The rationale for additional assessment techniques is consistent with the theoretical conceptualization.

inadequate.

<table>
<thead>
<tr>
<th>III. CASE HISTORY</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental &amp; Medical</td>
<td>The student meets advanced requirements and: Demonstrates a clear understanding of the influence of cultural context on the client’s current functioning and presenting issues</td>
<td>The student sufficiently discusses psychosocial history circumstances with impact on client functioning.</td>
<td>The student sufficiently discusses psychosocial history circumstances.</td>
<td>The student minimally discusses psychosocial history circumstances.</td>
<td>The student does not mention any psychosocial history circumstances.</td>
</tr>
<tr>
<td>Family History</td>
<td>The student meets advanced requirements and: Demonstrates a clear understanding of the influence of cultural context on the client’s current functioning and presenting issues</td>
<td>The student sufficiently discusses psychosocial history circumstances with impact on client functioning.</td>
<td>The student sufficiently discusses psychosocial history circumstances.</td>
<td>The student minimally discusses psychosocial history circumstances.</td>
<td>The student does not mention any psychosocial history circumstances.</td>
</tr>
<tr>
<td>Academic, Employment Career</td>
<td>The student meets advanced requirements and: Demonstrates a clear understanding of the influence of cultural</td>
<td>The student sufficiently discusses psychosocial history circumstances with impact on client functioning.</td>
<td>The student sufficiently discusses psychosocial history circumstances.</td>
<td>The student minimally discusses psychosocial history circumstances.</td>
<td>The student does not mention any psychosocial history circumstances.</td>
</tr>
<tr>
<td>Psychological</td>
<td>The student meets advanced requirements and: Demonstrates a clear understanding of the influence of cultural context on the client’s current functioning and presenting issues</td>
<td>The student sufficiently discusses psychosocial history circumstances with impact on client functioning.</td>
<td>The student sufficiently discusses psychosocial history circumstances.</td>
<td>The student minimally discusses psychosocial history circumstances.</td>
<td>The student does not mention any psychosocial history circumstances.</td>
</tr>
<tr>
<td>Social and Spiritual</td>
<td>The student meets advanced requirements and: Demonstrates a clear understanding of the influence of cultural context on the client’s current functioning and presenting issues</td>
<td>The student sufficiently discusses psychosocial history circumstances with impact on client functioning.</td>
<td>The student sufficiently discusses psychosocial history circumstances.</td>
<td>The student minimally discusses psychosocial history circumstances.</td>
<td>The student does not mention any psychosocial history circumstances.</td>
</tr>
<tr>
<td>III. BEHAVIORAL OBSERVATIONS</td>
<td>The student meets advanced requirements and: Incorporates observations over time and describes relevant changes.</td>
<td>The student sufficiently describes multiple sources of behavioral observations (e.g., affect, orientation, awareness, non-verbal, dress, appearance).</td>
<td>The student sufficiently describes relevant behavioral observations.</td>
<td>The student provides minimal description of relevant behavioral observations.</td>
<td>The student does not describe any relevant behavioral observations.</td>
</tr>
<tr>
<td>IV. CASE CONCEPTUALIZATION</td>
<td>The student presents a theoretical conceptualization and references specific</td>
<td>The student presents a theoretical conceptualization and references specific</td>
<td>The student demonstrates general understanding of the theory and</td>
<td>The student summarizes minor aspects of the theory but does not apply the specific tenets of the</td>
<td>The student’s review of the theory lacks in specificity. Application of the theory to the client</td>
</tr>
<tr>
<td>V. DIAGNOSIS</td>
<td>theoretical tenets that are applicable to most, if not all of the client concerns. Sophisticated, insightful, yet concise conceptualization.</td>
<td>theoretical tenets that are applicable to the client major concerns. Thoughtful and relevant conceptualization.</td>
<td>applies it to the client with some specific references to client presenting concern. Clear development of conceptualization that minimizes use of unnecessary information.</td>
<td>theory to the specific client concerns. Development of conceptualization is unclear or incorporates unnecessary information.</td>
<td>concerns is incorrect or missing. No development of conceptualization</td>
</tr>
<tr>
<td>V. DIAGNOSIS (x1)</td>
<td>The student meets advanced requirements and: clearly indicates any changes in diagnosis at different points throughout treatment</td>
<td>The student meets proficient requirements and: Diagnosis, symptoms, and developmental level are clearly aligned with criteria in the most recent version of the DSM.</td>
<td>The student meets emerging requirements Diagnosis, symptoms, and developmental level are sufficiently aligned with criteria in the most recent version of the DSM.</td>
<td>The student provides partial evidence for diagnosis of client’s presenting symptoms and history. Diagnosis, symptoms, and developmental level are semi-aligned with criteria in the most recent version of the DSM.</td>
<td>The student provides minimal to no evidence for diagnosis of client’s presenting symptoms and history based on most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM).</td>
</tr>
<tr>
<td>VI. TREATMENT PLAN</td>
<td>Goals and Strategies (1.5)</td>
<td>Treatment plan meets proficient requirements and: The treatment plan also indicates when these goals have been met (i.e., when do you know clients have met these goals?).</td>
<td>Treatment plan is clearly presented. Goals and strategies are aligned with test results and theoretical conceptualization of the client’s presenting issues. Treatment goals</td>
<td>Treatment plan is sufficiently presented. Goals and strategies are partially aligned with test results or theoretical conceptualization of the client’s presenting issues.</td>
<td>Treatment plan is not clearly presented or is incomplete. Goals and strategies are inconsistent with test results or theoretical conceptualization of the client’s presenting issues.</td>
</tr>
<tr>
<td>Counselor Concerns (x1.5)</td>
<td>The student meets proficient requirements and: demonstrates a sophisticated degree of self-awareness beyond superficial challenges of counseling (e.g., ethical issues, countertransference, etc.) and incorporates salient aspects of their identity. The student provides a clear description of how she/he attempted to resolve these concerns and describes what they have learned from the process.</td>
<td>The student clearly and thoroughly demonstrates self-awareness beyond superficial challenges of counseling (e.g., ethical issues, countertransference, etc.). Concerns include a thorough degree of critical thought regarding the impact of these concerns/challenges in their work with the client. The student provides a clear description of how she/he attempted to resolve these concerns.</td>
<td>The student sufficiently demonstrates self-awareness beyond superficial challenges of counseling (e.g., ethical issues, countertransference, etc.). Concerns include an adequate degree of critical thought regarding the impact of these concerns/challenges in their work with the client. The student provides some description of how she/he attempted to resolve these concerns.</td>
<td>The student minimally demonstrates self-awareness beyond superficial challenges of counseling (e.g., ethical issues, countertransference, etc.). Concerns include a minimal degree of critical thought regarding the impact of these concerns/challenges in their work with the client.</td>
<td>The student does not demonstrate self-awareness or discuss concerns and challenges in their work with the client. The impact of any counselor concerns in their work with the client is not addressed.</td>
</tr>
</tbody>
</table>
Clients as Trainees Policy at the UMKC Counseling Center
Created 6/12/12 – A. Abels and Staff

- Effective June 1, 2012 any Student from the UMKC Counseling Psychology, Clinical Health Psychology, Education Specialist or Social Work programs who wants to access counseling or assessment services at the UMKC Counseling Center will subsequently not be eligible to apply for a future practicum or internship position at the Center. Internship references any MA, MSW, or Doctoral internship.

- The UMKC Counseling Center will provide notification of this policy to the Counseling, Clinical and Social Work departments at UMKC. In addition, if a student comes to the Center and is identified as being affiliated with one of these programs, they will be informed of the policy prior to being provided any service at our agency. Clients who fail to disclose their affiliation with the above named departments will not be exempt from this policy.

- Students who are involved in treatment at the Center at the time of implementation of this policy (June 1, 2012) are eligible to continue to receive services at the UMKC Counseling Center. These current students/clients will also be eligible to apply for a practicum or internship experience at the Center. If a current client/student applies for a practicum or internship experience, and is selected for placement at the UMKC Counseling Center, they will be required to end treatment at the Center one month after acceptance of the practicum or internship.

- Students who were clients previously, but not at the time of implementing this policy, are eligible to apply for practicum or internship at the UMKC Counseling Center. However, if these former students/clients want to resume counseling or assessment services at the Center after the date of implementation of this policy, they will not be eligible to apply for practicum or internship. Specifically, a former student/client can either be a continued client of the agency, or be considered for future practicum or internship, but not both.

- Undergraduate students, staff/faculty persons or community members who are clients of the Center who later become enrolled in the UMKC Counseling Psychology, Clinical Health Psychology, Education Specialist or Social Work programs are not eligible to apply for a practicum or internship training experience at the UMKC Counseling Center until one (1) year has passed from their last counseling or assessment appointment at this agency.

- Any former trainee at the UMKC Counseling Center from any academic program is not eligible to receive future counseling or assessment services at the Center after completing their training experience at this agency.

- The UMKC Counseling Center reserves the right to identify additional academic programs that apply to this policy in the future, given the potential for other types of training experiences that may create problematic dual relationships, or changes in names of academic programs.