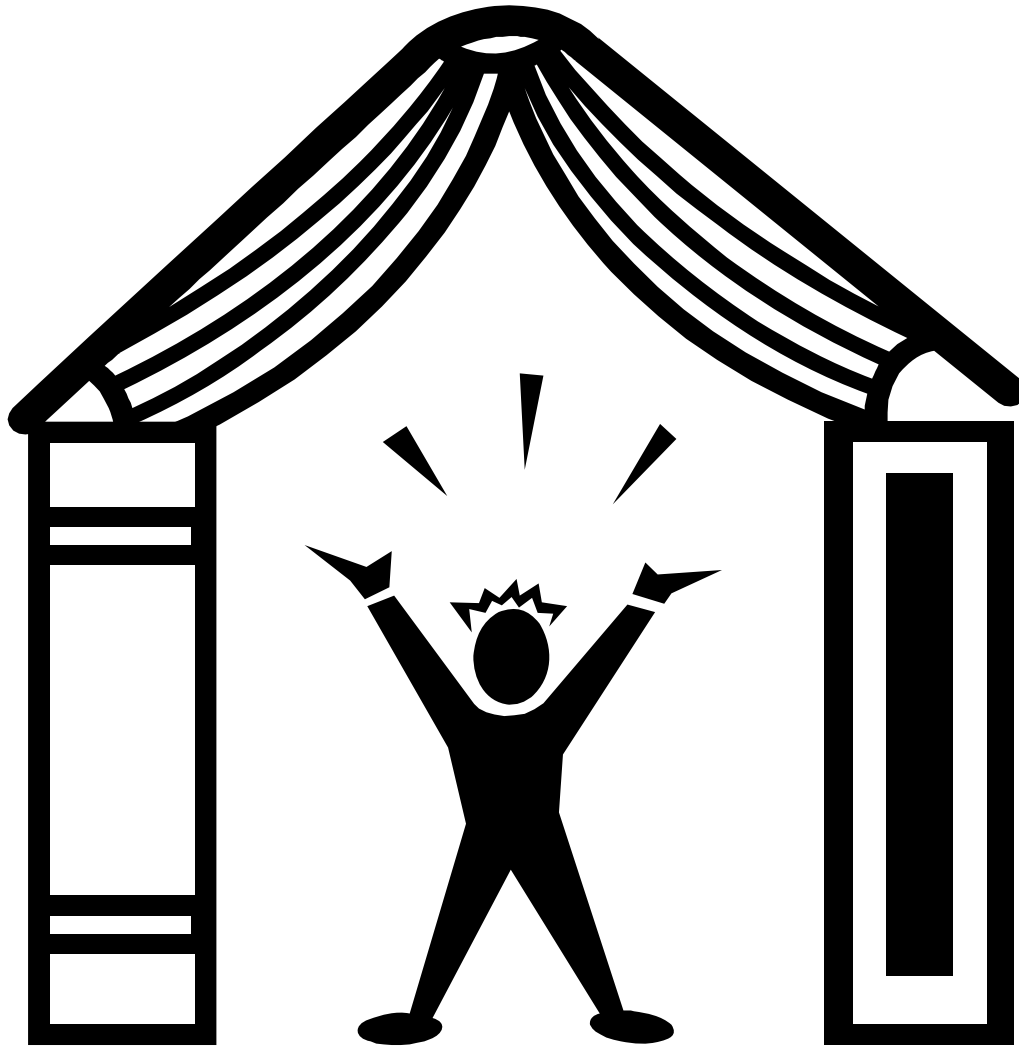


Counseling Psychology Doctoral Program  
Student Handbook: 2008-2009



UNIVERSITY OF UND NORTH DAKOTA

Department of Counseling Psychology and Community Services

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## I. Introduction

Welcome to the University of North Dakota, the Department of Counseling Psychology and Community Services, and the APA-approved\* Ph.D. program in Counseling Psychology! We are excited about the Department of Counseling Psychology and Community Services and the doctoral program here.

The Counseling Psychology Ph.D. program is offered by the Department of Counseling Psychology and Community Services, a member of the Graduate School and of the College of Education and Human Development (formed in July 1996) of the University of North Dakota. The Ph.D. in Counseling Psychology was established in 1983, upon approval of the Graduate School Curriculum Committee and University Senate, though the department had offered a doctorate in Counseling for over 20 years. The Counseling Psychology program was provisionally accredited in 1987, and became fully accredited by the American Psychological Association in March of 1996. Our last APA site visit was in December, 2005, and we were awarded full accreditation through 2012 at the August, 2006 meeting of the APA Commission of Accreditation.

This handbook has been prepared as a supplement to the Graduate Student Handbook provided by the UND Graduate School. It contains the majority of information you will need to navigate through the curriculum, regulations, and training opportunities available to you as a doctoral student. The handbook has gone through several revisions. It was originally put together by Mike Ewing and Jayne Lokken, revised by John Reid and Joel Wilson, and further updated by Erling Jorgensen and Linda Winter, with additional faculty input from former Training Director, Dr. Sue C. Jacobs and former Department Chair, Dr. Charles (Chuck) Barke'. It has been updated, in the past, by Dr. Jacobs and Derya Suzen (July, 1997), Scott Winrow (1998) and Dr. Jacobs (1999 and 2000), Dr. Cindy Juntunen and Karissa Adams (2001), Dr. Cindy Juntunen and Kathy Gallagher (2002), Dr. Michael Loewy and Michael Ransom (2003), by Dr. Cindy Juntunen and Paul Stebbins (2005), Dr. Cindy Juntunen and Christine Even (2007), and Dr. Cindy Juntunen and a group of PhD students, led by Kimberly Jorgensen (2008). Student feedback on the content and presentation of the handbook is welcome – Please pass your suggestions along to the Training Director (Cindy Juntunen).

## II. Program Philosophy

The Counseling Psychology Ph.D. program at the University of North Dakota affirms as a primary value the *integration of practice and science* throughout the professional lifespan, from training through career-long participation in the profession. Whether a Counseling Psychologist's career is primarily involved with direct services to clients, or with educational services to students in academia, or with consultative services to organizations, we view science and practice as necessary and complementary aspects of our professional identity. There is no relative importance implied by the order of the words; they are mutual, reciprocal components, best depicted in a circular fashion, not a linear one. Our goal is to provide a seamless, continuous learning experience, in which practice and science are woven throughout. We clearly have courses whose titles reflect an emphasis on science and others that are oriented toward practice. Yet, it is our intent that practice oriented coursework and activities incorporate the values of science, and that science oriented coursework and activities incorporate attention to the needs of practice.

\*For information regarding accreditation status, contact:  
 American Psychological Association Committee on Accreditation,  
 Office of Program Consultation and Accreditation,  
 American Psychological Association, 750 First Street, N.E.,  
 Washington, DC 20002-4242; Phone: 202-336-5979

The integration of practice and science is balanced, and connotes both the traditional view of the Ph.D. as a scholarly degree, and an emphasis on supervised practice in the application of psychology to the needs of persons and groups from a variety of cultures and traditions.

A second though equally important value within our philosophy for training is best captured by the word *diversity*, which is to be sought, valued, and respected. We use the word in a very broad sense. Included in diversity is the variety of cultures, backgrounds, values, religions, abilities, socioeconomic backgrounds, and life experiences among our faculty and students; we seek such diversity actively. Also included, though, is the diversity of our professional ways of practice across many theoretical models, the diversity of our ways of learning, our ways of doing science, the diversity of our strengths, our needs, and the diversity of our goals and ways of achieving them.

Pragmatically, we believe that diversity is recognized, accomplished, and respected through attention to, awareness, acknowledgment, and acceptance of differences across persons, cultures, ethnicities, sexual orientations, gender, age groups, abilities, ideas, values, beliefs, religious traditions, approaches and needs. This is achieved in our program through flexibility in admissions, individual planning for learning experiences, recognition of prior achievements, and adaptations and accommodations to fit learning needs. In addition, multicultural diversity issues in the science and practice of Counseling Psychology are addressed in our curriculum through specific coursework and cross-course integration.

### III. Program Training Objectives

**Goal # 1: To prepare entry level counseling psychologists who are well-trained in both the practice and science of the profession.**

**Objective 1:** Train students in the foundations of Psychology, establishing a knowledge base in the biological, social, cognitive/affective and individual differences foundations of psychology.

**Competency 1.a:** Understanding of how biological systems impact human behavior (both normal and abnormal functioning); understanding of the cognitive and affective contributions to human behavior; understanding that human behavior occurs in a social context and as part of a culturally diverse social system; understanding the role of individual differences in human behavior and psychological interventions.

**Objective2:** Train students in the theoretical basis of Counseling Psychology; including theories of human behavior and development; supervision and consultation; counseling and psychotherapy; career development; psychopathology; and diversity.

**Competency 2.a:** Ability to understand and integrate theory, apply theory to actual or hypothetical situations, and analyze both the strengths and weaknesses of theory.

**Competency 2.b:** Develop self-awareness related to theory, personal biases, and own development as a professional psychologist.

**Competency 2.c:** Able to experience and describe how theory supports service delivery, recognize limits of theory, and use theory to develop plan of intervention in counseling, advocacy, supervision, and consultation.

**Competency 2.d:** Ability to understand client concerns and understand and develop treatment plans.

**Objective 3:** Train students in the applied aspects of Counseling Psychology, including: Assessment of career development, cognitive functioning, personality, and behavior; Diagnostic skills and the use of DSM-IV; Career counseling; Individual and group counseling; Supervision and consultation; Assessing treatment effectiveness; Developing ethical and multi-cultural competence, and Integrating science into practice.

**Competency 3.a:** Able to identify and select interventions appropriate for clinical work; understand the interface of assessment, diagnosis, and psychological interventions; recognize the interaction of work and personal issues; understand that culture plays a role in all counseling, consultation, and supervision relationships.

**Competency 3.b:** Able to protect welfare of clients, abide by ethical principles and aspirations, know and observe legal standards of practice, and do no harm in the course of psychological endeavors.

**Competency 3.c:** Able to apply ethical principles to hypothetical real-life situations; able to adjust thinking and decision-making in response to changes in case dynamics; able to provide rationale for ethical decision-making.

**Competency 3.d:** Able to administer the tests according to standardized instructions, interpret the results at a skill level expected of entry level counseling psychologists, and write assessment reports that are clear and useful to the referral source and clients.

**Competency 3.e:** Understand how to integrate the results contained within a test and across tests, thereby writing reports that address the client's strengths and weaknesses.

**Competency 3.f:** Understand test construction, testing theory, limitations of any single psychological assessment, and potential to cause harm through inappropriate use or application of assessments. Understand norming and validation processes and implications of using instruments with groups or populations not represented (or under-represented) in the norm sample.

**Competency 3.g:** Learn how to create and/or evaluate usefulness of an assessment instrument.

**Competency 3.h:** Able to gather essential diagnostic data, use data to inform decisions about both diagnosis and treatment plan. ready to apply for pre-doctoral internship.

**Competency 3.i:** Able to develop a breadth of clinical skills; establish effective working relationships in career counseling, psychotherapeutic, consultative, and supervision situations.

**Competency 3.j:** Able to use evaluation of empirical support in the selection of interventions; to use scientific method in developing treatment plan; evaluate effectiveness of treatment plan and make adjustments as appropriate.

**Competency 3.k:** Able to identify one's own culture, including the values, privileges, and history of discrimination within that cultural group; Able to identify impact of cultural differences on working alliance; able to acknowledge and work to change own biases and judgments when working across cultures; able to appreciate and respect differences with clients and supervisees; able to consider multicultural context and its impact on the experience of the client or supervisee; able to recognize potential for unintentional racism

and other forms of discrimination to both exist and be harmful. (Consistent with APA Multicultural Guidelines # 1, 2, & 5)

**Competency 3.I:** Able to develop advanced clinical skills in areas of particular interest.

**Objective 4:** Train students in the science of Counseling Psychology, including: Scientific methods (both quantitative and qualitative); Historical and current research issues relevant to Counseling Psychology; The effects of culture, gender, race, sexual orientation, disability, and age on research in Counseling Psychology; the critique of a body of research literature; and the integration of research and practice in Counseling Psychology.

**Competency: 4.a:** Able to identify viable research questions and the appropriate research design to address those questions; able to critique extant research and make suggestions for improvement; understand scientific methodologies and data analysis, both quantitative and qualitative, and their application to both research and practice.

**Competency: 4.b:** Competent in the basic areas of research methods, statistics, assessment, and diagnosis necessary to function successfully in the profession.

**Competency: 4.c:** Able to contribute to research project at all levels, from conception to final write-up and submission; able to move from closely supervised to independent work in research; develop team leadership skills with faculty mentoring.

**Competency: 4.d:** Able to experience and describe how several research design options can be appropriately used to solve a problem; able to analyze the strengths and weaknesses of research design options; able to analyze qualitative and quantitative data and arrive at appropriate conclusions; able to generalize from didactic knowledge to application with real questions.

**Competency: 4.e:** Able to identify strengths and weaknesses of existing research, able to demonstrate critical thinking.

**Competency: 4.f:** Able to develop literature review, problem rationale, and methodology for addressing a research question relevant to vocational issues.

**Competency: 4.g:** Able to develop ideas; provide constructive and critical feedback to peers; integrate peer and faculty feedback into subsequent drafts.

**Competency: 4.h:** Able to identify key issues in protection of human subjects; design research that address the problem while protecting participants' rights.

**Competency: 4.i:** Able to conduct independent research worthy of receipt of the PhD.

**Competency: 4.j:** Able to recognize impact of research on under-represented populations, critique research from a multicultural perspective, and design research that is multiculturally-sensitive.

**Competency: 4.k:** Able to identify key strategies for evaluating psychotherapy; able to understand and critique EST literature; able to design efficacy and effectiveness studies.

**Competency: 4.l:** Ability to supervise research, conduct independent research, and disseminate research and contribute to the understanding of issues relevant to counseling psychology.

**Goal # 2: To prepare counseling psychologists who are leaders in the field, especially as it relates to serving diverse and underserved populations.**

**Objective 5:** Socialize students in the profession of Counseling Psychology, including; The history of psychology and the history and current identity of the profession of Counseling Psychology; The ethics and legal issues relevant to counseling psychologists; the unique professional identity of counseling psychologists.

**Competency 5.a:** Able to identify ethical dilemmas and the appropriate decision-making strategies to address those dilemmas; be familiar with the history of psychology and the vocational and assessment roots of the specialty of counseling psychology; as well as its valuing of multiculturalism and social justice; develop an appreciation of the role of APA, ACA, and APS in furthering the profession.

**Competency 5.b:** Able to link history of counseling psychology, current issues in counseling psychology, and own professional goals.

**Competency 5.c:** Able to communicate professional ideas clearly; able to present multiple perspectives on an issue.

**Competency 5.d:** Develop familiarity with professional associations and their activities and networks.

**Competency 5.e:** Able to develop leadership skills; work within larger organizations; develop networks; identify potential for leadership in own career.

**Competency 5.f:** Able to guide research and professional development of counselors in training; able to serve as mentor.

**Objective 6:** Training students toward multicultural competency, including; knowledge and competence about non-majority cultures; the value of acceptance, respect, and appreciation for individual and cultural difference; knowledge of the barriers encountered by members of non-majority cultures and groups. Although this value is actively integrated throughout all of the above objectives as well, it remains critical enough to our mission to also be identified as a specific objective in its own right.

**Competency 6.a:** Able to identify and define values, beliefs, and attitudes regarding self and others. An understanding of the nature of multicultural competence and the self-efficacy to achieve it. An understanding of the theoretical bases of multicultural counseling.

**Competency 6.b:** Able to identify one's own culture, including the values, privileges, and history of discrimination within that cultural group; Able to identify impact of cultural differences on working alliance; able to acknowledge and work to change own biases and judgments when working across cultures; able to appreciate and respect differences with clients and supervisees; able to consider multicultural context and its impact on the experience of the client or supervisee; able to recognize potential for unintentional racism and other forms of discrimination to both exist and be harmful. (Consistent with APA Multicultural Guidelines # 1, 2, & 5)

**Competency 6.c:** Ability to understand and integrate current thinking regarding race and its impact on the therapeutic (and supervisory) relationship.

**Competency: 6.d:** Ability to understand and take part in applied research that serves under-resourced populations.

#### IV. Training Model

Key characteristics of the training model include the following:

- The Program faculty members work closely with students, in a mentoring role, as they undertake **three sequential, cumulative, full-time years of coursework** and practical experience in residence, addressing both practice and science, in preparation for the doctoral capstones of the *dissertation* and a *yearlong internship*. Close contact and favorably small faculty to student ratios allow for ongoing, mutual feedback and evaluation; students are aware of their progress and remaining goals, with opportunities to contribute to improving the training experiences for themselves and other students. Across the areas of research, clinical practice, and supervision, students move through a series of educational experiences that become increasingly complex, and simultaneously move from closely supervised to increasingly independent work, as they develop from novice to new professional colleagues.
- Through early coursework and faculty **mentoring**, students are expected to develop competencies and gain experience in the science of Counseling Psychology, incorporating methodological, measurement, critical thinking, and data analytic skills. At each opportunity in their development, efforts are made to link science and practice by emphasizing a critical, thoughtful, and reasoned approach to both practice and research issues, bridged by theory.
- Counseling psychology students must become very familiar and comfortable working with the process of individual's **self-disclosure and introspection**. Therefore, it is an essential training component of the Program to provide assignments and classroom experiences that call for students to self-disclose and personally introspect about life experiences to an extent not expected in other academic disciplines. This expectation is clearly expressed in the context of the APA Ethics Code, 7.04. (See details below)
- Because counseling psychologists often work with individuals who have been marginalized in one way or another, it is imperative that those who aspire to the PhD in Counseling Psychology hold **tolerance** to be among their most central values. Tolerance for values different from your own and the valuing of diversity in general, is expected of all students who are accepted into the program. (See details below)
- **Professional development**, through affiliation with organizations, attendance at conferences, and submission of research for presentation and publication, is encouraged and supported. With such values, mentoring and modeling on the part of faculty are the best guarantee that students may come to appreciate and practice effective approaches to their present and future roles--whether focused upon counseling/psychotherapy, research and/or teaching.
- Educational experiences in the Program, both formal and informal, are designed to reflect the persisting need of persons for rational decision-making behaviors, affective awareness, and relational skills **throughout the life span**, emphasizing personal involvement in educational, familial and career-related events, across a variety of cultures, lifestyles and contexts. The intent, both for our students and those they will serve, is to attend to the skills used in important personal choices for the individual and in consultation with those who seriously affect the educational, familial, and work environments of others.

##### A. Self-disclosure.

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become very familiar and comfortable working with the process of individual's self-disclosure and introspection. Therefore, it is an

essential training component of the graduate programs in the Department of Counseling Psychology and Community Services to provide assignments and classroom experiences that call for our students (i.e., counselors and psychologists in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such, the Program faculty is committed to and expects an atmosphere of respect and confidentiality among our students.

Here is what APA says about the ethics of requiring self-disclosure in an academic program:

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

***Please note that disclosing personal information is a requirement of our training model.***

*B. Endorsement of Model Training Values Statement re: Diversity.*

Because counseling psychology is a part of the **social** sciences, it is inevitably bound up in values and the desire by all individuals for an interpersonal environment of safety and respect. Because Counseling Psychologists often work with individuals who have been “marginalized” in one way or another, it is imperative that those who aspire to the Ph.D. in Counseling Psychology hold tolerance and appreciation of differences to be among their most central values. Tolerance for values different from your own, and the valuing of diversity in general, is expected of all students who are accepted into the program. To that end, our program endorses the values put forth in the *Counseling Psychology Model Training Values Statement Addressing Diversity* (DVTS), developed jointly by the Council of Counseling Psychology Training Programs (CCPTP), the Society of Counseling Psychology (SCP) and the Association of Counseling Center Training Agencies (ACCTA). **The DVTS is provided in full in Appendix A.** Effective Spring, 2007, all students offered admission will be expected to read the DVTS and acknowledge these diversity awareness expectations at the time an offer of admission is made.

*C. Advising.*

Understanding the advising process is an important part of engaging with faculty during training.

- Upon entry to the program, students will be assigned to a Counseling Psychology faculty member to serve as their Faculty Advisory Committee (FAC) Chair and advisor (see below under Dissertation).
- Subsequently, at a point no later than the third regular semester for post-MA students and no later than the fifth regular semester for direct-admit students (not including Summer Session), they will select two additional Counseling faculty and one Psychology faculty member to serve on their FAC.
- The Graduate School will assign a university member-at-large.
- These five faculty members serve as the administering committee for the student's program, and the review committee for the comprehensive examinations and dissertation.
- If students discover that another faculty member would be a better fit as advisor and/or FAC chair, the student can mutually arrange to change advisors after close consultation with the current advisor and the director of training.

#### D. Program of Study.

The components of training are formally articulated in the Program of Study, which serves as a contract for completion of the degree between the Graduate School and the student. The student, working with her/his Chair, prepares a Program of Study, specifying coursework (both transfer and in-residence credits) and other program requirements to be completed.

- For students admitted with a Master's degree, the Program of Study, which requires signatures of all FAC members, should be filed with and approved by the Graduate School by the end of Year One.
- Direct Admit students will submit a Program of Study for the Master's degree by the end of the Year One.
- A second Program of Study for the PhD degree will need to be submitted within two semester of the completion of the Master's degree in Counseling.
- For transfer courses, students are responsible for submitting materials to their Chair, who document the equivalence of the transfer courses with the required program courses. In the event that Psychology minor courses are under consideration for transfer credits, the student will need to have those transfers approved by the Psychology member of his/her committee
- The FAC reviews and approves the Program of Study.
- The student can amend the Program of Study subject to approval by the FAC, the Program Director, and the Graduate School.
- It is important to note that, effective July 1, 2007, tuition waivers are linked to the Program of Study. Only those credits recorded on the Program of Study are eligible to be covered by a tuition waiver. In the event that a student has "used up" tuition waiver credits on non-program credits in the first two years of their enrollment, then they will not be eligible for waivers for required credits at later points in their program.

#### V. Degree Requirements

Requirements for the Ph.D. in Counseling Psychology incorporate those of both the Department and the UND Graduate School. Details of the latter are provided in the UND Catalog. Requirements for the doctoral program include:

- A. Coursework in the Counseling Psychology Major;
- B. Coursework in the Psychology Minor and the psychological foundations of behavior;
- C. Coursework/experiences to fulfill two Scholarly Tools;
- D. Qualifying Examinations;
- E. Accumulation of Supervised Experience in practices settings;
- F. Comprehensive Examinations;
- G. Dissertation;
- H. Internship.

The program requires three years of full-time study in residence at UND, plus a yearlong APA-approved psychology internship. Direct-admit students will need to be on campus 4-5 years in order to complete all required coursework. Students who receive their MA in Counseling from UND may apply one year of full-time MA study toward the Ph.D. residency requirement. Full-time study is defined as 9-12 semester credit hours for students without an assistantship or with a quarter-time assistantship, and 6-10 credit hours for those with a half-time assistantship position.

*An overall minimal level of achievement* includes passing grades in the relevant courses; maintaining a minimum overall GPA of 3.0; maintaining a minimum GPA of 3.5 in the Psychology minor or passing a Psychology Comprehensive exam; successful passage of the Qualifying examinations; successfully completing the Program's Comprehensive Exams; successful proposal and defense of the dissertation; and acceptance into and successful completion of an APA-accredited pre-doctoral internship.

### A. Counseling Psychology Coursework Major

By the end of the first year (end of second semester registered), any student admitted with qualified status (see current edition of the UND Academic Catalogue), must have completed prerequisite course work. Their advisor and the Ph.D. Training Director must sign off on this.

#### 1. Students admitted with a completed Master's degree

The following courses (or approved equivalents) in the Major area of Counseling Psychology are required, and constitute the professional specialty, reflecting those aspects of theory, practice, and research that uniquely identify Counseling Psychology as a unique discipline. Equivalent courses previously completed during Master's degree work are judged against these for transfer credit. Courses designated with (\*) are doctoral level courses, are to be taken in residence, and **generally** cannot be counted through transfer credit. A *minimum of 98 semester hours*, beyond the baccalaureate degree, is required for the Ph.D.; this includes the Master's degree and applicable coursework from that degree program.

Number	Title	Credits
<b>Theory Core:</b>		
COUN 517	Assessment in Counseling	3
COUN 518	Group Dynamics	3
COUN 530	Theories of Counseling, Personality, and Development	3
COUN 531	Psychology of Women, Gender, and Development	3
COUN 532	Multicultural Counseling	3
*COUN 555	Advanced Psychological Testing	3
<b>Career Core:</b>		
COUN 519	Career Counseling	3
*COUN 540	Career Counseling Theories	3
<b>Practice Core:</b>		
*COUN 560	Supervision Theory and Technique	3
*COUN 586	Practicum in Supervision (2 semesters @ 1 credit each)	2
*COUN 568	Personality Assessment	3
*COUN 569	Cognitive Assessment	3
*COUN 583	Field Work (3 semesters @ 3 credits each)	9
	Assuming at least 2 semesters completed in Master's	
*UNIV 994	Pre-doctoral Internship at APA-Approved Site	3
<b>Research Core (plus Statistics courses in Psychology Minor):</b>		
COUN 515	Research Methods	3
*COUN 551	Research Issues in Counseling Psychology	3
*COUN 585	Couns. Psych. Research Practicum (3 semesters @ 1 credit)	3
*COUN 999	Dissertation	12
<b>Professional Core:</b>		
*COUN 501	Ethics and Professional Issues in Counseling Psychology	3
	Professional Seminar (Currently COUN 565N)	2
COUN 565	Internship Prep Course	1
<b>Major total hours:</b>		Post-MA: 74

*2. Direct Admit Students (admitted with no previous Master's degree)*

Students admitted for the PhD program directly from the Baccalaureate degree will need to complete the requirements for the Master's degree in Counseling, including the Comprehensive Exam (CPCE), prior to being matriculated into the PhD program in Counseling Psychology. Therefore, in addition to the courses listed above, they will also complete:

Number	Title	Credits
COUN 510:	Methods of Counseling	3
COUN 516:	Research Lab	1
COUN 533:	Couples and Family Counseling	3
COUN 580:	Practicum	4
COUN 584:	Internship (2 semesters @ 4 credits each)	8
COUN 997/998:	Independent Study/Thesis	2/4
	Electives (see MA program requirements for specific information)	3
<b>Total</b>		<b><u>98/100</u></b>

*B. Coursework for the Minor in Psychology and Foundations of Psychology.*

As a degree in professional psychology, the minor (at least 21 semester credit hours) denotes those areas of the science of psychology, which serve as the foundation for the specialty in Counseling Psychology. This foundation requires a thorough exposure to and knowledge of the theoretical and empirical foundations of human behavior that are the products of the science of psychology. Included in these requirements are the psychological foundations of biological, cognitive/affective, social, and individual differences psychology. Competency in the psychological foundations is accomplished through the following required coursework (or approved equivalents):

Number	Title	Credits
<b>Biological bases (<u>ONE</u> of the following):</b>		3
PSYC 535	Physiological Psychology (3 cr.)	
PSYC 594	Special Topics: Biological Topic (3 cr.)	
<b>Cognitive/Affective bases (<u>ONE</u> of the following):</b>		3
PSYC 539	Cognitive Psychology (3 cr.)	
PSYC 533	Theories of Learning (3 cr.)	
PSYC 594	Special Topics: Cognitive/Affective Topic (3 cr.)	
<b>Social Psychological bases (<u>ONE</u> of the following):</b>		3
PSYC 560	Advanced Social Psychology (3 cr.)	
PSYC 594	Special Topics: Social Psychology Topic (3 cr.)	
<b>Individual Differences bases (<u>ONE</u> of the following):</b>		3
PSYC 551	Advanced Developmental Psych. (3 cr. )	
PSYC 594	Special Topics: Individual Differences Topic (3 cr.)	
<b>Other Psychology Minor Requirements:</b>		
**PSYC 505	History of Psychology	3
PSYC 575	Behavior Pathology	3
PSYC 541	Advanced Univariate Statistics	3
PSYC 542	Multivariate Statistics for Psychology	3
<b>Minor total hours:</b>		<b><u>24</u></b>

\*\* PSYC 505 will become a COUN course, number TBA pending approval.

### C. Scholarly Tools.

The Graduate School requires that doctoral students demonstrate, within their program, competency in two scholarly tools (*two courses each*) reflecting preparation for consuming and conducting research in the discipline. These must be completed prior to the Comprehensive Oral Examinations. Required courses in the Counseling Psychology major and the Psychology minor may also fulfill scholarly tool requirements. For the Counseling Psychology program, required scholarly tools are (A) Research Methods and Statistics; and (B) Assessment and Diagnosis. In the course listing below, those courses marked with an (\*) are also required for the Major or Minor. Scholarly tools represent the scientist aspect of our program, emphasizing the empirical methods of inquiry that complement practitioner experiences and skills. Courses, which would satisfy scholarly tool requirements, are:

**Research Methods/Statistics: Any two of the following or approved equivalents:**

*COUN 551	Research Issues in Counseling Psychology (3 cr.)
*PSYC 541	Advanced Univariate Statistics (3 cr.)
*PSYC 542	Multivariate Statistics for Psychology (3 cr.)
EFR 510	Qualitative Research Methods (3 cr.)
EFR 518	Multivariate Statistics (3 cr.)
EFR 520	Advanced Qualitative Research Methods (3 cr.)
PSYC 543	Experimental Design (3 cr.)
COUN 997	Independent Study (2 cr.)
COUN 998	Thesis (4 cr.)

**Assessment/Diagnosis: Any two of the following or approved equivalents:**

*COUN 517	Assessment in Counseling (3 cr.)
*COUN 555	Advanced Psychological Testing (3 cr.)
*PSYC 575	Behavior Pathology (3 cr.)
*COUN 568	Personality Assessment (3 cr.)
*COUN 569	Cognitive Assessment (3 cr.)

**Sample Course of Study.** On the following pages are examples of course sequences that a student might follow. These are not prescriptive, but they do follow the typical offering of courses. The purpose of this template is to help each student make plans, in conjunction with his/her advisor, and provide a structure for thinking ahead about course enrollment. Additional guidelines for student planning are available in the Appendices of this Handbook.

**Sample Course of Study for post-Masters' Students**

<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>CR</b>	<b>COURSE NUMBER</b>	<b>COURSE</b>	<b>CR</b>
<b>FALL I</b>			<b>SPRING I</b>		
PSYC 541	Univariate Statistics **	3	COUN 551 OR 650	Research Issues ** Supervision Theory**	3
COUN 550	Ethics & Professional Issues **	3	COUN 569	Cognitive Assessment*	3
PSYC 575	Behavior Pathology*	3	COUN 531	Psychology of Women & Gender	3
COUN 568	Personality Assessment*	1	COUN 575	Research Practicum	1
COUN 565N	Seminar: Counseling Topics **	1	PSYC xxx		
<b>SUMMER I</b>					
	Electives, 2-day seminars				
	Possibly COUN 551 or 560				
<b>FALL II</b>			<b>SPRING II</b>		
COUN 583	Fieldwork*	3	COUN 583	Fieldwork*	3
COUN 540 or 555	Career Theories or Adv. Testing	3	COUN 532	Multicultural Counseling	3
PSYC 541	Multivariate Statistics*	3	COUN 586	Supervision Practicum	1
COUN 585	Research Practicum	1	COUN 585	Research Practicum	1
PSYC 560	Advanced Social	3	COUN 551 OR COUN 560	Research Issues* Theories of Supervision*	3
<b>SUMMER I1</b>					
	Internship Preparation	1	COUN 586	Supervision Practicum	
	Electives, 2-day seminars				
<b>FALL III</b>			<b>SPRING III</b>		
COUN 583	Fieldwork	3	PSYC	Foundation Course	3
COUN 586	Supervision Practicum	1	PSYC 505	History of Psychology	3
COUN 540 or 555	Career Theories or Adv. Testing	3	COUN 999	Dissertation	2
COUN 999	Dissertation	4	COUN 586	Supervision Practicum	1
PSYC	Foundation Course	3			
<b>SUMMER III</b>					
COUN 999	Dissertation	6			
<b>FALL IV</b>			<b>SPRING IV</b>		
UNIV 994	Internship	1	UNIV 994	Internship	1
<b>SUMMER IV</b>					
UNIV 994	Internship	1			

## Sample Course of Study for Direct-Admit Students

COURSE NUMBER	COURSE	CR	COURSE NUMBER	COURSE	CR
<b>FALL I</b>			<b>SPRING I</b>		
COUN 510	Counseling Methods.	3	COUN 517	Assessment in Counseling	3
COUN 550	Ethics & Professional Issues **	3	COUN 533	Couples & Family Therapy	3
COUN 515	Methods of Research	3	COUN 580	Counseling Practicum	4
COUN 530	Theories of Counseling, Pers., & Dev.	3	COUN 531	Psychology of Women & Gender	3
COUN 565	Seminar: Counseling Topics **	1	COUN 585	Research Practicum	1
<b>SUMMER I</b>					
	Electives, 2-day seminars				
	MA coursework typically available				
<b>FALL II</b>			<b>SPRING II</b>		
COUN 584	Internship	4	COUN 584	Internship	4
COUN 568	Personality Assessment*	3	COUN 532	Multicultural Counseling	3
PSYC 575	Behavior Pathology	3	COUN 569	Cognitive Assessment*	3
COUN 998/997	Thesis/Independent Study	2	COUN 560	Supervision	3
COUN 585	Research Practicum			Thesis (If chosen)	2
<b>SUMMER II</b>					
	Electives, 2-day seminars				
COUN 518	Group Dynamics	3			
<b>FALL III</b>			<b>SPRING III</b>		
COUN 583	Fieldwork*	3	COUN 583	Fieldwork*	3
COUN 586	Supervision Practicum	1	PSYC	Foundation Course	3
COUN 540 or 555	Career Theories or Adv. Psyc. Testing	3	PSYC	Foundation Course	3
PSYC 541	Advanced Univariate Statistics	3	COUN 586	Supervision Practicum	1
PSYC	Foundation Course	3	COUN 585	Research Practicum	1
<b>SUMMER III</b>					
COUN 583	Fieldwork	3			
COUN 565	Internship Preparation	1			
<b>FALL IV</b>			<b>SPRING IV</b>		
PSYC 542	Advanced Multivariate Statistics	3	PSYC	Foundation Course	3
COUN 540 or 555	Career Theories or Adv. Psyc. Testing	3	PSYC	Foundation Course	3
COUN 999	Dissertation	6	COUN 999	Dissertation	6
<b>SUMMER IV</b>					
	Dissertation, electives, pick-ups				
<b>FALL V</b>			<b>SPRING V</b>		
COUN 996	Internship	6	COUN 996	Internship	6
<b>SUMMER V</b>					
UNIV 994	Internship	1			

- Take COUN 519 before COUN 540
- Take COUN 517 before COUN 555
- Take COUN 510, COUN 580 and COUN 584 before COUN 583
- Take PSYC 575 before or concurrently with COUN 568
- Required first semester: COUN 501 and COUN 565N

Note that program length varies for each student and that completion of summer courses (both required doctoral classes and seminars) can/will affect the length of your program. So consult with your advisor about your particular program of study. There is a blank worksheet at the end of this booklet that you can use to determine your academic schedule.

#### D. *Qualifying Examination*

This exam (affectionately referred to as “Quals”) covers six broad areas: a) Theory and Practice, b) Career Development, c) Research Methods, d) Professional Issues, e) Ethics, and f) Multicultural Issues. It is a written examination administered the **first Monday after Summer Session II is complete** (exceptions that may change date include APA and fieldwork training/orientation for students).

The Training Director administers examinations and the Counseling Psychology Program Faculty write the questions and evaluate the answers. The examination is take-home and open-book. It consists of five or six questions, each of which requires an 8 - 10 page response. Students have a seven-day period to complete the exam, which must be typed and completed in APA style. Specific instructions for the exam can be found in Appendix D.

Students are expected to take this examination at the end of the first Summer Session or before the second Fall Semester (post-masters) or second Summer Session or before the third Fall Semester (Direct-Admit). However, if a student is planning to be on campus four or five years, he/she may request a delay of the qualifying examination until her/his third or fourth year. The request must be approved by the student’s Faculty Advisory Committee.

The **purpose** of Quals is to evaluate the student’s ability to think critically and grasp and integrate material covered in foundational courses and related readings. Much of the feedback on these exams will focus on:

- ability to construct a logical argument
- quality of writing
- accurate interpretation and application of theory across the key areas of the exam
- areas that need to be strengthened in order for students to successfully complete upcoming requirements
- ability to follow standards set forth in the APA Publication Manual.
- Students are encouraged to use the feedback received on qualifying exams as an indicator of areas to emphasize as they prepare for comprehensive exams.

#### *Preparing for the Qualifying Examination*

The content of Quals questions are designed to determine whether a student is ready to successfully progress in the PhD program. Questions are therefore based on the content of foundational courses. Well-prepared students will have done the following:

- Reviewed foundational course material in the 6 areas of the exam
- Spent a significant amount of time reading and analyzing readings suggested by instructors in core courses and suggested readings from textbooks
- Stayed current with professional issues by reviewing *APA Monitor* and *The Counseling Psychologist*
- Thought critically about the material presented in class
- Sought feedback on writing and classroom contributions, in order to assess own strengths and deficits in critical thinking, analysis, and integration of ideas.

#### *Evaluation of the Qualifying Examination*

The evaluation form for Quals is provided in Appendix C. Each student response is reviewed by two faculty readers, one of whom is the author of the specific question being answered. In the event that the two readers disagree as to whether an answer is a Pass or a Fail, a third reader faculty member will read and evaluate the response. All evaluations are “blind,” in that identifying information is removed from the essays before the faculty evaluators receive them.

- If a student fails one or two sections of the qualifying examination he/she will be able to take those sections over, one time.

- If a student fails three or more sections of the exam, the student will be able to take the entire examination over, one time.
- If a student fails any part of the examination the student will need to retake the examination(s) on a schedule decided by the CPCS Department members of her/his Faculty Advisory Committee (FAC). If the student's FAC has not yet been formed, the student's Advisor and the Training Director will recommend a schedule. However, this will need to be no later than the next year's regularly scheduled Qualifying examination.
- If a student fails all or part of the Qualifying examination(s) a second time, a decision will be made by the FAC as to whether the student will be allowed to continue in the Counseling Psychology program and, if allowed to continue, under what conditions.
- Direct-Admit students will have the option, if they fail the exam a second time, of completing the requirements for a terminal Masters degree in Counseling, including the Comprehensive Exam (CPCE).

#### *E. Supervised Practice.*

The practitioner aspect of the doctoral program in Counseling Psychology includes three semesters (for post-master's) or five semesters (for direct-admit) of supervised site-based Practica (previously known as Fieldwork), experiential courses (assessment, diagnosis, supervision, group methods, etc.), and the year long, pre-doctoral internship (see below). For post-Master's students, Practicum begins in the second year of the doctoral program. Direct-admit students will begin with the Master's-level practicum during their first year. The preferred sequence for Doctoral Practicum is to start in the fall since each semester has its own special topic of emphasis: Fall - individual counseling; Spring - group counseling; and Summer or Fall – diversity.

Supervision is to be provided by licensed psychologists or other qualified professional, both at the external site and by the faculty course instructor. The sum of experiential training must yield an accumulation of at least 800 hours, of which at least 200 must consist of direct service, and at least 100 consist of supervision. Students are encouraged to engage in practitioner experiences which include exposure to cultural diversity. The required 800 hours may be composed of direct client contact, supervision received, supervision given, assessment, consultation and related practitioner activities. Most students complete far more than 800 hours, with the average in past years ranging from 1100 - 2000.

- Experiential hours are to be documented and filed in student files at the end of each semester. The record of hours should include supervision hours accrued during GTA assignments.
- It is critical that students develop the habit of tracking all relevant hours on a weekly basis, as trying to recall hours at the end of the semester is extremely difficult.
- In order to understand how hours should be tracked, students are strongly encouraged to become familiar with the Application for the Predoctoral Psychology Internship, which can be found at [www.appic.org](http://www.appic.org).

Students complete Practicum at a variety of sites, including: Bemidji State University Counseling Center, NDSU Counseling Center, Northeast Human Service Center, Northwest Mental Health Services in Crookston, Southeast Human Service Center in Fargo, the Village Family Service Center, Mayville State University Counseling Center and others arranged for individual students. A full listing of available sites will be provided to all eligible students each year.

- Generally, Practicum experiences should occur only within the confines of a semester schedule.
- In some instances, clients must be seen during semester breaks. Arrangements for this must be made in advance with both the faculty in charge of Practicum and

with the site supervisor, as liability coverage can be limited during periods not covered by completion of academic credit.

- If you continue seeing clients at a site during a semester break your grade will be recorded as an incomplete (I) for that course until the break is over and the new semester begins. At this time your grade will be changed to reflect the grade earned for the semester. It is important to be aware of how such situations can have implications for your financial aid situation.

**Effective Fall, 2007, the following policies for the completion of Practicum are in place:**

- Only students who will not have completed their 3<sup>rd</sup> semester of required Practicum by the following Fall semester will be included in the first round of Practicum placements. These students will be asked to provide their applications for each site in which they are interested by a date to be announced by the Training Director.
- After ALL eligible students with remaining *required* semesters are placed at practica sites, students who have completed their requirements and are seeking additional Advanced placements will be able to apply to appropriate sites. The same procedure of submitting applications to the Training Director will be followed.
- All students in Advanced Practicum (post COUN 583 Fieldwork) placements will need to enroll in 1 – 2 credits of Problems in Counseling: Advanced Practicum (in specialty optional). These students will also need to participate in group supervision with a CPCS faculty member or designated professional.

*F. Comprehensive Examinations.*

Students must be deemed eligible to take the Comprehensive Examination (Comps) no later than the end of the Summer Session of the year that they first apply for Pre-doctoral Internship. Eligibility is determined by the Graduate School, and requires that students complete the Application for Comprehensive Examination form at the Graduate School. In order to be eligible to take Comps, students must have successfully proposed their dissertation (see Dissertation section of this handbook). They must also have completed their scholarly tools, which includes **TWO** courses in each of the following categories:

<u>Research Methods/Statistics</u>	<u>Assessment/Diagnosis</u>
COUN 551	COUN 517
PSYC 541	COUN 555
PSYC 542 or EFR 518	COUN 568
COUN 997 or 998	COUN 569
EFR 510	PSYC 575

The Comps is composed of two parts: a written examination and an oral examination.

The written examination will cover the three broad areas of

- career theory and technique
- assessment and test construction
- counseling/supervision/consultation theory and technique

Within each area of the written examination will be 1 or 2 questions, each with 3 sub-questions addressing

- research,
- application
- ethics/professional issues,

with *multicultural and diversity issues infused throughout.*

**The written examination will be administered on the 2<sup>nd</sup> and 3<sup>rd</sup> Fridays of September each year.** Exams will be scheduled from 8:00 am to 12pm, and 1pm to 5pm on the first date, and from 8am to 12pm on the second date. Upon the completion of the written examination, the Chair and one other faculty member of the Faculty Advisory Committee (FAC) will have 2 weeks to read the examination responses and schedule the oral exam. The oral examination will be based on the written exam, but will potentially cover all aspects of topics in the PhD curriculum. The oral exam will be scheduled for 90 minutes, and will include the student and the Counseling members of the FAC. The Psychology and external member of the FAC will be invited to attend the oral comps and to review the written comps, but their participation is not required. The oral exam must be completed NO LATER THAN OCTOBER 15th OF ANY GIVEN YEAR.

Students are encouraged to **begin preparing for Comps well in advance** of their test date. Sharing reading lists, developing strategies for addressing weak areas in the curriculum, building on experience of taking Quals – these are just a few of the ways in which students might begin to study for the exam. The faculty encourages students to develop Comps study materials throughout each course, draw from readings of current literature, and challenge themselves at each level of training in order to be ready for this capstone experience. Students will be allowed to bring an APA-format reference list (hard copy) to the exam, which will be inspected by the proctor before the exam. The exam will be completed on computers provided by the department, either in a computer lab or in small rooms.

#### *Evaluation of the Comprehensive Exam*

- The FAC will evaluate the written examination prior to the date of the oral examination, although formal feedback will not be provided to the student until after the oral exam. If a student realizes that she/he has made an error on the written exam, she/he can address their new understanding of the written question in the oral exam, and that information will be integrated into the overall evaluation of the exam.
- Each section of the exam will stand alone. Once the student has passed both the written and oral examination in career theory, for example, she/he will have completed that requirement, even if the other two sections are failed.
- The response to each question will be evaluated in terms of the sub-parts of the question and the strength of the overall answer. Therefore, students will receive feedback on whether they passed the research, application, ethics/professional issues and multicultural aspects of the assessment and test construction question, for example, as well as whether they passed the overall question. If an overall answer is a pass, but a sub-question is not passed, it is left to the discretion of the FAC to identify whether there is a need for remediation in a given area.
- Sub-questions will be evaluated as Pass or Fail. Each of the three main questions will be evaluated as Pass with Honors, Pass, or Fail by each FAC reviewer. The final determination for the evaluation of a given response will be based on the majority vote of the readers (generally, 2 or 3).
- The process of evaluation will require that the Counseling members of the FAC review the examination, even if they did not write the question. In the event of ambiguity or lack of agreement by the FAC readers, the author of the question may be consulted and/or asked to read the exam.
- Re-writes of failed questions will be scheduled for the 1<sup>st</sup> and 2<sup>nd</sup> Friday in December. Students can attempt a question up to 3 times. The 3<sup>rd</sup> attempt will occur in the following September. If any portion of the Comprehensive Exam is failed three times, the student will be dismissed with the option of obtaining the MA degree if they do not already have one.

### G. Dissertation

Students are encouraged to begin considering research topics of interest to them as early as possible. Working with faculty, they study these topics and ways to design research about them.

- Students must develop a **dissertation proposal** and complete the “Outline for Dissertation” form, which must be signed by all committee members and then filed with the Graduate School.
- The Proposal consists of the first two portions of the dissertation: (1) Introduction and Literature Review, and (2) Methods.
- The Proposal is presented to the committee at the Proposal meeting. The proposal meeting consists of a presentation by the student (typically using PowerPoint or similar presentation media), questions by the committee, and discussion of points that need to be addressed in order to increase likelihood of a successful project. Proposal meetings typically last 1.5 – 2 hours; student presentations (absent questions and discussion) should be estimated at about 45 minutes.
- Upon Committee approval of the full proposal, the student may begin data collection. Approval of the Institutional Review Board (IRB) is also required prior to any research conducted with human or animal subjects.

Once the data is collected and the analysis process is well under way, students should expect to complete **several revisions** of their work in collaboration with their advisor and FAC members. It is appropriate to expect 4 – 6 revisions from the advisor alone, each of which may take 1 – 3 weeks to process. This means that students should have their first draft of the dissertation ready *no later than the beginning of the semester that they hope to defend*.

When the dissertation is nearing completion, the student must request **Preliminary Approval** of a draft of the *completed* dissertation manuscript, which includes Committee member signatures on the “Preliminary Approval” form, to be filed with the Graduate School. Preliminary approval assures the student that no major changes will be required in the final copy of the dissertation. After this, the final examination (oral dissertation defense) is scheduled, and conducted by the student’s Faculty Advisory Committee.

The exact structure of the Defense meeting should be decided in a discussion between the student and Dissertation Chair. However, a typical meeting includes the following:

- Student prepares a PowerPoint presentation of approximately 45 minutes.
- The first 5 – 10 minutes should address the student’s interest in the study, a brief review of the most relevant literature, and the study purpose.
- The bulk of the presentation should focus on the Methods, Results and Discussion. Implications for future research, training/practice, and theory should all be addressed in the Discussion section.
- Including time for questions from the FAC and discussion of the project by the FAC, the entire defense meeting typically runs 1.5 – 2 hours; meetings are scheduled for 2 hours.

Dissertation proposals and/or defenses are **not** held during summer semester except with prior arrangement with the FAC and drafts of proposals or dissertations submitted to FAC prior to the end of the spring semester. The Department STRONGLY ENCOURAGES students to complete the dissertation, and its defense, prior to the beginning of their yearlong internship. Failure to do so often leads to a considerable delay in completing the dissertation either during or following internship.

*H. Internship.* The Internship is a 12-month full-time intensive training experience, which must be completed at an APA-approved pre-doctoral psychology internship site. APA-approved internship programs are listed annually in the American Psychologist (usually the December

issue) and the APPIC Directory (APPIC stands for Association of Psychology Postdoctoral and Internship Centers) and APPIC web page at <http://appic.org>

Students are responsible for identifying sites of interest and initiating application procedures with those sites and should check the APPIC website early in their progress to become familiar with requirements. **The APPIC Internship application form is available on the WEB at [http://appic.org/match/5\\_3\\_match\\_application.html](http://appic.org/match/5_3_match_application.html).**

The Doctoral Program Training Director and program faculty will assist with this process, including group meetings in the summer and fall with the Training Director and those students applying, documenting progress, verifying eligibility for internship, and providing references. Students often work together, and look at the vitae of colleagues for ideas. In a few instances, given the recent imbalance of supply and demand for internships, the core Counseling Psychology program faculty will consider requests for non-APA-approved sites if a student is not matched on uniform notification day and must go to the clearing house. Even so, non-approved sites must be listed in the APPIC Directory, and receive Counseling Psychology program approval.

Students in recent years have interned at university counseling centers, mental health agencies, and VA and other medical centers. These include: Southwest Consortium VAMC-Albuquerque, NM; VA Medical Centers in Tucson AZ, Salt Lake City UT, Brockton MA, Leavenworth KS, and Gainesville, FL; Clinical Health Psychology-Rural Rotation at the University of Manitoba, Phoenix Psychology Internship Consortium, Phoenix AZ; the Psychology Clinic of St. Cloud Hospital, St. Cloud MN; Astor Services for Children, Rhinebeck, NY; Hamilton Center Inc, Brazil, IN; University of Oregon Counseling Center; University of South Carolina Counseling Center; Florida State University Counseling Center; Iowa State University Counseling Center; Northern Illinois University, Dekalb, IL; University of Kansas Counseling Center, Southern Illinois University Counseling Center; University of Maine Counseling Center; Texas A & M Counseling Center; Ball State University Counseling Center; Northern Arizona University Counseling Center; Appalachian State University Counseling Center; Utah State University Counseling Center; University of Missouri-Columbia Counseling Center; Indiana University Counseling Center; University of Miami/Jackson Memorial Medical Center; Burrell Behavioral Health, Springfield, MO; University of Colorado Health Sciences Center, Denver, CO; Dutchess County Department Mental Hygiene; Poughkeepsie, NY; University of Oklahoma Health Sciences Center-Department of Psychiatry and Behavioral Sciences; Connecticut Valley Psychology Internship; Hamilton Center Inc., the Nebraska Consortium in Professional Psychology, Fulton State Hospital in Fulton, Missouri, the NE Oklahoma Psychology Internship program, and the Federal Prison system.

## **VI. Evaluation, Progress and Continuation in the Program**

Continuing, regular, and accountable monitoring of student progress in the program is essential, both for the integrity of the training program and for the benefit of students as they work to attain competence in the discipline. Students must maintain at least a 3.00 GPA for all coursework taken at UND. In addition to evaluations provided in coursework and graded experiences, there are four components to evaluation of progress.

- The program faculty conducts annual reviews of progress for each student in the program, beginning in the first year, and continuing until graduation. Input is sought from all relevant sources (including the student's CV), satisfactory progress is asserted through a vote of the faculty, and feedback given to the student, through the Annual Review of Progress form (Appendix J). If progress is unsatisfactory, details are provided to the student, along with recommendations to facilitate future satisfactory progress. Exceptional performance is also noted and communicated to students.
- Qualifying and Comprehensive Examinations serve as formal means of evaluating academic competency in the Major.

- The Dissertation Oral Examination is a formal evaluation of the student's scholarly competence in the production of independent research in Counseling Psychology.
- Evaluations and certification of satisfactory completion of Internship are required. Records are kept of all evaluative data as part of the confidential student file, which is open for student and authorized personnel review, but may not be released to any other individuals, agencies or organization without the student's written consent.

## VII. Student Grievance Procedures and Policies

The Counseling Psychology program faculty is committed to providing quality professional training for our students, in an atmosphere of respect, acceptance, mutual feedback, and in accordance with the APA Ethical Principles. Acceptance of and respect for cultural, gender and individual differences are of the utmost importance. If occasions arise where students feel aggrieved, both the department and the university provide for grievance procedures, which are specified in the Graduate Bulletin, the Faculty Handbook, and the Student Code of Life. While every effort will be made to resolve grievances informally, violations of student rights will not be tolerated.

## VIII. Faculty

There are 6 full-time faculty in the Counseling Psychology Program who are primarily responsible for the PhD program: Juntunen, Loewy, Pinterits, Wettersten, & Whitcomb (with one open position in 07-08). In addition, David Perry and Antony White, both faculty members in the larger CPCS Department, are regularly involved in advising and committee work for PhD students. Adjunct faculty provide supervision and teach occasional courses. In addition, clinical and other faculty from the Department of Psychology are involved in the program through coursework and membership on doctoral Student Advisory Committees. Listed below are the Counseling Psychology program faculty and adjuncts and Department of Psychology faculty, their training and research interests.

### Core Faculty in Counseling Psychology, Department of CPCS:

**Cindy Juntunen, Ph.D.** (University of California-Santa Barbara), Professor. Director of Training for the Doctoral Program in Counseling Psychology. Training: Career development and counseling; supervision and counselor development; ethics; professional issues and identity; psychologists as agents of social change, diversity issues. Research: Vocational psychology; poverty; career values in racial/ethnic minority populations; feminist counseling; gender bias in counseling.

**Michael Loewy, Ph.D.** (University of California-Santa Barbara), Associate Professor. Department Chair. Training: Counseling Theories, Methods, Practicum, and Supervision; Multicultural Counseling; Group Theories and Processes; Ethics and Professional Issues; and DSM. Research: Size acceptance; Immigrant and refugee issues; Multicultural supervision; Graduate programs in counseling admissions process; Campus social climate; Awareness of social privilege; LGBT issues; HIV and other health and mortality issues; and Native American issues.

**E. Janie Pinterits, Ph.D.** (University of California, Santa Barbara), Assistant Professor. Training: Multicultural counseling; supervision; counselor development. Research: White privilege; multicultural issues; supervision process.

**Kara Wettersten, Ph.D.** (University of Kansas), Associate Professor. Training: Research methods, qualitative and quantitative; career counseling, psychological testing; supervision and

practice. Research: Comparative outcome research; solution focused therapy; domestic violence; healthy relationships.

**David H. Whitcomb, Ph.D.** (State University of New York at Buffalo) (on leave 2007-08), Assistant Professor. Director of M.A. Community and Addictions Counseling Programs, Training: Counseling theories and development, Community Agencies, Master's Internship, Multicultural Counseling, Supervision and Counselor Training. Research: Lesbian, gay, and bisexual (ILGB identity development; the sociopolitical context of coming out as LGB; facilitating multicultural competence in counselors; career paths and professional development of psychology graduate students; organizational, structural, and management issues of university counseling centers.

#### **Other CPCS faculty working with PhD students**

Earl Beal, Ph.D. – Military psychology

David Perry, Ph.D. – Rehabilitation; PhD Graduate Director

Tim Schroeder, Ph.D. – Recreation and Tourism

Dorlene Walker, Ph.D. – School Counseling

Antony White, Ph.D. – Rehabilitation and Addictions

#### **Adjunct Faculty, Department of CPCS:**

Dr. Rebecca M. Green, Adjunct Assistant Professor

Dr. Jacqueline Gray, Adjunct Assistant Professor

Dr. Rhandi Clow, Adjunct Assistant Professor

Dr. Earl Beal, Visiting Instructor

#### **Department of Psychology Faculty (for Psychology Minor):**

James R. Antes, Ph.D.

April Bradley, PhD

F. Richard Ferraro, Ph.D.

Mark Grabe, Ph.D

Jeffrey E. Holm, Ph.D.

Alan King, Ph.D.

J. Douglas McDonald, Ph.D

Jennifer Muehlenkamp, PhD

Douglas Peters, Ph.D

Thomas Petros, Ph.D.

Cheryl Terrance, PhD

Jeffrey Weatherly, Ph.D.

## **IX. Resources and Support**

### *Financial Support.*

Financial support for students is available through several sources. The Department regularly receives funding for seven quarter-time Graduate Teaching Assistantships (GTAs) and one quarter-time Graduate Research Assistant (GRA). GTAs assist in the instruction and supervision of master's level practitioner coursework. Stipends for Graduate Assistants are set by the Graduate School. Individual health insurance, paid for by the University, is also provided to Graduate Assistants. Additional coverage for family members is available, but paid for by the student.

Tuition Waivers are provided separately from Graduate Assistantships. Tuition waivers can be applied only to credits on the students Program of Study. To the extent that Departmental allocation resources allow, first-year students will be awarded tuition waivers for the full cost of their tuition regardless of residency status. Beginning in the second year, waivers will be awarded at the North Dakota residency rate. Exceptions to this include international students who are ineligible to apply for ND residency and Minnesota residents, based on the reciprocity agreement between ND and MN.

**It is possible for out-of-state students to acquire residency status in North Dakota which will lower tuition at UND. For more information and the appropriate form contact the Business Office, Twamley Hall.**

Additional resources are available through the Student Financial Aid office.

#### *CPCS Graduate Assistantships.*

The assignment of Department of Counseling Psychology and Community Services graduate assistantships is currently determined by the Doctoral Program Training Director in consultation with other Department faculty and approved by the Dean of the College of Education and Human Development (EHD). A position description of open positions and a preference/experience survey is generally distributed to students to determine student preferences for available assistantships. When there are more students seeking assistance than funding available, the faculty has set the following *guidelines for determining the awarding of graduate assistantships*. Priority is based on the following, in order of consideration:

- 1.) Students without other educational funding will be given priority. Examples of such funding include APA scholarships, GSAs other places on campus, Graduate School Scholarships.
- 2.) Students who have not been supported in previous years will have priority. The less support you have had in the past, the higher your priority for future support.
- 3.) Among *first-year* students only, non-residents will have priority over residents because of their higher tuition.
- 4.) The Department's instructional needs and qualifications of various students to fulfill those needs are also priorities.

Most assistantships in the Department are quarter-time (10 hours/week). The stipend is paid to the student on or about the fifteenth and the last days of the month. Available positions will be announced each Summer for the following academic year; new positions will be announced as they become available.

#### *Assistantships elsewhere at UND.*

In addition to the departmental assistantships, there are a number of other assistantships available on the campus. These are often advertised by UND departments and Student Affairs Divisions, and usually awarded in late Spring or early Summer. Students interested in these assistantships apply directly for them. Research (GRAs), Teaching (GTAs) and Service (GSAs) Assistantships in other departments and offices on campus are frequently available and awarded to our students. In recent years, doctoral students in Counseling Psychology have been awarded GSAs in: Dean of Students Office, Career Office of the Counseling Center, Health Promotions, Women's Center, and in Housing, in a Housing Center Satellite supervised by the Counseling Center, as well as GRA position with several research projects on campus. It is recommended that students contact these offices directly to determine whether assistantships are available. The website for Student Services is <http://www.und.edu/services/students.html>.

#### *Other sources of support*

- Advanced students working on their dissertations are eligible to apply for Graduate School Summer Doctoral Fellowships of \$5000.00 plus tuition/fee waiver. Students are also encouraged to apply for other research grants.
- The Graduate School announces annual Scholarships via newsletters and announcements. You will receive notification of these options directly from the Graduate school.
- There are also a number of student loan programs.
- Finally, students may seek limited external employment, provided it does not interfere with their program of study. For further information, go to the Financial Aid and Graduate School Web pages easily accessed through the UND Web page <http://www.und.edu/>

### *Support Services.*

Academic support programs available to students include the Learning Services Center, the Writing Center, Career Services, and Disabled Student Services. Counseling services for students are provided, at no charge, by the University Counseling Center, and include individual, couples, and group counseling for personal/social, developmental, career, academic and substance use concerns. There is a 24-hour Crisis Response Program. Student Health Services provides free medical care to enrolled students.

Social and cultural supports programs include the International Student Centre, the Native American Cultural Center, the Women's Center, the Scandinavian Cultural Center, the Conflict Resolution Center, Legal Aid, the Lotus Meditation Center, and various religious centers. Day Care services are available at the University Children's Center. There is a citywide bus system, as well as a campus shuttle bus.

The Memorial Union, Lifetime Sports Center and Hyslop Sports Center provide a no-or low-cost recreational facilities. The Wellness Center offers a wide range of activities for students that support wellness across multiple life domains. There are a wide variety of recreational and social activities, films, lectures, concerts and special events; many are free to students, or at reduced prices.

### *Library Resources.*

Chester Fritz Library and the Health Science Library have journals, databases and other resources relevant to Counseling Psychology Students. For detailed information, go to the UND WEB Page/libraries: <http://www.und.nodak.edu/library/>

The reference librarian assigned to the Department of CPCS is Victor Lieberman. He is extremely helpful, and will be happy to assist you in your library work. Below is some brief information about key reference areas.

**PsycInfo.** You can access Psych Info and other databases on the web either from computers on campus or at home through your UND email account at <http://www.und.edu/dept/library/electronic/database.html>

**SocioFile.** SocioFile is the authoritative source for sociologists and Sociology students, published by American Sociology Association.

**Social Work Abstracts.** Social Work Abstracts might be also of interest, particularly if you are researching areas that have an overlap with social issues such as homelessness, welfare, and poverty.

**MEDLINE** is also available either free over INTERNET (<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=PubMed>) or in the Health Sciences Library.

**ERIC.** If your interest for counseling is in education area or youth related issues, the database you might want to search is ERIC. The computerized version is covering ERIC from 1966 onward. If you are interested in older materials, please check paper version which is available from Reference & Research Services. Please ask a Reference librarian.

### CPCS Library:

There is also a small library in Montgomery Room 327B. Faculty, students, alums and others have donated books, journals and other materials for Department of CPCS student use. Please check out, using the system posted on the door.

### *Computer Information.*

**1. Getting an E-mail Account.** One of the more useful resources available at UND is the *free access to the Internet* provided to every student. **You are responsible for checking your email messages regularly – we use e-mail as our primary method for communicating with students.** The account is free and you can keep it the whole time you are here, provided you

use it some each year. There are numerous computers available around campus and in the Counseling Computer Lab in Montgomery 327 for use, if you do not have one of your own. Information about getting and activating and email account is available on the Computing section of the UND Web Homepage: <http://www.und.nodak.edu/computing/>. Consult the page also for other computer, WWW, and email questions.

The Doctoral Training Director and Department faculty all use E-mail for the frequent intra-department memos that must go out and class assignments. It is your responsibility to check your email frequently, so you do not miss out on important announcements and information. **Give Dr. Juntunen and Francie a copy of your e-mail address once you have it.**

### *Professional Affiliations and Liability Insurance*

Doctoral students are **strongly encouraged** to become Student Affiliate Members both of the American Psychological Association (APA: <http://www.apa.org/sitemap.html>) and of Division 17. The Student Affiliates of Seventeen (SAS) are currently hosted **here at UND**, so getting involved in national initiatives is extremely easy. There are a number of Sections or Special Interest Groups of Division 17 which are worth joining, some of which have their own WEB pages such as the Counseling Psychology in Health Care Section (<http://www.uiowa.edu/~hlthpsy/>); Lesbian, Gay, Bisexual Awareness (<http://tc.unl.edu/lgba/>); and Society for Vocational Psychology (<http://www.div17.org/vocpsych/>). You can contact the Div 17 Women's SIG and the Independent Practice SIG; information on how is available on the Division 17 Homepage. It is also possible to become a Student Member of the American Counseling Association (ACA: URL: <http://www.counseling.org>).

With an APA membership comes a subscription to the American Psychologist and the APA Monitor, and discounts on many of the other journals. Liability insurance can and should also be purchased at quite a reasonable rate. Although you are covered by UND liability insurance while enrolled in a Field Work or Practicum course, you are required to obtain the additional coverage.

### **What is the Student Affiliate of Seventeen (SAS) of APA?**

The Student Affiliates of Seventeen (SAS) is a national organization for graduate students in counseling that is associated with Division 17 (Counseling Psychology) of the American Psychological Association (APA). The organization was established by the Division 17 Executive Committee at an annual meeting in 1977 to offer counseling psychology students the opportunity to become involved in the activities of the division.

**What does SAS do?** SAS is intended as a vehicle for enhancing communication between counseling professionals and students in counseling graduate programs. Through SAS membership, students are able to increase their identification with the profession by experiencing formal involvement with Division 17 and networking both students and professionals. Additionally, students have the opportunity to receive publications (e.g. SAS Newsletter, Division 17 Newsletter, and The Counseling Psychologist) which help to keep them informed about current issues in the field of counseling psychology. Please note that we are not the same as or related to the American Psychological Association of Graduate Students (APAGS). Being an APAGS member does not mean you are a SAS member. SAS serves only counseling graduate students, while APAGS is open to undergraduate and graduate students in all disciplines of psychology.

### **What are some benefits of joining SAS?**

- |  |   |
|--|---|
| Ψ Subscription to <u>The Counseling Psychologist</u>                       | Ψ Information about research awards                             |
| Ψ Reduced first year professional dues in Division 17                      | Ψ Opportunities for professional leadership                     |
| Ψ Increased information about professional issues in counseling psychology | Ψ Networking opportunities with students & professionals        |
| Ψ Increased knowledge about Division 17 structures & activities            | Ψ Receive Division 17 & SAS newsletters                         |
| Ψ Increased communication about members' accomplishments                   | Ψ Student input into Division 17 & the future of the profession |

### **How do students join SAS?**

SAS membership runs from January 1 to December 31 each year, and must be renewed yearly. SAS membership costs \$17 per year. *Memberships received prior to November 1 will be processed retroactively and students will receive back issues of TCP. Those received after November 1 will be held until the following year.* For a membership application or more information, please visit our website at ([www.und.nodak.edu/org/div17sas](http://www.und.nodak.edu/org/div17sas)) or contact a current SAS executive committee member in our department

### **Who runs SAS?**

Currently, the University of North Dakota is the SAS host institution, with a term running from August 2007 to August 2010. The SAS Executive Committee at UND is comprised of two co-chairs, an administrative secretary, a minutes secretary, a membership coordinator, a student representative, two newsletter editors, a treasurer, an outreach coordinator, two webmasters, a SAS representative to APAGS, a campus representative network coordinator, and two faculty advisors.

In previous years, SAS has been hosted by several prominent universities, namely the University of Iowa (1977-80), Ohio State University (1980-83), University of Maryland (1983-86), University of Illinois (1986-89), University of Southern Mississippi (1989-92), Southern Illinois University at Carbondale (1992-95), University of Utah (1995-98), University of Missouri at Kansas City (1998-2001), the University of Akron (2001-04), Marquette University (2004 – 2007).

### **Who will be the next SAS host institution?**

Only time will tell. Every three years, colleges and universities interested in becoming the new SAS host institution submit proposals outlining their goals and objectives for SAS. A new SAS host institution is then selected from the highly competitive applicant pool. The next SAS host institution will take over in August of 2010.

## **Things to Know and Other Information: Student Answers to Common Queries**

**I've already got a parking ticket and I don't know how to go about paying it or buying a parking permit.** The parking office is located in the Memorial Union, lower floor, where you can pay tickets and buy permits.

**How do I find out about the research interests of the faculty?** It's important for all students to get to know all the faculty members as soon as possible. Although you won't have many classes with the Counseling Department's faculty the first semester, you will need to make a decision about an advisor and/or dissertation chair in the program. Each faculty member is engaged in on-going research. It is important for you to be in one of the research groups. Three credits for COUN 585 - "Research Practicum" are required. One credit is given for each semester of involvement in the research group.

**When and how do you pick a chair?** Upon entry to the program, you will be assigned an advisor from the department faculty and establish an advising committee. Until you select a chair, contact the Training Director when you have any questions or are not sure of what to do. Don't keep yourself or them in the dark. Ask questions!!!

There are several considerations in choosing a chair. Some faculty prefer to know your topic first. Some of the faculty put a cap on the number of committees they are chairing at a given time. There may be other considerations such as leaves of absences or sabbaticals. Aim for deciding on a chair by the end of your first year of doctoral work.

The first task you and your chair should focus on is the formation of your committee (FAC) and your Program of Study. Although this form does not have to be completed until the second year, it is to your advantage to work on this paperwork as soon as possible.

**What is a Program of Study?** The Graduate School's Program of Study (see Appendix E) is a list of all of the courses that you plan to take to fulfill the requirements of your degree. Students with a Master's degree from another institution will want to examine the program

requirements and, as soon as possible, get a ruling on which credits will transfer. The program of study has to be approved by the five members of your dissertation committee. It is helpful, then, to choose a committee as soon as possible. Most of the time the student will wait until they have a topic to pick their committee because you can look for people who, for one reason or another, can contribute to your work. Besides specific knowledge of an area of psychology, the most important thing to consider is how well the members of your committee can work together.

Once the program of study is approved, it can only be changed with the student's request and agreement of the Committee. The student may change only to other courses, which are approved for that requirement without petition. You may also want to review the course offerings in psychology and plan out when you are going to take these courses. Some courses are not taught each year. Generally, however, courses are offered in an order that is predictable. Thus you need to locate past schedules and/or talk to your advisor.

As you probably realize, there are a lot of forms to obtain while at UND. Most of them can be down-loaded from the Graduate School webpage.

**What do you do with a Program of Study once it is perfectly typed?** First check on the Graduate School page on the UND WEB page; the form is available there for downloading: <http://www.und.nodak.edu/dept/grad/GSForms.html>

Hand carrying your form to all your committee members for their approval/signatures is an antiquated tradition that is strictly maintained. It is in your best interest to keep it in sight until it is delivered to the Graduate School. Also, make copies of everything you turn over to someone else.

**What about my dissertation committee and stuff?** Generally there are two or three meetings. They are the proposal meeting and oral Comprehensive exam and the oral defense. Note: scheduling and setting up meetings is quite time consuming -- be prepared for this. It is also not always appreciated by your committee if you keep changing your proposal. In general, dissertation proposals and/or defenses are not held Summer semester, so plan ahead! At the preproposal meeting you would have a summary of your idea and intended research design. This is also a time for you to have your program of study signed (if it hasn't been already), as all of your committee will be in the same room.

The proposal meeting is a more formal meeting in that you are expected to have the first two or three chapters (Introduction-Review of Literature and Methodology) of your dissertation written. You will also need to have the Graduate School Outline of Dissertation form filled out for this meeting. After this meeting, again assuming all goes well, you can begin collecting and analyzing your data. At this point you also must have IRB (Institutional Review Board) approval. More about the IRB later. Before your oral defense, the last meeting for your dissertation, you must get the Preliminary Approval Form Signed by your Committee. This meeting is exactly what it sounds like. You make a presentation of your dissertation and answer questions the committee members may have at that point. The committee then asks you to leave the room so they can discuss their decision. Once they do, they ask you back in and tell you their decision. Remember: for both proposal meeting and defense meeting you have to have the Graduate School's approval.

**What is IRB approval?** The IRB (Institutional Review Board) approval form is for studies using humans and/or animals, and must be filled out and approved by the IRB committee prior to any contact with subjects. All researchers must complete IRB training before any proposal will be approved – this is something you might end up doing as part of an assignment or extra credit for COUN 515 or COUN 551, but just be aware that you need to do the training before IRB will approve your study. The training is available on-line at the IRB web-page. Pick up the packet from the Office of Research and Program Development, 1st floor Twamley Hall, and read the guidelines carefully. This form is also on computer disk, available from the same Office, and on the UND Web Page at (<http://www.und.nodak.edu/dept/orpd/>). A full review usually takes four to six weeks.

**I'm curious about Practicum.** During the second and third year you will do the bulk of your practitioner training. The choice you make about fieldwork sites is an important one. Make

sure you review the site information and talk to students currently working at the various sites as k Counseling Psychology trainees. There is also the option of developing a site which is tailored toward your specific interests or needs.

**What else do I need to get done and/or worry about?** If you finish all of the stuff discussed above you're almost done with the UND part of your training. What's left is applying for a predoctoral internship position. This will happen most likely in the fall of your third year for post-MA students and the fall of the fourth (or fifth) year for direct admit students. The application process takes a lot of time and work. Preparation in some way starts the day you start your program when you begin tracking hours spent with clients, assessments and so forth. Check the APPIC (Association of Psychology Postdoctoral and Internship Centers) website: (<http://appic.org/>). There you will find the requirements for internship and application material as well as links to internships. It would also be a good idea to set aside some funds for traveling to interview at potential sites. The Doctoral Program Training Director will also hold periodical meetings for students applying for internship, to facilitate this process.

**A hint.** As you start the program, be sure to *keep copies for yourself of all logs* of your Practicum hours, assistantship hours, and research or training activities you've participated in during your time at UND (see format on APPIC WEB Page). Also, keep track of the types of clients you see. If you have not done so already, it is a good idea to start a Vita while progressing through the program. You might locate the article, *Writing Your Vita*, APS Observer, May 1989, p. 15-17. You should also attend the periodical meetings that the TD will hold for you and your classmates, which will help you get and keep on track with all this. In addition, keep all of your course syllabi as you will need them for reference in the future.

**Mentoring.** Incoming first year students are encouraged to pair with a returning doctoral student in a mentoring relationship. Mentors can be helpful in acclimatizing you to the program and UND. In addition, it is very important to develop a self-care plan for yourself. Doctoral training is stressful and anything you do to help you cope with that stress will increase your survival at UND. Speak with your advisor or the training director about these issues.

Two *traditions* should also be mentioned. In the fall a Counseling Department picnic is held for everyone to get to meet each other; another is usually held at the end of the spring semester.

**University policies on student life issues.** It may be helpful to pick up the Code of Student Life, available from the Office of Student Affairs, Twamley Hall. This publication states university policies, conduct regulations, and other student concerns.

The University of North Dakota maintains a policy of non-discrimination based on race, color, religion, creed, sex, sexual orientation, national origin, handicap, age, marital status, veteran status, political belief or affiliation, or membership or nonmembership in any organization, in its services to the public educational programs, financial aid, University-approved housing and food services, benefits and compensation, access to facilities, extra-curricular activities and employment of faculty, staff and students.

Sexual harassment, hazing, or harassment of other sorts are not permitted. See the Code of Student Life for more complete information on the policy of UND.

**The move to Grand Forks.** You may write to the Grand Forks Chamber of Commerce for information on the community of Grand Forks and what it has to offer. Their address is Grand Forks Chamber of Commerce, 202 3rd St. N, Grand Forks, ND, 58721. Telephone number is 701-773-7481. Their website is <http://www.gfchamber.com>

The area newspaper is the Grand Forks Herald, 303 2nd Ave. N, Grand Forks, ND, 58201. Telephone number is 701-780-1100, or 800-4776572. You might want to subscribe to it before or after arriving here. For telephone service call QWest Communications at 800-244-1111. For electricity and gas in Grand Forks contact Northern States Power, 1206 5th Ave. S, 58201, phone 701-795-5000.

**Important emails, addresses and Phone Numbers:**

<u>E-mail Address</u>	<u>Phone</u>	
Francie Linneman	<a href="mailto:francie_linneman@und.nodak.edu">francie_linneman@und.nodak.edu</a>	7-2729
Cindy Juntunen	<a href="mailto:cl.juntunen@und.edu">cl.juntunen@und.edu</a>	7-3740
Michael Loewy	<a href="mailto:michael.loewy@und.edu">michael.loewy@und.edu</a>	7-3744
Janie Pinterits	<a href="mailto:janie.pinterits@und.edu">janie.pinterits@und.edu</a>	7-6234
Kara Wettersten	<a href="mailto:kara_wettersten@und.nodak.edu">kara_wettersten@und.nodak.edu</a>	7-3743
David Whitcomb	<a href="mailto:david_whitcomb@und.nodak.edu">david_whitcomb@und.nodak.edu</a>	7-3738
Earl Beal	<a href="mailto:earl.beal@und.edu">earl.beal@und.edu</a>	
Dory walker	<a href="mailto:dorlene.walker@und.edu">dorlene.walker@und.edu</a>	
Bookstore	P.O. Box 9016	7-2746
Business Office	P.O. Box 8373	7-3911
Chester Fritz Library	P.O. Box 9000	7-4644
Children's Center (Pre-school)	P.O. Box 9026	7-3947
College of Education and Human Development (EHD)	P.O. Box 7189	7-2674
Dean: Dr. Dan Rice		
Dept. of Coun Psy Comm Svcs	P.O. Box 8255	7-2729 fax 7-3184
Disabled Student Services	P.O. Box 9040	7-3425
Era Bell Thompson Cultural Center	P.O. Box 9040	7-4119
Financial Aid	P.O. Box 8371	777-3121
Graduate School / Admissions	P.O. Box 8178	7-2784 / 7-2945
Housing	P.O. Box 9029	7-4251
Info Center		7-4321
International Centre	P.O. Box 7109	7-4231
Native American Cultural Center	P.O. Box 8274	7-4291
Registrar	P.O. Box 8382	7-2711
Traffic and Parking	P.O. Box 9035	7-3551

## APPENDIX A

### ***Counseling Psychology Model Training Values Statement Addressing Diversity<sup>1</sup>***

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

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

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

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

appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

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

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

\*\*\*\*\*

In accepting the offer of admission to the PhD program in Counseling Psychology at the University of North Dakota, I acknowledge that I have read the above *Training Values Statement regarding Diversity*. Further, I understand that participating in training in counseling psychology requires that I engage in self-examination about my beliefs and values and that I expect to both challenge myself and be challenged in ways that will facilitate life-long learning and continuous development of multicultural and diversity competence.

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Printed Name

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Signature

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Date

<sup>1</sup>This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to [kbieschke@psu.edu](mailto:kbieschke@psu.edu).



## APPENDIX C

**Sample Feedback Form for Qualifying Examinations for the University of North Dakota  
Ph.D. Program in Counseling Psychology:**

**Student:** \_\_\_\_\_ **Rater:** \_\_\_\_\_

**I. Theory and Practice: Question #1**

Content 1-----1-----1-----1

Excellent                      Good                      Fair                      Fail

Integration &

Critical Thinking 1-----1-----1-----1

Excellent                      Good                      Fair                      Fail

Writing &

APA Style: 1-----1-----1-----1

Excellent                      Good                      Fair                      Fail

**I. Theory and Practice: Question #2**

Content 1-----1-----1-----1

Excellent                      Good                      Fair                      Fail

Integration &

Critical Thinking 1-----1-----1-----1

Excellent                      Good                      Fair                      Fail

Writing &

APA Style: 1-----1-----1-----1

Excellent                      Good                      Fair                      Fail

**Theory and Practice Overall:**

1-----1-----1-----1

Pass                      Pass                      Needs Improvement                      Fail

with Distinction

## APPENDIX D

### Sample Instructions for Qualifying Examination

Attached are the five (5) examination questions that make up this year's qualifying exams.

Your answers for all 5 questions are due to me (via e-mail to [cl.juntunen@und.edu](mailto:cl.juntunen@und.edu)) by midnight on Sunday, August 10th. You can send them individually or all at once, as long as all are received by that time. Answers received after the deadline may not be evaluated and may receive an automatic "Fail" rating at the discretion of the faculty. The Academic Integrity statement should be signed by you and returned to my mailbox at your first convenience and no later than Sunday, August 10<sup>th</sup>.

You are allowed to use any written support materials that you have gathered or can gather during this week to support your responses. You are NOT allowed to talk with your peers about your answers or about your reactions to the questions until after all exams have been turned in. You are also NOT allowed to talk with other students in order to get their opinions about answers etc. You can ask faculty for assistance in clarifying questions. Each faculty author is listed by the question he or she contributed to the exam.

Be aware that your answers will be evaluated in terms of your ability to answer thoroughly yet concisely. We will attend to your integration skills, your ability to demonstrate critical thought, and your appropriate use of references. **Do use primary sources, do not rely extensively on textbooks.** Also, all answers are restricted to the range of 8 – 10 pages, double spaced, using typical font (no less than 11 pt Times New Roman) and margins (no less than .9 inches), excluding references. If you submit an answer longer than 10 pages, the faculty reserve the right not to read the excess, so it is in your best interest to observe these limits.

Do not put your name on your responses. Be aware that your computer may automatically record your name on your electronic files, and so you may want to use a different computer or change your settings so that your name is not attached to the documents you send. I will make every effort to mask your identity when I forward your papers on to the faculty readers.

Each answer will be reviewed by two readers – the writer of the question and another randomly assigned faculty member. If both readers agree that the answer is either a "Pass" or "Fail" answer, that decision will stand. If the readers disagree, a 3<sup>rd</sup> reader will be asked to read the question and the Pass/Fail decision will be determined by that 3<sup>rd</sup> tie-breaker.

If you have any questions, you can contact me via e-mail or telephone.

## Academic Integrity Agreement for Qualifying Examinations

I, \_\_\_\_\_, agree not to discuss or share any information about the content of the questions in the attached Qualifying Examination. I further agree not to disclose information about my responses to these question or about the resources I use as I develop my responses. I understand that this agreement is in effect until all of the Qualifying Examinations taken in 2008 have been evaluated and feedback has been provided to all examinees. This agreement does not apply to collaborative work, including finding and sharing resource materials, already completed at the commencement of the exam, but it does apply to discussion of those materials beginning July 31, 2008.

I verify that I am submitting original work in all of my responses to the questions of the Qualifying Examination. I understand that if it is determined that my work was not original during or following formal evaluation of my responses, I may be subjected to disciplinary procedures.

I further acknowledge that failure to abide by this agreement will be considered a violation of program policies and ethical behavior. Therefore, such an action will be subject to the evaluation procedures as outlined in the Student Handbook, the outcome of which could include remediative and / or punitive actions, up to and including failure of the exam and possible expulsion from the training program.

\_\_\_\_\_  
Student's Name, printed

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## APPENDIX E Sample Timeline

\* = dates published each semester  
These are FINAL deadlines; you are encourage to set earlier dates for yourself

Graduation	August 5, 2010*
Finish Internship	August 1, 2010
<b>File Final Draft Dissertation</b>	July 21, 2010 *
Defend Dissertation	July 15, 2010
<b>Preliminary Approval and Announcement of Defense</b>	July 1, 2010*+
<b>Apply to Graduate</b>	June, 2010
Begin Internship	August, 2009
Internship Ranking and Match	Jan – Feb, 2009
Apply for Internship	Sept – Nov, 2008
<b>Pass Comprehensive Exams</b>	Sept/Oct, 2008
<b>Apply to take Comps</b>	July, 2008
Finish Scholarly Tools	May – July, 2008
<b>File IRB &amp; Dissertation Outline</b>	June, 2008
Propose Dissertation	May, 2008
<b>Establish Committee, File Program of Study</b>	Jan-Feb, 2008
Confirm Dissertation Plan w/ Chair	November, 2007

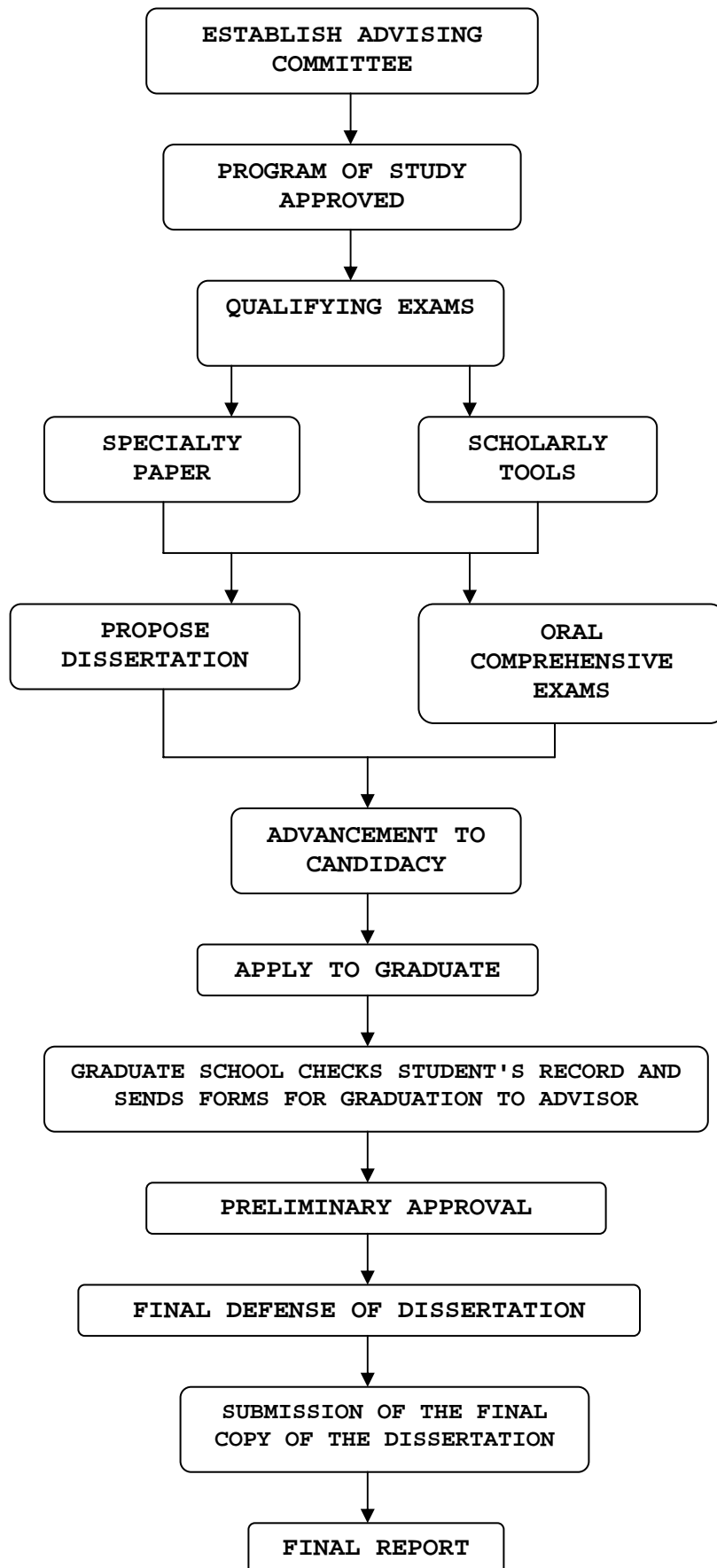
## Personal Timeline

**Bold** = requires Graduate School form + prelim approval must be filed 2 weeks in advance of your defense, AND by GS deadline

Graduation
Finish Internship
<b>File Final Draft Dissertation</b>
Defend Dissertation
<b>Preliminary Approval and Announcement of Defense</b>
<b>Apply to Graduate</b>
Begin Internship
Internship Ranking and Match
Apply for Internship
<b>Pass Comprehensive Exams</b>
<b>Apply to take Comps</b>
Finish Scholarly Tools
<b>File IRB &amp; Dissertation Outline</b>
Propose Dissertation
<b>Establish Committee, File Program of Study</b>
Confirm Dissertation Plan w/ Chair

**APPENDIX F**

## Graduate School Activities Flow-Chart



<b>APPENDIX G</b>
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<b>Doctoral Student Self-Evaluation</b>
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Name: \_\_\_\_\_ Year in Program: \_\_\_\_\_.

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

1. Describe your practical and academic performance and experiences over the last year.
  
2. Counseling psychologists have available to them a number of career paths (i.e., settings, roles, specific areas of expertise). We also recognize that as you move through the program, your career goals may evolve and change.
  - a) What are your current professional goals [if they have changed during the past year or so, please note that]? Please also address the ways in which these goals have evolved during the past year.
  
  - b) What steps have you been taking to further your professional goals?
  
  - c) What measurable activities do you plan to do this upcoming year to meet and further your goals?
  
3. Please assess your own strengths, weaknesses, and areas for further development at this point with respect to (a) your academic functioning and (b) your clinical functioning.
  
4. Are there barriers that have interfered with your participation in progress in the program? If so, what were/are these barriers and what have been their specific effects? What are possible ways to overcome those barriers?
  
5. Please note any additional comments that are not covered above.

Submit this Self-evaluation Form to the Training Director by April 15<sup>th</sup>.  
 Attach a current CV and the Practicum Plan you have developed with your advisor.

Thank You.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX H

**Counseling Psychology Ph.D. Progress Checklist**

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Chair, FAC: \_\_\_\_\_

Note: \* = Requires paperwork to/from Graduate School

Ph.D. Progress Checklist	Year 1	Year 2	Year 3	Year 4	Year 5
Meet with advisor & draft Program of Study, including when courses are taken					
*Admitted to approved status (all prerequisite courses & additional conditional status prerequisites completed)					
* Transfer hours submitted & approved					
Require first year courses: see sample Program of Study					
Recommended first year courses: see sample Program of Study					
Discuss possible dissertation topics/ideas with potential Chair					
Discuss fieldwork placement with advisor, Training Director (TD)					
Submit Practitioner Log sheets to TD for file and approval					
Submit up-to-date Curriculum Vitae to TD for feedback & file DUE: April 15 of every year					
Submit to TD list of publications, presentations made during year DUE: April 15 of every year					
Take Qualifying Exam					
Meet with advisor/Chair for feedback from Faculty: Annual Review					
Recommend second-year courses: see sample Program of Study					
Select Chair of Faculty Advisory Committee					
* Form Faculty Advisory Committee					
*Submit Program of Study					
Propose Dissertation: *Submit Outline of Dissertation					
* Apply to take Comprehensive Exam (note required prerequisites)					
Take Comprehensive Examination (3 <sup>rd</sup> or 4 <sup>th</sup> year) Beginning of Fall and Spring Semesters; must take by Fall semester if applying for internship that year					
*Advancement to Candidacy (3 <sup>rd</sup> or 4 <sup>th</sup> year)					
*Apply for Internship (3 <sup>rd</sup> or 4 <sup>th</sup> year)					
Complete coursework (3 <sup>rd</sup> or 4 <sup>th</sup> year)					
Work on Dissertation (3 <sup>rd</sup> or 4 <sup>th</sup> year)					
<i>Alternative #1: Dissertation defense prior to Internship (preferred)</i>					

Request TD to inform Grad School of Dissertation Defense prior to internship					
Preliminary Approval of Dissertation					
Final Defense of Dissertation (needs special memo if any members by phone)					
Submit IRB Final Report					
Submit final copy of Dissertation					
Internship (4 <sup>th</sup> or 5 <sup>th</sup> year)					
Send TD Reports of Progress from Internship (4 <sup>th</sup> or 5 <sup>th</sup> year)					
*Apply to Graduate by deadline listed for semester you plan to graduate (4 <sup>th</sup> or 5 <sup>th</sup> year)					
*Letter to TD noting successful completion of Internship from TD of Internship site (4 <sup>th</sup> or 5 <sup>th</sup> year)					
<b>Ph.D. Progress Checklist</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
*Final Report (4 <sup>th</sup> or 5 <sup>th</sup> year)					
<b>Graduation: Congratulations!</b>					
Inform TD of first job					
Inform TD of licensing exam scores					
Inform TD of any job changes					

## APPENDIX I

### **PRACTICUM PLAN**

At the end of the 1<sup>st</sup> semester of PhD training, each student will have a meeting with his/her advisor to go over the Pre-Practicum Evaluation Form. At that same time, they should complete this form in order to make decisions about prioritizing field placements.

1. Long-term career goals:
  
2. Desired pre-doctoral internship types (list up to 3 in order of preference
  
3. Given above preferences, what types of practicum/field experiences will most prepare you to be competitive for desired pre-doctoral internship?
  
4. Which specific sites will you be applying for?
  
5. What additional experiences should you be pursuing in order to develop competencies necessary for career goals?
  
6. What specific actions will you take in the next year in order to obtain identified competencies?
  
7. Other issues that need to be addressed in order to successfully complete Practicum Plan.

## APPENDIX J

### Evaluation of Student's Performance

Name: \_\_\_\_\_ Entry Year: \_\_\_\_\_

Date: \_\_\_\_\_

**1=Unsatisfactory 2=Does not Meet Expectations 3=Meets Expectations  
4=Exceeds Expectations 5=Superlative**

- |  |                                    |
|--|------------------------------------|
| 1. Academic Coursework _____               | 7. Interpersonal Functioning _____ |
| 2. Practitioner Skills _____               | 8. Assistantship _____             |
| 3. Professional Development _____          | 9. Dissertation Progress _____     |
| 4. Research Skills/Activity _____          | 10. Internship Preparedness _____  |
| 5. Writing Skills _____                    | 11. Overall Progress _____         |
| 6. Program Involvement/Participation _____ |                                    |

1. Academic Coursework/Performance: (evaluations are based on ability to maintain 3.5 GPA in the Psychology minor courses, maintain a 3.0 GPA for all other coursework; takes appropriate sequencing of coursework; completion of incomplete (I) work; demonstrates integration and critical thinking skills).
  
2. Practitioner Skills: (evaluations are based on: feedback/evaluations submitted by off-site [fieldwork] supervisors; ability to apply and integrate research and theory into clinical practice; possesses several therapeutic "tools;" sensitivity to multicultural and diversity issues that may arise in working with diverse populations; makes productive use of the therapy session; ability to build an effective working alliance with a variety of clients; establishes professional interactions with clients and supervisors; maintains professional ethics; ability to integrate feedback into constructive action; possesses supervisory skills).
  
3. Professional Development: (evaluations are based on: involvement in professional activities; membership in professional organizations; attends conferences [a minimum of 1 a year]; presentations at local, regional, and/or national meetings or conferences; evidence of publishing activity).
  
4. Research Skills/Activity: (evaluations are based on: involvement in research activities; active participant in at least one of the department's research teams; makes an important contribution to this research team).

5. Writing Skills: (evaluations are based on: technical aspects of writing; clarity and flow of writing; follows APA style).
  6. Program Involvement/Participation: (evaluations are based on: involvement in professional activities, committees, events and student activities within the Department of CPCS).
  7. Interpersonal Functioning: (evaluations are based on: ability to engage in interpersonal interactions with faculty and peers; ability to negotiate relationships with peers; demonstrates respect for individual differences).
  8. Assistantship: (evaluations are based on: supervisor evaluations, job performance, fulfillment of job requirements; demonstrates professionalism; takes initiative).
  9. Dissertation: (evaluations are based on: appropriate progress on dissertation; on schedule [ahead or behind]; regular meetings with advisor; selection of committee members; dissertation has been proposed prior to submission of internship applications).
  10. Internship Preparedness: (evaluations are based on: achievement of sufficient clinical experience; making appropriate progress toward comprehensive exams and dissertation; demonstrates professional behavior).
  11. Overall Progress:
- Special Accomplishments this Year:

Signed: \_\_\_\_\_, Doctoral Program Chair

\_\_\_\_\_, Advisor or Committee Chair

\_\_\_\_\_, Student

## **Practitioner Experience Log**

### **Reporting your Clinical Experience.**

Each semester you will record your clinical hours, using part of the AAPI application form. Complete the portions having to do with numbers and types of clients seen and other direct and indirect hours (sections three and four), print a hard copy and turn into the Training Director for a signature, before submitting it to your student file.

The AAPI application form is up-dated every summer, and can be found at [www.aapi.org](http://www.aapi.org). Fill it out each semester according to the instructions provided for Doctoral Practicum Documentation. Below are the most recent instructions.

### **Program of Study**

The Program of Study must be filed in the Graduate School. The form can be obtained on the Graduate School web-page, under Forms. Direct Admit students will need to submit the Program of Study for the Master's degree within the first year after admission. They complete the Program of Study for the PhD program within one year after completing the Master's Degree. Students admitted after a completed Master's program will need to submit the PhD Program of Study form within the first year after admission.

All courses taken for credit toward the respective program must be recorded on the Program of Study, including courses being transferred from another institution. Tuition waivers will be granted only for credits recorded on the Program of Study. The Program of Study can include additional courses contributing to cognates, minors, and specialties, as well as the degree requirements.

A sample program of study will be made available after some new curriculum changes are made during the 2007-08 school year.



**Refer to the Doctoral Student Handbook, published by the UND Graduate School, for instructions and information about the following:**

**Advisor/Committee Appointment Form**  
**Program of Study**  
**Outline of Proposal Topic**  
**Application to Take Comprehensive Exams**  
**Preliminary Approval of Dissertation**  
**Announcement of Dissertation Defense**  
**Application for Graduation**  
**Final Report on Candidate Form**  
**Guidelines for formatting the Dissertation**

## APPENDIX N

### Professional Counselor Licensing in North Dakota

#### **LAPC: Licensed Associate Professional Counselor.**

This is a two-year license which allows for the supervised experience required to become a Licensed Professional Counselor (LPC). While the LAPC has the rights and privileges granted the LPC - the LAPC works under continual supervision and must satisfy all the criteria for the LPC within the two-year period.

Requirements for the LAPC include:

- Masters degree (48 graduate semester credits) in counseling or other closely related field from an accredited college or university
- Specific core counseling coursework within the master's degree
- Three letters of reference from master's degree professors, advisors and supervisors
- A two-year plan of supervision - including supervisor and "intent to practice" statement
- A passing score on the National Counselor Examination (NCE)

#### **LPC: Licensed Professional Counselor**

This is the full professional license, which is awarded after all the LAPC criteria are met and the following professional supervision requirements have been satisfied.

- 100 hours of direct supervision during the two-year LAPC - 60 of those hours must be individual, face-to-face supervision by a qualified supervisor.
- 400 hours of client counseling contact for the two-year LAPC supervisory period.
- A signed recommendation for LPC licensure by the supervising professional.

#### **LPCC: Licensed Professional Clinical Counselor**

This is the specialty license in "clinical mental health counseling" which is awarded to LPC's who have completed the advanced clinical requirements. Applicants for the LPCC must hold a valid LPC license.

In addition, these requirements must be satisfied:

- A total of 60 graduate semester credits - 12 of which may be obtained in documented training, clinical experiences, or courses consistent with NBCC clinical education guidelines.
- Graduate clinical coursework must include: abnormal psychology and psychopathology, appraisal and diagnostic evaluation (DSM-IV), and clinical counseling skills.
- Two years (3000 hours) of post-masters supervised clinical experience in a clinical setting. The supervisor must be a psychiatrist, clinical or counseling psychologist, professional clinical counselor or other qualified clinical professional approved by the board.
- Three letters of reference from the clinical supervisor and other clinical professionals.
- A passing score on the National Clinical Mental Health Counseling Examination.
- A videotaped clinical counseling session of at least 30-minutes duration (individual or group clinical counseling setting).

Further details can be found at the North Dakota Board of Counselor Examiners at <http://www.sendit.nodak.edu/ndbce/licensing/index.html>

## APPENDIX O

### Pre-Practicum Evaluation Forms

This form is to be completed for each doctoral student **PRIOR** to application for his or her first semester of Fieldwork. For post-MA students, this typically occurs at the end of the first semester. For direct admit students, this will occur after 1 semester of Pre-Fieldwork. Students are responsible for discussing this form with their advisors in November or March of the appropriate semester. The student and advisor will complete the form together and the advisor will then present it to the faculty prior to the end of the appropriate semester for approval.

Student Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

<p><b><u>A. Baseline Competencies: Skills, Attitudes and Knowledge that students should possess at the Novice level prior to their practicum training experience:</u></b></p> <p>Before beginning Fieldwork, students need to possess and demonstrate a set of basic personal and intellectual skills, attitudes and values, and a core of professional knowledge. This core knowledge and these skills, attitudes and values are baseline competencies of the professional psychologist. The Counseling Psychology program faculty has determined that it is inappropriate to undertake formal clinical professional training with students who have not acquired these skills. If more than 3 ratings of 1 (see legend to the right) are obtained, students will need to complete specified remedial activities prior to beginning a field placement.</p> <p><u>1. Personality Characteristics, Intellectual and Personal Skills</u></p>	<p><b>3</b> = Exceeds Expectations</p> <p><b>2</b> = Meets Expectations</p> <p><b>1</b> = Needs more time before moving into Field placement</p> <p><b>0</b> = Risk to others</p>
<p>a) Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. <i>An interpersonal skill of special relevance is the ability to be open to feedback.</i></p>	
<p>b) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.</p>	
<p>c) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.</p>	
<p>d) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.</p>	
<p>e) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms.</p>	
<p>f) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others.</p>	
<p>g) Personal skills: personal organization, personal hygiene, appropriate dress.</p>	
<p><u>2. Knowledge from classroom experience:</u></p>	
<p>a) <u>Assessment &amp; Clinical Interviewing</u></p>	
<p>i) Knowledge regarding psychopathology related to the population(s) served by the practicum sites.</p>	
<p>ii) Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.</p>	
<p>iii) Knowledge of test construction, validity, score reliability and related</p>	

assessment psychometrics.	
iv) Training in principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.	
v) Training in the models and techniques of clinical interviewing.	
b) <u>Intervention</u>	
i) Knowledge of scientific, theoretical, empirical and contextual bases of intervention.	
ii) Training in basic clinical skills, such as empathic listening, framing problems, etc.	
iii) Training in assessment of treatment progress and outcome.	
c) <u>Ethical &amp; Legal</u>	
i) Principles of ethical practice and decision making (APA, 2002)	
ii) Legal knowledge related to the practice of psychology [ Federal (e.g., HIPAA), State law]	
d) <u>Individual and Cultural Difference (ICD)</u>	
i) Knowledge and understanding of the principles and findings related to ICD as they apply to professional psychology.	
ii) Understanding of one's own situation (e.g., one's ethnic/racial, socioeconomic, gender, sexual orientation; one's attitudes towards diverse others) relative to the dimensions of ICD (e.g., class, race, physical disability etc.).	
iii) Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.).	

Based on the above evaluation and the evaluation of the faculty, \_\_\_\_\_, IS / IS NOT deemed ready to proceed to Fieldwork.

If student is deemed NOT ready, the following areas of competence must be achieved in order for student's application for fieldwork to be considered:

_____ Advisor's Name	_____ Advisor's Signature	_____ Date
_____ Training Director's Name	_____ Training Director's Signature	_____ Date

## APPENDIX P

### University of North Dakota Counseling Psychology PhD Program

*(First section to be completed by student)*

<b>Student:</b> _____	<b>Supervisor:</b> _____
-----------------------	--------------------------

Semester/Year: \_\_\_\_\_ Placement Location: \_\_\_\_\_

Date of Review: \_\_\_\_\_

List all previous practica and field placements and provide estimate of face-to-face contact hours:

Site: \_\_\_\_\_ # of Semesters: \_\_\_\_\_ Approximate face-to-face contact hours: \_\_\_\_\_

Site: \_\_\_\_\_ # of Semesters: \_\_\_\_\_ Approximate face-to-face contact hours: \_\_\_\_\_

Site: \_\_\_\_\_ # of Semesters: \_\_\_\_\_ Approximate face-to-face contact hours: \_\_\_\_\_

Site: \_\_\_\_\_ # of Semesters: \_\_\_\_\_ Approximate face-to-face contact hours: \_\_\_\_\_

Please continue list on back of this page if needed

\*\*\*\*\*

*(Remainder of form is to be completed by supervisor in conjunction with student)*

**DIRECTIONS:** Below are several general areas of professional competencies, each with a set of specific skills or behaviors for evaluation

Harmful to Other's Welfare	Needs Significant Improvement in order to work w/ clients	Needs more time to master expected skills	Average for Level of Training & Experience	Exceeds Expectations	Clear Strength – Performing at Predoctoral Internship Level
0	1	2	3	4	5

Using the above rating scale, provide a numeric rating for each skill or behavior listed which best reflects the level of the trainee's performance as observed in the most recent evaluation period. If you have not been able to observe or evaluate this skill, write "U/A" for "Unable to Evaluate." For areas that are not required for this level of training or at this site, write "N/A."

**Very Important:** When giving ratings, the comparison is other individuals at that level (i.e., other individuals in their first practicum, second practicum, etc.). **Given this, there should be no constrictions of ratings (i.e., a person could be rated anywhere from 0 – 5).** A zero should be given when you judge the trainee's skills to be of grave concern, and thus potentially harmful to the welfare of others such as clients or practicum classmates.

### **1. Relationship/Interpersonal Skills**

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the clinical setting is a key aim of the practicum.

In particular, the practicum seeks to enhance students' skills in forming relationships:

	<b>RATING</b>
a) With patients/clients/families:	
i) Ability to take a respectful, helpful professional approach to patients/clients/families.	
ii) Ability to form a working alliance.	
iii) Ability to deal with conflict, negotiate differences.	
iv) Ability to understand and maintain appropriate professional boundaries.	
b) With colleagues:	
i) Ability to work collegially with fellow professionals.	
ii) Ability to support others and their work and to gain support for one's own work.	
iii) Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers.	
c) With supervisors, the ability to make effective use of supervision, including:	
i) Ability to work collaboratively with the supervisor. Collaboration means understanding, sharing and working by a set of common goals for supervision.	
ii) Ability to prepare for supervision.	
iii) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.	
iv) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.	
d) With support staff :	
i) Ability to be respectful of support staff roles and persons.	
e) With teams at clinic:	
i) Ability to participate fully in team's work.	
ii) Ability to understand and observe team's operating procedures.	
f) With community professionals:	
i) Ability to communicate professionally and work collaboratively with community professionals.	
g) For the practicum site itself:	
i) Ability to understand and observe agency's operating procedures.	
ii) Ability to participate in furthering the work and mission of the practicum site.	
iii) Ability to contribute in ways that will enrich the site as a practicum experience for future students.	

<b>COMMENTS:</b>	
<p><b><u>2. Skills in Application of Research</u></b></p> <p>Clinical practice in all health-care fields (e.g., medicine, nursing, dentistry) is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician (see, e.g., “What is evidence-based medicine [EBM],” <a href="http://www.hsl.unc.edu/lm/ebm/whatis.htm">http://www.hsl.unc.edu/lm/ebm/whatis.htm</a>). A core research knowledge base, and training in accessing and applying research knowledge to clinical practice form a core competency for psychologists.</p>	
a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases.	
b) Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics etc.	
<b>COMMENTS:</b>	

<p><b><u>3. Psychological Assessment Skills</u></b></p> <p>Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological service. A foundation of knowledge and skill is needed for psychological assessment.</p>	
	<b>RATING</b>
a) Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.	
b) Ability to utilize systematic approaches to gathering data to inform clinical decision making.	
c) Knowledge of psychometric issues and bases of assessment methods.	
d) Knowledge of issues related to integration of different data sources.	
e) Ability to integrate assessment data from different sources for diagnostic purposes.	
f) Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.	
g) Capacity for effective use of supervision to implement and enhance skills.	
<b>COMMENTS:</b>	

#### **4. Intervention Skills**

Intervention includes preventive, developmental and remedial interventions. The mention below of competencies in empirically supported practice is not intended to restrict the range of training to a particular domain of interventions.

	<b>RATING</b>
a) Ability to formulate and conceptualize cases.	
b) Ability to plan treatments.	
c) Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site.	
d) Knowledge regarding psychotherapy theory, research and practice.	
e) Knowledge regarding the concept of empirically supported practice methods and relationships.	
f) Knowledge regarding specific empirically supported treatment methods and activities.	
g) Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships).	
h) Assessment of treatment progress and outcome.	
i) Able to link concepts of therapeutic process and change to intervention strategies.	
j) Effective use of supervision to implement and enhance skills.	
k) <b>SPECIFIC INTAKE SKILLS:</b>	
Adequately identifies and clarifies nature of the client’s presenting problem	
Gathers sufficient information and history in most relevant areas	
Can assess client strengths and problem areas	
Determines environmental stressors and support systems that come to bear on client issues	
Assesses for suicidal/homicidal ideation	
Writes intake reports that reflect the content of the interview	
Demonstrates appropriate balance between information gathering and therapeutic alliance	
l) <b>SPECIFIC COUNSELING SKILLS:</b>	
Basic case management and paperwork	
Recognizes and is responsive to client nonverbal behavior	
Able to deepen session, using affective, cognitive and/or behavioral content	
Uses silence effectively	
Uses confrontation effectively	
Offers interpretations effectively	
Appropriate understanding of and use of self-disclosure as appropriate	
Addresses issues related to client motivation/readiness/resistance	
Utilizes advanced techniques (two chair, guided imagery, role playing, etc.)	
Demonstrates adequate group therapy skills	
Demonstrates adequate couple’s therapy skills	
<b>COMMENTS:</b>	

### **5. Consultation Skills/Interprofessional Collaborations:**

The workgroup at the 2002 Competencies Conference viewed consultation as a key competency for psychologists in the 21<sup>st</sup> century, citing the importance of psychologists being able to “serve as competent and engaged consultants who bring value to a broad range of settings, contexts and systems that can benefit from skillful application [of] psychological knowledge.” Exposure to consultation practice increased in many practicum sites. Competencies in this domain include:

	<b>RATING</b>
a) Knowledge of the unique patient care roles of other professionals.	
b) Ability to effectively relate to other professionals in accordance with their unique patient care roles.	
c) Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker.	
d) Capacity for dialoguing with other professionals which avoids use of psychological jargon.	
e) Ability to chose an appropriate means of assessment to answer referral questions.	
f) Ability to implement a systematic approach to data collection in a consultative role.	
g) Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	
<b>COMMENTS:</b>	

### **6. Diversity - Individual and Cultural Differences:**

It is critical that practicum students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the counselor, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Practicum students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem.

Specific competency areas related to ICD are important to identify and train for include:

	<b>RATING</b>
a) Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).	
b) Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)	
c) Ability to work effectively with diverse others in assessment, treatment and consultation.	
<b>COMMENTS:</b>	

### **7. Ethics:**

During the practicum, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code (APA, 2002) to behavior and decision making in actual clinical settings. In addition, students should increase and apply their understanding of legal standards (state and federal, e.g., HIPAA) and APA practice guidelines. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.

More specifically, during practicum training the student will work to develop the following ethical competencies:

	<b>RATING</b>
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.	

b) Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.	
c) Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.	
d) Seek appropriate information and consultation when faced with ethical issues.	
e) Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).	
f) Evidence commitment to ethical practice.	
<b>COMMENTS:</b>	
<p><b><u>8. Development of leadership skills:</u></b></p> <p>The 2001 Education Leadership Conference Practicum Competencies Workgroup identified beginning training in management and leadership skills as important. Presumably management and leadership skills are in evidence in any organized training setting; some deliberate effort to engage students in considering and practicing these skills in the practicum setting could foster their development.</p>	
	<b>RATING</b>
a) Recognition of one's role in creating policy, participation in system change, and management.	
b) Understand the relationship between roles of supervisor, manager and executive.	
c) Understand the role of leadership in management success.	
d) Ability to identify leadership, business and management skills.	
<b>e) Understand the purpose and process of strategic planning.</b>	
f) Understand the basics of financial management as it pertains to clinical service delivery.	
g) Understand the purpose and structure of meetings and how to run them well.	
h) Ability to self-evaluate one's skills as manager and leader.	
<b>COMMENTS:</b>	
<p><b><u>9. Supervisory Skills:</u></b></p> <p>Supervision is widely considered to be a core competency in professional psychology (e.g., 2002 Competencies Conference). Some of the initial groundwork for supervisory competence may be developed during the practicum, even though the core requirements for competent supervisory practice await the mastery of the other competencies listed in this document.</p>	
	<b>RATING</b>
a) Knowledge of literature on supervision (e.g., models, theories & research).	
b) Knowledge concerning how clinicians develop to be skilled professionals.	
c) Knowledge of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	
d) Knowledge of limits of one's supervisory skills.	
e) Knowledge of how supervision responds appropriately to individual and cultural differences.	
<b>COMMENTS:</b>	

<b><u>10. Professional Development:</u></b>	
Practicum training is a key experience in professional development for the novice psychologist. Certain central features that characterize professional development in later professional life are a particular focus during the practicum, and serve as a foundation for continuing professional development. These can be gathered under the heading of:	
<b><u>a) Practical Skills to Maintain Effective Clinical Practice</u></b> The student will develop practical professional skills such as	<b>RATING</b>
1) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.	
2) Developing a disciplined approach to writing and maintaining notes and records.	
3) Negotiating/managing fees and payments.	
4) Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.	
5) How to self-identify personal distress, particularly as it relates to clinical work.	
6) How to seek and use resources that support healthy functioning when experiencing personal distress.	
7) Organizing one's day, including time for notes and records, rest and recovery etc.	
The above features may be considered to be a focal subset of a broader group of skills related to the clinician's professional development that will continue throughout the career. This broader group includes:	
<b><u>b) Professional Development Competencies</u></b>	<b>RATING</b>
1) Critical thinking and analysis.	
2) Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).	
3) Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	
4) Time management.	
5) Self-awareness, understanding, and reflection.	
6) Self-care.	
7) Awareness of personal identity (e.g., relative to individual and cultural differences).	
8) Awareness of one's own beliefs and values as they relate to and impact professional practice and activity.	
9) Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	
10) Willingness to acknowledge and correct errors.	
11) Ability to create and conduct an effective presentation.	
<b>COMMENTS:</b>	

*11. Metaknowledge/Metacompetencies – Skilled Learning*

A broadly drawn definition characterizes metaknowledge as *knowledge about knowledge – knowing what you know and what you don't know*. Metaknowledge includes being aware of the range and limits of what you know; knowing your own intellectual strengths and weaknesses, how to use available skills and knowledge to solve a variety of tasks, how to acquire new or missing skills, or being able to judge that a task can't be done with current knowledge. Metacompetencies similarly refer to the ability to judge the availability, use and learnability of personal competencies.

For psychologists, this would include:

	<b>RATING</b>
a) Knowing the extent and the limits of one's own skills; learning the habit of and skills for self-evaluation of clinical skills.	
b) The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors).	
c) Knowledge of the process for extending current skills into new areas.	
d) Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment).	
e) Commitment to life-long learning and quality improvement.	
f) Awareness of one's identity as a psychologist (Education Leadership Conference): an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.	
<b>COMMENTS:</b>	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**APPENDIX Q**  
**Summary of Required Forms \***

Purpose	Form	Where to Find	When to File	Comments
Certify Readiness for Practicum	Pre-Prac Eval	Handbook, Appendix O	Semester prior to applying for Prac site	Review w/ Advisor
Practicum Plan	Prac Plan	Handbook, Appendix I	Semester prior to applying for Prac site	Review w/ Advisor and TD
Select Advisory Committee	Committee Appointment	Graduate School	2 <sup>nd</sup> semester	
Annual Evaluation	Self-evaluation Form	Handbook, Appendix G	Every April 15	Submit w/ current CV
Verification of ethical understanding	APA Ethics Adherence Form	Handbook, Appendix B	Time of admission	
Liability insurance	Verification of malpractice insurance	Insurer (such as APA Trust)	Before doing ANY clinical work	Can not see clients until provided
Assess Practicum Competencies	Prac Comp Evaluation Form	Handbook, Appendix P	Every semester of supervised practicum	Review with Supervisor, complete self-eval as well
Track practicum and related experiences	APPI or similar log form	<a href="http://www.appic.org">www.appic.org</a>	Every semester	
Contract for training requirements	Program of Study Form	Graduate School	2 semester of PhD work	Direct-admit will file 1 for MA and 1 for PhD
Approve dissertation plan	Outline of Topic Proposal	Graduate School	When dissertation proposal is approved	Bring to proposal meeting for signatures
Institutional approval of research	Institutional Review Board proposal request	IRB (Research Development and Compliance)	Before collecting any data	
Be approved to take Comps	Application to take Comprehensive Exams	Graduate School	No later than summer prior to Internship Application	Must have successfully proposed dissertation
Assure that dissertation is ready for defense	Preliminary Approval	Graduate School	At least two weeks prior to defense date	
Announcement of Dissertation Defense	Announcement of Dissertation Defense	Graduate School	At least two weeks prior to defense date	
Have degree requirements verified	Application for Graduation	Graduate School	Semester prior to planned graduation date	

\* Subject to change, this is not guaranteed to be an exhaustive list.

\* A copy of all required forms must be submitted to your student file.