

# **Policies and Procedures Handbook**

## **Counseling Psychology**

### **Ph.D. Program and M.S. Program**

#### **Department of Educational Psychology**

##### **University of Kansas**

###### **Version 2016.8.19**

This document contains current program policies and procedures for the M.S. and Ph.D. programs in Counseling Psychology at the University of Kansas. This handbook is updated frequently. Students are bound by the handbook as it appears on this website, and should be wary of relying on any previously downloaded version.

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## **PROGRAM DISCLAIMER**

The policies and procedures contained in this handbook have been approved by the counseling psychology faculty at the University of Kansas. Most of the policies and procedures apply to both doctoral and master's programs. It is clearly noted when certain policies and procedures apply to only the doctoral program or only the masters program. All program faculty and students are expected to abide by them. Any request for an exception needs to be discussed and approved by the faculty, and should be documented in writing to be effective through faculty meeting minutes and/or placed in a student's file.

The counseling psychology faculty adheres to the university policies on privacy and does not disclose student information to any third party without the student's consent under normal circumstances. Students should be advised, however, this confidentiality agreement will be breached when the student is deemed to be a danger to self or others and disclosure of the student information will protect either the student or others. Moreover, students should be aware that there will be information exchanges between our program and related institutions, such as practicum and internship sites, for training related purposes.

The counseling psychology programs hold the highest ethical and professional standards in developing these policies and procedures. It should be noted that consistent with our program value statements and academic assessment policies, students in the program are expected to engage in self exploration and self-reflection, and sometimes counseling can be required of them as part of a remediation plan.

The counseling psychology faculty engages in on-going self-study to ensure quality of training. These policies and procedures are periodically reviewed and revised. When updates and changes are made, such changes will be reflected in the CPSY program meeting minutes, which are distributed to students via e-mail. You are encouraged to make a copy of any changes and update any hard copy of the handbook. All updates and changes will be publicized on our program website and integrated into this document on an ongoing basis. Students are always bound by the current copy of this handbook as it resides on the EPSY website.

Students agree to accept responsibility for both being informed about and for following the policies and procedures outlined herein, and acknowledge that they will be required to qualify for the degree under established policies. A student's behavior in the program is governed by the policies and procedures operative in this document. If programmatic changes are made (subsequent to the student's first enrollment) that place a significant burden on an individual student, that student may petition to the CPSY faculty for consideration of their case.

During the first semester of enrollment, students are required to review this document and sign an Ethics and Policy Verification Form attesting that they have read it and will abide by these policies and procedures.

## **PROGRAM GOVERNANCE**

The Counseling Psychology programs are governed by the faculty and two student representatives (one from the master's program and one from the doctoral program) via Counseling Psychology Program Committee meetings.

### Program Committee Meetings and Meeting Agendas

The program faculty meets regularly during the spring and fall semesters. There are no regular meetings in the summer. The frequency and time of meetings are decided by the faculty on a semester basis and are publicized at the beginning of each semester. Special meetings may be called by the faculty to address needs that regular meetings are not able to accommodate.

The Director of Training for the doctoral program and the Coordinator for the master's program are responsible for assembling and proposing the agenda based on student and faculty input for each meeting. All faculty members and student representatives can submit agenda item requests, and items may be proposed during meetings and added to the agenda by a simple majority vote.

### Program Committee Meeting Minutes

Minutes of faculty meetings are prepared by a designated person, and circulated to the faculty and student representatives. Under normal circumstances, one week from the date posted for circulation to the faculty and student representatives the minutes will be considered approved (often with minor changes). If online discussion about minor changes does not resolve concerns about the minutes, then any of the faculty or student representatives can request that the minutes not be considered approved until face-to-face discussion at the next CPSY meeting. After approval, the minutes (redacted of information about issues regarding specific students) are shared with all students via email.

### Student Representation at Program Committee Meetings

To increase faculty-student communication in program operations, one student from the doctoral program and one from the master's program, recommended by the Counseling Psychology Student Organization (CPSO), attend the first part of all faculty meetings. Each of the two student representatives has one vote for all non-student related matters at the faculty meeting. To protect privacy and individual student and faculty rights, any faculty member can call for a meeting or a portion of a meeting to be closed to student representatives. When any other standing or ad hoc committees requires student representation, the committee will draft a brief description of the duties, time commitment and such, and CPSO will recruit and give three names to the committee which will choose from those three nominees.

### Voting Policy

The faculty and the student representatives (one vote each) have the privilege to vote on all policy and procedure decisions. Only faculty may vote on decisions about student issues. A majority vote is required to pass any motion, defined as a simple majority at the time when voting takes place.

### Voting via Email

There are times when an issue can be addressed via email and voted on by having those included on the email Reply-to-All their vote. Unless otherwise noted, majority rule will be used, and addressees will have 7 calendar days to reply. Non response will be considered a vote of agreement with the proposal. At other times it may be wise to wait for a CPSY meeting so we can discuss sensitive issues face to face. To address this eventuality, any addressee can invoke an electronic filibuster within that same 7 calendar day period, by asking that we not make a decision on an issue via email until we meet face to face for discussion.

### KU's Graduate Divisions

Each professional school on the Lawrence campus has a graduate division: Architecture, Business, Education, Engineering, Fine Arts, Journalism, Pharmacy, and Social Welfare. The Office of Graduate Studies serves as the graduate division for the College of Liberal Arts & Sciences. On the Lawrence campus, each graduate division has an Associate Dean or Director of Graduate Studies who serves as the contact person for that graduate division.

### Counseling Psychology Student Organization (CPSO)

The Counseling Psychology Student Organization (CPSO) is a campus recognized student organization which is quite active carrying out its primary mission to provide support to students and to serve as a communication channel between CPSY students and faculty. CPSO members and officers work diligently each year to carry out the CPSO mission through biweekly meetings, peer-mentoring program for incoming CPSY students, social activities, and local volunteer opportunities. CPSY students are required to maintain membership in CPSO and at least one other professional organization.

## **CPSY TRAINING VALUES STATEMENT ADDRESSING DIVERSITY**

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 (Amended 2010) 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 and gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning



about others who are different from them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including but not limited to clients, staff, peers, and research participants.

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

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

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about 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 counselor or 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.

\*This document was endorsed by the American Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006.

## **ADMISSIONS POLICIES AND PROCEDURES**

The counseling psychology faculty at the University of Kansas is committed to offering the best training toward the growth and development of the next generation of counselors and counseling psychologists. We respect and value cultural and individual diversity, and do not discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, ancestry, disability, status as a veteran, or other individual differences. We particularly encourage those from underrepresented groups/classes to apply.

### Admissions Cycle

Applications are accepted only for the fall semester each year. The admission deadline is **December 1 for the Doctoral program** and **January 1 for the Masters program**, and the admission decision is no later than **April 1** to begin course work in the following summer or fall.

### Doctoral Program Admission Criteria

The Counseling Psychology Doctoral program at KU accepts approximately six to eight students each year. Both bachelor's level and master's level applicants are considered for admission.

#### **Recommended minimums when applying to Ph.D. program with a bachelor's degree**

- The completion of a bachelor's degree in psychology or a related field.
- GRE Verbal, Quantitative, and Writing scores at the 50<sup>th</sup> percentile, obtained within the last 5 years. The PhD program application also encourages the GRE Advanced Test in Psychology, though at this time no minimum score is recommended.
- An overall undergraduate GPA of 3.00 covering all college credits taken prior to the bachelor's degree, *or* 3.25 for the *major courses* or the last 60 credits of the bachelor's degree.

### **Recommended minimums when applying to Ph.D. program with a master's degree**

- The completion of a Master's degree in counseling or a closely related field.
- GRE Verbal, Quantitative, and Writing scores at the 50<sup>th</sup> percentile, obtained within the last 5 years. The PhD program application also encourages the GRE Advanced Test in Psychology, though at this time no minimum score is recommended.
- Graduate GPA of 3.50 or above.

### Masters Program Admission Criteria

The Counseling Psychology Masters program accepts approximately 15 students each year.

### **Recommended minimums for applicants to the Masters program**

- The completion of a bachelor's degree in psychology or a related field.
- GRE Verbal, Quantitative, and Writing scores at the 50<sup>th</sup> percentile, obtained within the last 5 years.
- An overall undergraduate GPA of 3.00 covering all college credits taken prior to the bachelor's degree, *or* 3.25 for the *major courses* or the last 60 credits of the bachelor's degree.

### Academic Preparation and Admission Requirements

There is an expectation that students entering either the doctoral or masters program will have at least 15 hours of undergraduate coursework in behavioral sciences, including measurement, statistics, research methods, social psychology, personality, etc. First level graduate coursework (e.g., EPSY 710 and EPSY 725) can be used to remediate areas not already covered.

### Alternative Admissions Criteria

Applicants *MAY* be admitted under alternative criteria provided there is evidence that the regular criteria do not adequately reflect the student's potential to succeed in the program. The faculty will review and make decisions on such applications on a case-by-case basis.

The faculty reserves the right to require those who are admitted under the alternative criteria to take some background core courses in psychology before or during the first year of their training in the areas of general psychology, theories of personality, tests and measurement, abnormal psychology, experimental psychology, and introductory statistics. This decision will be made by the admissions committee and the student's assigned advisor, and communicated to the student before he/she accepts admission to the program.

### A note about transportation while in the program

Due to the fact that most practicum sites of the program are off campus and some of the required courses are offered at the Edwards campus of the University of Kansas, students admitted to the program are responsible for transportation to and from training sites and the Edwards Campus.

### Information regarding any Master's level practicum experience

Once a student has been made an offer for our Ph.D. program, we will need verification of successful completion of any practicum experience required for their master's program in order to add those hours to the practicum hours compiled through their doctoral program.

### Additional Fees

Courses at the Edwards Campus have additional fees for that location. In addition, a variety of courses in our masters and doctoral programs have additional fees for materials used in those courses.

### Background Screening

To matriculate and enroll as a student in good standing in the KU School of Education's Counseling Psychology programs and to be placed in clinical practice sites (e.g., practicum, internship, field experience), students in the program must complete and satisfactorily clear a criminal background check with Validity Screening Solutions. Initial screening will take place after admission but prior to first enrollment. Refusal to undergo the background check will result in denial of enrollment or, in the case of students already in the program, denial of clinical site placement. The full details of this policy appear later in this handbook in the section, STUDENT BACKGROUND CHECK POLICY.

### Application Procedures

The application process is completely online. Have these materials ready and on hand when you go online to fill out the application:

1. Statement of Intent, outlining your background and professional objectives
2. Resume
3. A personal email address that you know will still be active one year from the time you apply. (Some colleges make a student's email address inactive upon graduation)
4. Email addresses for three persons who can submit online recommendations
5. Official transcript from each college or university where coursework was completed
6. GRE Scores (General scores for Verbal, Quantitative, and Analytical Writing. The PhD program application also encourages the GRE Advanced Test in Psychology). The exam must have been taken within the past 5 years.
7. Degree in psychology, education, or a related field
8. Undergraduate GPA of 3.0 or higher OR Graduate GPA of 3.5 or higher
9. For international students, see [Ph.D. Program Admission Policies and Procedures](#) for information concerning English proficiency requirements and a personal financial document as required by the U.S. government in order to issue the DS-2019 or I-20. Further information for international applicants regarding documentation of proof of financial support can be found at <http://www.iss.ku.edu/submit-proof-financial-support>

**PLEASE NOTE:** If you do not meet one or more of the above criteria, please consult our Alternative Admission Criteria under [Ph.D. Program Admission Policies and Procedures](#).

## DEADLINES for APPLICATION

**December 1 for the Doctoral program**

**January 1 for the Masters program**

## HOW TO APPLY

### [KU Graduate School Information and Application](#)

This link takes you to the [KU Graduate School online application](#). Click on “Educational Psychology” and this will lead you to the choice of Ph.D. in Counseling Psychology or M.S. in Counseling Psychology.

On the last page, you will have an opportunity to upload your Statement of Intent and additional materials.

### [Application for Graduate Teaching Assistantships](#)

[GTA Application for EPSY](#) This document contains an application and undergraduate and graduate course descriptions for graduate teaching assistants. **This application process is separate from the admission process** and must be submitted separately as indicated in the instructions.

### [Additional Counseling Psychology documents to study prior to application](#)

[Counseling Psychology PhD Program Requirements for the current academic year](#) (these could change before the upcoming academic year). This includes core courses and other helpful information.

[Counseling Psychology MS Program Requirements for the current academic year](#) (these could change before the upcoming academic year). This includes core courses and other helpful information.

### [Ph.D. Program Admission Policies and Procedures](#)

### [M.S. Program Admission Policies and Procedures](#)

If you have questions, contact:

University of Kansas – [Office of Graduate Studies](#)  
1450 Jayhawk Blvd., Rm 300 Strong  
Lawrence, KS 66045-7535  
(785) 864-6161

The KU Graduate School application and official transcripts are processed directly by the University of Kansas Graduate School.

Department of Educational Psychology  
Attn: Graduate Applications  
1122 West Campus Road, Rm 621 JRP  
Lawrence, KS 66045-3101  
(785) 864-3931 phone; (785) 864-3820 fax  
[epsy@ku.edu](mailto:epsy@ku.edu)

Dr. Changming Duan, Ph.D.  
Director of Training for Ph.D. Program  
1122 West Campus Road, Rm 621  
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(785) 864-3931 phone; (785) 864-3820 fax  
[duanc@ku.edu](mailto:duanc@ku.edu)

For those applying to the Ph.D. program with a masters degree

If the applicant has completed a practicum in counseling or a related area, one recommendation should be completed by the practicum supervisor.

Once a student has been made an offer for our Ph.D. program, we will need verification of successful completion of any practicum experience required for their master's program in order to add those hours to the practicum hours compiled through their doctoral program.

When students who have begun a master's degree are admitted to our doctoral program, we encourage them to complete their master's degree (whether from KU or from another institution) but we do not require completion.

Additional requirements for students whose first language is not English

Students' oral expression and communication skills play an important role in their success in counseling psychology training programs. Therefore, the counseling psychology programs require that all non-native English-speaking applicants (international or domestic applicants) demonstrate their English proficiency by following the guidelines listed below **before** their applications are reviewed by the admissions committee.

A: Verification that the applicant's native language is English, as shown to a high degree of probability by citizenship in an English-speaking country such as Great Britain, Australia, New Zealand, or English-speaking provinces in Canada.

B: Graduation with a baccalaureate degree or higher from an accredited U.S. institution in one of the countries listed above whose medium of instruction is English.

C: Receipt of the applicant's Internet Based Test of English as a Foreign Language (iBTOEFL) or Test of Spoken English (TSE) scores achieved no more than two years before the semester of admission.

**iBTOEFL\* – all part scores at least 26**  
**TSE – Minimum score of 50**

*\* Please note: the score requirement for admission to KU is set by KU's Office of Graduate Studies*

D: Skype interviews or interviews through other on-line media will be required if the applicant cannot appear for an in-person interview in the admission process.

E: All students who are not native speakers of English must visit the Applied English Center (AEC) on arrival for verification of their English language proficiency (by taking both KU's English Proficiency Test and KU's [Speak Test](#)). Until all the AEC tests are satisfactorily passed (per AEC standards), the student will not be allowed to take degree-required courses or be employed as a GTA or GRA.

### PhD Admissions Review and Selection Process

Applicants will be evaluated using the following criteria:

- Academic merit and potential
- Evidence of potential for conducting research
- Specific research interests
- Personal and interpersonal characteristics
- Contribution and commitment to diversity and multiculturalism
- Professional identity, goals, and interests

The Admissions Committee will consist of two or more faculty members and one or more student members. The student members will NOT review application materials.

Using the aforementioned criteria, the PhD Admissions Committee will select approximately thirty candidates to be interviewed by the faculty and current students. Applicants may choose between campus interview and phone (or Skype or other media) interview.

All faculty members and current students will have opportunities to do interviews. For applicants who choose a campus interview, both group and individual interview activities will be conducted by faculty and current students on Interview Day, which is usually a Friday in early February.

Admissions decisions will be made by the faculty as a whole shortly after Interview Day. A list of candidates to be offered admission and a list of rank-ordered alternates will be decided and candidates and alternates will be notified.

Candidates will be notified of the admission decision no later than April 1.

Candidates who are offered admission are required to “accept” or “decline” the offer no later than April 15<sup>th</sup>. A reply earlier than April 15<sup>th</sup> is strongly encouraged, as applicants on the alternate list need to be informed of their status.

If a candidate on the alternate list receives an admission offer near April 15<sup>th</sup>, he/she has 7 days to act on the offer. If the offer is made on or after April 15<sup>th</sup>, the candidate has 3 days to make a decision.

**Note:** The counseling psychology faculty abides by University of Kansas policies and does not discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, ancestry, disability, or status as a veteran. We particularly encourage those from underrepresented groups/classes to apply.

## STUDENT BACKGROUND CHECK POLICY

### Purpose and Applicability

Increasingly, schools, counseling centers, clinics, hospitals, and other health care agencies are requiring that students submit to criminal background checks prior to their acceptance into practicum, internship, and other field experience placements. In response to the placement policies of these settings on which the Counseling Psychology programs depend for training support, and having a commitment to assure sites and their clients as much as possible that the students we place with them are of good character as well as clinically competent, the faculty of the Counseling Psychology programs have adopted a criminal background check policy applicable to its students.

### Policy

To matriculate and enroll as a student in good standing in the KU School of Education’s Counseling Psychology programs and to be placed in clinical practice sites (e.g., practicum, internship, field experience), students in the program must complete and satisfactorily clear a criminal background check with Validity Screening Solutions. Refusal to undergo the background check will result in denial of enrollment or, in the case of students already in the program, denial of clinical site placement.

By May 1st, you need to complete a background check (as instructed below) if you have accepted an offer of admission. You will be contacted only if there is an issue which requires follow-up. During your tenure in the program, you may be required to re-complete the background check if deemed appropriate by the program faculty. The program will then review the background check to determine if the background check passes program standards. If no disqualifying offenses are identified, the student will be fully admitted into the program. The student will be contacted if there is an issue that needs to be addressed.



If a student receives a GTA appointment, they will be asked to complete another background check, but the student will not be required to pay for the one required by the GTA appointment.

For students already matriculated in the program and who have not had a background check, one must be completed before they may begin their clinical field placement(s). If no disqualifying offenses are identified, the student will be permitted to enroll (or remain enrolled) in practicum/field experience. The student will be contacted if there is an issue that needs to be addressed.

As a part of the background check, students are required to disclose any prior criminal record. Failure to do so could be considered falsification of the application and could result in dismissal from the program.

Any student convicted of misdemeanor or felony charges, subsequent to the criminal background check, must disclose that information within 10 calendar days to the program director. Failure to disclose, or falsification of conviction information, could result in dismissal from the program.

### Scope

The background check will be conducted by Validity Screening Solutions and may include but is not limited to the following:

- Social Security Number trace (serves as an address verification tool)
- Criminal search for felonies/misdemeanors and federal records in all jurisdictions reported on the Social Security Number trace for the past seven years
- Multi-State Sex Offender Registry (search of all 50 state registries and the District of Columbia)

### Standards

The following offenses, if located on the background check, may preclude enrollment in the program. These offenses may include but are not limited to:

- Felony offenses
- Sexual assault, rape, indecent exposure, lewd and lascivious behavior, unlawful voluntary sexual relations, promoting sexual performance by a minor, aggravated sexual battery, sexual exploitation of a child, habitually promoting prostitution, enticement of a child, criminal sodomy, indecent liberties with a child, incest, child molestation
- Any charge relating to illegal drugs
- Assault or battery
- Murder or manslaughter
- Contributing to a child's misconduct or deprivation, furnishing alcoholic beverages to a minor for illicit purpose
- Robbery
- Theft
- Forgery

- Insurance fraud
- Kidnapping
- Poisoning or attempted poisoning
- Assisting suicide
- Arson
- Failure to report acts of abuse or neglect
- Mistreatment of a dependent adult
- Child abuse or neglect, abandonment of a child
- Registered sex offender

Any conviction of attempt or conspiracy to commit any of the above crimes could also be considered a disqualifying criminal offense.

### Procedures

The student must undergo the background check provided by Validity Screening Solutions. No other background check will be accepted due to the variance in quality and type of background checks conducted.

The student will be provided with login information to a Validity Screening Solutions secure website where the student will be provided with a copy of their Summary of Rights. After providing authorization for the background check, the student will provide the information needed to conduct the background check and provide payment if so instructed. The completed background check report will be released to the director of the program, to clinical placement sites if requested and authorized by the student, and also to the student if the student requests a copy upon initiation of the background check. The background check results will not go into the student's file, but will be kept by the program director in their office.

The program will review the background check to determine if it passes program standards. If no disqualifying offenses are identified, the student will be permitted to matriculate in the program.

If the background check has any type of flag, a designated faculty committee will review it to determine if the flag contains disqualifying convictions. If the background check is found to contain any convictions not passing the program's standards, the committee will then take the following into consideration:

- Nature, circumstances and frequency of any offense(s)
- Length of time since offense(s)
- Documented rehabilitation
- Accuracy of the information provided by the applicant in application materials

After these factors have been considered, if the committee considers the student a risk to clients/patients or public safety, the student will then be notified in writing that their admission to the program has been canceled or that they are being dismissed from the program. The student will be provided with the name and contact information for Validity Screening Solutions and will contact this organization directly with any disputes to the information provided. Validity

Screening Solutions will then respond to the student's inquiry within 20 days and provide the Counseling Psychology program with an updated report if applicable.

Within 10 days of receipt of the letter informing the student of their dismissal from the program, the student has the right to meet with the Department Chair (or designee) and provide a rebuttal in writing as to why they should be allowed into (or to remain in) the program.

The Department Chair will then forward the appeal and provide the background check and appeal letter to a designated committee for review. This committee will make the final decision and will notify the student in writing of their decision.

Students passing the background check standards for the program will be advised that any crimes must be reported to any licensing or registry boards and future employers. These licensing or registry boards and any future employers will have their own standards and they may not allow certain convictions. Students will be further informed that neither the University of Kansas nor its Counseling Psychology programs are liable for denial for any professional license or certification by any licensing or registry board. It is the student's responsibility to determine whether or not any information in their background check will prevent them from certification or licensing upon completion of the program. The criminal check and standards apply solely to the University of Kansas Counseling Psychology programs and thus, even if the student passes program standards, they may not be eligible for licensing, certification, or jobs with certain employers based on their criminal history.

### Confidentiality

The Counseling Psychology programs will not share any of the information contained in the background check with any other entity besides the clinical field placement setting, and only then if it is a requirement for placement and the student consents to the disclosure. The results of the background check will only be reviewed by limited school officials and clinical facility personnel. All completed background checks are maintained on Validity Screening Solution's secure management system. The student has a right at any time to request a copy of her/his background check directly from Validity Screening Solutions.

## **EMAIL IS THE OFFICIAL MEANS OF COMMUNICATION FOR KU AND THE EPSY DEPARTMENT**

The University routinely uses email for both formal and informal communication, including emergency messages, with faculty, staff and students. Faculty, staff, and students are required to register an email account or utilize a University-provided account during their enrollment or employment at the University. These addresses are used for University business and official University communications. All faculty and students, and all staff who have access to email, are expected to check their email regularly for University communications. Official University communications include, but are not limited to, enrollment information, grade reports, financial statements and other financial information, library overdue notices, and policy announcements.

KU encourages students to maintain separate email accounts and addresses with an Internet Service Provider for personal communication, but students may use the KU account for incidental personal communication as long as it does not interfere with KU operations or generate incremental identifiable costs. At their discretion, students may also routinely forward email from the KU account to a personal account.

**While the University policy above states that students should check their email "regularly", the CPSY program policy is that students are responsible for email that has been sent to them within three business days of the date sent.**

## FACULTY ADVISING

### Advisor Assignment

Upon admission into the Counseling Psychology programs, students are assigned a faculty member as an advisor. This faculty member will advise the student on his or her curricular plans during the student's graduate career. Initial advisor assignments are made by the program faculty based, as much as possible, on the student's research or applied interests—with due consideration given to each faculty member's current number of active advisees.

### Changing Advisors

Changes to the student's advisor assignment may be made by consulting the program director. Requests for new advisors may involve, but are not limited to, the student's pursuit of new interests that would be more adequately supervised by a different member of the faculty. Such changes often occur at the time that a student forms a thesis or dissertation committee. If the student's choice of a thesis or dissertation chairperson is different from his or her present advisor, there is, in effect, a change in advisor. When a new advisor has been chosen and all parties have agreed to the change, the student should notify (in writing) the program director, the former advisor, and the new advisor. The letter should indicate the changes that have been made, and the updated information will be entered into the program database. Keep in mind that many faculty are not under contract with KU during the summer and may not be available for advising and supervising research activities.

## ENROLLMENT

The normal full-time enrollment for a graduate student is nine credit hours per semester or six hours per summer session. Many CPSY students enroll for more hours, depending on other responsibilities and the particular courses involved. Students are not normally permitted to enroll for more than sixteen hours in the fall or spring semester, or more than eight hours in the summer session. If a student is a KU employee, the hours of enrollment should be limited accordingly—usually to no more than ten hours for a half-time or six hours for a full-time staff member.

Each semester, it is the student's responsibility to confer with his or her advisor to plan the next semester's schedule. All active students are notified by the University as the enrollment period approaches. The University enrollment process is completed entirely online. For some classes, the student must obtain a special permission number to enroll for the class. These may be obtained through your advisor and with the assistance of departmental office staff. Subsequent changes in enrollment are handled online through add/drop procedures, or with the use of paper forms after the first few weeks of the semester.

It is the responsibility of students to keep their advisor apprised of their activities and to ensure that the advisor is aware of their enrollments and progress. A copy of all significant records pertaining to each student's progress is kept in the student's academic file, which is located in the departmental office in 621 JRP.

The enrollment of those with foreign student (F-1) visas must conform to the minimum established by the regulations of the Immigration and Naturalization Service. International students must conform to the residence requirements of the Office of Graduate Studies.

#### Full-Time Student Classification and Residence Requirement

The following student loads for course work and/or appointments at KU for teaching or research represent full-time graduate student status for degree-seeking students for purposes of qualifying for fellowship tenure, student loan deferment, and similar certification, and for meeting residence requirements for doctoral degrees.

- 9 credit hours
- 6 credit hours plus a half-time GTA or GRA at KU

These figures are the minimum number of credit hours a student may carry and still be certified as full time. A student may enroll for more hours with the approval of the department or program advisor, within general guidelines.

Degree-seeking graduate students who are employed more than half time must be enrolled for at least 6 hours per semester to be certified as full-time students.

For a student who is a full-time employee at KU to fulfill the residence requirement, the KU employment must contribute substantially to the student's graduate program.

#### Enrollment Status

- Enrolled
- On Leave (officially recognized after petitioning the faculty)
- Discontinued (were once enrolled, but have not been for one or more semesters.  
This status requires you to be reactivated which requires a fee)
- Dismissed (officially acted upon by the faculty)

### Degree Progress Report (DPR) system

The [Degree Progress Report](#) (DPR) system makes it easy to track progress toward completion of degree requirements through the [Kyou](#) portal. The DPR is a report that:

- Lists coursework completed at KU and at other schools from which you have submitted official transcripts
- Lists student coursework currently in progress
- Places student coursework into degree requirement sections
- Identifies KU school requirements you still need to satisfy in order to graduate

### Add/Drop and Course Withdrawal

Students need to attend to the deadlines for adding or dropping a course, as the deadlines come prior to the last day of the semester. Please visit the website of the University Registrar for important dates, procedures, and forms for enrollment and adding and dropping courses <http://www.registrar.ku.edu>

### Policy and Procedure for Course Credit Transfer

Up to six (6) **graduate** credits, that have not been used for obtaining another degree, can be transferred into the Master's program (eight [8] if a KU undergraduate), with approval of the student's advisor, who should initiate with the departmental office the appropriate course transfer **Progress-to-Degree** form. Students are responsible for presenting their advisor with proof of the course work (e.g., an official transcript showing the courses, catalog description of the course, course syllabus, etc.) and the Progress-to-Degree form. The courses to be transferred have to be substantially equivalent to those at KU to be replaced in your program of study. If the course names are not the same, you may need to present additional information to make a case for demonstrating "equivalence". This should be accomplished in your first semester in the program. No assumptions about transferred credits should be made until formal approval has been received.

Please note: According to the university policy, to complete their degree, students in the master's program must have a minimum of 30 current graduate hours if they are completing a thesis or research project or 36 current graduate hours if electing the non-thesis/project degree option. These minima include transferred hours.

The following exceptions and regulations are to be followed:

- 1) Credits cannot be transferred into the doctoral program. For **waiving** required coursework based on previous course work, refer to **the Policy and Procedure for Course Waivers** ;
- 2) No lab or practicum coursework will be waived;
- 3) Courses used to support waivers must have been taken for graduate credit, but may not have been used for a prior degree.
- 4) The course must have been taken from an accredited school in regularly scheduled graduate courses.
- 5) A grade of B or better must have been earned in any course to be transferred.

## Policy and Procedure for Course Waivers

Students may petition for a waiver of one or more required course(s) based on previous educational experience (typically in the form of completed graduate-level course work). Such petitions need to be submitted by following the procedures listed below and using the Petition for Course Waiver Form provided in this Handbook.

A petition for waiving a specific course needs to be first reviewed and deemed to be “equivalent” to the KU required course by an instructor for the course at KU. The petition will then need to be reviewed and supported by the counseling psychology faculty before being forwarded to the Graduate Office of the School of Education for final approval. In submitting petitions for course waivers to the program, responsibility for demonstrating course equivalence belongs to the student. Documentation such as previous course syllabi, readings, texts used, etc. should be provided as supporting materials for a petition. It is our program policy not to waive practicum requirements regardless of previous practica that may have been completed, prior professional work experience, etc. Additionally, electives cannot be waived. All course waiver approvals must be processed within the student’s first year in the program. No assumptions about waivers should be made until formal approval has been received.

In terms of time to completion of the doctoral program, having course waivers may or may not reduce the time for completion depending on how many courses are waived and on the student’s own decisions and circumstances. Due to the structure of the practicum training experiences in the program (a minimum of two full years of practicum are required and additional clinical field experience is encouraged before the full time year-long internship at the end of training), it is not realistic to expect program completion (including internship ) in fewer than 4 years.

### Conditions for waiving EPSY 875 and EPSY 880

Waiver of EPSY 740: No online courses can be used to waive EPSY 740.

Waiver of EPSY 875: Only courses offered by accredited universities/colleges and taken in the past three years that contains a strong element of experiential learning and self-reflection can be considered for the purpose of waiver. No online courses can be used to waive EPSY 875.

Waiver of EPSY 880: The EPSY 880 course contains three components – APA Ethics, ACA Ethics, and KS or another state licensure rules and regulations. If a student’s past course work in Ethics does not conclude APA ethics as a major component, EPSY 880 cannot be waived. Those who have taken a course that did contain APA ethics are still responsible knowing about the processes and procedures related to psychologist licensure in Kansas or another state of their choosing. If their course did not include such information, they are invited to sit in EPSY 880 for the one or two class periods when that information is covered.

## Procedures for waiving courses

The [CPSY Course Waiver Forms](#) can be downloaded here.

\* To petition for a course waiver, you, the student, are responsible to:

- 1) Inform and work with your academic advisor and acquire his/her approval;
- 2) In an organized fashion, provide evidence of the prior course work that shows the equivalence to that of the course you are requesting to waive at KU (e.g., course syllabus, completed course assignments, course grade approval, etc.) in addition to completing this petition form.
- 3) Take the evidence and any other supporting documents to the instructor of record for the course that you are requesting to waive for his/her review and approval.
- 4) After the course instructor fills out and signs the Course Equivalence Instructor Approval Form, present all relevant material along with the Petition for Course Waiver Form signed by you and your advisor to the faculty (you may ask your advisor to bring the material to the faculty meeting) for final approval.

### Waiving of statistics courses

One graduate course taken at another institution can only be used to waive one course at KU. For example, if a student has taken a statistics course elsewhere that topically covers both regression and multivariate, they can petition to have one statistics course waived. Upon consultation with one of the REMS faculty, they might decide to waive either Regression or multivariate and take the other, OR they might waive EPSY's Regression and multivariate courses but enroll for a higher level statistics course. In other words, where the program requires two courses, if the student had one elsewhere, they still need to take one course at KU.

### Waiving of Elective Coursework

Courses taken toward fulfillment of one degree cannot be used to fulfill elective requirements for the doctoral program. [NOTE: Students admitted to the PhD program who have come through the KU MS 60-hour program will be allowed to waive up to 9 hours of **electives** from their doctoral program].

### Continuing Education Courses

Continuing Education courses cannot count toward either the PhD or master's degree program.

### Multi-Year Rotation of Courses

The EPSY Department attempts to work from a multi-year rotation of courses. This allows students to better plan their course sequencing. CPSY courses (and most other EPSY courses) are on a 2-year rotation, while a few EPSY courses are on a 3-year rotation.



## FINANCIAL SUPPORT

Financial support for students derives from several sources—only some of which are within the control of the program. The Department has a limited number of teaching assistantships for its students, and these positions are competitively applied for by students across the various programs within the department. The number of these positions does not match the need or interest of our students—in part due to the fact that the department offers only graduate programs within which student teaching appointments generally are not permissible (since they themselves will be taking many of the courses and might end up serving as instructors for their peers). The Department does provide courses in learning, development, classroom management, and assessment within the School's *undergraduate* teacher education program, and students do secure assistantships for these courses.

Within the Department, students may be awarded research assistantships to work with faculty on internally- and externally-funded projects. Most of these positions provide a stipend and a full or partial tuition waiver, though a few provide only an hourly stipend. Program and departmental faculty are encouraged to apply for training and research grants in order to further their own careers and to assist in the financial support and research training of students. In the past few years, we have had several students on program and departmental faculty grants, and several additional students on grants through the School's Institute for Educational Research and Public Service, the Achievement and Assessment Institute, and the University's Center on Developmental Disabilities. Students are eligible for teaching and research assistantships in programs outside of the department, and recent or current students have secured assistantships in the Departments of Psychology, Special Education, Applied Behavioral Science, and within the School of Business. Students also secure positions with various campus offices (e.g., University Career Center).

The Graduate School offers a small number of fellowships for which our students are eligible, principally dissertation fellowships. The SOE annually awards a variety of graduate scholarships, one of which (the Richard M. Rundquist Scholarship) is specifically designated for students in our doctoral program. These annual scholarships generally are in the range of \$500-\$1000. Students are eligible for (and have received) such awards more than once during their tenure at KU.

## FORMS AND PETITIONS

This section contains information *about* policies and forms. The policies and forms themselves can be found at these sites:

<http://epsy.soe.ku.edu/documents-and-resources>

<http://soe.ku.edu/documents>

<http://soe.ku.edu/resources/policies-forms/overview>

### Course Waivers

See the section above on Policy and Procedure for Course Waivers. The [CPSY Course Waiver Forms](#) can be downloaded here.

## Progress to Degree Forms

At certain points in your training, forms must be filed with the Office of Graduate Studies. These forms are completed by your advisor and the EPSY office support staff, and forwarded to the Graduate Office in 210 JRP. For further information, go to <http://policy.ku.edu/graduate-studies/progress-to-degree-form>

Following are points in one's program that require a Progress To Degree Form to be filed:

**Master's Degree Credit Transfer.** Transfer of courses toward KU Master's degree.

**Completion of Master's Exam.** Comprehensive Examination OR Thesis/Project Defense. Filed two weeks prior to the date of written comps or the thesis or project defense, to allow the Graduate Office time to verify readiness to sit for the exam. Clearance for the exam must be given prior to the student sitting for the exam and will not be considered if late or after the fact.

**[NOTE: It is the student's responsibility to arrange the time and place for any oral examination].**

**Completion of Comprehensive Oral Exam for Doctorate.** Filed two weeks prior to the date of written comps, to allow the Graduate Office time to verify readiness to take the exam, and to ensure the eligibility of all faculty members on the committee. Clearance for the comprehensive exam must be given prior to the student sitting for the exam and will not be considered if late or after the fact.

**Completion of Final Oral Exam for Doctorate.** Filed at least two weeks prior to the dissertation defense to allow the Graduate Office time to verify readiness to defend, to ensure eligibility of all committee members, and to notify local news outlets.

**Permit to Re-enroll-Domestic Student.** Permit to re-enroll is used when a student wants to re-enroll in a graduate program after not enrolling the previous semester(s).

**Permit to Re-enroll-International Student.** Permit to re-enroll is used when an international student wants to re-enroll in a graduate program after not enrolling the previous semester(s).

**Time Limit Extension Request.** This form allows a student to petition for an extension of the time limit for a masters or doctoral degree.

**Leave of Absence Request.** Students may request and departments may grant a leave of absence from a graduate program. Time used during a leave of absence does not count towards the time to degree limit. Use this form to mark the beginning of a leave, and then again to end the leave.

**Miscellaneous Functions.** This form can be used to track miscellaneous internal items. A few specific instances where the Miscellaneous Functions form must be used include:

Waiver of doctoral coursework based on prior graduate coursework.

Successful petition. If you file a petition and it is approved, the Miscellaneous Functions form is filed along with a copy of the petition.

Residency Requirement -- The Miscellaneous Functions form is attached to the Residency form that the PhD student must file with the Records Office. Residency (in the university's eyes) consists of two consecutive terms of 9 hours or more (excluding Independent Study type courses), and cannot be filed until 30 hours of graduate work (or the master's degree) are completed. **NOTE: KU Residency is not the same thing as the CPSY Program's requirement (based on APA requirements) that students put in 3 years of fulltime study toward the degree, though the definition of 'fulltime' is the same (see the section on Fulltime Student Classification and Residence Requirement).**

#### Paperwork for the Dissertation Proposal

Once a dissertation proposal has been accepted by the three-person committee, the advisor should submit the title page of the proposal, that includes signatures of the three committee members, along with an electronic copy of the proposal, to the School of Education Associate Dean for Graduate Studies support staff.

#### Keeping Track of Important Information

You should make sure that you keep personal copies of all correspondence and documents (e.g., petitions, waivers, practicum logs/summaries, course syllabi) issued during your training at KU. Although the Graduate Office and the department keep student files updated, it is often easier to refer to your own files for certain information. You may look at your department file, but you may not check it out. Your advisor can assist you in reviewing your file in the department. Letters of recommendation that have been submitted to the Department for the purpose of admission are destroyed soon after the student's admission to the program, and are not kept in the files. Your Graduate Studies file is retained by the School of Education in the Graduate Office, 210 JRP. You may visit the Graduate Office to review that file.

#### Materials Kept in Your EPSY File

Students are allowed to have access to the materials in their file, but the department is not required to (and does not) allow students to make copies of materials in their file or to alter materials in their file.

#### **Application/Admissions Materials**

- \_\_\_ Graduate School Application
- \_\_\_ EPSY Department Application
- \_\_\_ GRE Scores
- \_\_\_ Transcripts
- \_\_\_ Department Acceptance Letter
- \_\_\_ Graduate School Acceptance Letter

\_\_\_ Does NOT include letters of recommendation, which are shredded after your first enrollment (per advice of KU's Legal Counsel).

**Practicum Materials**

\_\_\_ Practicum Evaluation Forms

\_\_\_ Practicum Hour Forms (signed by you, the site supervisor, and the practicum instructor)

**Internship Materials (PhD only)**

\_\_\_ Pre-Doctoral Internship Readiness Form

\_\_\_ AAPI

\_\_\_ Internship Placement (acceptance letter)

\_\_\_ Internship mid-year and final evaluations

**Progress To Degree Forms**

\_\_\_ Change in Degree/Change in Plan

\_\_\_ Completion of Master's Exam or Thesis

\_\_\_ Completion of Comprehensive Oral Exam for Doctorate

\_\_\_ Completion of Final Oral Exam for Doctorate (Dissertation Defense)

**Annual Review Materials**

\_\_\_ Student Annual Evaluation Portfolio for each year in the program

\_\_\_ Annual Evaluation Letter for each year in the program

**Miscellaneous Materials**

\_\_\_ Program of Study (with all signatures)

\_\_\_ Signed "Ethics & Policy Verification Form"

**Remediation Plans and Implementation documentation, if applicable.**

**UNIVERSITY OF KANSAS GRADING SYSTEM**

The majority of courses in the programs are graded A, B, C, D, F. Courses taken in the School of Education (including EPSY courses) can be graded using the plus/minus system (e.g., B+, A-). Certain courses are graded as Satisfactory/Failed/Incomplete (SFI) or Satisfactory/Unsatisfactory/Incomplete (SUI). These include EPSY 842, 897, 948, 949, 995, and 997. Thesis, dissertation, and internship hours are assigned a "P" as long as Progress was made during the semester in which the student was enrolled. When the thesis or dissertation is successfully defended, or the internship is completed, the credit hours for the student's final enrollment will be graded (A-F) to reflect the quality of the work. A student failing to make satisfactory progress on his or her thesis or dissertation may have a grade other than P assigned by the advisor, reflecting such failure to progress.

Grades of "Incomplete"

The Office of Graduate Studies policy states that "the letter I [Incomplete] is used to indicate coursework that has been of passing quality, some part of which is, for good reason, unfinished." As a general rule, if you anticipate that you cannot complete the work for the class and do not have a legitimate reason (e.g., a documented medical condition, or some other personal/family condition that prevents completion of the course requirements on time), you should consider withdrawing from the course. In all cases, students are expected to discuss Incomplete grades with the instructor beforehand.

Students occasionally will “over enroll” in courses or commit to too many outside responsibilities and be unable to complete assignments for one or more courses by their due dates. Be advised that to approach a faculty member and explain that your work will be delayed because you have been busy preparing for another course or due to other “more important” work commitments is an affront to the faculty member whose course assignments you opted to put-off. Plan your enrollments with your other courses and work schedules in mind.

If you do take an Incomplete grade, it is your responsibility to assure that any incomplete work is submitted to the instructor as soon as practicable—preferably prior to the beginning of the next academic term, but certainly no more than a month or two beyond the end of the term for which the “Incomplete” was assigned. When the work has been submitted to the instructor, it is your responsibility to verify that the instructor has turned in a change-of-grade for the course. Faculty need time to grade your work. Be sure to check that a grade change has been effected. You can do that by retrieving your DPR form (unofficial transcript) online.

Grades of Incomplete will automatically lapse to F, U, or the grade indicated by the instructor one year after the original due date. Further, doctoral students will not be allowed to take oral comprehensive exams or move to doctoral candidacy with any grade of I on the transcript, and I grades will lapse to F, U or the grade indicated by the instructor at the point of graduation.

## PRACTICUM GUIDELINES AND INFORMATION

As our doctoral program is APA accredited, we endorse for all levels of practicum the guidelines concerning practicum training outlined in [APA's Guidelines and Principles of Accreditation](#). Practicum is a crucial component of the curriculum, and successful completion of practicum is a prerequisite to applying for a pre-doctoral internship (for doc students) and receiving your degree. In addition to satisfactory performance in practicum courses, students have several responsibilities related to applying for practicum, selecting sites, documenting practicum activities, receiving supervision, and evaluating the practicum experience. Questions about practicum should be directed to the CPSY Practicum Coordinator.

### A note about transportation while in the program:

Due to the fact that most practicum sites of the programs are off campus and some of the required courses are offered at the Edwards campus of the University of Kansas, students admitted to the program are responsible for transportation to and from training sites and the Edwards Campus.

### Practicum Application Orientation

There is a **mandatory** practicum application orientation toward the end of the student's initial semester in the program (fall) to discuss practicum placement procedures. Attendance at the orientation may be a requirement of a class, but may meet outside of class time. Addressed in this orientation are the consequences of "non-placement," student responsibilities with respect to accruing degree-related practicum hours, issues of preparing a vita/resume, interview preparation, professionalism, and preparation to *be* a professional.

### Practicum Course Prerequisites

#### **Courses That Must Be Completed Prior To Start Of First Practicum:**

740	Counseling & Interviewing Skills
742	Counseling Theory and Techniques
830	Individual and Group Assessment
880	Legal, Ethical, and Professional Issues
890	Diagnosis and Psychopathology
896	Seminar in Advanced Counseling Skills

#### **Courses That Must Be Completed Prior To Or During First Practicum**

844	Group Theory and Process
846	Career Development
875	Understanding Individual and Cultural Diversity
845	Substance Abuse Counseling (required only for Terminal Track)
956	Theory of Couples and Family Counseling (required only for Terminal Track)

### Practicum Sequencing

All students, from both masters and doctoral programs, will have an initial 9-month practicum experience at a single site. In the fall, all students will enroll in EPSY 842 Counseling Practicum. In the spring, all students will again enroll in EPSY 842 Counseling Practicum. Doctoral students will then spend a year at a different site while enrolling in EPSY 948: Advanced Practicum I, followed by a year at yet a third site while enrolling in EPSY 949: Advanced Practicum II. Doctoral students who have already taken 842 at KU will enroll in 948 both semesters of their first year, followed by enrollment in 949 both semesters of their second year.

### Minimum Contact Hours

Students are expected to accumulate a minimum of 100 direct face-to-face/clinical hours over the course of the 2-semester practicum, 842a and 842b. Direct client contact can include individual, group, couples, and family therapy. In addition to actual therapy sessions, direct client contact can also include intake interviews, educational and psychological testing (conducted on a one-on-one basis), the taking of psychosocial histories, and anything where there is an interface between the client and the therapist, or collateral contact with the client's family.

At least 25 hours of these 100 must be conducted in one-on-one or couples counseling sessions (not in group therapy and not in assessment). Non-contact hours can fall into a large group of activities like charting, staff meetings, case conferences, supervision, and session preparation. Students failing to meet this contact hour minimum will not successfully complete practicum. Student progress in practicum toward meeting this requirement will be monitored by the practicum instructor and the Practicum Coordinator. If a student has not accrued 50 face-to-face hours by the time grades are submitted in the fall, the instructor will assign a grade of Incomplete. Once the student has reached 50 hours in the spring semester and is progressing adequately in practicum, the grade will be changed to Satisfactory. Some sites start out slower than others, as they have more extensive training or have students observe prior to seeing clients, so it is not uncommon for students to reach the 50 hour milestone early in the spring semester. Students need to be reminded that co-therapy hours are considered direct hours, as long as the student contributes anything to the session, and such sessions are often some of the best hours of training possible. Students are reminded to have a discussion with their site supervisor about needing to contribute at least a bit in order for these hours to count as direct contact.

### Documentation of Practicum Hours through Myspsychtrack.com

It is the student's responsibility to record the hours devoted to the various activities in practicum. Students are required to obtain access to a standard hour storage system through [www.myspsychtrack.com](http://www.myspsychtrack.com). Students are required to maintain this service every year they are in practicum. This is particularly important for doctoral students and for masters students who may one day pursue a doctoral program, as the software is designed to track practicum hours and syncs up with the AAPI internship application (for doc students) and allows program directors to collect data and maintain verified contact hours. **At the end of each semester** (in part because site supervisors often change at semester break), students must complete the Hour Log Summary sheet provided by the program and submit two copies of the form to their site supervisor for their

signature. These signed forms should then be given to the practicum instructor for their signature, with one copy then retained by the student for their own records, and the other turned in to the Practicum Coordinator who will scan it (as a backup record) and turn the paper copy in to be filed in the student's academic file in 621 JRP. **It is the student's responsibility** to ensure that a copy of their practicum hours summary for each semester of practicum is in their departmental file.

### Practicum hours for on-call situations

When at a practicum site, hours spent talking to a client on the phone count as direct contact hours (on the AAPI they would be Other Psychological Interventions-Consultation). Hours on-call but not in contact with a client count as support hours. When at a site that is not an official practicum, these hours cannot be counted.

### Liability Insurance

Given the regularity of contacts with clients in practicum and other skills-based courses, both masters and doctoral students need to carry liability insurance the entire time they are in the program. **Students need to have proof of insurance by September 1 each year**, submitted to the Director of the Center for Psychoeducational Services. Student professional liability insurance is available at a nominal cost through the APA Insurance Trust (APAIT) for doctoral students and the American Counseling Association (ACA) for masters students. Student membership in the association is required in order to make use of its liability insurance program.

### Evaluation

While evaluation of counseling skills is generally based on specific, but developmentally appropriate, competency goals set by the student, the site supervisor, and the faculty instructor, general guidelines are provided by the evaluation forms used in practicum.

It is the joint responsibility of the student and supervisor to operationalize these areas by setting specific goals at the beginning of each semester of practicum (this also is true for supervised field experiences.) It is the site supervisor's responsibility at formal evaluation sessions to provide specific evidence of the student's progress in these areas. Evaluation of the student's performance is both individualized and normative. It takes into account the student's own baseline and goals, but also estimates the student's performance relative to other students at the same level of training.

While evaluation should be ongoing and formative during the course of a semester, formal summative evaluation takes place at the end of the semester when the student and the supervisor provide the practicum instructor with written evaluation on forms provided by the department. A copy of the form is placed in the student's file. The practicum instructor then assigns a grade based largely on the evaluation.

### Practicum Sites and Application Procedures

Masters students and doctoral students with no previous practicum experience begin their practicum training with EPSY 842: Counseling Practicum—typically in the fall of their second



year. In the spring of that second academic year, students will enroll in a second semester of EPSY 842: Counseling Practicum.

Typically, doctoral students entering with master's degrees begin their practicum training with EPSY 948: Advanced Practicum I - possibly in the fall of their first year (depending on availability and other factors). Each student will be considered individually, with the student needing to demonstrate competencies if they want to waive EPSY 842. This will require a description of their practicum experience, documented hours in the practicum, etc. This may also involve demonstrating competencies through a role play evaluation.

In the academic year following successful completion of EPSY 948, all doctoral students enroll in two consecutive semesters of EPSY 949: Advanced Practicum II.

Students planning to take practicum must apply for sites in the semester preceding their practicum enrollment according to the following procedure:

1. Practicum Application and Deadline: Students planning to take practicum or field experience must file a Practicum and Field Experience Application with the Practicum Coordinator by November 1 for the following academic year (August through May). If students do not submit by the deadline, they will not be allowed to enroll in practicum or Field Experience.
2. The Practicum Coordinator assigns students to practicum sites according to (a) site availability, (b) student-training needs—as determined by the faculty and student, and (c) acceptability of the student to the site.
3. Students dissatisfied with the site assignment may appeal to the Practicum Coordinator or their program director for reconsideration of their assignment.

#### Expectations of External Practicum Sites

Efforts are made to develop practicum sites at agencies where students will receive experience and training commensurate with the philosophies of the Counseling Psychology training programs. Counselors and Counseling psychologists are employed in a wide variety of work settings, and the CPSY faculty attempts to provide students with a range of pre-professional opportunities.

External practicum sites are developed for their ability to reflect typical counseling psychology activities, as well as the following:

1. The site will provide appropriate office and support facilities for practicum students.
2. The site will provide appropriate orientation to acquaint practicum students with policies, forms, records, intake procedures, release of information, testing procedures, and confidentiality procedures.

3. The site supervisor will complete the Student Evaluation Form, minimally at the end of the each semester. Forms will be supplied by the CPSY Practicum Coordinator and will be used by the course instructor to help determine the student's course grade.
4. The site supervisor will maintain contact with the practicum instructor, the Practicum Coordinator, and the program director should questions arise about the student or practicum process.
5. The student must spend an equivalent of 16 hours per week on site with an average of 5 direct contact hours per week.
6. The student must obtain a minimum of 100 direct client contact hours over the course of 2 consecutive semesters or 9 months (approximately 50 hours per semester).
7. Direct hours include: Individual, group, couples, and family therapy, Intake interviews, educational and psychological testing
8. A minimum of 25 hours of 100 must be conducted in one-on-one or couples counseling sessions
9. Other experiences such as staffing, consultations, workshops, groups, organizational aspects, are all encouraged, but not to the exclusion of one-to-one counseling.
10. Students are to receive a minimum of one hour of weekly individual supervision (provided by an on-site supervisor) which may consist of the supervisor's review of case notes and audio or video- recorded sessions, or live supervision of therapy.
11. On-site supervisors are required to be appropriately credentialed mental- health professionals in their field, though not necessarily a counselor or a counseling psychologist. At a few sites this credential is not necessarily a license (e.g., the University Career Center). However, when the site supervisor is not a licensed psychologist, doctoral students need to be enrolled in a practicum section taught by an instructor who is licensed as a psychologist in Kansas.
12. Weekly onsite supervision should be one-on-one with the site supervisor and the practicum student. Group supervision also may be provided as an adjunct to the individual supervision.
13. All practicum students are expected to record every therapy session for review by onsite supervisors, if allowed by the client and the practicum site. Such recording is to take place even if the site supervisor is not listening to all or any recordings. Student review of their own recordings is an excellent learning tool.
14. When allowed by the site, students periodically will bring a recording of a session to campus to be reviewed as part of a case presentation to the practicum class, or to be reviewed by their practicum instructor or a doctoral student serving as a practicum consultant.

15. Practicum trainees are required to ensure the security of recordings brought to campus or taken off site by practicum students for their own review.

In addition to any specific site requirements students must at a minimum:

Discuss with their onsite supervisor the recording and removal of any recordings from the site.

Students must obtain a locked combination box for transporting tapes from KU's Counseling Psychology Practicum Coordinator for the secure transportation of recordings.

Practicum trainees must obtain a signed informed consent statement from the client that specifically gives the student permission to play portions of the recording for their practicum class.

16. The student is expected to provide personal transportation to and from their practicum site.
17. Paid field experience: With approval of the faculty, it is permissible for students to receive remuneration offered by a practicum or field experience site, as long as the situation meets all of our designated criteria.
18. Practicum in the summer: EPSY 842: Counseling Practicum students MAY begin the orientation process during the summer before their first practicum enrollment in 842, but they are not allowed to see any clients until the practicum class has met for the first time in the fall.
19. Practicum in the summer: EPSY 948 and 948 and 995: There is more flexibility for doctoral students enrolled in 948, 949, or Field Experience, though typically the issue is that students continue at a site through the summer. In that case, the practicum instructor for the student's spring enrollment is to assign a grade of P (Progress) until the work is completed. Students can take/receive an Incomplete in order to finish up work at the site they are at in the spring, as long as they are finished with all work by Friday of the first week of classes in June, at which point the spring practicum instructor will assign a grade. If a student needs/wants to continue at their spring site beyond that, or if they wish to work at a different site over the summer, they need to enroll in at least 1 hour of Field Experience for the summer, and that enrollment needs to be under the supervisor at the site, who will be appointed by the EPSY Department as a Graduate Faculty member at KU ( with Special status), thus allowing them to have their own course line number. Students should be aware that this will only allow summer placements at sites that have a supervisor who is licensed as a psychologist, who has a doctoral degree (as that is one of the requirements for an appointment as KU Graduate Faculty-Special), and who is willing to be appointed. The student is responsible for identifying the supervisor, informing the Practicum Coordinator, and having the site supervisor email their vita to the EPSY Department Chair to begin the appointment process.

20. In the event that problems or conflicts arise after the student has been placed which would jeopardize successful completion of the practicum at the site (e.g., not enough clients, concerns about the student's performance, etc.), the site supervisor and/or the student should notify the practicum instructor immediately, who will confer with the program faculty and the Practicum Coordinator.

### Field Experience

Frequently students wish to gain more experience or gain experience in an area not afforded them through their practica. Typically those students would enroll in EPSY 895 (for master's students) or EPSY 995 (for doctoral students).

Please note that there is a limit of 5 hours of Field Experience in any one semester, and a limit of 8 hours that can be counted toward one's degree. Field Experience hours beyond that can be taken, and may count for eventual licensure, though the rule for licensure as an LPC in Kansas allows only 6 hours of Independent Study or Field Experience to count toward the 60 total hours.

For ANY Field Experience, students are required to go through Dr. Rasmussen for placement. This is not something students can set up on their own, and if they are interested in a site that does not currently work with our students, they still must work with Heather. Students are responsible for finding and signing up under a faculty member who "sponsors" the field experience. Faculty vary considerably in the type of oversight they provide students they sponsor, with some requiring monthly meetings, and others requiring contact as issues arise. Faculty also set their own limits regarding how many students they are willing to sponsor at any given time.

Most CPSY faculty have several different enrollment line numbers for EPSY 995, one for *Counseling & Psychotherapy*, another for *Psychodiagnostic Assessment*, yet another for *Clinical Consultation* (for doctoral students who have already completed EPSY 945 and their EPSY 996 requirement but who wish to gain further consultation experience), and one for *College Teaching* (for those doc students who have already completed their EPSY 996 requirement but who wish to gain further classroom teaching experience in a course other than Beginning Practicum).

It is the student's responsibility to enroll for the correct EPSY 895/995 line number with the faculty member who is sponsoring them. *Students must secure the permission of the instructor before enrolling. Faculty vary considerably in the type of oversight they provide students they sponsor. Some require monthly meetings, and others require contact as issues arise. Faculty also set their own limits regarding how many students they are willing to sponsor at any given time.*

When a student enrolls for a field experience to gain more clinical hours, their experience closely resembles that of a practicum student. They are placed at a site with an approved on-site supervisor, see clients, and perform other duties consistent with a practicum experience. **Any field experience must be approved in advance by the Practicum Coordinator** (to ensure that sites meet our criteria, and in part to avoid having students looking for sites in competition with the Practicum Coordinator who is placing students in practica). Just as in practicum, professional liability insurance is required, as is on-site supervision, which should consist of one hour face to face per week, with the same type of supervisor as is required of practicum.

The field experience is different from a practicum in a few important ways. Students do not meet with a practicum class once a week, and the regular ongoing consultation from a KU faculty member varies with the individual faculty member. On the other hand, the student *is* expected to:

1. *Have completed coursework that would be expected at the site.*
  - a. *EPSY 951 Psychodiagnostic Assessment MUST BE COMPLETED before enrolling in EPSY 995 Field Experience: Psychodiagnostic Assessment.*
  - b. *EPSY 885 Projective Assessment should be taken before enrolling in 995 Field Experience: Psychodiagnostic Assessment if the field experience involves administering projective assessments.*
2. Obtain the consent of a faculty member who is willing to serve as the sponsor to the Field Experience.
3. Prepare a learning contract, detailing what you will do during the course of the experience, e.g., specify how many client hours you will put in each week, types of interventions or assessments you expect to use, and other activities you might engage in, like attending rounds or staff meetings, outreach, etc.
4. Log hours just like in practicum, and be evaluated on the same basis as practicum--with a sign off by the site supervisor.
5. Initiate and remain in periodic contact with the sponsoring faculty member.

### Enrollment in Field Experience

Field experiences, unlike practica, are intended to be mutually agreed upon clinical training experiences. The CPSY program determines students' eligibility for enrollment in field experiences and oversees the placement of students. However, the details of the arrangement should be negotiated between the student, the site(s), and the Practicum Coordinator. For example, the number of hours that the student is on-site and the type(s) of training experiences that he or she engages in (e.g., assessment, counseling, other) are **not** determined by enrollment in EPSY 895/995 and thus, are constructed by the parties involved. This typically results in a training experience that is unique to each student in the spirit of a student-generated, independent study.

Because there is no weekly classroom meeting for EPSY 895/995, students may erroneously conclude that they are free from oversight, obligation, and consequence. On the contrary, students engaged in a field experience should understand that oversight is provided by the site in the form of supervision and the by the faculty sponsor.

Students typically enroll in a field experience at the end of their training program. By the time students reach the end of their program, they should be able to gauge their academic commitments (e.g., comprehensive exams, dissertation, internship application/interviewing, work, classes) before asking for permission to complete a field experience. Advisors can be very helpful in this regard. You should determine whether you have the time for a field experience **BEFORE** asking to be placed at a site. You should be able to tell the site how many hours you would like to be at their site. You should be able to tell them when you expect to be absent from the site (e.g., internship interviews during December and January).

Most sites will expect you to complete two consecutive semesters of field experience, and most sites will expect you to set a schedule and adhere to it. While some sites may allow you some discretion in your schedule (e.g., going home when a client cancels), most sites will expect you to spend a certain number of hours at the site. You should plan to discuss the degree of flexibility that you need/want preferably during the interview with the site, but certainly **BEFORE** accepting an offer from a site.

Field experiences, although electives, are not simply “add on’s” to one’s program. They are a primary obligation to which one has agreed—obligations that have significant implications for the staff and clientele of the site at which one is placed. Discontinuing a field experience can have significant consequences for a variety of individuals. For this reason, discontinuing a class or reducing one’s other work responsibilities may take precedence over discontinuing an arranged field experience.

Students are not allowed to terminate their field experience at will. If you find that you need to significantly alter or terminate a field experience agreement, you must first consult with the Practicum Coordinator and your faculty sponsor or training director. You should expect to secure the permission of these individuals as well as the permission of your site supervisor(s) before you will be allowed to prematurely terminate your placement. The parties involved may ask you to arrange a meeting during which your termination request will be discussed.

If you fail to meet your obligations to the site, including the professional management of a request for prematurely terminating the field experience agreement, you should be prepared to be dismissed by the site for unprofessional conduct. You should further expect that failing to meet your obligations to a site (regardless of whether or not you are officially dismissed by the site) may result in CPSY taking any or all of the following disciplinary actions(s): (a) permanent suspension of eligibility for clinical placement, (b) a grade of “Unsatisfactory” for the current semester of field experience, and (c) additional consequences as determined by the CPSY faculty, which could include dismissal from the program for unprofessional or unethical conduct.

### Practicum Recording Security Procedures

All practica in the Counseling Psychology programs at the University of Kansas are strongly encouraged to require recording of therapy sessions for review by onsite supervisors. When allowed by the site, students periodically will bring a recording of a session to campus to be reviewed as part of a case presentation to the practicum class, or to be reviewed by their practicum instructor or a doctoral student serving as a practicum consultant.

Security of these recordings is absolutely critical, thus every effort must be made to ensure the security of recordings brought to campus or taken off site by practicum students for their own review. Different practicum sites have their own policies for how such recordings should be tracked, but at a minimum:

1. Students must discuss with their onsite supervisor the recording and removal of any recordings from the site, specifically how to keep track of such recordings, and procedures for bringing recordings to campus.

2. Students must obtain a signed informed consent statement from the client that specifically gives the student permission to play portions of the recording for their practicum class.
3. Students must obtain a locked combination box for transporting tapes from KU's Counseling Psychology Practicum Coordinator for the secure transportation of recordings.
4. Prior to removing a recording from the practicum site, students must ensure there are no markings on the recording or its packaging that in any way identify the client or the site.
5. In many agencies, to further guard against possible problems, the student must go through the recording itself and record over passages that make reference to the client's or anyone else's name, the name of the agency, and any other identifying references.

### Required Functions Outside of Class Time

Students should anticipate that there will occasionally be program-related activities that will require them to attend functions outside of class time. Examples include practicum application, orientation, and interview preparation. In addition, some practicum sites require students to be present at their site over Thanksgiving, Winter, and/or Spring breaks.

### Supervision and Consultation of Practicum Students

EPSY 842: Students are to receive 1 hour of weekly supervision (provided by the on-site supervisor) plus one hour of weekly on-campus consultation and skill-building by either the practicum instructor or an assigned doctoral student clinical consultant.

EPSY 948: Students are to receive 1 hour of weekly supervision provided by the onsite supervisor. There is no on-campus supervision/consultation requirement, although practicum instructors are expected to monitor student progress in practicum class, and to meet with students on an as-needed basis.

EPSY 949: Students are to receive 1 hour of weekly supervision provided by the onsite supervisor. Students do not meet with a practicum class once a week, but they do receive regular consultation from the Practicum Coordinator, typically meeting in a small group once per month.

### Policy On Dismissal From Counseling Practicum

Students' performance in practica, field experience or internship is an important area of student evaluation. If, upon the recommendation of the student's onsite supervisor and a performance review by the program faculty, a student is dismissed from a practicum, a field experience, or an internship, the student may be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision during counseling practica or the student's predoctoral internship (See Student Evaluation and Retention Policy in this handbook for more information).

When problems of an interpersonal, organizational and/or attitudinal nature threaten the success of a practicum placement, it is the policy of the Counseling Psychology Program to assess the situation and gather other relevant data about the alleged problem or problems. This could include

interviewing those involved, which could include the student, practicum supervisor or other related officials, and representatives of the agency. The practicum instructor and the Practicum Coordinator, acting on behalf of the faculty, will make a determination concerning the gravity of the situation and identify opportunities for potential rectification or remediation. If a written plan can be developed with clear guidelines and objectives to correct identified problems, this will be proposed to the faculty for their approval. If a remediation plan fails due to the actions or inaction of a student, a course grade of "Unsatisfactory" will be assigned to the practicum or field experience, which may lead to dismissal from the program.

Students may be dismissed from the practicum site for the following reasons:

1. **Violation of procedures, policies, or ethics of the cooperating practicum agency as judged by the agency or the faculty supervisor.** This would include such behaviors as violations of confidentiality, deliberately and continually disobeying a supervisor, acting in such a way as to put clients or agency staff in physical or emotional jeopardy, acting in such a way as to place the agency in an ineffective or extremely embarrassing position, or other such deliberate and continual acts, misconduct, or infractions of rules.
2. **Acting in an unprofessional manner.** Students may be dismissed for engaging in unprofessional behavior, as judged by the site supervisor or faculty instructor, that severely diminishes the effectiveness of the agency; places clients, staff, or innocent bystanders in physical and/or emotional jeopardy; tends to represent self as having more authority, control, power, credentials, or ability than that of an agency practicum student; or any other unprofessional behavior that seriously calls into question an individual student's ability to handle the demands of the practicum.
3. **Gross incompetence or negligence.** As judged by the site supervisor or faculty instructor, so as to endanger the physical and/or psychological health of clients, staff, or others, having the effect of creating unnecessary risks and dangers for clients, staff, or the general public.

Dismissal for cause (i.e., due to serious ethical or criminal behavior) is often clear-cut and other Student Conduct policies of the University usually come into play. The due process procedures of these policies are followed in such instances. See Policies Governing Due Process elsewhere in this document for more information.

Neither the Practicum Coordinator nor any member of the CPSY faculty has any responsibility to secure a new practicum site for a student who has been dismissed under these circumstances.

Other Circumstances Necessitating Removal from a Practicum Site

1. It can happen that a personality conflict or other understandable set of circumstances can result in a situation where the student is unable to meet the expectations of the site supervisor or agency. Ultimately, if a site supervisor is unable or unwilling to work with a student, the practicum placement will be terminated. Assigning fault in such situations can be challenging; often all parties have some culpability. The student's demonstrated integrity and efforts to make the placement work are relevant for what may happen next. It may be appropriate to



allow the student to start anew in a different placement. This "clean slate" allows the student to start over and earn a grade commensurate with his or her effort in the new placement. The Practicum Coordinator will attempt to secure a new practicum site for a student who has been removed from a site under these circumstances.

2. Students may be removed from a practicum site by request of the site supervisor or practicum instructor. An agency may request removal of a practicum student for situational reasons peculiar to that agency (e.g., inability to provide proper supervision). Students should be aware that the faculty instructor may withdraw a student at any time from a practicum if it is felt that the student either is being psychosocially and/or physically damaged by the experience or is being inadequately supervised. The Practicum Coordinator will attempt to secure a new practicum site for a student who has been removed from a site under these circumstances.

### Social Media Issues for CPSY Students

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

## RESEARCH OPTIONS FOR COMPLETING THE MASTER'S DEGREE

As one goal of the Master's program is to provide students with an opportunity to demonstrate skill in the integration of scientific and practice-related knowledge, students elect to complete one of the research options outlined below. To gain the requisite skills to complete the research options, students are required to complete additional coursework. These classes satisfy the Research Component requirements and are divided between students who choose the Master's Thesis option, students who choose one of the Master's Project options, and students who choose the written comprehensive examination option. The best option for your research component is decided on collaboratively between you and your advisor. The Thesis and Project options all require a defense (of the thesis or the project).

If a student has been taking credits toward the thesis or project, and then decides to take the CPCE instead, they either forfeit the hours of thesis/project (if they do not finish it), or they can switch to Independent Study hours (through Drop-Add) and still receive credit for completing the work.

<u>OPTION</u>	<u>COURSE TITLE</u>	<u>CREDIT</u>
Option 1	EPSY 898: Master's Project <i>Prior or concurrent enrollment in EPSY 715 is a prerequisite for EPSY 898.</i>	3 hrs
Option 2	EPSY 710: Intro to Statistical Analysis EPSY 711: Intro to Statistical Analysis Lab EPSY 899: Master's Thesis <i>Prior or concurrent enrollment in EPSY 710/711 AND EPSY 715 are required for EPSY 899.</i>	3 hrs 1 hr 3 hrs
Option 3	Counselor Preparation Comprehensive Examination (CPCE) <i>All coursework except electives must be complete prior to or during the semester in which the exam is taken. You must be enrolled during the semester you take the exam. Additional Elective: Chosen in consultation with advisor If you choose the CPCE option, you are required to take at least one elective as part of your program.</i>	3 hrs

### A. Master's Thesis

This should be a theory-driven empirical test of a specific hypothesis. The design may be quantitative or qualitative and should include the actual collection of data. The thesis culminates in a high quality manuscript written in APA style. The format generally consists of five chapters: *Introduction, Review of the Literature, Method, Results, and Discussion*. For those who plan to carry on research as a major component of their career or who plan to pursue a more advanced degree, the thesis option is often recommended. Once defended, students file their thesis on-line. Instructions for formatting and submitting these documents are at the Graduate Studies website link [Electronic Thesis and Dissertations](#).

### B. Master's Project Option I

*Integrative Review of the Literature.* To demonstrate the student's integration of science and practice, the student choosing this option should synthesize the available literature on a topic relevant to counseling psychology. In addition, the review must make a contribution by providing new knowledge by articulating connections between ideas or findings where none existed before. The final product should follow APA style and be a minimum of 50 pages and include about 40-50 citations.

### C. Master's Project Option II

*Integrative Case Study.* For this option, the student chooses a case they have personally worked with in practicum. The student reviews the literature relevant to the primary concern (diagnosis, developmental concern, etc.). The case is discussed relative to the literature findings, conclusions are drawn, similarities and differences are examined, and important research results that can be generalized to other clients with similar problems are discussed. The final product is a 50-page manuscript written in APA style with about 40-50 citations.

### D. Master's Project Option III

*Program/Curriculum Development.* For this option, the student identifies a specific issue, student profile, type of agency, or type of intervention related to counseling. The student then reviews the relevant literature focusing on developing an intervention which will address the topic. Finally, an intervention or curriculum is proposed in sufficient detail to allow future practitioners to replicate it. The project should be a stand-alone product, such that anyone with similar master's degree training should be able to pick up the manual and provide the intervention.

## **Examining Committee for MS Thesis or Project**

The Master's thesis or Project examination committee consists of 3 members of the faculty. At least 2 must be CPSY faculty members with the other member from any department (including EPSY). No more than 1 committee member may hold an Ad Hoc or Special graduate appointment. CPSY faculty with Special graduate appointments cannot chair the committee, but they can co-chair with a CPSY faculty member who has a Regular graduate appointment.

Note:

Regular graduate faculty are tenured or tenure-track faculty at KU.

Special graduate faculty are not tenure-track, but teach at KU (Hensley, Mikinski, Rasmussen)

Ad Hoc graduate faculty are non-KU persons with a doctorate appointed for a specific committee.

### E. Comprehensive Examination Option - CPCE

One of the research options for completing the MS degree includes passing the Counselor Preparation Comprehensive Examination (CPCE). As a general rule, the test administration will take place once in the Fall Semester and once in the Spring Semester. This is a nationally administered exam, which is utilized by over 400 universities. The examination takes approximately 2-3 hours and is administered on the Lawrence Campus. It is a 160-item multiple choice examination that covers eight areas. Study materials are on reserve at both the Lawrence and the Edwards campuses. You should also review your EPSY class notes and texts.

### Areas Covered in the CPCE

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationships (and Family)
4. Group Work
5. Career Development
6. Assessment
7. Research and Program Evaluation
8. Professional Orientation and Ethical Practice

- The KU CPSY program cutoff score for passing is one standard error below the national mean of the tests administered over the previous year.
- Students may have no more than 6 credit hours of uncompleted coursework (including Incompletes) in regularly scheduled courses required in their graduate program at the time of the comprehensive exam. Practicum is not counted as part of the 6 hours.
- Students will have two chances to pass the examination. If a student fails twice, he or she will be required to complete one of the other research options.
- Students who pass the CPCE and also complete the thesis or project option can use up to 3 hours of thesis or project as elective hours. If a student is currently enrolled in thesis or project hours and wishes to continue with the research after passing the CPCE, the student should change the research hours to Independent Study in order to have the credits count toward graduation.

The cost of the examination is \$50.00 (subject to change and payable only by money order).

For more information about the exam, see these sites:

Center for Credentialing and Education, Inc.  
<http://www.cce-global.org>

Counselor Preparation Comprehensive Exam  
<http://www.cce-global.org/Org/CPCE>

National Board for Certified Counselors and Affiliates  
<http://www.nbcc.org/>

The CPCE Registration Form for the can be found at [CPSY Program-Related Forms](http://epsy.soe.ku.edu/documents-and-resources) (at <http://epsy.soe.ku.edu/documents-and-resources>).

## ON USING M.S. AFTER YOUR NAME

Once you have finished all of the course requirements and passed the CPCE or defended your thesis or project and submitted it electronically, it is appropriate to list M.S. after your name, even though you may not yet have gone through graduation ceremonies or been officially awarded the degree.

## STATEMENT REGARDING STUDENTS' EMPLOYMENT AS PROVIDERS OF PSYCHOLOGICAL SERVICES

Questions arise occasionally regarding our students' employment as providers of counseling or psychological services and the conditions surrounding their employment. The CPSY faculty acknowledge and affirm APA's Ethical Principles of Psychologists and Code of Conduct (APA, 2010) and the Guidelines for Psychological Practice in Health Care Delivery Systems (APA, 2013) in regard to providing counseling and psychological services by graduate students in our programs:

1. Graduate students in the CPSY programs are not to engage in providing unsupervised counseling or psychological services for a fee under any circumstances.
2. Graduate students in the CPSY programs who wish to engage in the supervised practice of providing counseling or psychological services should inform the Training Director of their intent and provide documentation of suitable supervisory arrangements prior to engaging in that practice.
3. Even when engaging in permissible practices or consulting activity, graduate students may not use their affiliation with the University of Kansas, the School of Education, or the department/program as a "professional credential," either explicitly or implicitly, without the written consent of the faculty.

Specialty guidelines for the delivery of services by Counseling Psychologists. [APA (1981), Specialty Guidelines for the Delivery of Services, Washington, DC: APA.]

## KU STATEMENT ON THE PURPOSES AND GOALS OF ACADEMIC INQUIRY

The statement below is part of the University of Kansas statement of mission:

**Values.** *The university is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity and disciplined inquiry in the search for knowledge are of paramount importance.*

The University recognizes the wide panoply of beliefs and views that comprise our increasingly disparate society. This disparity makes it ever more imperative that the academy remain a place where the acquisition and dissemination of knowledge based on evidence obtained through recognized disciplinary methods are the central purposes of our existence. The classroom should

be a place of lively debate where differing opinions are welcome. However, it is the mutual responsibility of the instructor and the students to maintain at all times a civil forum for inquiry and discussion that has as its goal further mastery of the subject matter. It is also the instructor's responsibility to help students recognize that there are subjects that can be defined by tangible evidence gained through the scientific method and through scholarly research. These subjects are the *raison d'être* of the academy and are the building blocks upon which new knowledge will be discovered. They must not be confused with matters of faith that are rightly in the realm of individuals' private beliefs and are not the business of public higher education.

In 1946, Howard Lee Nostrand, Professor of Romance Languages at the University of Washington, wrote: "General education means the whole development of an individual, apart from his occupational training. It includes the civilizing of his life purposes, the refining of his emotional reactions, and the maturing of his understanding about the nature of things according to the best knowledge of our time." \*

While the intervention of 60 years dates the gender choice of this sentiment, the passage of years has not changed by one iota the purpose of higher education. Education remains the hope of society for advancement and improvement. Contemporary passions must not alter our mission or warp our direction. \*Quoted in Henry Rosovsky's The University. An Owner's Manual," W.W. Norton & Company, 1990.

## **STUDENT EVALUATION AND RETENTION**

Professional psychologists and counselors are expected to demonstrate competence within and across a number of different but interrelated dimensions. Training programs also strive to protect the public and the professions. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students to understand and appreciate that academic competence in professional psychology programs (e.g., masters, doctoral, and internship programs) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of student academic performance, development, and functioning.

The CPSY program faculty have a professional and ethical commitment to ensure—insofar as possible—that the students who complete the program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, the faculty strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, students should know that their faculty and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories), (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning), and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students that evaluation will occur in these areas, the faculty emphasize that the program's evaluation processes and content:

1. have as their primary goals: [a] facilitating student development, [b] enhancing student self-awareness, self-reflection, and self-assessment, [c] emphasizing strengths as well as areas for improvement, and [d] assisting in the development of remediation plans when necessary;
2. involve more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and
3. include opportunities for remediation—provided that the faculty and supervisors conclude that satisfactory remediation is possible for a given student.

Students' academic and professional performance is evaluated on an on-going and continuous basis, through mechanisms including but not limited to coursework evaluation, student annual evaluation, practicum and field experience evaluation, comprehensive exams, and thesis and dissertation projects. Moreover, at any point during the student's matriculation through the program, students can be evaluated and contacted if there are any concerns.

Examples of triggers for ad hoc review include:

- a) Unsatisfactory performance in coursework (obtaining lower than B- in required courses).
- b) Unsatisfactory performance in counseling practice courses (counseling skills course, practicum, field experience, or internship).

- c) Academic dishonesty (e.g., cheating or plagiarism).
- d) Unprofessional or unethical conduct (either in clinical or nonclinical settings).
- e) Behaviors that obstruct the training or threaten the welfare of others (e.g. substance abuse or violent behavior).
- f) Failure to comply with policies or requirements of the program, department, the school, or university (e.g., failure to meet the time limit for degree completion).
- g) Behavior or performance that causes the faculty concerns.
- h) Criminal conviction for misconduct that affects the ability to practice as a counselor or psychologist or to be licensed as such.

### **Minimal Levels of Acceptable Achievement**

Course grades: Students must receive B- or above (or "Credit" for Credit/No credit courses, "Satisfactory" for Satisfactory/Unsatisfactory courses) for all required courses toward the degree. When a student receives more than two course grades below B-, the student is dismissed from the program. Any course grade below B- automatically triggers a review of their standing in the program. If the course in question is a required part of their doctoral program (and thus represents an area for which they must meet minimal acceptable achievement), the student will be placed on a remediation plan (see below for details) to allow them to acquire competence in the area. The remediation typically involves re-taking the same course, but alternative options may be allowed under some circumstances that faculty deem warrant a remediation action other than retaking the course.

Acceptable grades in graduate level courses: Students must maintain an overall GPA of at least 3.00 and less than that is considered unacceptable performance. For all required courses toward the degree, students must receive "Credit" for Credit/No credit courses, and "Satisfactory" for Satisfactory/Unsatisfactory courses). For masters students, a grade of C is considered acceptable for an individual course, so long as the overall GPA is at 3.00 or above, and only for 1 or 2 such courses. A third course grade of C will trigger dismissal from the program. For doctoral students, ANY grade below B- in a REQUIRED course triggers a remediation plan, which most often requires the retaking of the course; and TWO course grades below B- leads to dismissal from the program.

Practicum, Field Experience, and Internship: In all practica, field experience, and internship, students are required to demonstrate the required minimal level of clinical competency by scoring "Acceptable" or higher in all areas of assessment and obtaining "credit" for all credit/no credit courses.

For specific information on dismissal from practicum, see "Unsatisfactory performance in counseling practica or internship" elsewhere in this document for more information.

Annual evaluation: Students must receive a score of 2 (On Schedule or Meeting Expectations) (unless N/A) or higher on all 16 competencies.



**Areas of assessment:**

Academic Performance and Performance in Clinical Practice: Based on the Scientist-Practitioner training model, students are evaluated on their coursework, scholarship, clinical competence, comprehensive examinations, dissertation, and other program required work. *At any time when concerns arise or lower than "Acceptable" ratings or grades are given in these areas on the practicum student evaluation form or by relevant course instructors or student advisors, an evaluation of the student is triggered.*

Professional and Ethical Conduct: Students are expected to follow APA ethics principles and codes of conduct, honor our program's value statement, adhere to our program policies and procedures, and act professionally and ethically at all times during their matriculation in the program. Faculty, supervisors, and other training staff have a professional, ethical, and potentially legal obligation to ensure as much as possible that students graduating from the program are competent to manage relationships with *clients, colleagues, the public, supervisees and students* in an appropriate manner, and do not engage in unethical behaviors such as committing academic dishonesty and neglecting professional responsibilities. Therefore, students' professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, and ethical) are evaluated on an ongoing and continuous basis. *At any time when concerns arise or lower than Acceptable ratings or grades are given in this area on the practicum student evaluation form or by relevant course instructors or student advisors, an evaluation of the student is triggered.*

Diversity and Cultural Competence. Consistent with our program training values, students are expected to develop diversity and cultural competence through engagement in learning, self-reflection, staying open to supervision, and other processes. Student performance in this area is evaluated on an on-going basis (it is also included in the annual evaluation). *At any time when concerns arise or lower than Acceptable ratings or grades are given in this area on the practicum student evaluation form or by relevant course instructors or academic advisors, an evaluation of the student is triggered.*

Comprehensive Annual Evaluation of Doctoral Students

(See below for Annual Review of Masters Students)

*The Annual Evaluation* data consist of both information provided by the student in the *Student Annual Evaluation Portfolio*, and the faculty evaluation of the student. **The review cycle is based on the calendar year.** Information about the annual evaluation portfolio is emailed to students every year in December. Students are responsible for completing and submitting it to their advisor by the first day of class in the Spring semester. The faculty meet to evaluate each student in February/March. The student is responsible for scheduling a meeting with the advisor to receive and discuss the evaluation results by April 15th.

Consistent with the program training goals and objectives, students will be evaluated on the following 16 areas. A rating of 2 or higher in all of the areas (unless "No Basis" due to sequence of training activities) is required. Otherwise, a plan for improvement or a remediation plan or an equivalent action will be taken to address areas of concerns.

- 1= Behind Schedule or Below Expectations
- 2= On Schedule or Meeting Expectations
- 3= Ahead of Schedule or Above Expectations

1. Ability development in integrating theory, research, and practice.
2. Research skill development.
3. Research involvement.
4. Overall academic performance.
5. Development of clinical competence.
6. Respecting cultural and individual differences.
7. Ability development in responding effectively to legal and ethical issues.
8. Development of professional identity as a counseling psychologist.
9. Progress in developing a specialty area.
10. Development of awareness of one's own strengths and areas for growth.
11. Development of a life-long learning attitude.
12. Overall classroom behavior.
13. Professional behavior.
14. Interpersonal relationships.
15. Ability development in collaborating with other professionals.
16. Receiving and implementing feedback.

#### Comprehensive Annual Evaluation of Masters Students (See above for Doctoral Students)

The monitoring of student performance and progress occurs routinely through three mechanisms. First, students must successfully complete the 60 hours of coursework via the terminal master's or doctoral aspirant track. Second, students must display appropriate clinical and professional competency in two semesters of practicum. On-site supervisors complete a written evaluation of each student each semester (see Appendix I) and students are evaluated and assigned a course grade from their practicum instructor. Finally, students must pass one of the three degree completion options (Counselor Preparation Comprehensive Examination - CPCE, Master's Project, or Master's Thesis). The majority of our students choose the CPCE option. Over the past 5 years, our average score has been 102.2, compared to the national average score of 87.7 (SD=15), thus KU's average is about one standard deviation above the national average.

Also, students complete an annual review after their first year in the program. This annual review, distributed by the MS Program Coordinator, includes both a self-evaluation, an individual meeting with the advisor who also completes ratings, and a discussion of each student's progress during a closed portion of a regularly scheduled faculty meeting at the end of the student's first academic year. Most students within our program graduate in 2-3 years, thus, their practicum evaluations and degree completion activities usually serve as evaluation benchmarks during the latter part of their program. Students who extend their programs beyond the norm are monitored by their advisors and each case is addressed individually to best meet the situation of the student. All of these points of evaluation are directed towards assessing competency attainment. The competencies were developed to capture the domains expected for success in graduate school and entry-level readiness for supervised post-master's

practice leading to licensure in professional counseling. The sixteen core competencies are listed below with their corresponding MCAC domain in italics.

1. Ability development in integrating theory, research, and practice. All MCAC domains
2. Research skill development. Traditional and social justice-oriented research & Eval.
3. Research involvement. Traditional and social justice-oriented research & evaluation.
4. Overall academic performance. All MCAC domains
5. Development of clinical competence. Practicum/internship experiences ( as well as pre-practicum training)
6. Respecting cultural and individual differences. Ecological, contextual, multicultural, social justice foundations of human development
7. Ability development in responding effectively to legal and ethical issues. Professional Counselor identity, ethical behavior, and social justice practices
8. Development of professional identity as a counselor. Professional Counselor identity, ethical behavior, and social justice practices
9. Interest in developing a specialty area. Any MCAC domain
10. Development of awareness of their own strengths and areas for growth. All MCAC domains
11. Development of life-long learning attitude. All MCAC domains
12. Overall classroom behavior. All MCAC domains
13. Professional behavior. All MCAC domains
14. Interpersonal relationships. All MCAC domains
15. Ability development in collaborating with other professionals. All MCAC domains
16. Receiving & implementing feedback. All MCAC domains

Students are rated across each of the indicators within the competencies during the annual review using the following ratings of competency attainment: (1) Behind Schedule or Below Expectations; (2) On Schedule or Meeting Expectations; and (3) Ahead of Schedule or Above Expectations. In addition, the courses that fall within the domains and which can be used to assess competency throughout the program are also provided earlier in this self-study under Section B – Program Orientation and Core Curriculum. Annual review forms are placed in individual student folders upon the completion of the review process.

#### **Results of Student Evaluation (Both masters and doctoral)**

*After the annual review, the student will be informed of faculty decisions on their progress via a letter from their academic advisor.*

Students may receive one of the following five statuses after each faculty evaluation:

- 1) **Satisfactory**: Students whose performance is deemed by the faculty as satisfactory in all areas at their level will receive a "Satisfactory" rating.
- 2) **Less than Satisfactory**: Students who are deemed by the faculty as not making satisfactory progress in one or more of the evaluation areas will receive a letter notifying them of the "Less than Satisfactory" evaluation and a suggested course of action from the faculty to address the area(s) of concern. The student is responsible for contacting the advisor

within 30 days to develop a concrete plan for improvement or a remediation plan. The advisor will present the plan to the faculty for approval, with a recommendation as to the disposition. Failure to submit or comply with a plan for improvement or a remediation plan will result in the student being placed on probation or dismissed from the program.

3) **Probation**: Students will be placed on probation for a maximum of two consecutive semesters due to:

- a) Failure to meet any university requirements for maintaining active standing (e.g., GPA, meeting deadlines for completing requirements, etc.)
- b) A repeated pattern of Less than Satisfactory evaluation
- c) Failure to achieve acceptable outcomes required by a remediation plan
- d) Failure to pursue or show adequate progress toward the degree after two years from the date of the student's admission to the program
- e) Serious unethical or unprofessional behavior at any time during the student's matriculation in the program (depending on the nature of ethical and professional violations, the student may be dismissed from program without probation).

4) **Involuntary Leave of Absence**: When a student meets one or more of the conditions specified for probation, and the faculty has serious concerns about the student's ability to effectively address all concerns while attending school, the student may be asked to take an involuntary leave of absence for a pre-determined period of time (no longer than two consecutive semesters) as part of the remediation process. While being on leave of absence, the student does not have access to the faculty or other university resources. At the end of the leave of absence period, the student is responsible to make a petition in writing to the faculty for reinstatement. The student also needs to discuss the reasons that s/he should be reinstated and submit evidence of progress, improvement, or growth obtained during the leave. The faculty will review the student's progress and vote to either re-instate the student to Satisfactory status or to dismiss the student from the program. This decision requires two thirds vote of the faculty.

5) **Dismissal from the Program**

- a) If for any reason a student fails to remove his/her "Probation Status" after two consecutive semesters, the student will be dismissed.
- b) If a student receives a permanent "*Unsatisfactory*" grade for a practicum, field experience, or internship, the student will be dismissed.
- c) If a student receives more than two permanent grades lower than B- in required courses, the student will be dismissed.
- d) If a student fails to pass the comprehensive examination after three attempts, the student will be dismissed.
- e) If a student shows a repeated pattern of Less than Satisfactory evaluation ratings and fails to follow through with the remediation plan, the student will be dismissed.
- f) If a student exhibits serious unethical or unprofessional behavior in any of the professional areas (e.g., practicum/field experience/internship site, GA work settings, interpersonal relationships with faculty, staff, peers, etc.), the student will be dismissed.

**Notes:**

- 1) No faculty vote is necessary to put a student on Probation, Involuntary Leave of Absence, or Dismissal, if the student clearly meets one or more conditions listed under the decision status.
- 2) In any other circumstances, the program decision to place a student on Probation, Involuntary Leave of Absence, or Dismissal status requires a two-thirds vote of the Counseling Psychology faculty.
- 3) For students put on Probation or Involuntary Leave of Absence, a written remediation plan is required to clearly articulate the reasons for the faculty decision and expectations about what the student needs to do to regain Satisfactory status. See Remediation below for details.
- 4) Dismissal is a terminal decision, no opportunity for remediation will be offered.

**Remediation**

When a student receives Less than Satisfactory, Probation, or Involuntary Leave of Absence ratings, a remediation plan is to follow unless one or more of the criteria under Dismissal is met. A plan for improvement or a remediation plan may be proposed by the student in consultation with his/her advisor or by the program faculty. The final written plan must be approved by the faculty and accepted by the student with a written response.

After the implementation of the plan, the student is responsible for submitting a written request for faculty review, along with evidence for improvement or success of remediation. Upon review of the student request and the remediation implementation, the faculty may take one of the following actions: (a) agree that the plan has been completed satisfactorily; (b) find the student's completion of the plan unsatisfactory and ask for further remediation; or (c) dismiss the student from the program.

Note: Decisions about all conditions that require remediation will be communicated to the student in writing by the student's advisor or the Director of Training. The student will be informed of the reasons for a plan for improvement or a remediation plan and specific expectations of what he/she needs to do to return to Satisfactory status. At the end of the remediation period, the approval of the advisor and an affirmative majority vote of the Counseling Psychology faculty is required to return the student to satisfactory status.

**Student Right to Appeal Faculty Decisions**

In all of the above situations, students have the right to appeal faculty decisions and remediation plans. These appeals can be made to the counseling psychology faculty, the EPSY department chair, the Dean of the SOE, or the Dean of the Office of Graduate Studies. In all cases, appeals must be made in writing within the time frame provided. Additionally, please see the current [SOE Graduate Student Handbook](#) for specific steps.

**STUDENT EVALUATION OF THE PROGRAM**

Current students are offered opportunities to provide feedback to the program via course evaluations each semester, one or more annual student town halls hosted by the faculty, and evaluations of their practicum sites. We also have student representatives to our faculty meetings and students participate in the admissions process and the accreditation process.

## **POLICY REGARDING COMMUNICATION BETWEEN CPSY FACULTY AND SITE SUPERVISORS**

Masters and doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between training programs and these training partners is of critical importance to the overall development of competent new counselors and psychologists. Therefore, it is the position of our training program that regular communication about students' performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress.

## **POLICIES GOVERNING DUE PROCESS**

### Policies on Student Conduct

Counselors and psychologists are expected to conduct themselves in a professional manner as practitioners, students, and citizens. Any behavior that violates professional ethics or standards (Ethical Principles of Psychologists and Code of Conduct, APA 2010; Specialty Guidelines for the Delivery of Services by Counseling Psychologists, APA, 1981), campus regulations, or local, state, or federal laws will trigger a faculty review of the student's conduct, and may result in actions by the faculty including dismissal from the program. This decision is independent of decisions made at other professional, academic, and legal levels of performance exhibited by the student.

### **School of Education Student Academic Misconduct Policy**

<http://soe.ku.edu/policies>

### **School of Education Academic Misconduct Policy and Procedure Summary**

<http://soe.ku.edu/sites/soe.drupal.ku.edu/files/docs/documents/academic-misconduct/AcademicMisconductPolicy.pdf>

### **KU Rules and Regulations on Academic Misconduct**

Academic misconduct by a student includes, but is not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized change of grades; unauthorized use of University approvals or forging of signatures; falsification of research results, plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

USRR 2.6.2 describes the process that is to be followed in treating work as unsatisfactory if it is a product of academic misconduct. After consultation with the Department Chairperson, an instructor may, with due notice to the student, treat as unsatisfactory (1) any student work that is the product of academic misconduct or (2) a student's performance for a course when there are severe or repeated instances of academic misconduct as defined in Section 2.6.1. If an instructor

deems other sanctions for academic misconduct by a student to be advisable, or if a student wishes to protest a grade based upon work judged by an instructor to be the product of academic misconduct, or if a faculty member is charged with academic misconduct in connection with the assignment of a grade or otherwise, the case shall be reported to the Dean of the College or School in which the course is offered and processed in accord with applicable procedures.

The complete text of the USRR on academic misconduct is available at <https://documents.ku.edu/policies/governance/USRR.htm - art2sect6>

## DISMISSAL POLICY

The dismissal of a student from the program (M.S. or Ph.D.) is a significant event for both the student and the program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competence in academic and/or clinical skills, or in other critical areas of professional conduct. Action of the program toward the dismissal of a student is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives. The final program decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the program faculty.

The University of Kansas and the faculty of the department are committed to principles of fairness and due process in the implementation of dismissal actions. The University's *Code of Student Rights and Responsibilities* describes the rights of each student at the university. Students should make themselves aware of their rights, as well as their responsibilities. The complete text of the Code is online at <http://www.ku.edu/~vcstuaff/rights.shtml>; it is also available at the Office for Student Success, 133 Strong Hall. The university also has policies against racial and ethnic harassment and against sexual harassment, copies of which also may be obtained from the Office of Student Success. Rules regarding academic misconduct appear in Article II, Sec. 6 of the [\*Rules and Regulations of the University Senate\*](#).

### Triggers for faculty review that could warrant a remediation plan or dismissal from the program

A student's advancement through his or her academic program from one semester to the next is contingent upon satisfactory progress each semester. Satisfactory progress entails that the student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice.

Students are formally reviewed by program faculty once each calendar year; however, faculty retain the right and responsibility to review, at any time, any student circumstance or performance that may negatively affect the student's completion of the program, competencies for individual professional practice, or that may threaten client welfare. The following are offered as examples of circumstances or performances that may trigger a review by the faculty that could lead to a remediation plan or may be the basis for dismissal:

- a. failure to maintain minimum academic standards
- b. unsatisfactory performance in counseling practica courses (e.g., counseling labs, field experiences, practica) or internship
- c. academic misconduct or dishonesty
- d. criminal conviction of misconduct that affects ability to practice as a counselor or psychologist or to be licensed as such
- e. failure to comply with established university or program timetables and requirements
- f. unethical practices and/or unprofessional conduct
- g. cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare

The following subsections are offered to clarify the above listed bases for student dismissal.

### **1. Failure to maintain minimum academic standards**

A student is placed on academic probation by the Office of Graduate Studies whenever her/his cumulative graduate GPA drops below 3.0. Students on probation have one semester to raise their GPA to 3.0 and return to Regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the Department and approved by the School of Education Graduate Office.

Within the Counseling Psychology programs, students must maintain a GPA of 3.0 or better in prescribed program course work, or else be placed on "departmental probation." Permission to enroll following placement on departmental probation will be given only if it is numerically possible for the student to remove her/himself from probation during the next semester through the completion of prescribed program coursework.

As a matter of departmental policy, no "I's" (Incompletes) may accrue during a probationary semester, and any "I's" assigned prior to the probationary period must be completed by the end of the probationary semester.

Also as a matter of departmental policy, students may not accrue more than two grades lower than B- in their graduate program--whether those courses are EPSY courses or courses taken through other departments. A third grade lower than B- in the program will result in the student's dismissal from the program.

Students may not be on probation at the time of enrollment in a practicum or clinical field experience. Any pre-enrollment in a practicum or field experience is contingent on a student maintaining a satisfactory graduate GPA (3.0 or better).

### **2. Unsatisfactory performance in counseling practica or internship**

Upon the recommendation of the student's onsite supervisor and a performance review by the program faculty, a student may be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision during counseling practica or the student's predoctoral internship.



### 3. Academic dishonesty

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human and animal subjects, or otherwise acting dishonestly in research.

An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic misconduct. If an instructor deems other judicatory action for academic misconduct by a student to be advisable, or if a student wishes to protest a grade based upon work judged by an instructor to be a product of academic misconduct, the case shall be reported to the dean of the school in which the course is offered. Each school shall establish, at the department level where feasible, appropriate mechanisms for action upon such reports. A copy of the procedures used by the department and the SOE are available in the departmental office.)

The following sanctions may be imposed upon a student for academic misconduct:

1. **Admonition:** An oral statement that his or her present actions constitute academic misconduct.
2. **Warning:** An oral or written statement that continuation or repetition of actions that constitute academic misconduct may be the cause for a more severe disciplinary sanction.
2. **Censure:** A written reprimand for actions which constitute academic misconduct. Censure may include a written warning.
3. **Reduction of grade:** Treating as unsatisfactory any work which is a product of academic misconduct. Reduction of grade may include the awarding of an F in the course.
4. **Disciplinary probation:** Exclusion from participation in specified privileges or extracurricular activities for a period not exceeding one school year.
5. **Suspension:** Exclusion from classes and other specified privileges or activities for a definite period not in excess of two years.
6. **Expulsion:** Termination of student status for an indefinite period. The condition of readmission, if any, shall be stated in the order of expulsion.
7. **Dismissal**

More than one sanction may be imposed upon a student for the same offense or offenses.

### 4. Criminal conviction of misconduct that affects ability to practice or be licensed

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing in Kansas (as a psychologist, a licensed masters level psychotherapist, or a licensed professional counselor) may be dismissed from the program by a two-thirds vote of the faculty.

## 5. Failure to comply with established university or program timetables and requirements

The Office of Graduate Studies policy permits master's students seven (7) years from the time of their admission to complete their degree. Doctoral students are permitted eight (8) years from the time of their admission to doctoral study to complete their degree. For master's students, in cases where more than eight years are needed to complete the degree, the appropriate appeals body of the School of Education will consider petitions for further extensions and, *where evidence of continuous progress, currency of knowledge, and other reasons are compelling*, may grant further extensions.

For doctoral students, in cases in which compelling circumstances recommend a one-year extension of the normal eight-year limit, the Graduate Division of the School of Education has the authority to grant a one-year time extension on the written advice of the dissertation committee. In cases where more than nine (9) years are indicated, the appropriate appeals body of the School of Education considers petitions for extensions and, *where evidence of continuous progress, currency of knowledge, and other reasons are compelling*, may grant further extensions.

The above notwithstanding, the Office of Graduate Studies permits graduate departments authority to set more stringent rulings regarding program time restrictions for both master's and doctoral programs. The Counseling Psychology Program permits students in either of its programs a limit of six (6) years for the completion of their degree program. Students petitioning the department for an extension are expected to document their "continuous progress" and to show good cause why their work has not been completed.

Doctoral students may petition the Graduate Division through the department for a Leave Of Absence during either the pre- or post-comprehensive period to pursue full-time professional activities related to the student's doctoral program and long-range goals. Leaves of absence also may be granted to masters or doctoral students because of illness or other emergency. Ordinarily a Leave Of Absence is granted for one (1) year, with the possibility of extension upon request. After an absence of five (5) years, however, a doctoral student (aspirant or candidate) loses status as such and, in order to continue, must apply for readmission to the program and to the Graduate Division.

By graduating a student from one of its programs, the department is certifying that a student is current with respect to her/his field of study. When granting an extension, the department may, at its discretion, stipulate that a student retake or supplement coursework in order to maintain currency in the field.

## 6. Unethical practices and/or unprofessional conduct

Students are referred to the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010); the Ethical Standards of the American Counseling Association (ACA, 2005). Also see **KAR 102-1-10** (Unprofessional conduct--licensed psychologists), **KAR 102-3-12** (Unprofessional conduct--licensed professional counselors), and **KAR 102-4-12** (Unprofessional conduct--licensed masters-level psychotherapists). Violations of professional or state licensing board ethical and professional standards may result in dismissal from the program.

## **7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare**

Student conduct which, in the opinion of the faculty and/or the student's supervisors, is the result of cognitive, affective, or behavioral impairment, and which obstructs, interferes with, or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be required to withdraw from classes and may be placed on a Leave Of Absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that s/he is able to return to the program without impairment.

Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse; dual relationships with clients or students/supervisees for whom the student is responsible; passive-aggressive behavior; anti-social behavior; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer, or practicing outside of one's area(s) of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; and dysfunctional emotional reactions that interfere with or jeopardize the well-being of clients, students, faculty, or supervisors.

### Dismissal Procedures

Unless otherwise provided for in School or University codes, instances of dismissal for academic reasons, such as the failure to maintain minimum academic standards or failure to comply with the timetables and requirements established for the degree, are not appealable beyond the School.

To protect student due process rights, as well as the rights and responsibilities of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the dismissal review process. Nothing in these steps is intended to conflict with the School of Education Grievance Procedures and Grade Appeal Procedures which have been adopted by the department and the program, nor with any other procedural guarantees accorded the student (see University Senate Code, Article XVI, Sec. 2). In this regard, and in accordance with the School of Education Grievance Procedures and Grade Appeal Procedures, when a grievance occurs, the grievant (student) should first attempt to resolve the issue with the primary parties involved. If the issue is not resolved, then the parties should attempt resolution with the appropriate supervisor or administrator. If the issue is still unresolved, the next step in the process is to consult the Dean of the School of Education. The final step in this process is to file a formal grievance in writing with the School of Education Grievance Committee.

[NOTE: If the student conduct in question involves racial, ethnic, or sexual harassment, the office of [Institutional Opportunity and Access](#) (IOA) is the appropriate office to contact.]

1. The student will be informed in writing by the Department Chair of any charge, event, performance, or circumstance that may threaten the student's immediate status and advancement within the program. Such charges or complaints may emanate from members of the program

faculty, faculty in other departments, clinical supervisors, clients, or professionals and agents outside of the university community.

2. As part of the above notification, the Department Chair may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the chair of the outcome of this action within 30 days.
3. If, however, the informal attempts at problem resolution are inappropriate or unsatisfactory, the Department Chair will inform the student, in writing, that a formal hearing of the program faculty will be necessary to review the nature of the student's status and to determine whether disciplinary action is appropriate. The Department Chair may invite any persons judged to have relevant information to submit such information either in person at the hearing or in writing prior to the hearing. The student will be given copies of all written materials under consideration in advance of the hearing. The student may invite other individuals who have relevant testimony to attend the hearing or to present written information. The student will provide the Department Chair with a list of these individuals at least five (5) days in advance of the scheduled hearing.
4. Following the presentation of testimony and evidence, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. This decision may result in one of the following outcomes: (a) dismissal of the charges against the student and a restoration of the student's good standing in the program, or (b) a judgment to allow the student to continue in the program pending satisfactory completion of, or compliance with, specified conditions, or (c) immediate dismissal of the student from the program. The student will be provided with a prompt, written notice of the faculty's decision.
5. Students may appeal the program faculty decision to the School of Education Grievance Committee in accordance with the School's Grievance Procedures and Grade Appeals Procedures, which are available on the School of Education website.

#### Confidentiality of Actions Taken in Response to Complaints and Grievances

When a student raises a complaint, it is important to realize that discussions, decisions, and actions taken in response to the complaint are confidential, and that in most situations, even the person raising the issue is not likely to hear about how it gets resolved, due to issues of confidentiality that are built into the dispute resolution system.

### **PROGRAM DUE PROCESS POLICY AND GRIEVANCE PROCEDURES**

The Counseling Psychology program at the University of Kansas strives to ensure that students, staff, and faculty are treated fairly and respectfully. The program adheres to its Student Evaluation and Retention Policy, the SOE policies concerning academic misconduct (<http://www.soe.ku.edu/policies>), and the non-discriminatory policy of the University that does not permit discrimination based on age, gender, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, or socioeconomic status (<http://documents.ku.edu/policies/IOA/Nondiscrimination.htm/>). Further, the program adheres to

the University's policy concerning sexual harassment and sexual violence ([https://documents.ku.edu/policies/IOA/Sexual\\_Harassment.htm](https://documents.ku.edu/policies/IOA/Sexual_Harassment.htm)).

### Student Grievance Procedures

If a student has concerns about their rights, they are encouraged to follow these procedures:

- 1) You may choose to confer with your advisor and/or the program director. Your advisor or program director may present your concern to the Counseling Psychology faculty. If you are not satisfied after faculty review, you may choose to present your concerns to the Chair of the EPSY department, and beyond that, you may follow the procedures outlined in #2 below.
- 2) You may choose to follow the School of Education Policies and Procedures concerning Student Academic Misconduct and the Grievance Procedures and Grade Appeals (outlined below and available at <http://www.soe.ku.edu/policies>).
- 3) You may also bring your concerns to CPSO and ask the student representatives to bring issues of concern to a faculty meeting.

### Faculty and Staff Grievance Procedures:

If a faculty or staff member has concerns about his/her rights, he/she should follow the Due Process and Dispute Resolution Policy in the Handbook for Faculty and Other Unclassified Staff (at <https://documents.ku.edu/policies/provost/FacultyandUnclassifiedStaffHandbook.pdf>) and the KU Grievance Procedure (at [https://documents.ku.edu/policies/Graduate\\_Studies/GrievanceGraduateStudent.htm](https://documents.ku.edu/policies/Graduate_Studies/GrievanceGraduateStudent.htm)).

## **SCHOOL OF EDUCATION POLICIES AND PROCEDURES CONCERNING STUDENT ACADEMIC MISCONDUCT AND GRIEVANCE PROCEDURES & GRADE APPEALS**

Pursuant to Article XIV of the University Senate Code and Articles V and VI of the University Senate Rules and Regulations (USRR) of the University of Kansas, the School of Education establishes the following procedure to hear grievances arising within the School. Subordinate units that report to the Dean may establish unit grievance procedures. If a subordinate unit has a grievance procedure, grievances arising within the subordinate unit must be heard under the subordinate unit's grievance procedure unless exceptional circumstances, as determined by the Dean, make it more appropriate for those grievances to be heard at the School level. Appeal of a grievance heard at a subordinate unit level is to the Judicial Board as required by USRR 6.4.3.2.

For disputes involving alleged academic misconduct or alleged violations of student rights, the initial hearing normally will be at the subordinate unit level, and will be governed by Section 6 of the University Rules and Regulations on Academic Misconduct. There is an option to hold an initial hearing at the Judicial Board level if either party petitions the Judicial Board Chair for a Judicial Board hearing and if the petition is granted. The petition must state why a fair hearing

cannot be obtained at the School or subunit level; the opposing party has an opportunity to respond to the petition (USRR 6.4.3.1).

Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure. The Dean's Office shall provide a copy of this procedure to anyone who requests it.

1. To start the grievance process, the complainant must submit a written grievance either to the chair or director of a subunit having a grievance procedure or to the Office of the Dean of the School of Education. The complaint shall contain a statement of the facts underlying the complaint and specify the provision(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party, and copies of any documents relevant to the complaint shall be attached to the complaint.
2. At the time the complaint is submitted, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).
3. Upon receipt of the complaint, the subunit head or Office of the Dean of the School of Education shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.
4. Pursuant to University Senate Code XIV.2.c, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.
5. The respondent shall submit a written response to the subunit head or Office of the Dean of the School of Education within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complaining party.
6. Upon receipt of the response, the subunit head or Office of the Dean of the School of Education shall contact the complaining party to verify that a copy of the response has been provided.
7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14 calendar day time period, the Office of the Dean of the School of Education shall either form a committee to consider the complaint or refer it to an appropriate extant committee. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.

9. Time limits. To use this procedure, the complainant must file the written complaint within six months from the action or event that forms the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and calendar days during which classes are not in session).

10. Upon receiving the complaint, if the chair of the committee determines that any of the following grounds exist, he or she may recommend to the subunit head or Dean that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) the grievance or another grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grievance has not been filed in a timely fashion; (c) the subunit or school lack jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a University rule; (e) the party filing the grievance lacks standing because he or she has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances.

11. If the chair of the committee determines that a grievance on its face properly should be heard by another body, the chair will recommend that the subunit head or Dean send the grievance to the appropriate hearing body without further proceedings at the subunit or school level. The subunit head or Dean will send a copy of the referral to the Complainant (s) and any responding parties.

12. Prior to scheduling a hearing, the parties shall participate in mediation of the dispute unless either party waives mediation. Mediation shall be governed by USRR 6.2.3.

13. If mediation is successful, the mediator will forward to the subunit head, Dean and the Grievance Committee chair, and all parties a letter describing the outcome of the mediation and terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the subunit chair or Associate Dean. This party will notify the mediator, the committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the subunit head, Dean, the committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the Grievance Committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent himself or herself or be represented by an advisor or counsel of his or her choice.

16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.

17. Each party shall be entitled to question the other party's witnesses. The committee may question all witnesses.
18. Witnesses other than parties shall leave the hearing room when they are not testifying.
19. The chair of the committee shall have the right to place reasonable time limits on each party's presentation.
20. The chair of the committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.
21. The hearing shall not be governed by the rules of evidence, but the chair of the committee may exclude information he or she deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.
22. The committee will make an audio recording of the hearing, but not of the deliberations of the committee. The audio recording will be available to the parties, their authorized representatives, the committee and the subunit head or Dean. If a party desires a copy of the audio recording or transcript of the recording, that party will pay for the cost of such copy of transcript. In the event of an appeal, the audio recording will be provided to the appellate body as part of the record of the case.
23. After the presentation of evidence and arguments, the committee will excuse the parties and deliberate. The committee's decision will be a written recommendation to the subunit head or Dean. The committee shall base its recommendations solely upon the information presented at the hearing.
24. The committee will send its written recommendation to the subunit head or Dean and the parties as soon possible and no later than 14 calendar days after the end of the hearing.
25. Within 14 calendar days of receiving the committee recommendation, the subunit head or Dean will notify the parties of the acceptance, modification, or rejection of the recommendation. The subunit head or Dean will advise the parties of the procedure available to appeal the decision.

### **LINKS TO OTHER SCHOOL OF EDUCATION POLICIES**

The website <http://soe.ku.edu/documents/> contains several School of Education policies and forms, including those addressing Academic Misconduct, Graduate Enrollment, Graduate Degree Milestones & Petitions, GTA/GRA/GA Issues, Graduate Faculty Status, Graduate Programs, and Misconduct & Grievances.



**KU POLICIES GOVERNING THE BEHAVIOR OF STUDENTS AND FACULTY AT  
THE UNIVERSITY OF KANSAS**

[KU Code of Student Rights and Responsibilities](#)

[KU Grievance Policy and Procedures for Graduate Students](#)

[KU Statement on Discrimination, Intimidation, and Sexual Harassment](#)

[KU Notice of Nondiscrimination, Equal Opportunity, and Affirmative Action Policies](#)

[KU Sexual Harassment Policy](#)

[KU Policy on Discrimination on the Basis of Race or Ethnicity](#)

[KU Policy on Discrimination on the Basis of Religion or National Origin](#)

[School of Education Academic Misconduct Policy and Procedure Summary](#)

[School of Education Student Academic Misconduct Policy](#)

[School of Education Grievance Procedures and Grade Appeals](#)

[School of Education Grade Appeal](#)

[CPSY Policies and Procedures Handbook](#)

[KU Policy Library](#)

[University Governance website](#)

**POLICIES AND PROCEDURES THAT APPLY ONLY TO  
THE CPSY PH.D. PROGRAM**

**ANNUAL REVIEW OF DOCTORAL STUDENTS**

Refer to Comprehensive Annual Evaluation of Doctoral Students detailed earlier in this document.

**DEVELOPING AND MAINTAINING YOUR OFFICIAL PROGRAM PLAN**

During the first year in the doctoral program, the student develops, with their advisor, their Program Plan of Study. The form for the plan is available at <http://epsy.ku.edu/documents-and-resources>. When completed, the student signs the form, as does the advisor, and then the Director of Training, who submits it to the office staff in 621 JRP, who keeps a copy for the department file in 621, and delivers the original to the SOE Graduate Studies office in JRP. It is critical that the student keep this form accurate and up to date, and when any changes are made, a new form is processed, with the same signatures, to replace any previous version of the form. The student is responsible for updating the form when they have chosen specific electives, at other milestones noted on the form. The program plan is important for verification that the student meets the requirements of the program, and that all necessary requirements have been met at each milestone like the comprehensive examination and the application for internship, and of course for graduation.

**COMPLETION OF A MASTER'S DEGREE FROM THE  
UNIVERSITY OF KANSAS OR ANOTHER UNIVERSITY**

When students who have begun a master's degree are admitted to our doctoral program, we encourage them to complete their master's degree (whether from KU or from another institution) but we do not require completion.

Doctoral students admitted from the bachelor's level should discuss with the advisor the decision whether to receive the MS along the way, and if so, whether to take the CPCE, complete a Master's thesis, or complete a Master's project.

**Verification of practicum hours taken elsewhere**

Once a student has been made an offer for our Ph.D. program, we will need verification of successful completion of any practicum experience required for their master's program in order to add those hours to the practicum hours compiled through their doctoral program.

**Practicum placement for those entering with a masters degree**

Except in usual circumstances, we generally do not encourage new doctoral students coming from other master's programs to take practicum in the first year.

Counting hours after doctoral admission

Any coursework taken at KU after a student has been admitted to our doctoral program can be counted as part of the doctoral program. For example, if a student is notified in March that they are admitted for the next cohort, courses they take that summer and beyond (even if they are still working toward the MS degree at KU) may be counted toward the doctoral degree. Keep in mind, however, that no course can be counted toward more than one degree. On the other hand, practicum client contact hours accumulated in a practicum (even if taken as part of the MS degree) can be counted as "doctoral client contact hours" at that point, and can also be counted if applying for licensure as an LPC. So credit hours are treated differently than client contact hours.

School of Education Research Skills Requirement

Doctoral students need to have a minimum of 12 hours of graduate coursework in research skills. This is one area in which the SoE allows student to 'double dip' on credits, such that students can use up to 6 hours of prior graduate coursework in statistics, measurement, design. The SOE further requires that 9 of those 12 hours must be 800-level or above.

**PRACTICUM CLIENT CONTACT HOURS & SUPERVISION REQUIREMENTS**

Although the APA does not stipulate a specific number of clinical hours that doctoral students must complete prior to internship, in order to be a competitive intern applicant, students are expected to accrue a minimum of 450 total hours of direct client contact and 100 hours of supervision. Of those 450 total hours, 300 must come from EPSY 948, EPSY 949, and Field Experiences taken as part of the doctoral program in CPSY at the University of Kansas. The 300 must be supervised (on-site or via enrollment) one hour per week by a psychologist licensed either in the jurisdiction where the site is located, or licensed in Kansas. The program has established this 450-hour figure as its minimum for the certification of student readiness for internship. Additional hours of clinical work (counseling, assessment, case conferencing, etc.) may be accrued through enrollment in field experiences. Students are encouraged to consult on-line APPIC (internship) program information for details on the clinical experience expectations of specific sites in which they may have interest, as many of them report more contact hours than these in order for applicants to be considered. Most students have significantly more hours of client contact and supervision prior to applying for internship, both from KU and nationally. For example, over the past five years, our students have been reporting an average of 647 hours of direct intervention, 123 hours of assessment, and 365 hours of supervision. See Table below.

Direct client contact refers to individual, conjoint, and group counseling, as well as assessment. It includes intake interviews and also sessions conducted with another counselor, if the student actively participates (otherwise, it is considered observation). In counting hours, sessions less than 40 minutes equal 1/2 hour; sessions between 40 and 70 minutes equal 1 hour; sessions greater than 70 minutes equal 1 1/2 hours; and so on.

Supervision consists of scheduled, weekly time with an assigned supervisor who is a psychologist, counselor, social worker, or other licensed mental health professional, or in some cases, an advanced doctoral student directly supervised by a Ph.D. level counselor, psychologist, or other

licensed mental health professional. [When supervision is carried out by an unlicensed person, it is considered peer-supervision when it comes to applying for internship]. The supervisor is the professional staff member at the site who holds responsibility for the cases being seen by the practicum student.

**AAPI HOURS REPORTED BY KU CPSY APPLICANTS 2012-2016: N=27**

<u>Intervention</u>	<u>Assessment</u>	<u>Supervision</u>	
292-881	29-344	144-635	Range
647	123	365	Mean
643	87	387	Median

**AAPI HOURS REPORTED BY KU CPSY APPLICANTS 2016: N=10**

<u>Intervention</u>	<u>Assessment</u>	<u>Supervision</u>	
452-665	58-150	268-376	Range
665	150	376	Mean
665	64	387	Median

**POLICY REGARDING THE GROUP EXPERIENCE IN THE CPSY DOCTORAL PROGRAM**

- 1) Doctoral students are encouraged, but not required, to participate in the leading or co-leading of a group experience during the course of their doctoral practicum sequence (EPSY 948a/b, EPSY 949a/b)
- 2) Co-leading a group with a more experienced therapist is the preferred mechanism for acquiring the group leadership experience.
- 3) The nature of available group experiences will vary across sites/settings and client populations, and suitable group experiences may not be available at all sites.
- 4) Group formats may include process/experiential groups, structured groups focusing on a particular theme or issue (e.g., career exploration, marriage enrichment, substance abuse, anger management, parenting, medical compliance, thesis/dissertation support) or reflect a particular therapeutic orientation (e.g., behavioral, client-centered, cognitive, solution-focused).
- 5) As with the student’s on-site individual counseling/therapy work, supervision of the group experience is the primary responsibility of the on-site supervisor—with campus-based consultation provided by the student’s practicum instructor.

- 6) As with the student's individual counseling/therapy (practicum and supervised field experiences), routine recording of group sessions is encouraged. The nature of groups is such, however, that it is understood that recording of sessions may not be possible or practicable.
- 7) Students wishing to obtain supervised experience leading a group but who are unable to acquire supervised experience in leading a group during practicum, may wish to discuss enrolling in a supervised field experience with the program's Practicum Coordinator.
- 8) Students are required to have successfully completed EPSY 842 Counseling Practicum and EPSY 844 Theory of Group Counseling prior to participating as a group leader/co-leader, either in a practicum or field experience.

### **SUPERVISION OF PSYCHOTHERAPY**

The Counseling Psychology doctoral training program at KU requires that every doctoral student participate in supervision of masters level practicum students. Doctoral students are required to enroll in one hour of EPSY 996 for 2 consecutive semesters to accomplish this requirement. The experience will be under the direction of a faculty member who is responsible for teaching a section of EPSY 842 (Counseling Practicum) during the same semester.

[NOTE: In cases where the number of students in EPSY 842 will be too few to accommodate the number of doctoral students needing to act as consultants, the requirement for those doctoral students will be just 1 semester of 996, rather than 2, with some acting as consultants in the fall and others in the spring. This determination will be made by the faculty under the guidance of the Practicum Coordinator].

**Prior or concurrent enrollment in EPSY 945: Clinical Supervision and Consultation, is a prerequisite for the supervision experience.**

The Supervision of Psychotherapy experience includes the following requirements:

- (a) Meet individually each week with at least 2 different students enrolled in EPSY 842.
- (b) Attend an early EPSY 842 class to introduce yourself.
- (c) Meet weekly with the faculty instructor to go over the consultation process you are engaging in with your consultees. Some faculty instructors may require recording of consultation sessions.
- (d) Read any readings assigned to you by the EPSY 842 instructor.

### **LICENSURE OF DOCTORAL STUDENTS AT THE MASTERS LEVEL**

Because of prior training and experience, doctoral students who meet the requirements for licensure as a Licensed Professional Counselor or as a Licensed Master's Level Psychotherapist are encouraged to apply for the appropriate license. In addition, students who have been awarded the master's degree and taken other specified coursework may be eligible to apply for licensure in

Kansas as a Temporary Licensed Professional Counselor or as a Temporary Licensed Master's Level Psychotherapist. However, as of this writing, the BSRB is suggesting that students NOT apply for a temporary LPC license, as it could become a problem for them after graduation, since temporary licenses are not renewable, and it may take longer to complete all of the post-graduation requirements necessary to be eligible for full licensure. The Kansas Behavioral Sciences Regulatory Board (KSBSRB) oversees all such licenses in Kansas, and they have a very good website (<http://ksbsrb.ks.gov>)

### **THE ELECTIVE BLOCK**

The doctoral program has an elective block requirement. These are to be *regularly scheduled courses* (and may include 896 and 998 seminars), taken at KU, thus the requirement cannot be fulfilled using field experiences, college teaching experience\*, independent study, etc. A *research* elective is NOT required--but is encouraged (and may be expected by advisors), keeping in mind that students are expected to have the research competencies necessary to successfully complete the dissertation.

\*There is an exception for those doc students who have already completed their EPSY 996 requirement but who wish to gain further classroom teaching experience in a course other than Beginning Practicum. In such instances, the student can enroll in EPSY 995 Field Experience in College Teaching, or EPSY 996 College Teaching Experience, and can use up to 3 hours of such an enrollment toward the elective block.

### **DOCTORAL RESEARCH PRACTICUM**

The Counseling Psychology Doctoral Program adheres to the scientist-practitioner model of professional training, emphasizing both research and applied counseling skills. With regard to research skill development, students are required to complete three (3) credit hours of EPSY 901: Research Practicum. One goal of EPSY 901 is to aid in the development of student research projects that may result in professional presentations, journal publications, and the doctoral dissertation.

Research Practicum enrollment must occur over at least two consecutive semesters and must be completed within the student's first two years in the program (three years for students entering the program with a bachelor's degree).

In addition to enrolling in three total hours of EPSY 901, the student must complete a research "product". During the research practicum, the student works with a faculty member (possibly with other students) on a research project that involves the collection and analysis of data and leads to a product. The data collection and analysis may be quantitative or qualitative in nature. Literature reviews, position or conceptual papers, or other non-data-derived projects are not acceptable for fulfilling this particular research requirement.

Satisfactory completion of the product can be demonstrated through one of several means:

1. Receipt of a review of the product from a professional journal's editor.
2. Presentation of the product at a national, regional, or local convention or conference.
3. Presentation of the product at a departmental colloquium.

It is the student's responsibility to seek out faculty members with whom the student shares research interests and with whom they would like to work. The supervising faculty member determines what level of participation on a particular product will warrant credit for satisfying this requirement, and this will be clarified as early in the research process as possible. Research activity expectations with regard to author listing (first, second, etc.) should be made explicit at that time as well. A student need not be first author of a product in order to have it satisfy this requirement, though that will often be the case.

In order to ensure that students enrolled in EPSY 901 are appropriately engaged in the research process, the supervising faculty member will provide ongoing (at least once each semester) evaluative feedback to students with whom they work.

Noncompliance with research activity expectations will result in a grade of Incomplete until such time as the research activity expectations have been duly met.

NOTE: The research practicum is a formal part of the doctoral research core requirement and therefore must be completed (as evidenced by the grading of all three hours of the practicum experience, and thus the completion of the research product) prior to taking comprehensive exams. Enrollments prior to completion of the product will be graded P for Progress, and when the product is completed, the assigned grade will be a letter grade (A through F). If the product is completed after the assignment of P in the final semester of 901, the faculty member will execute a Change of Grade from P to a letter grade, which signifies the completion of the product.

## **DOCTORAL COMPREHENSIVE EXAMINATION POLICIES AND PROCEDURES**

1. Doctoral comprehensive examinations (“comps”) are administered by the Comprehensive Examination Committee (CEC), composed of two or three program faculty members. The CEC is responsible for writing the common sections of the test, approving an examinee's choice of a Specialty Area, collecting any Specialty Area questions from examinees' advisors, and submitting all to the faculty for final approval. It is expected that the committee will rely heavily on the expertise of the entire faculty in drawing up the exam, although not all faculty members will submit questions each semester.
2. The content of the examination is drawn from the entire body of psychological knowledge for which students are responsible in the program. That is, questions are also written over the domains covered in coursework offered in the Department of Educational Psychology and the Department of Psychology.
3. The examination consists of four sections: (1) Theory, (2) Research, (3) Professional Applications, and (4) a Specialty Area unique to the examinee. Each of the first three sections consists of three essay questions, while the Specialty Area has two options as described below. For each administration at which they write, the examinee must write all sections of the exam that they have not yet passed, e.g., they may not choose to take only the first two sections during their first attempt.

4. The written Doctoral Comprehensive Examination is offered twice each academic year, on Thursday and Friday of the first week of classes in the fall, and on Thursday and Friday in the first week of February.
5. Students wishing to take any portion of the exam must register using the CPSY Doctoral Comprehensive Examination Registration Form at [CPSY Program-Related Forms \(http://epsy.soe.ku.edu/documents-and-resources\)](http://epsy.soe.ku.edu/documents-and-resources) at least four weeks prior to the date set for the exam. On this form, students notify the Training Director of their intent to take the exam, what their Specialty Area is proposed to be, and which option they choose for the Oral Comprehensive Exam. At the same time, the student's Advisor should file the proper Progress-To-Degree form listing the student's five-person Oral Exam committee, as detailed below.
6. To be eligible to sit for the comprehensive exam, you must have completed the majority of the required program coursework and meet all other school and university eligibility requirements. There may be no more than two courses (6 credit hours) of uncompleted coursework in regularly scheduled courses required in the graduate program or plan of study at the time of the exam, and no grades of Incomplete or WG may be pending. The required college teaching/practicum supervision (EPSY 996) experience must be completed prior to or during the academic year in which comps are taken. Electives courses are not at issue, as they may be taken any time before or after the comprehensive exam. When sitting for the exam, students are responsible for required coursework, even if they have not yet taken all required courses. Check with your advisor to ensure your eligibility to sit for the exam and be sure that your advisor has the EPSY office submit the appropriate Progress-to-Degree form (PtD) at least one month prior to the exam. The SOE Graduate Office must certify that you are eligible to sit for the exam.  
**\*\*PLEASE NOTE THAT THIS ITEM WILL BE CHANGED DURING THE 2016 FALL SEMESTER, AS IT IS OUT OF COMPLIANCE WITH UNIVERSITY POLICIES. STUDENTS EXPECTING TO TAKE COMPS IN THE SPRING OF 2017 OR THEREAFTER MAY BE ABLE TO PETITION AND STILL BE ALLOWED TO SIT FOR THE EXAM UNDER THIS VERSION OF THE POLICY. STUDENTS BEGINNING IN 2016 MAY BE BOUND BY A POLICY THAT DOES NOT ALLOW ANY REQUIRED COURSEWORK TO BE TAKEN AFTER THE EXAM SEMESTER.**
7. For the Specialty Area, students have two options, either of which requires the approval by the CEC of a Specialty Area. In general, approved areas will come from the areas represented by one of the Sections or Special Interest Groups within Division 17 as listed below (and updated on the APA Division 17 website). It is possible that a student might receive approval for an area, clearly within the domain of Counseling Psychology, represented by one of the other Division titles within APA. One month prior to the exam, the student will declare their proposed Specialty Area to the Director of Training on the CPSY Doctoral Comprehensive Examination Registration Form.

**Option 1: THREE SPECIALTY AREA QUESTIONS OVER THEORY, RESEARCH, AND PROFESSIONAL APPLICATIONS.** The questions for the student's Specialty Area are to be



prepared by the advisor after he or she has read the registration form and spoken with the student to determine the scope of the student's area. Although the advisor is ultimately responsible for submitting the three specialty questions to the CEC, he or she should feel free to consult with faculty members from other areas within and outside the department in pulling together the questions. It should be noted, however, that all answers will be read solely by the faculty in the Counseling Psychology program. Questions from the Specialty Area are generally distributed across the three areas of theory, research, and professional applications.

**Option 2: REVIEW AND METHODS PAPER.** The student will write an article-length review of the literature and method sections of a proposed study in the Specialty Area. The review should be 5-7 pages, and the method should be 5-7 pages, yielding a document that is 10-14 pages long (before references are added), double spaced, 1 inch margins around, 12-pt Times New Roman font. The format should follow APA style for an empirical study that might appear in the Journal of Counseling Psychology. This is to be turned in the morning of the first day of written comps, and will replace the last afternoon of written comps. The Specialty Area, while meant to be broad, must be approved by the student's advisor and the CEC as meeting that definition. There is no stipulation that the paper be written at any specific time, only that it is to be turned in on the first morning of comps. While it is understood that the student may consult with faculty and other experts regarding what best constitutes the area for review or the best methods for studying a specific research question, there is a clear expectation that the paper will be written independently.

8. List of Current Division 17 Sections and SIGs

Adoption Research and Practice  
 Advancement of Women  
 Couples and Families  
 Ethnic & Racial Diversity  
 Health Psychology  
 Hypnosis  
 Independent Practice  
 International  
 Lesbian, Gay, Bisexual & Transgender Issues  
 Military Issues in Counseling Psychology  
 Older Adults and Aging  
 Organizational Counseling Psychology  
 Positive Psychology  
 Prevention  
 Religious and Spiritual Issues in Counseling Psychology  
 Rural Practice and Scholarship  
 Supervision & Training  
 University Counseling Centers  
 Vocational Psychology

9. Administration of the exam: The questions in each of the sections are offered as a group, with the Research section being offered on the morning of the first day of the examination, the Professional Applications section being offered on the afternoon of the first day of the examination, the Theory section offered on the morning of the second day of the examination, and the Specialty Area offered on the afternoon of the second day of the examination (for those choosing Option 1 above). This order can be altered if all examinees agree. For each section, examinees are offered only three questions, each of which must be answered.

### EVALUATION OF THE EXAM

10. Students' answers will be distributed proportionally among the Counseling Psychology faculty for evaluation. While it is recognized that not all faculty will be “experts” in each area covered by the questions, it is also recognized that this is not a specialty examination. Examinees are expected to perform at the level of the generalist, not the specialist, in each area. At the same time, faculty members have the opportunity and responsibility to serve as readers for questions for which the content is familiar to them.
11. A “Pass” on the examination requires a Pass on all four sections (Theory, Research, Professional Applications, and Specialty Area).
12. Failure of any section(s) will necessitate the retaking of the failed section(s).
13. A Pass on any section consists of passing two of the three questions from the section.
14. A Pass on any question consists of a Pass from at least two of the three readers for that question. (See Appendix for comprehensive examination evaluation standards.)
15. A Pass on Option 2 of the Specialty Area consists of an overall rating of Pass from two of the three readers of the paper.
20. A student who fails all or part of the written examination must continue in further attempts bound by the procedures in effect at the time they first took any part of the examination.
16. For each of the first three areas, there should be one question which has some consistency from one administration to the next as outlined below.

#### Theory

There should always be one question calling for the examinee to describe, examine, critique, or justify some aspect(s) of his or her own theory of counseling. The question may also ask the examinee to compare their theory to another theory, or to apply their theory, etc. The constant part is the requirement that the examinees discuss some aspect(s) of their own theory.

### Research

There should always be a question calling for the examinee to outline the design for a research study. The specifics of the question may vary, but the constant is that examinees are called on to design a study.

### Professional Applications

There should always be a question calling for examinees to conceptualize a case that is presented to them. The case changes with each administration, but the constant is that examinees are called on to do a case conceptualization.

## THE ORAL COMPREHENSIVE EXAMINATION

17. The Oral Examination allows for the examinee to be questioned over the entire body of psychological knowledge for which students are responsible in this program. Each student must choose one of the two options available for the oral comprehensive examination. In any given offering of the exam, there may be students who choose Option A, and others who choose Option B. Students must commit to their choice when they submit the CPSY Doctoral Comprehensive Examination Registration Form, at least four weeks prior to the date set for the written comprehensive exam. Each option is meant only to be a springboard into the examination. The entire breadth of content covered in the doctoral program is fair game for queries from the committee.

### Option A:

As a springboard into the examination, each of the examinees is given (at or before the time they receive a “Pass” over the full written examination) three questions, one of which will be used to begin the oral examination. All examinees choosing Option A for a given administration period receive the same three questions. The student's prepared response to the question should not be lengthy, as the committee's role is to question the student, not listen to a presentation. After this first question has been addressed by the student, exam committee members are free to use or ignore the remainder of the prepared questions. The questions, both those submitted and those that follow during the oral examination, should be constrained only by the boundaries of the program itself.

### Option B:

At the beginning of the oral exam, the examinee will hand out to the members of the examining committee, a brief case conceptualization. This case conceptualization will follow the format outlined below, and should be two to four pages in length. The case conceptualization should be focused on a client that the examinee has worked with in a therapeutic setting during a practicum experience, completely redacted to remove any identifying information. (To ensure redaction, the student must submit the case to the Comprehensive Exam Committee Chair prior to distribution of the case). The examinee will be given 10-15 minutes to present the relevant information about the case to the committee, and will then be expected to answer questions based on the case.

These questions will be posed by the committee and are constrained only by the boundaries of the program itself, using the details of the case as a jumping off point. The Revised Competency Benchmarks in Professional Psychology (APA, 2013) are particularly relevant to how this oral exam option relates to the broader set of competencies. Sample questions are available below, and cover the broad areas of theory, research, and applications, multiculturalism, ethical decision making, theories of counseling, assessment, treatment planning, vocational psychology, research design, and empirically supported treatment, among others.

### Case Conceptualization Format for Option B

The following provides a general outline for preparing a counseling case conceptualization. Not all of the information may be pertinent to, or available for, a particular case, and the information relevant to the various sections of the case conceptualization will vary depending on the theoretical perspective or orientation brought to bear on the case by the counselor. Although a given client may describe the presenting problem in a particular way, how the counselor understands or conceptualizes that presenting problem (e.g., from a behavioral, cognitive, psychodynamic, or interpersonal orientation) will influence (a) the counselor's description of the problem, (b) the relevant history, (c) the client's interpersonal style, (d) the relevance or significance of environmental, cognitive, emotional, and behavioral factors, and (e) the counselor's proposed treatment plan.

1. Identifying Data: The section includes all relevant demographic information.
 

(a) age	(f) living situation
(b) sex and gender	(g) manner of dress
(c) race / ethnicity	(h) physical appearance
(d) sexual orientation / marital status	(i) general self-presentation
(e) vocational status	(j) context in which the client came to see you
  
2. Presenting Problem: This section includes a listing of the problem areas, from the client's perspective, noting particularly the client's view of their order of importance. Consider:
  - (a) Was there a precipitating set of circumstances?
  - (b) How long has the problem persisted?
  - (c) Has this problem occurred before? What were the circumstances at the time?
  - (d) To what does the client attribute the cause of the problem?
  - (e) What has the client already tried to resolve the problem? In what way(s) has this proven to be effective and ineffective?
  
3. Strengths: Describe strengths identified by the client and others, as well as strengths you can identify.
  
4. Environmental Factors:
  - (a) Elements in the environment which function as stressors to the client, both those centrally related to the problems and more peripheral stressors.

(b) Elements in the environment which function as support for the client: friends, family, living accommodations, recreational activities, financial situation.

5. Relevant History: This section will vary in comprehensiveness according to length of treatment, and will vary in focus according to theoretical orientation and specific nature of the case.

6. Interpersonal Style: This section should include a description of the client's orientation toward others in their environment and should include:

- (a) The overall posture the client typically takes toward others
- (b) The client's interpersonal orientation toward the counselor?

7. Personality Dynamics:

- (a) Cognitive factors such as intelligence, insight, judgment
- (b) Emotional factors
- (c) Behavioral factors

8. Diagnostic Possibilities: Describe your thinking around diagnosis, outlining some of the possibilities you considered initially, and any eventual diagnosis.

9. Counselor's Conceptualization of the Case: Include a summary of your view of the case from your particular theoretical perspective. What are the common themes? What ties it all together? This is a synthesis of all of the above data and the essence of the conceptualization. It is your "model" of the client: why they function this particular way, how they got to be the way they are, what is maintaining their behavior, and ways that counseling might address reasonable goals.

10. Treatment Plan: Based on the above information, describe the plan you would/did follow to in this case--as you have conceptualized it. In describing your plan, consider (a) your therapeutic relationship with the client, (b) interventions, change strategies, and between-session assignments, and (c) how you will/did evaluate client change and the effectiveness of your counseling.

### **Sample Questions for Option B Case Presentation for Oral Comprehensive Exam**

#### **THEORY**

- Pick a theoretical orientation you did NOT apply with this case. How might the application of that theoretical orientation have changed how you worked with this client?
- Why did you pick this particular theory to conceptualize this client? Why did you not pick another theory?
- What information remains unexplained by your choice? Knowing this, what other perspectives might be helpful?
- How has client's relationship to work shaped their experience with the presenting problem?
- Pick a vocational theory to conceptualize this client's relationship to work.

- Pick a developmental framework from which to understand this client's worldview and development.
- Outline your theoretical model for how people change. How does client fit with or deviate from this model?

### RESEARCH

- Design a study to determine whether you're being effective with this client.
- Design a randomized-controlled trial for this particular presenting problem.
- What are the limits to RCTs within the framework of scientific study?
- How do you balance rigor and relevance in clinical research?
- Discuss some of the challenges inherent to research in the setting from which this case is taken.
- What research could others do that would have helped to inform your practice with this client.

### PRACTICE

- What are some of the evidence-based treatments for this problem? Why or why not are you implementing these?
- What has your risk assessment looked like with this client? What was your response to that?
- What resources have you utilized in working with this client, and why?
- How might you introduce the idea of a therapy group to the client?
- What role could you see this client adopting within the context of a psychotherapeutic group? How might the group experience be helpful for your work with this client regardless of whether or not this modality was implemented in treatment?

### ETHICS

- What ethical considerations were present with this client? (think small, too – e.g., documenting progress, scheduling, keeping confidentiality, etc.)
- If this client tried to add you on Facebook, what would it look like for you? How would you respond? How would you address this with the client?
- What if you got a call at 2:00 a.m. from this client? What if this client invites you to attend his/her son's birthday party? What would you do?
- Example: this client is having unprotected sex with knowledge that they have HIV/AIDS. What do you do?
- If you wanted to use this client as a case study, what steps might you need to consider when disseminating your findings?

### SUPERVISION

- If you were supervising a person with this client, what kind of questions would you ask? How would help them conceptualize work
- What are your weaknesses in working with this client? What have you learned about yourself? Where do you need to grow as a clinician?
- Example scenario: Your supervisor continues to miss supervision meetings with you to discuss client. How would you respond?
- How have you approached individual or group supervision for this client?

- Pick a model of supervision and describe how the supervision you have received on this case fits with or deviates from this model.
- Have you sought out supervision for this case outside of any pre-designated time? If so, what contributed to your decision to do so, and what was your process for this?

#### MULTICULTURAL COMPETENCE

- In what stage of identity development do you find yourself at this time?
- How might your own cultural identity development impact your work with this client?
- How might you approach a client who seems very similar to you in experience or beliefs? What do you need to keep in mind and how do you understand what is your perspective versus the experience of your client?
- What are relevant diversity characteristics for this client and how have you incorporated that into your treatment plan?

#### ASSESSMENT

- What is your process in evaluating work with a client? What are important factors to consider within the context of your site? What might it look like ideally with any resource at the disposal of the profession?
- What kind of assessments would you want to use with this client? What cultural issues might you run into with those assessments and this client?
- If you have done an assessment with this client, how did you choose it, interpret results, and use it in therapy?
- What are the results of the psychometric research on this chosen assessment?

#### SYNTHESIS QUESTIONS

- If you're using X theory/techniques with this client, what would be the potential pitfalls, things to look out for when considering this particular client's needs, concerns, demographics? How would you design a study to include, build upon these considerations? What are ethical considerations?
- How have you approached this client from multiple perspectives and in a multi-dimensional way? How are you positioned as a piece of the "multi-system" process? Where are there continued opportunities to further understand the evolution of this client's life? (We're trying to get at some humility and curiosity around the messiness of the work. A demonstration of the student's ability to think through this...ability to be flexible, hold the answers lightly.)
- What are the cultural implications of a given theoretical approach?

18. Doctoral Oral Comprehensive Examination Committee: A student's oral exam committee consists of 5 persons. The composition of the committee must conform to the following:
  - (a) Three Regular graduate faculty members from EPSY,
  - (b) One Regular graduate faculty member from any KU department outside EPSY (referred to as the "Graduate Studies Representative")
  - (c) No more than one "non-Regular" (i.e. Special or Ad Hoc) graduate faculty member.
  - (d) Among these, there must be 3 faculty members from the CPSY program.
  - (e) The chair of the committee must hold Dissertation Chairing status.

Note:

Regular graduate faculty are tenured or tenure-track faculty at KU.

Special graduate faculty are not tenure-track, but teach at KU (Hensley, Mikinski, Rasmussen)

Ad Hoc graduate faculty are non-KU persons with a doctorate, appointed for a specific committee.

Graduate Faculty status can be confirmed online by your advisor at the [Graduate Faculty Database](#). The Progress-To-Degree form for the comprehensive exam should be submitted at least one month prior to the written portion, in part to ensure the correct makeup of the committee, and in part to ensure the student's eligibility to sit for the examination.

19. After successful passage of the written examination, an attempt on the oral examination must be made during the same semester (as specified by the School of Education). Failure to make such an attempt during that semester is considered a failed oral examination attempt, and any such failure by forfeiture necessitates an attempt during the next regularly scheduled comprehensive examination period.
20. After a Failed oral examination, the student must wait at least 90 days before they can repeat the oral exam.
21. Students are not permitted to keep their written answers after the exam and evaluation forms have been reviewed by the student. Written exams are retained by the department for one year and then destroyed.
22. Dissertation credits may be accrued during the semester of the comprehensive exam. If the exam is not passed, the dissertation hours do not count toward the required minimum post comprehensive enrollment (see below).
23. Separation of comprehensive exam and dissertation proposal meeting: At least one week must transpire between a student's oral comprehensive exam and dissertation proposal meeting.

Post Comprehensive Enrollment: The KU Graduate School requires that doctoral students be continuously enrolled each semester after they have passed their comprehensive oral examination until they graduate. Until a total of 18 post-comprehensive credits have been accrued, the minimum number of hours of enrollment is six (6) per semester and three (3) per summer session (Note: These 6 and 3 hour enrollments need not be dissertation hours.)

In addition to and in the context of the Graduate Studies policy outlined above, the EPSY Department policy is that students must be enrolled in a minimum of 3 hours of EPSY 999 in the first and last semesters of the dissertation period (typically the semester they *propose* the dissertation, and the semester they *defend* the dissertation).

After 18 hours of post-comprehensive enrollment have been accrued, the student should be enrolled at a level that reflects the resources they are using, most notably faculty time as in



the case of reading drafts and giving feedback on the dissertation. [NOTE: Because post-comprehensive enrollments must adhere to the 6/6/3 rule, if a student is enrolled in fewer than 6 hours the semester they pass comps, they should consider ADDING additional credits to raise their enrollment to 6, to allow that semester to count as their first installment of post-comprehensive enrollment hours. In most cases those hours would be additional EPSY 999 credits, but that is not a requirement. **Any such adding to an enrollment must take place before Stop Day.**

When the student is on internship and still working on the dissertation, the six hour enrollment should be made up of one hour of EPSY 990 (Internship) and five additional hours—usually of EPSY 999 (Dissertation). Once the dissertation has been successfully defended and electronically submitted, no further dissertation enrollment is required, so a student on internship who has completed the dissertation would typically only enroll for one hour of Internship fall, spring, and summer. **In that case (when a student successfully defends and submits the dissertation before they start internship, or while on internship), the student should have the Director of Training petition the KU Office of Graduate Studies for an exception.** The Office of Graduate Studies has agreed to allow students in this situation to be considered exempt from any further post-comprehensive enrollments other than the 1 hour per term enrollment in EPSY 990 Internship (even though they have not technically satisfied the 18 hour minimum - a bonus for early completion).

#### When To Take Comprehensive Exams Relative to Internship Application

**Students are required to complete their comprehensive exams no later than November 1 of the fall they intend to apply for internship, and earlier if they are applying to sites with an application deadline earlier than November 1.** Each internship site asks for a statement of readiness from the program Training Director. In a letter to the internship site, the Training Director is specifically asked to comment on the status of the student's comprehensive exams. Sites generally are unwilling to consider anyone who has not finished all requirements prior to the February notification date, and in most cases prior to the internship application deadline, thus our deadline of November 1. In addition, more and more sites are requiring that a dissertation proposal be completed and accepted before beginning the internship, and **it is the expectation of the program faculty that students will have a dissertation proposal approved before any internship applications are submitted.**

#### Suggestions For Review In Preparation For Comprehensive Exam

##### History of Counseling Psychology

Be able to distinguish Counseling Psychology from other specialty areas

Know key names and events

Future of Counseling Psychology

##### Counseling Theories and Techniques

Personality

Individual Counseling/Psychotherapy

Group Counseling/Psychotherapy  
Career Counseling / Vocational Psychology  
Family/Couple Counseling  
Supervision/Consultation  
Ethnic & Racial Diversity Issues  
Women's Issues  
Outcome Research  
Process Research

Assessment

Familiarity with test manual information  
Critique an assortment of tests  
Test interpretation  
Test construction  
Psychodiagnostic assessment

Professional Legal/Ethical Concerns

Professional Organizations – APA, APS, ACA, AERA, etc.  
Current Professional Trends and Issues  
Review professional newspapers, newsletters, journals, etc.  
Knowledge of Ethical Standards and Code of Conduct for Psychologists  
Knowledge of Kansas licensing requirements for psychologists, and the administrative rules and regulations governing the practice of psychology  
Knowledge of relevant professional practice guidelines and standards of practice

Research

Evaluate a Study  
Design a Study  
Experimental Design  
Statistical Analyses

Physiological Psychology

Psychology of Human Development

Practical Application

Given a case study, students should be able to (a) identify problem areas and goals, (b) present a plan of action to reach goals, (c) present and discuss their rationale for the choice of theoretical orientation and techniques used, (d) present a method and rationale for process and outcome evaluation, etc.

Psychopathology

DSM and other diagnostic systems

Specialty Area

Developed and identified in conjunction with doctoral advisor.

## Scoring Guide for Written Comprehensive Exams

### SCORE 6-OUTSTANDING

A 6 answer presents a cogent, well-articulated analysis of the complexities of the issue(s) presented in the question. A typical answer in this category

- develops a position with insightful reasons and persuasive examples, using relevant literature
- sustains a well-focused, well-organized discussion
- expresses ideas clearly and precisely

### SCORE 5-STRONG

A 5 answer presents a well-developed analysis of the complexities of the issue(s) and an understanding of the area. A typical answer in this category

- develops a position on the issue with good reasons and/or examples from the current literature
- is focused and generally well organized
- expresses ideas clearly and well

### SCORE 4-ADEQUATE

A 4 question presents a competent analysis of the issue and demonstrates adequate knowledge of the subject matter. A typical answer in this category

- develops a position on the issue with relevant reasons and/or examples from the literature
- is adequately organized
- expresses ideas clearly

### SCORE 3-LIMITED

A 3 answer demonstrates some competence in its analysis of the issue but is plainly flawed. Knowledge of the subject matter is limited. A typical answer in this category exhibits one or more of the following characteristics:

- is vague or limited in developing a position on the issue
- is weak in the use of relevant reasons or examples
- is poorly focused and/or poorly organized
- has problems expressing ideas clearly
- contains occasional errors of fact or finding

### SCORE 2-SERIOUSLY FLAWED

A 2 answer demonstrates serious weaknesses in analytical thinking. A typical answer in this category exhibits one or more of the following characteristics:

- is unclear or seriously limited in developing a position on the issue
- provides few, if any, relevant reasons or examples
- is unfocused and/or disorganized
- contains numerous and/or serious errors of fact or in use of terminology

### SCORE 1-FUNDAMENTALLY DEFICIENT

A 1 answer demonstrates fundamental deficiencies in analytical thinking and knowledge base, and provides little evidence of the ability to develop or organize a coherent response to the question.

### SCORE 0

Off-topic, or merely restates the topic or question.

Scoring Guide: Perspectives on an Issue

**SCORE 6-OUTSTANDING**

Demonstrates a cogent, well-articulated critique of the argument and mastery of the subject matter.

A typical answer in this category

- clearly identifies important features of the argument and analyzes them insightfully
- develops ideas cogently, organizes them logically, and connects them with clear transitions
- effectively supports the main points of the critique using relevant current literature
- demonstrates solid understanding of the subject matter

**SCORE 5-STRONG**

Demonstrates a well-developed critique of the argument and a good knowledge of the subject matter.

A typical answer in this category

- clearly identifies important features of the argument and analyzes them in a generally thoughtful way
- develops ideas clearly, organizes them logically, and connects them with appropriate transitions
- demonstrates knowledge of the subject matter

**SCORE 4-ADEQUATE**

Demonstrates a competent critique and demonstrates adequate control of the elements of writing.

A typical answer in this category

- identifies and analyzes important features of the argument
- develops and organizes ideas satisfactorily but may not connect them with transitions
- supports the main points of the critique with relevant literature
- demonstrates sufficient knowledge of the subject matter to convey ideas

**SCORE 3-LIMITED**

Demonstrates some competence in analysis of the issue and in elements of writing but is plainly flawed.

A typical answer in this category exhibits one or more of the following characteristics:

- does not identify or analyze most of the important features of the argument
- mainly analyzes tangential or irrelevant matters, or reasons poorly
- offers support of little relevance and value for points of the critique
- contains occasional errors of fact or reasoning

**SCORE 2-SERIOUSLY FLAWED**

Demonstrates serious weaknesses in analytical writing skills.

A typical answer in this category exhibits one or more of the following characteristics:

- does not present a critique based on logical analysis, but instead presents the writer's views on the subject
- provides little, if any, relevant or reasonable support
- contains numerous and/or serious errors of fact or reasoning

SCORE 1-FUNDAMENTALLY DEFICIENT

Demonstrates fundamental deficiencies in analytical writing skills.

A typical answer in this category exhibits more than one of the following characteristics:

- provides little evidence of the ability to understand and analyze the argument
- provides little evidence of the ability to develop an organized response
- has severe and pervasive errors of fact or reasoning

SCORE 0 - off-topic or merely restates the topic

## DOCTORAL DISSERTATION

Students are strongly encouraged to begin thinking about dissertation ideas, selection of the committee, and drafting their proposal prior to taking comprehensive exams. While the formal proposal meeting cannot be held until the student has passed the comprehensive exams, this procedure should not prohibit work toward the proposal until the exams are completed.

### Dissertation Proposal Committee Structure

After completing both oral and written comprehensive exams, the student is ready to choose a three-person dissertation committee as agreed upon by the student and the advisor. In addition to the advisor (who will have Regular graduate faculty status), at least 1 other member of the committee must have Regular graduate faculty status (not Ad Hoc graduate faculty status, and not Special graduate faculty status). The third member can have any graduate faculty status at KU. In addition to the advisor, at least 1 other member of the proposal committee must be in the EPSY Department.

1. Chair (CPSY faculty member, Regular graduate faculty status)
2. Another EPSY Regular graduate faculty member (e.g. REMS methodologist or another CPSY Regular faculty member)
3. Other graduate faculty member (may be Regular, Special, or Ad Hoc; in EPSY or not)

#### Note:

Regular graduate faculty are tenured or tenure-track faculty at KU.

Special graduate faculty are not tenure-track, but teach at KU (Hensley, Mikinski, Rasmussen)

Ad Hoc graduate faculty are non-KU persons with a doctorate appointed for a specific committee.

Graduate Faculty status can be confirmed by your advisor at the [Graduate Faculty Database](#).

### Dissertation Proposal

The proposal should consist of (a) a statement of the research problem/issue to be addressed, (b) the research questions being asked, (c) a summary of the literature to be used to support and justify the study and its methodology, (d) any hypotheses to be tested, and (e) the methods and procedures (including the statistical analyses) that will be used in the proposed study. This should constitute a not-too-rough draft of the final version to be included in the dissertation. In other words, it is expected that the literature review will be sufficiently complete (detailed and critical) to support and justify the research question and the methodology. At the proposal meeting, a critical examination of the proposed research is conducted. Any changes recommended by the committee must be incorporated into the proposal.

Once a dissertation proposal has been accepted by the 3-person committee, the advisor should submit the **title page of the proposal, that includes signatures** of the three committee members, along with an **electronic copy of the proposal**, to the School of Education Associate Dean for Graduate Studies support staff, currently Kim Huggett at [khuggett@ku.edu](mailto:khuggett@ku.edu).

### Dissertation Oral Defense Committee

A student's dissertation oral exam committee shall consist of 5 persons. The composition of the committee must conform to the following:

- (a) three Regular graduate faculty members from EPSY,
- (b) one Regular graduate faculty member from any KU department outside EPSY (referred to as the "Graduate Studies Representative")
- (c) no more than one "non-regular" (i.e. Special or Ad Hoc) graduate faculty member.
- (d) among these, there must be 3 faculty members from the CPSY program.
- (e) the chair of the committee must hold Dissertation Chairing status

Note:

Regular graduate faculty are tenured or tenure-track faculty at KU.

Special graduate faculty are not tenure-track, but teach at KU (Hensley, Mikinski, Rasmussen)

Ad Hoc graduate faculty are non-KU persons with a doctorate appointed for a specific committee.

Graduate Faculty status can be confirmed online by your advisor at the [Graduate Faculty Database](#). Students do not have access to this database.

The dissertation defense is open to the public, and students are encouraged to attend their colleagues' defenses to gain experience or knowledge of the process. A copy of the final dissertation should be distributed to all examination committee members at least two weeks prior to the oral defense. Also occurring one month prior to the defense, the advisor and EPSY office support staff must file a Progress-to-Degree form, which notifies the School of Education to send out the appropriate notice of the defense, and allows a final check on the student's eligibility to defend, and a check on the makeup of the committee.

In conducting the oral defense, the chairperson of the dissertation committee convenes the examination by introducing the candidate, summarizing the student's background, and indicating the format of the procedures to be followed. In general, the candidate will give a short overview of the project, findings, etc., after which the candidate is then questioned by members of the committee in a way that requires a genuine defense of both the dissertation and its research procedures. All members of the committee will have read and thoroughly familiarized themselves with the dissertation before the examination, and copies of the document will be available for reference during the examination.

When ample opportunity has been given for questions, the candidate and any observers should be dismissed from the room while the committee deliberates and comes to a decision regarding the adequacy of the candidate's performance. Some faculty advisors excuse all observers immediately after the formal presentation and prior to questions from the committee. When a decision is reached, the candidate is informed and the committee chairperson notifies the Associate Dean for Graduate Programs & Research in the School of Education of the committee decision via a Progress-to-Degree form.

## Dissertation Format

The writing style and format for organization of the dissertation is described by the APA Publication manual, and [guidelines specific to KU](#) are available from the Office of Graduate Studies. Of special importance: The dissertation title page and acceptance page require very specific formatting. Please attend to the [guidelines for those pages](#), available from the Office of Graduate Studies, and bring two copies of each of these pages to the defense for signatures.

There are two acceptable structures for the dissertation.

- a. The traditional 5-chapter dissertation comprised of the following chapters:
  1. Introduction
  2. Review of the Literature
  3. Method
  4. Results
  5. Discussion
  
- b. The 2-chapter dissertation comprised of the following chapters:
  1. A review of the literature that could stand alone as a journal article
  2. A journal article-length manuscript of the study

A possible advantage to the 2-chapter structure is that once the student has successfully defended them (as a combination) at the oral examination, they would have two manuscripts ready for submission to journals for publication (pending changes required by the committee). For this option, each of the two manuscripts should have its own reference list. The entire dissertation document that gets submitted to Graduate Studies should include the 2 title pages (the specially formatted pages as described by Graduate Studies), an overall abstract that covers both manuscripts, a Table of Contents, any acknowledgements, the stand alone Review of the Literature chapter (which will have its own abstract page), the Study chapter (which will have its own abstract page), and any appendices (e.g., measures used in the study).

## Dissertation Copies

The dissertation must be submitted electronically in PDF format to ProQuest on or before the date specified by the Office of Graduate Studies. The [Graduate Studies for doctoral students page](#) has detailed information on everything you need to do when completing the dissertation, submitting it electronically, and submitting the correct forms to the Graduate Studies website and to the School of Education. The wording on the title page and submission page is critical, so please study it carefully. Occasionally students bring in a title page to their defense so that it can be signed (when all members are present), only to find they must rewrite the title page and get each member's signature at a later date. One bound copy of the dissertation is to be provided to the student's dissertation chairperson to be archived by the program.



### Survey of Earned Doctorate and Successful Submission via e-mail

Doctoral graduates must also complete the on-line Survey of Earned Doctorates. The survey can be found on this [Graduate Studies webpage](#). When they complete and submit the survey online, they will be taken to a successful submission page. The student will also receive a successful submission e-mail. The student is instructed to print the successful submission page or the e-mail message and turn it in to the School of Education office, along with their signed title and acceptance pages and the ETD release form (also on the ETD quick link).

### Deadline for Submission of Final Copy

Students must enroll during any semester in which they are engaged in work related to the dissertation. The only exception is that the first two weeks of classes of a term are considered part of the previous term for this purpose. In other words, if a student defends the dissertation, makes any necessary changes, and submits the final work to ProQuest (and the final forms to the School of Education office) during the first two weeks of a term (see graduate calendar for dates), they are not required to enroll for dissertation credit that term. If they do not turn in all the materials until week three, they DO need to enroll in at least one hour of dissertation credit for that term.

## Pre-DOCTORAL INTERNSHIP

**Students may not apply for internship until the dissertation proposal has been approved.**

This is in addition to other internship readiness program requirements, including: satisfactory completion of EPSY 949 (Advanced Practicum II), satisfactory completion of comprehensive exams (written and oral) and any coursework prerequisite to those exams, and the support of the program faculty.

There are annual updates in the way that internship application information is gathered and managed. As students approach the internship application stage of their program, they should subscribe to the APPIC Match-news listserv and familiarize themselves with APPIC policies. To subscribe to this e-mail list, simply send a blank e-mail to: [subscribe-match-news@lyris.appic.org](mailto:subscribe-match-news@lyris.appic.org).

There are also numerous listservs to join through APAGS. This website describes those:

<http://www.apa.org/apags/resources/listservs/index.aspx>

The APPIC website [www.appic.org ] provides considerable information regarding policies governing the internship application and interview process, and about the internship matching process and policies. Information about the APPIC Application for Psychology Internship (AAPI) can be found at this site.

The Counseling Psychology program is a member program of APPIC. However, students must themselves pay to subscribe to the APPIC Matching service. Students who entered the Match in 2015 paid \$110 plus an additional \$20 to access the online directory. In terms of the application process itself, the cost was \$50 for the first application plus \$25 for each additional application up to 15. Beyond 15, the price goes up again, but most students apply to 15 or fewer sites. These prices were for the 2014-2015 year, so check online for the most up to date costs.

Consistent with policies adopted by the Council of Counseling Psychology Training Programs, of which KU's program is a member, students must have completed all program requirements prerequisite to the internship prior to the deadline set annually by APPIC for applicants' submission of their internship rankings. Any student who has not completed the necessary program requirements cannot submit a rank ordering of internships or, in the case that a student may have already submitted his or her list, must withdraw that ranking prior to the deadline.

As noted above, and worthy of special attention, **students may not apply for internship until the dissertation proposal has been approved.** Failure to comply with this requirement jeopardizes other program applicants and is grounds for disciplinary action by the program.

When students are ready to apply for the Match, they must file the [Pre-Doctoral Internship Readiness Form](#) with the Director of Training.

### Policy on Internship Readiness

APPIC has come out with a statement on what students would ideally have prior to applying for internship. Our policy on the matter is below:

Consistent with our program training goals and objectives and the position of APPIC and the various training councils for training and education in professional psychology, students are expected to have met the following competencies before receiving the faculty endorsement of being ready for internship (before your first deadline for application to internship):

1. Satisfactory completion of all practicum requirements
2. Satisfactory completion of research practicum with an evaluated project (e.g., a presentation at a conference, a publication, or a grant proposal)
3. Satisfactory completion of comprehensive examinations
4. Having an approved and properly filed dissertation proposal
5. Satisfactory completion of all required coursework. Check with the Director of Training if you have any questions about courses that will not be complete by the time of your first application.
6. Having accumulated a minimum of 450 total hours of direct client contact and 100 hours of supervision. Of those 450 total hours, 300 must come from EPSY 948, EPSY 949, and Field Experiences taken as part of the doctoral program in CPSY at the University of Kansas. The 300 must be supervised (on-site or via enrollment) one hour per week by a psychologist licensed either in the jurisdiction where the site is located, or licensed in Kansas.
7. Having received Satisfactory annual evaluation ratings for all years in the program or having satisfactorily fulfilled any remediation plans and/or addressed any concerns raised by the faculty in any annual evaluation

### Enrollment in Internship Credits

1. Students are required to enroll in a total of 3 credits of EPSY 990: Internship in Counseling Psychology, 1 credit for fall, one for spring, and one for a summer. The summer enrollment can either be the first or the last enrollment, depending on the start date of the internship (which varies across sites).
2. If you have defended and turned in your dissertation, and your internship does not start until fall, you must enroll in at least 1 credit over the summer in order to stay continuously enrolled, a requirement of the Office of Graduate Studies, or you can take a Leave of Absence for the summer session.
3. You are required to be enrolled during the semester you are graduating, which typically will be the summer session. But if you have enrolled in internship the prior summer and fall, and are enrolled in only internship in the spring, the Director of Training can assign a grade of Incomplete for the spring semester, if you are completing your internship past the deadline for submission of spring grades.

## PREDOCTORAL INTERNSHIP APPLICATION AND SITE REQUIREMENTS

CPSY's predoctoral internship requirements incorporate the standards of three credentialing bodies, APA, APPIC (<http://www.appic.org/About-APPIC/Joining-APPIC/Members/Internship-Membership-Criteria>), and the National Register of Health Services Providers in Psychology (<http://www.nationalregister.org/apply/credentialing-requirements/>). Students must be able to meet the requirements at a given clinical site in order to complete their degree, obtain post-doctoral training positions, obtain licensure in psychology at the doctoral level and meet membership criteria for the National Register of Health Service Providers in Psychology and the American Psychological Association. Students are required to pursue sites that are accredited by American Psychological Association (APA). For a complete list of accredited sites, go to <http://www.apa.org/ed/accreditation/programs/internships-state.aspx>.

### Requirements for EPSY 990 Internship in Counseling Psychology

Students are required to seek internship training from an APA or a CPA (California Psychological Association) accredited internship site (for a complete list, go to <http://www.apa.org/ed/accreditation/programs/internships-state.aspx>). All applying students need to sign up and use National Matching Services (NMS) for an internship placement. Please note that APPIC member programs are not always APA or CPA accredited. If, due to circumstances, you are not able to secure an accredited site and wish to complete your internship training with a non APA or CPA accredited site, you need to submit a petition, along with detailed internship program information, to the faculty for review and approval. In the petition, please clearly state that you will accept full responsibility for pursuing a non APA or CPA accredited internship program, if approved by the faculty, and accept any possible consequences of this placement in the future. The faculty's approval of the site will be contingent upon the site meeting the following minimum requirements:

1. All interns on site must complete a formal 2000-hour internship for the purpose of training advanced students as professional psychologists.
2. The internship can be one year full-time or two years half-time.
3. The internship program must be an organized training program (with training needs as priority over revenue generation), comprised of a planned, programmed sequence of training activities.
4. The internship site must have two or more psychologists on the staff as supervisors, at least one of whom must be a licensed psychologist.
5. Internship supervision must be provided by a licensed psychologist on staff in the agency or by an affiliate who carries clinical responsibility for the cases being supervised.
6. There must be a minimum of two doctoral level psychology interns during the intern's training period.
7. At least 25% of the intern's time must be in direct client/patient contact (minimum 500 hours).
8. There must be an administrative structure that coordinates and directs the training activities and resources. This should include a Training Director who is licensed by the State Board of Psychology of the state in which the internship is located
9. A minimum of two hours per week of regularly scheduled, formal, face-to-face individual supervision must be provided, whether or not the internship is full or half-time.
10. There must be a minimum of two additional hours per week in learning activities such as:

case conferences, seminars dealing with clinical issues, co-therapy, group supervision, or additional individual supervision.

11. The intern must have a title of “psychology intern.”
12. It is highly desirable that the internship agency pays an intern stipend that is appropriate for the region.

In sum, it is the student’s responsibility to seek internship training with a quality program, either APA or CPA accredited or an “equivalent” site that meets all the requirements listed above. Additionally, the student takes full responsibility for any foreseeable or unforeseeable consequences this decision may have in the future. If a CPSY student represents the first intern at a site, it is expected that the site is planning to maintain an internship program in future years. Approval of non-APA internships is made only on a very limited basis and the CPSY internship criteria must be met by all sites.

**Internship is NOT simply supervised experience or on-the-job training.**

In the event that an internship site is **non-APA** accredited, the CPSY Training Director overseeing internship evaluates whether the site is designed to be in compliance with the above criteria. It is an additional requirement of such internships that an evaluation from the site supervisor be submitted half-way through the internship experience as well as at the completion of internship. Note that internship programs may use their own forms to evaluate interns.

**ALL** internship completion documentation must be submitted a minimum of 30 days prior to the expected date of graduation.

**Financial Considerations**

1. Completion of a minimum of 12 months of full time (or 24 months of half-time at the same site) internship must be clearly indicated on the transcript. To this end, the intern must register for internship, EPSY 990, *every* semester during which internship hours are being accumulated (Fall, Spring, & Summer (one credit each semester or term) and submit documentation of hours and supervision (initialed by supervisor) each semester.
2. Most internships pay a stipend. Students must secure faculty permission to accept internships that are offered without a stipend. The CPSY faculty are concerned about possible financial exploitation of students during internship, and the internship program must provide clear information regarding why a stipend cannot be offered.
3. Resident status during internship. Kansas resident status may be retained during the internship period. The CPSY program training director will work with the Office of Research and Graduate Studies and the Office of Student Financial Aid to assist with this.

Before beginning internship you are encouraged to apply to the National Psychologist Trainee Register (NPTR) created by the National Register of Health Service Providers in Psychology. You can apply online at <http://www.nationalregister.org/apply/doc-postdoc-2/>

**Upon Successful Completion of the Internship**

When you have completed the internship successfully, the Internship Training Director must send a letter informing the CPSY director of Training that you have done so.