HANDBOOK
OF THE
COUNSELING PSYCHOLOGY
PROGRAM

UNIVERSITY OF MARYLAND
COLLEGE PARK, MD
2019-2020

By signing this document, I agree to abide by program rules and requirements, as described herein. I understand that this Handbook functions as a guide for students regarding program requirements, however the requirements may change (and students must abide by these changes) if changes are required by the University of Maryland or the American Psychological Association.

Print Name: _____

Signature: _____

Date: _____

HANDBOOK FOR STUDENTS AND FACULTY
COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND
(REVISED 9.20.19)

TABLE OF CONTENTS

I. OVERVIEW OF THE PROGRAM

A. Welcome to our program 5
B. Nature of the program 5
C. Faculty 5
D. Qualifications of applicants and placements of graduates 6
E. Data regarding program completion, costs, internship placement, attrition, and licensure 7

II. PROGRAM OF STUDY

A. Curriculum and requirements: An overview 10
B. Required coursework 11
C. Policy on missing classes 12
D. Sample program plan 12
E. Exemption from courses 15
F. Continuous enrollment 15
G. Time limitation 15
H. Disclosure of personal information 15
I. Recording practicum/clinical hours 16
J. Advising and registration issues 18
K. Registration issues during internship 19
L. Winter term enrollment 20

III. BEYOND COURSEWORK: REQUIREMENTS AND EXPECTATIONS

A. Research opportunities 22
B. Guidelines for the master's thesis 22
C. Master's thesis completed prior to enrollment in program 25
D. Earning a master's degree 25
E. Externships 26
F. Comprehensive examinations and portfolio 29
G. Admission to candidacy 39
H. Dissertation 39
I. Nomination of thesis or dissertation committee 39
J. Internship 42
K. Petitions 45
L. Continuous registration/leave policies applicable to post-candidacy doctoral students 45
M. Policy for conducting counseling or research 46
N. Guidelines for documents with confidential information 46

O. Professional development 48
P. International student resources 48

IV. EVALUATION OF STUDENT'S ACADEMIC AND CLINICAL PROGRESS
A. Maintaining good academic standing 50
B. Leave of absence policy 51
C. Policy regarding termination of student status 51
D. Dismissal policies 54
E. Student grievance procedures....54
F. Use of evaluative data from training partners external to the program 55

V. ASPIRATIONAL MULTICULTURAL STATEMENT 56

VI FACULTY OF THE COUNSELING PSYCHOLOGY PROGRAM
A. Full-time faculty....58
B. Additional faculty....59
C. Adjunct faculty....62
D. Emeritus professors....62

VII. MISCELLANEOUS NOTES
A. Student representatives to faculty meeting 63
B. Student governance 63
C. Assistantship guide....63
D. Program rosters 63
E. Program facilities 63
F. Residency in the State of Maryland 64
G. Fretz Scientist-Practitioner Award 64
H. Scientist-Practitioner –Award for Social Justice Award 64

Appendix I: DESCRIPTION OF COUNSELING PSYCHOLOGY COURSES
A. PSYC 638 or EDCP 888 - Externship in Professional Psychology 65
B. PSYC or EDCP 680 - Basic Didactic-Practicum in Counseling Psychology 66
C. PSYC or EDCP 682 – Didactic-Practicum in Group Interventions 67
D. PSYC or EDCP 685 – Didactic-Practicum in Counseling Supervision....68
E. PSYC or EDCP 686 – Didactic-Practicum in Career Interventions 70
F. PSYC or EDCP 690 - Research in Counseling Psychology I 71
G. PSYC or EDCP 691 - Research in Counseling Psychology II 72
H. PSYC or EDCP 692 - Assessment in Counseling Psychology I 73
I. PSYC or EDCP 693 - Assessment in Counseling Psychology II 74
J. PSYC or EDCP 695–Ethical and Professional Issues in Counseling Psychology....75
K. PSYC or EDCP 697 – Multicultural Issues in Counseling Psychology 76
L. PSYC or EDCP 698 - Advanced Didactic-Practicum in Counseling Psychology 77
M. PSYC or EDCP 700 - Theories and Strategies of Counseling Psychology 78

Appendix II: FORMS FOR STUDENTS AND FACULTY IN THE COUNSELING PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF MARYLAND

A. Emergency contact form 80
B. Student folder checklist form 81
C. Selecting or changing an advisor form 83
D. Master's thesis evaluation form 84
E. Comprehensive exam grading form 85
F. Cumulative and annual report form - Students 86
G. Annual student evaluation form – Faculty 89
H. Supervisor assessment of practicum and externship student progress form 90
I. Approval of externship form.....92
J. Evaluation of externship/supervisor form.....93

Appendix III: SEXUAL HARRASSMENT GUIDELINES 95

Appendix IV: GUIDELINES FOR FACULTY ADVISORS 97

Appendix V: COUNSELING PSYCHOLOGY PROGRAM TIMELINE 99

Counseling Psychology Website: http://www.counselingpsychology.umd.edu

Our Ph.D. program in Counseling Psychology has been continuously accredited by the American Psychological Association (APA) since 1953. Inquiries about the accreditation status of the Counseling Psychology Program can be made to the APA's Committee on Accreditation (CoA):

American Psychological Association
Office of Program Consultation & Accreditation
750 First Street NE
Washington, DC 20002-4242
Phone: (202) 336-5979; Fax: (202) 336-5978
Email: apaaccred@apa.org; Website: http://www.apa.org/ed/accreditation/

I. OVERVIEW OF THE PROGRAM

A. WELCOME TO OUR PROGRAM

Welcome to the doctoral program in counseling psychology at the University of Maryland! We look forward to working with you during your education as a counseling psychologist and we are confident that you will make substantive contributions to our field in the years to come.

B. NATURE OF THE PROGRAM

Our counseling psychology program is administered collaboratively by the Department of Psychology (PSYC) and the Department of Counseling, Higher Education and Special Education (CHSE). The collaborative program is designed to enable students to become: (a) psychologists who are trained in general psychology as a behavioral science, (b) competent in conducting research on a wide variety of psychological problems, and (c) competent in providing effective counseling. At all levels, our curriculum provides an integration of general psychology, research participation, and counselor training. Candidates should note that there is a strong expectation throughout the program for students to be active in research. Those interested primarily in professional training, as opposed to scientist-practitioner training, should consider other graduate programs. Our program is approved by the American Psychological Association (APA); graduates of the program are eligible for certification and licensing examinations for psychologists.

In most respects, students have the same experience regardless of departmental affiliation. Students take virtually all of their courses together, and receive the same high quality training in research and practice. However, some facets of the program differ for students housed in the two sides of the program. For example, CHSE and PSYC are located in different buildings, and students tend to spend more time in the department with which they are affiliated. Students' work space is usually assigned by their department, and students' paperwork and bureaucratic processes are typically handled in their department. Also, the details of funding arrangements differ by department, as explained on our financial information webpage. Also, there are a few differences in coursework based on the department in which students are housed (e.g., statistics courses). Despite these differences, we believe students develop a strong sense of connectedness across departments because of the cohort model on which our joint training program is based.

C. FACULTY

The full-time counseling psychology faculty members are from the Psychology Department and the Department of Counseling, Higher Education and Special Education. The co-directors are Jonathan J. Mohr (PSYC) and Dennis M. Kivlighan (CHSE). The full-time faculty include Clara E. Hill, Derek K. Iwamoto, Jonathan J. Mohr, and Karen M. O'Brien from PSYC, and Mary Ann Hoffman, Dennis M. Kivlighan, Robert W. Lent, and Roger L. Worthington from CHSE. The faculty is augmented by an associate professor in the School Counseling program in the Department of Counseling, Higher Education and Special Education (Richard Q. Shin), an assistant clinical professor in CHSE (Kelly Lee), a lecturer in the Department of Psychology (Nazish Salahuddin), part-time or affiliated faculty from the University's Counseling Center (Maria Berbery, Noah A. Collins, Yi-Jiun Lin, Erica Merson, David A. Petersen, Pepper E. Phillips, Chandni Shah), a research affiliate faculty member from the Department of Psychology Cognitive Neuroscience Laboratory (Cristina Risco), and additional affiliated faculty from the Department of Counseling, Higher Education and Special Education (Ellen Fabian and Paul Gold), the Office of Diversity and Inclusion (Carlton Green). Other counseling psychologists and adjunct faculty from the area provide periodic courses, workshops, and supervision.

We represent a broad range of theoretical orientations: psychodynamic, cognitive-behavioral, humanistic, and developmental. None of us consider ourselves to be orthodox proponents of any one of those approaches, and in fact, we have a strong emphasis on training students in several major theoretical orientations. Biographical sketches of the counseling psychology faculty are provided in a later section.

D. QUALIFICATION OF APPLICANTS AND PLACEMENT OF GRADUATES

We usually accept four to eight new students each year, from 160-350 applicants, to maintain our small student-faculty ratio. This ratio allows for high quality supervision of both research and professional training. Students are not required to visit the campus for an interview as part of the application process, although we invite the finalists to participate in on-campus interviews. Our student body is diverse with respect to gender, age, culture, race/ethnicity, sexual orientation, and geographic background (including international status).

Applicants are not required to have an undergraduate degree in psychology, but need to have a course in general psychology, introductory statistics, and at least three other psychology courses (15 credits).

Nearly all students who have entered our program in recent years have completed or are currently completing their doctoral studies. Our most recent graduates have taken positions in academic departments, university counseling centers, veterans' affairs medical centers or various research or practice settings.

Please refer to the following tables for additional information.

E. DATA REGARDING PROGRAM COMPLETION, COSTS, INTERNSHIP PLACEMENT, ATTRITION, AND LICENSURE

Time to Completion for all students entering the program

Outcome	Year in which degrees were conferred																					
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		Total	
Total number of students with doctoral degree conferred on transcript	4		5		4		7		5		3		6		9		5		8		56	
Mean number of years to complete the program	5.8		6.4		6.0		6.6		6.2		6.0		6.7		6.2		6.2		6		6.2	
Median number of years to complete the program	6		6		6		6		6		6		6		6		6		6		6	
Time To Degree Ranges	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	N	**%**	**N**	**%**	**N**	**%**	N	**%**
Students in less than 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in 5 years	1	25	0	0	0	0	1	14	0	0	0	0	1	17	1	11	0	0	0	0	4	7
Students in 6 years	3	75	4	80	4	100	3	43	4	83	3	100	3	50	6	67	4	80	8	100	42	75
Students in 7 years	0	0	0	0	0	0	2	28	1	17	0	0	1	17	1	11	1	20	0	0	6	11
Students in more than 7 years	0	0	1	20	0	0	1	14	0	0	0	0	1	17	1	11	0	0	0	0	4	7

NOTE: For information about specific policies related to receiving credit for previous graduate work, please see page 15. Depending upon the number of credits accepted from a student's master's program, that student may be able to complete this program in 5 years.

Program Costs

Description	2019-2020 1st- year Cohort Cost
Tuition for full-time students (in-state)	$14,620 (two semesters; 10 credits each semester)
Tuition for full-time students (out-of-state)	$33,040 (two semesters; 10 credits each semester)
Tuition per credit hour for part-time students	$731.00 for resident; $1,652 for non-resident
University/institution fees or costs	$902 for 1 to 8 credits; $1635 for 9 or more credits* (two semesters; additional fees also apply for summer and winter term classes if taken)
Additional estimated fees or costs to students (e.g. books, travel, etc.)	$1,250

*Effective Fall 2017, the University of Maryland charges a fee of $125 per semester for all newly enrolled, full time international students.

All students are considered full-time and all currently have funding (fellowships or GA-ships) that range from approximately $18,000- 24,000 depending on a 9-month or 12 month/20 hours per week appointment. Funding.includes tuition remission for 10-12 credits per semester and credits in either winter term or summer term or both. Exceptions are that students on internships pay for 1.5 – 2.5 credits during internship (which will likely be out of state depending on where the student lives) with international students being required to be enrolled for 1 credit the summer their internship begins and 1 credit the summer when internship ends (institutional fees can be waived if internship is off-campus)

and 1 credit in the summer if participating in an externship if campus funding does not provide summer tuition credits. Students with fellowships or assistantships receive subsidized health insurance.

Students on assistantships or fellowships typically pay only the mandatory fees as most credits are covered by the financial aid package. However, students should know that they may need to pay for some credits during their doctoral program (e.g., during internship when students are typically off-campus and receiving a stipend from their internship site rather than from an assistantship; and, students with F-1 visas who will need to be enrolled during winter term or summers if they are taking required courses if their assistantship or fellowship does not include winter term or summer tuition remission, or students whose assistantship or fellowship does not include winter term or summer tuition remission).

Internship Placement - Table 1

Outcome	Year Applied for Internship																			
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	5	100	4	80	5	83	5	100	3	60	8	100	6	100	4	100	5	100	8	100
Students who obtained APPIC member internships that were not APA/CPA-accredited *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internships	5	100	4*	80	5*	83	5	100	3*	60	8	100	6	100	4	100	5	100	8	100
Students who sought or applied for internships including those who withdrew from the application process	5		5		6		5		5		8		6		4		5		8	

NOTE: *Three of the four students who did not get an internship in their first year applying received an APA internship the following year

Internship Placement - Table 2

Outcome	Year Applied for Internship																			
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	5		5		6		5		5		8		6		4		5		8	
Students who obtained paid internships	5	100	4	80	5	83	5	100	3	60	8	100	6	100	4	100	5	100	8	100
Students who obtained half-time internships (*if applicable*)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Attrition

Variable	Year of First Enrollment																			
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	4		4		7		5		8		8		6		4		6		4	
Students whose doctoral degrees were conferred on their transcripts	4	100	4	100	7	100	5	100	8	100	0	0	0	0	0	0	0	0	0	0
Students still enrolled in the program	0	0	0	0	0	0	0	0	0	0	8	100	6	100	4	100	5	83	4	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17	0	0

Licensure

Outcome	2009 to 2019
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	43
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists	31
Licensure percentage	72.1%

III. PROGRAM OF STUDY

A. CURRICULUM AND REQUIREMENTS: AN OVERVIEW

Students are expected to enroll full-time for the first five years. Many students also carry a 10 to 20 hour per week assistantship during the 9-month academic year, and others have a year-long assistantship. There usually are no summer didactic courses, and many students choose to focus on research during their summers. Formal coursework is completed in residence and usually takes four years. Students typically use their fourth year to complete the comprehensive examination and any remaining classes. The dissertation and internship are usually completed in the fifth and sixth years. Students must have an approved dissertation proposal prior to May 15th of the year of their applying for an internship.

The curriculum provides for a set of courses and experiences oriented toward understanding patterns of human functioning and the development of strategies for fostering human effectiveness. In recognition of the diversity of program members, clients, and styles of effective functioning, the curriculum is arranged for students to develop a variety of competencies in scholarship, research, teaching, and counseling. We encourage students to enroll in extra courses or research experiences based on their interests and goals.

A background in general psychology includes selections from biological, cognitive, social, individual differences psychology (developmental or personality), and history and systems of psychology. The courses in counseling psychology include courses in professional issues (the history and development of counseling, ethics and legal issues), theories of counseling, career psychology, assessment, research methods, multicultural psychology, and didactic practica. It is important to note that our program is not focused on psychological assessment. Students wanting additional experience beyond what the two courses that are provided should pursue additional courses or experiences outside of our program such as assessment-focused externships.

Counseling practica are offered in the program, at the University of Maryland Counseling Center, and sometimes at off-campus agencies. Students are required to take Pre-Practicum (as a part of Counseling Theories), Basic, Advanced, Career, Supervision, and Group Practicum.

Students are required to purchase professional liability insurance every year while in the program. Proof of such purchase should be turned in by September 30th each year (attached to the annual report form and submitted to the advisor and director of training on the side on the program where the student entered). Failure to submit evidence of enrollment in an insurance plan can result in the loss of good standing in or termination from the program.

During the first two years, all students must complete an approved master's research thesis. A previously completed master's thesis from a previous university must be presented to the student's advisor by September 30 of the student's first year, and reviewed by a committee of three faculty members from the Counseling Psychology Program to be approved for the thesis. Approximately 60% of the empirical master's theses completed elsewhere have been approved in the past.

Students complete comprehensive exams after finishing the majority of their coursework and the required thesis. The comprehensive exams often are taken prior to the beginning of the 7th semester in the program, at least one full year before the internship begins. The comprehensive exams, as described later in this handbook, provide for the major assessment of students' acquisition and integration of the scientific and professional bases of counseling psychology.

B. REQUIRED COURSEWORK

Counseling Psychology Courses
PSYC 629 or EDCP 789- Clinical Laboratory/Advanced Topics in Counseling (variable credits)*
PSYC 638 or EDCP 888 - Externship in Professional Psychology (variable credits)*
PSYC or EDCP 680 - Basic Didactic-Practicum in Counseling Psychology (3 credits)*
PSYC or EDCP 682 - Didactic-Practicum in Group Interventions (3 credits)
PSYC or EDCP 685 - Didactic-Practicum in Counseling Supervision (3 credits)*
PSYC or EDCP 686 - Didactic-Practicum in Career Interventions (3 credits)*
PSYC or EDCP 690 - Research in Counseling Psychology I (3 credits)
PSYC or EDCP 691 - Research in Counseling Psychology II (3 credits)*
PSYC or EDCP 692 - Assessment in Counseling Psychology I (3 credits)
PSYC or EDCP 693 - Assessment in Counseling Psychology II (3 credits)
PSYC or EDCP 695 - Ethical and Professional Issues in Counseling Psychology (3 credits)*
PSYC or EDCP 697 - Multicultural Issues in Counseling Psychology (3 credits)
PSYC or EDCP 698 - Advanced Didactic-Practicum in Counseling Psychology (3 credits)*
PSYC or EDCP 700 - Theories and Strategies of Counseling Psychology (3 credits)*
EDCP 789 – Clinical Laboratory (12 credits required to cover supervision for practica courses)
PSYC or EDCP 799 – Thesis (at least 6 credits required)
PSYC or EDCP 898 – Pre-Candidacy Research (before candidacy; 1 to 6 credits)
PSYC or EDCP 899 – Doctoral Dissertation Research (after candidacy; at least 12 credits minimum for graduation)
PSYC 639 or EDCP 889 - Internship in Counseling Psychology (at least 2 credits)

*The starred courses must be taken at the University of Maryland.

Core Courses in Basic Areas of Psychology
In addition to the required coursework in counseling psychology, students must take courses in the following <u>five core areas</u>.

1. Individual Differences: PSYC 611 (Advanced Developmental Psychology) or 612 (Affective Science Perspectives on Temperament & Personality) or EDHD 720 (Social Development and Socialization Processes)*
2. Biological Bases of Behavior: PSYC 606 (Human Biopsychology) or EDHD 775 (Biological Bases of Behavior)
3. Cognitive or Affective Bases of Behavior: PSYC 607 (Advanced Topics in Human Learning and Cognitive Psychology) or EDHD 721 (Learning Theory and the Educative Process) or EDHD 760 (Advanced Educational Psychology) or EDCP 789E (Social and Cognitive Bases of Counseling and School Psychology)
4. Social Bases of Behavior: PSYC 604 (Social Psychology) or EDCP 789E (Social and Cognitive Bases of Counseling and School Psychology)
5. History and Systems: PSYC 610 (Historical Viewpoints and Current Theories in Psychology) or EDCP 789F (History of Mental Health and Psychological Science)**

Students who enter through Psychology must take 3 of the 5 core courses in the University of Maryland Department of Psychology (two courses can be taken elsewhere, if approved). Students who enter through CHSE may take their 5 core courses in either Education or Psychology (two courses can be taken elsewhere, if approved). All substitutions (courses other than those listed above) must have the written approval of the Counseling Psychology Program faculty, indicating the course title and the core

area (out of the five areas above) for which approval was granted. Also, students who enter through Psychology must take a teaching seminar before being able to teach their own course. This course may be offered in the Summer prior to the fourth year or the Fall semester.

**May be counted as a Psychology Department course*
***Requirement may be fulfilled by a previous undergraduate or graduate course in this area*

Statistics Courses
All students must take two semesters of statistics. Students who enter on the CHSE side must take EDMS 646 (Quantitative Research Methods II) and 651 (Applied Multiple Regression Analysis); students who enter on the PSYC side must take PSYC 601 (Quantitative Methods I) and 602 (Quantitative Methods II). The Department of Psychology requires a third quantitative course; Research II satisfies this requirement for students admitted on the PSYC side. Students can exempt out of one or both statistics courses if they can demonstrate to the course instructor, advisor, and program co-director that they have satisfactorily passed a comparable graduate-level statistics course. Students who exempt out of both statistics courses are advised (but not required) to take advanced statistics courses.

C. POLICY ON MISSING CLASSES

Students are expected to attend every class and be on time. The only acceptable reason for missing a class is a serious illness or death of a significant other, in which case the instructor should be notified before class.

D. SAMPLE PROGRAM PLAN

The following two pages contain a sample program plan that includes the courses that students are expected to complete as well as the number of credit hours associated with these courses. The exact program for each student will differ and is dependent on when courses are taught and available. All students should consult with their advisors regarding which courses should be taken at any given time. Prior to enrolling for courses each semester, students must receive advisor approval for their proposed schedule of classes.

Fall, year l
Counseling Theories and Strategies (3)[a]
Ethics/Professional Issues (3)
Statistics (3-4)
Thesis (0-1)[b]
Total 10 hrs.

Winter term: Clinical Laboratory (1-4)

Spring, year 1
Basic Counseling Practicum (3)
Research in Counseling Psychology I (3)
Statistics (3-4)
Thesis (0-1)
Total 10 hrs.

Summer: Thesis (0-2)

Fall, year 2
Assessment I (3)
Advanced Counseling Practicum (3)
Multicultural (3)
Thesis (1)
Total 10 hrs.

Winter term: Clinical Laboratory (1-4)

Spring, year 2
Assessment II (3)
Career Counseling Practicum (3)
Core Psychology (3)[c]
Thesis (1)
Total 10 hrs.

Summer: Thesis (0-2)

Fall, year 3
Group Counseling Practicum (3)
Core Psychology (3)
Core Psychology (3)
Externship (1)[d]
Total 10 hrs.

Winter term: Clinical Laboratory (4)
Externship (1-3)

Spring, year 3
Research in Counseling Psychology II (3)[e]
Core Psychology (3)
Core Psychology (3)
Externship (1)
Total 10 hrs.

Summer: Comprehensive exam[f]
Externship (1-3)
PSYC-side students: Summer or before: Teaching seminar

Fall, year 4
Supervision Practicum (3)
Pre-Candidacy Research (3)
Externship (1) [g]
Total 7 hrs.

Winter term: Externship (1-3)

Spring, year 4
Students advance to candidacy [h]
Dissertation (6) [i]
Externship (1)
Total 7 hrs.

Summer: Dissertation (0-2)
Summer: Externship (1-3)

Fall, year 5
Dissertation (6)
Externship (1)
Internship (1) [j]
Total 8 hrs.

Winter term: Externship (1-3)

Spring, year 5
Dissertation (6)
Externship (1)
Internship (1)
Total 8 hrs.

Summer: Dissertation (0-2)
Externship (1-3)

Fall, year 6
Dissertation (6)

Spring, year 6
Dissertation (6)

Summer: Internship (1) [k]
Dissertation (6 - if not completed)
Graduation [l]

[a] Number of credit hours listed in parentheses to the right of each course.
[b] Students must enroll for 6 thesis credits.
[c] One core (only one, but it can be any of the 5 cores) can be taken after the comprehensive exams.
[d] Students are not required to participate in externships, though doing so increases competitiveness for predoctoral internships. Students must be enrolled in the externship course whenever they are participating in an externship.
[e] *A completed* thesis is a prerequisite to taking this course. The final copy of the thesis should be completed prior to December 15th of their third year.
[f] The comprehensive exam must be taken and passed a full year before the start of the internship. Students are eligible to advance to candidacy after successful completion of the comprehensive exam. The determination of when to advance should be made in consideration of funding as students will be

automatically registered for 6 dissertation credits every Fall and Spring semester until graduation. The Graduate Office should be notified when comprehensive exams are passed and when students wish to advance to candidacy.

[g] There is no need for students to enroll in any more than 1 credit of externship for each semester or term during which they are participating in an externship.

[h] Students may be eligible to advance to candidacy before this semester, though doing so may have a negative financial impact for students taking an additional course (e.g., core course). Please note that once a student advances to candidacy, students will be automatically registered for 6 dissertation credits every Fall and Spring semester until graduation. After a student submits the final dissertation to the Graduate School, she or he may petition to waive 899. This petition must be completed every Fall or Spring semester until graduation. According to the Graduate School, students who successfully submit their final dissertation by the first day of the summer that they are completing internship can petition for a waiver that would enable them to not enroll in summer credits during the semester that they graduate. *International students should be aware that if they defend and submit their dissertation prior to internship, they may be required to pay out of state full-time tuition for the internship year. International students who do not defend prior to internship will be registered for six (6) credits of Doctoral Dissertation Research (899), for which they pay the flat candidacy tuition rate and would be considered a full-time student.*

[i] Students must register for at least 12 dissertation credits (PSYC 899). Students must have an approved dissertation proposal prior to May 15th of the semester before they apply for internship.

[j] Students register for a total of two internship credits under the CHSE Director of Training. These credits may be taken during the 5th year but students must be registered for one credit during the semester in which they graduate and some students register for their final internship credit at this time.

[k] All students must have two internship credits to graduate. Students can enroll in these credits the year before they go on internship. International students must check guidelines and follow the rules for ISSS regarding enrollment.

[l] Continuous registration is required of all students until they graduate, i.e., students must be registered for at least one credit during the semester in which they graduate. Students who have not finished their dissertation will be automatically enrolled in 6 dissertation credits (billed at 1.6 credits) once they have reached candidacy. Students who have completed their dissertation will have to be enrolled in at least one credit. If students have completed their dissertation and are not on campus or using campus resources, they can request that the mandatory fees be waived. According to the Graduate School, students who successfully submit their final dissertation by the first day of the summer that they are completing internship can petition for a waiver that would enable them to not enroll in summer credits during the semester that they graduate.

**INTERNATIONAL STUDENTS: International students who are on an externship are required to sign up for a credit during summers and possibly for each winter term per advice from the Office of International Studies. Also, international students must be signed up for a credit any summer session they are in an internship even if it is just for a week. International students must keep up to date with the Office of International Studies for current policies regarding CPT and OPT visa statuses. *International students should be aware that if they defend and submit their dissertation prior to internship, they may be required to pay out of state full-time tuition for the internship year. International students who do not defend prior to internship will be registered for six (6) credits of Doctoral Dissertation Research (899), for which they pay the flat candidacy tuition rate and would be considered a full-time student.*

E. EXEMPTION FROM COURSES

If a student has had other courses in a previous master's program, the student may petition the faculty to allow previous course credits to count for credit toward their graduate degree at the University of Maryland. Transferring the credit will depend on whether the same material was covered in the previous course as is covered in our course.

Students who begin the program having had graduate-level courses at other universities may petition to have courses count in lieu of program-required courses (see starred courses on chart on page 11 for which counseling psychology courses must be taken at the University of Maryland). Course waivers will be considered only where previously taken courses clearly replicate program-required courses and where students have earned a grade of B-minus or above in prior courses. It is helpful for students to show the syllabus for the course that they would like to have waived to the faculty member who has most recently taught the course to determine if the prior course covered the topics that are covered in our course. All petitions for course waiver must be submitted to the student's advisor by September 15th of the first year in the program. The faculty will review all requests at one time in a closed faculty meeting by October 15th each year.

F. CONTINUOUS ENROLLMENT

Students must follow the university policy regarding continuous enrollment.

G. TIME LIMITATION

Students must complete the entire program for the degree, including dissertation and internship, *no later than 7 years after admission to the doctoral program.* If a student fails to complete all degree requirements, the program may recommend, and the Graduate School may grant a 1-year extension to complete the remainder of the doctoral requirements. After this 1-year period, admission to the program terminates. Our policy is more stringent than the University of Maryland Graduate School. In extreme situations (e.g., severe illness), students may petition the faculty in our program for an extension based on the criteria outlined by the Graduate School.

H. DISCLOSURE OF PERSONAL INFORMATION

As a part of the training experience in many of the courses in the counseling psychology curriculum, students are expected to take on the roles of therapist, client, supervisor, and/or supervisee. During role plays and practice sessions, students have the option to disclose personal information to facilitate the training process; students are encouraged to share only what they feel comfortable disclosing.

Moreover, consistent with APA's (2002) Ethics Code, disclosure of personal information is expected in situations where "the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally-related activities in a competent manner or posing a threat to the students or others" (Section 7.04).

I. RECORDING PRACTICUM/CLINICAL HOURS

Students are required, from the beginning of the program, to maintain detailed records of all time spent in clinical activities throughout practica, externships, and other placements each semester. Students should keep track of direct, support, and supervision hours. These records are necessary for the internship application process. Students are strongly encouraged to use the categories of counseling activities developed by the Associate of Psychology Postdoctoral and Internship Center (APPIC) for their standard internship application form (http://www.appic.org). *Do not wait until completing internship applications to attempt to tally hours. It is the student's responsibility to keep detailed records of clinical activities every semester.*

When counting practicum and externship hours, you should consider the following information:

1. You should only record hours for which you received formal academic training and credit or which were sanctioned by your graduate program as relevant training or work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your academic training director to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases. Other relevant experience that does not fit into the above definition can be described on your Curriculum Vitae.
2. A 45-50 minute client/patient hour may be counted as one clinical hour.
3. You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience. Categories are meant to be mutually exclusive; thus, any practicum/externship hour should be counted only once.
4. When calculating practicum/externship hours, you should provide your best estimate of hours accrued or number of clients/patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest whole number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum/externship experience.
5. Count each hour of a group, family, or couples session as one clinical hour. For example, a two-hour group session with 12 adults is counted as two hours.

An Explanation of the Most Commonly Used Subcategories

Direct Assessment and Intervention: This includes actual physical face-to-face hours working with clients or patients and the following subcategories are represented under this category:

- Intake/Structured Interview: Includes time spent in clinical interviews (open, semi-structured, or structured) where diagnostic impressions and the presenting problem or chief complaint are identified.
- Individual Therapy: Face-to-face time with clients or patients engaged in psychosocial treatment. A 45 to 50 minute individual therapy session counts as one hour of face-to-face individual therapy.
- Career Counseling: May involve discussing the results of assessment (e.g., Strong-Campbell Interest Inventory) as they relate to various career issues/decisions. Also acceptable is discussion of career plans and means to achieve career-related goals (e.g., schooling, financial concerns related to developing a career or switching careers).
- Group Therapy: Simply the time spent delivering group therapy—acting as a group therapist or

co-therapist. Most groups run about 90 minutes; therefore, count a 90' group session as 1.5 hours of face-to-face group therapy.

- Family Therapy: This is distinguished by the presence of at least two individuals who are married, co-parenting, or a parent (or legal guardian) and child dealing with family relationship issues. This subcategory may include unmarried couples who have children.
- Couples Therapy: This subcategory is most appropriately used to represent time spent in therapy with couples dealing with issues relevant to the couple's relationship.
- Program Development/Outreach Programming: In general, this includes any time spent in the development and/or delivery of community- or agency-based treatment programs (e.g., developing a caregiver supportive treatment, sexual abstinence programs, parenting programs, programs directed toward the reduction of domestic violence, and community outreach including any type of community psychoeducation).
- Supervision of Other Students: see below under supervision

Please note: Hours accumulated through assisting with helping skills courses (e.g., EDCP 330, PSYC 433) **do not count** as direct service hours, supervision, or indirect hours. These hours may be counted as teaching/instructional activities.77

Support Hours

- Assessment Report Writing: Includes all the time a trainee spends on writing assessment results. This includes writing for all the categories in an assessment report (e.g., patient history, diagnostic impressions, treatment recommendations, prognosis).
- Case Conferences: A subcategory for the time that students spend on presenting or participating in case conferences. These usually occur in a supervisory setting but students may also include time spent in formal (didactic) case presentations (just remember to count the hours only once). Time spent preparing for (e.g., reading articles, researching) a case presentation should also be included here.
- Case Management: This involves time spent in appointment scheduling or rescheduling, room sign-up and preparation, record keeping/filing, and other preparatory or organizational activities related to specific cases.
- Chart Review: Any time spent reviewing the materials in a patient's or client's chart.
- Clinical Writing/Progress Notes: Any time spent on preparation of progress notes or patient charting. This typically involves materials that are placed in the patient's or client's chart or file.
- Consultation: Time spent in consultation activities with colleagues or other qualified individuals (supervisors, DCTs, professors, or other mental health/medical personnel qualified to provide informed feedback).
- Psychological Assessment Scoring/Interpretation: This category involves time spent reading assessment manuals, scoring of responses, and interpretation and integration of the clinical interview data and formal test results.
- Seminars/Didactic Training: This subcategory is for any time that a student spends in seminar-type training associated with a practicum or an externship.
- Video-Audio-Digital Recording Review: This subcategory is for the time that students spend reviewing any recorded psychosocial treatment sessions.

Supervision

- One-to-One Supervision: Record hours spent in individual supervision.
- Group supervision: Record hours spent in supervision while in a group.
- Peer Supervision/Consultation: This subcategory is for hours spent in peer supervision and peer

consultation (i.e., getting supervision or consultation from those in your cohort or other students in the program—students do not need to be specifically trained in supervision or be in a supervisory relationship to provide or receive peer supervision).

- EDCP 618: Because this course involves supervising master's and doctoral students who are taking a counseling pre-practicum:
    - Lab leaders may count group supervision as direct hours (e.g., graduate students practicing counseling skills or make case presentations during class).
    - Lab leaders may count the hour(s) for EDCP 618 preparation (typically one hour a week) as an indirect hour.
    - Supervisors (those in the supervision practicum or those who have volunteered to supervise students) may count the hours in individual supervision with EDCP 618 graduate students (direct hours) and time spent listening to tapes or watching videotapes and reading process notes (indirect hours).
- EDCP 330 and PSYC 433): Because these courses are offered to undergraduate students who are learning helping or peer counseling skills (rather than being in a practicum):
    - These activities cannot be counted as indirect or direct supervision hours
    - These hours can be counted as teaching/instructional activities.

Note that students are encouraged, but not required, to obtain a total of at least 500 to 600 hours of intervention and assessment experience (e.g., face-to-face client sessions, consultation, supervision of others) prior to applying for internship. This total may include hours accumulated through the program's practicum sequence as well as through externships, additional field placements, and previous master's-level practica. (Externships are described in Section III of this handbook.)

J. ADVISING AND REGISTRATION ISSUES

Selecting an Advisor

Students are assigned a first-year advisor to help with initial planning of courses and program requirements. During the first semester, students are asked to (a) become acquainted with the research interests of counseling psychology faculty (each faculty member comes to the Professional Issues course to describe their interests), and (b) begin developing their research interests. Students should choose an advisor who seems to be a good match in terms of both content and advising style. Any faculty member in the counseling psychology program may serve as an advisor provided she/he has available openings for new advisees. All students must complete and file the Selecting or changing an advisor form (found in Appendix II) with the director of training by March 1st of the second semester.

Pre-Registration

Each semester, there is a time period prior to registration where students can enroll in their courses for the following semester. Although it is not mandatory that students enroll in courses during the pre-registration period, doing so increases the likelihood of students having their first choices for enrollment.

Requirements for Full-Time Status

The Counseling Psychology Program does not offer a part-time program because doctoral education in counseling psychology requires a full-time commitment. Hence, students must be registered full-time. The University defines full-time status using a unit-per-credit-hour system which allots varied numbers of units per semester hour to courses at different levels in the graduate hierarchy. To be certified as full-time, a graduate student who is not on a graduate teaching or research assistantship must be registered for at least 48 units per semester (this includes students on University Fellowships). A student who has a graduate teaching or research assistantship must be registered for at least 24 units per semester in

addition to the assistantship. Calculate the number of graduate units per semester credit hour as follows.

COURSE NUMBER	GRADUATE UNIT
000-399	2 units/credit hour
400-499	4 units/credit hour
500-599	5 units/credit hour
600-898	6 units/credit hour
799	12 units/credit hour
899	18 units/credit hour

The program requires that students on probation take a sufficient number of courses that assign academic grades to permit them to get off probation in the allotted time. Students admitted to doctoral candidacy may be considered as full-time when registered for at least one required dissertation or internship credit if all other course requirements have been completed.

Registration for Research II Course
All students must have demonstrated research competence (i.e., have passed the oral defense of their thesis) by December 15th of their third year to remain in good standing and to take Research II. Students who wish to obtain a Master's degree must register for a minimum of six Master's thesis credits under the advisor's number in the advisor's department. Thus, the departmental affiliation of the student's advisor (and associated departmental/university policies) and student goals determine which course number is used to register for research credits.

K. REGISTRATION ISSUES DURING INTERNSHIP

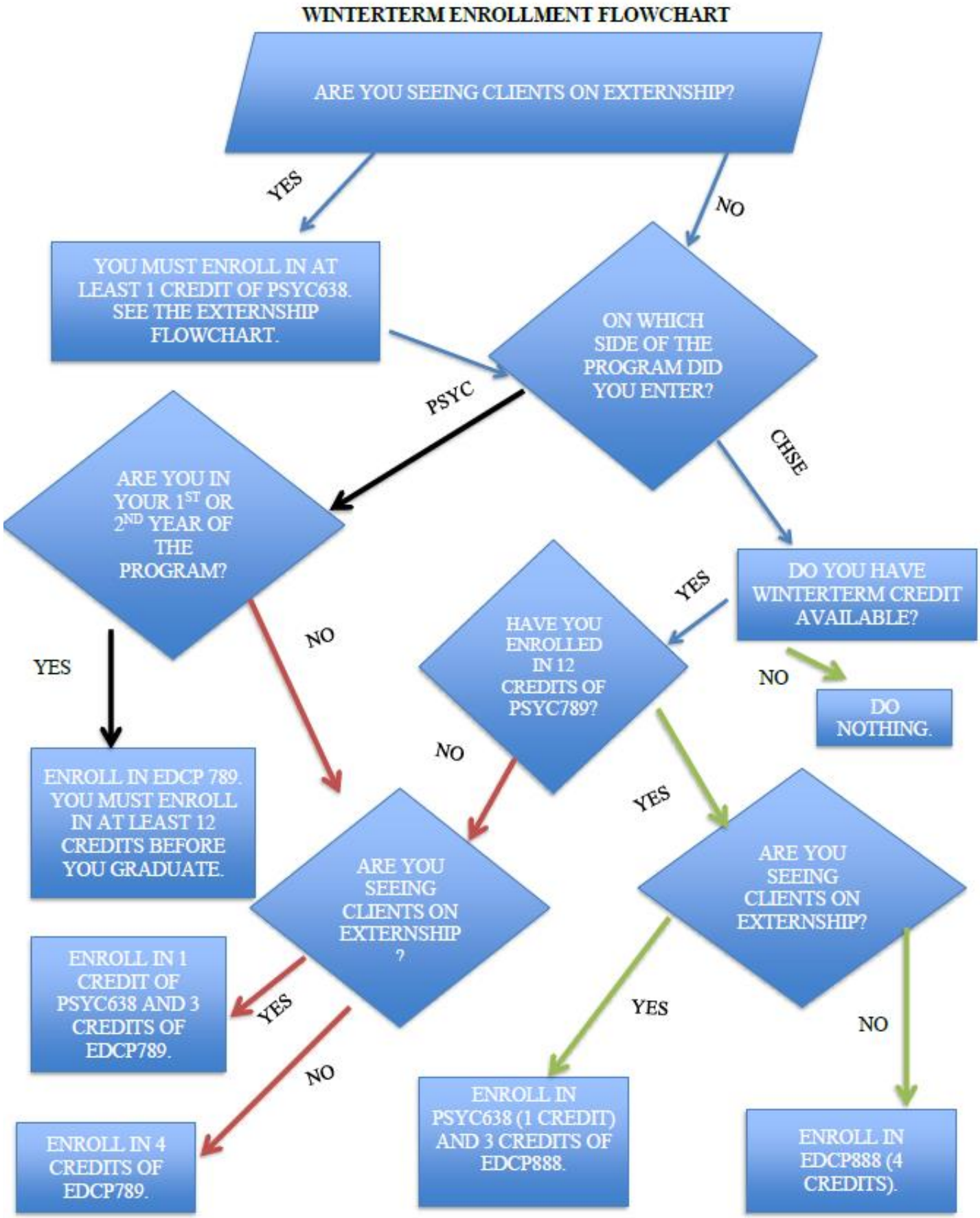
1. **International students** must be enrolled in an internship credit in Summer Session II during the summer their internship begins unless it begins after (or within days) of the end of that summer session.
2. **International students** must be enrolled in an internship credit the summer following the start of their internship. NOTE: You do not need to enroll in dissertation credits in the summer even if you have not defended.
3. **International students** MAY need to be registered for an internship Fall and Spring of their internship year but check to see if ISSS will accept registration for Dissertation credits in place of internship (assuming you have not yet defended your dissertation).
4. **International students**: Always confirm policies with ISSS as their policies may change.
5. **Non-international students** do NOT need to enroll in any credits the summer their internship begins.
6. **Non-international students** need to be enrolled in dissertation credits both Fall and Spring semesters if they have not defended their dissertation. They do not need to enroll in internship credit if they have already enrolled in 2 previously (this differs for international students) **UNLESS** they have defended their dissertation prior to either Fall or Spring semester and they are exempted from enrolling in dissertation credits in which case they should register for one internship credit each semester so that they have continuous registration during the internship year.
7. **Non-international students** do not need to register for any credits for the summer in which they complete their internship IF they have completed all requirements for the dissertation prior to the start of Summer Session I (see other document for guidelines on this) AND if they have enrolled in the required number of internship credits (2) prior to that summer. However, if they plan to graduate, they need to either be enrolled in at least one credit or apply for an exemption from the

Graduate School (if they completed their dissertation prior to the first day of summer school).

8. **Non-international students** MAY need to register for a credit of internship or dissertation if they defend in either Summer Session I or II as they end their internship.
9. **All interns**: Please check with the Graduate School about requirements for marching in Spring, 2016 graduation.
10. **All interns**: Graduation has 3 official dates: Summer Session II (August), Fall, and Spring. Post doctorates require evidence of having graduated before beginning the post-doctorate so you should graduate Summer Session II (2016) to keep your options open.
11. **All interns**: Your internship training director needs to contact the training direction in charge of internship in Summer, 2016 by email as soon as you complete your internship as we have only days to turn in grade changes so that you can graduate in Summer Session II. They do not have to send us our year-end evaluation by then. Many interns work extra hours to ensure that they meet this deadline.
12. **All interns**: If you have an off-campus internship, you may petition for a waiver of student fees. That form is online and your advisor and the appropriate person in your department should sign the form.

L. WINTER TERM ENROLLMENT

See table on the following page.


WINTERTERM ENROLLMENT FLOWCHART
ARE YOU SEEING CLIENTS ON EXTERNSHIP?
YES
NO
YOU MUST ENROLL IN AT LEAST 1 CREDIT OF PSYC638. SEE THE EXTERNSHIP FLOWCHART.
ON WHICH SIDE OF THE PROGRAM DID YOU ENTER?
PSYC
CHSE
ARE YOU IN YOUR 1ST OR 2ND YEAR OF THE PROGRAM?
YES
NO
ENROLL IN EDCP 789. YOU MUST ENROLL IN AT LEAST 12 CREDITS BEFORE YOU GRADUATE.
HAVE YOU ENROLLED IN 12 CREDITS OF PSYC789?
YES
NO
DO YOU HAVE WINTERTERM CREDIT AVAILABLE?
NO
DO NOTHING.
ARE YOU SEEING CLIENTS ON EXTERNSHIP ?
YES
NO
ENROLL IN 1 CREDIT OF PSYC638 AND 3 CREDITS OF EDCP789.
ENROLL IN 4 CREDITS OF EDCP789.
YES
ARE YOU SEEING CLIENTS ON EXTERNSHIP?
YES
NO
ENROLL IN PSYC638 (1 CREDIT) AND 3 CREDITS OF EDCP888.
ENROLL IN EDCP888 (4 CREDITS).

III. BEYOND COURSEWORK: REQUIREMENTS AND EXPECTATIONS

A. RESEARCH OPPORTUNITIES

Students are encouraged to actively participate in research. At any time, faculty and advanced level graduate students have ongoing projects that would benefit from the involvement and contributions of current graduate students. While faculty may initiate invitations to students to work with them, especially if they know that the student has an interest in a particular area, opportunities for collaboration are increased by students who request information regarding opportunities for involvement. Such collaborative participation, although highly recommended, is not required. Students who make substantive contributions to collaborative research projects typically become co-presenters or co-authors upon the culmination of the project.

B. GUIDELINES FOR THE MASTER'S THESIS

During the first two years of the program, each student is required to demonstrate research competency by proposing and completing a Master's thesis. Students who enter the program with a completed Master's thesis from another institution may have the thesis reviewed by a three-person committee to determine whether it adequately meets these guidelines. (The procedure for evaluating theses from other institutions is discussed in Part C of this section.)

Appropriate Topics and Methods for Research

Students and advisors have flexibility with respect to choice of topic or methodology. As a primary consideration, students should select topics that are of theoretical or practical relevance to the broad field of counseling psychology. Choice of topics should be managed carefully so that the project can be completed in a year to 18 months (at most). The thesis might best be conceived as a modest first step in a program of research.

The faculty has identified the following types of research as being appropriate for meeting the criteria of a thesis, provided the proposal meets recognized standards of methodology and quality (as determined by thesis committee).

1. ***Measurement Research***

Research concerning instrument development that could be applicable in descriptive, experimental, or evaluation research including both validity and reliability studies.

2. ***Descriptive Research***

Research that attempts to describe some phenomenon or population without any experimental manipulation. This type of research can include surveys, case study approaches, correlational studies, or qualitative research, provided that the research conforms to standards of rigor and methodology.

3. ***Experimental Research***

Research in an experimental manipulation takes place. This includes N of 1 studies as well as the more traditional experimental methods.

4. ***Evaluation Research***

This method ascertains the effectiveness of a program or part thereof. Modified experimental designs are used frequently in evaluation research.

Any of the above methodologies could be used for an original study or a replication. Replication of existing studies from any of the aforementioned categories is encouraged. Replication, according to Lykken (1968) can include (a) literal replication or exact duplication of measurement techniques, analyses, sampling and experimental procedures; (b) operational replication in which sampling and experimental procedures only are duplicated; and (c) constructive replication in which the same research question is tested using the alternative methodology.

For the thesis, analogue research also is seen as quite appropriate. Analogues can form a good foundation for further research in the field as well as provide a beginning researcher with experience in higher levels of control of major variables. Similarly, the use of existing data may facilitate the development of a rigorous and useful thesis that can be completed most expeditiously.

Finally, while all research should be conducted with the most appropriate samples possible, students designing theses should keep in mind the difficulties of obtaining large samples of non-campus community participants. Although external funding agencies usually will not support projects relying exclusively on campus participants, these are probably most manageable when university subject pools are utilized.

Guidelines for Proposal

There may be variations in format based on discussion with your advisor; following is a basic outline for the thesis proposal. Students have the option of writing their thesis in manuscript format (the length should be suitable for submission to a journal) with an attached appendix for the extended literature review.

Chapter 1. ***Introduction to the Problem***

In this section, state the problem to be studied. Discuss the significance of the research problem for the field of counseling psychology.

Chapter 2. ***Review of the Literature***

Introduce this section by providing a description of the Review section in terms of scope and topics to be covered. Review the key literature by way of descriptive summaries and critiques of relevant research and theoretical papers. Organize the Review according to appropriate section headings. Make sure to provide an overview of the literature pertaining to your independent and dependent variables. Summarize the most relevant aspects of the literature and your critical observations as they pertain to the proposed study. This section provides a transition between the literature and your research questions.

A literature review in the journal-length thesis/dissertation option should critique the literature, address gaps and methodological problems in the literature, provide an integrative review, and inform thinking regard the development of the proposed study.

Chapter 3. ***Statement of the Problem***

This section can be an extension of the Review of Literature or a separate chapter (depending on advisor preference). It should state hypotheses and/or research questions and justification for them. Hypotheses may be stated in directional form or as null hypotheses.

Chapter 4. ***Method***

A. Design Statement: In a short paragraph, describe the design of the study, including dependent and independent variables.

B. Pilot Study (if applicable): Describe here or under an appropriate heading (e.g., selection procedures, instrument development).

C. Participants: Describe the sample, including approximate sample size and significant characteristics.

D. Measures: Describe the conceptual and operational measures used in the study and your rationale for each instrument, including a discussion of advantages and disadvantages. Reliability and validity should be discussed, as well as the appropriateness and acceptability of all measures. Refer to relevant studies in the literature. If the proposal includes the development of a new measure or new items to tap various constructs, procedures for that development should be described in detail. All measures should be attached in Appendices to the proposal.

E. Procedures: Describe how the study will be done, namely, the exact sequence of events. Enough detail should be provided so that another investigator could replicate the study. Describe method for selecting sample, any criteria for participation, the method of selection (randomization, volunteer, etc.), and if appropriate, minimum acceptable response rate. Include a discussion of how you will recruit participants, how you will conduct treatments, and how you will do manipulation checks (if appropriate).

Chapter 5. *Data Analysis*
The hypotheses and/or research questions should be copied from the statement of problem and the specific analysis for each hypothesis should be detailed. Indicate the statistical methods to be utilized and show how the proposed analysis is consistent with the objectives, hypotheses, type of data, design, and sampling.

References
Provide complete references in APA style.

Appendices
Include relevant auxiliary materials; for example, copies of measures to be administered, instructions to the participants, format of structured phone interviews, cover letter for mail-out questionnaires. Be sure to include in the Appendix a copy of an informed consent form and the debriefing statement.

NOTES
1. APA style is to be followed in all aspects of the written proposal. See the APA Publications Manual for style and as a general resource for organizing a research project.
2. In general, the Review of Literature and discussion of past studies is written in the past tense; all discussions of your proposed study should be in future tense.
3. Students must obtain approval from the University of Maryland Institutional Review Board prior to collecting data.

Guidelines for Final Write-up of the Thesis
After you have conducted your study, you will change the proposal in several ways:

1. You will change all discussion of your study from future to past tense.

2. Your Data Analysis section becomes your Results section; you may want to repeat the hypotheses prior to the corresponding analyses.

3. You will add a Discussion section. In this section, you will repeat the hypotheses and discuss whether you found support for each hypothesis. In this section, you should interpret your findings and connect them to the literature. Your discussion should conclude with sections on Limitations and Implications for Research and Practice.

C. MASTER'S THESIS COMPLETED PRIOR TO ENROLLMENT IN PROGRAM

Students who enter the program with a completed thesis must have their study evaluated to determine if it meets the program's standards for a thesis. Students should submit such projects to their advisor by September 15th of their first year. The advisor will read the thesis and discuss with the student the advisor's perceptions about the feasibility of the thesis being accepted. If after discussion, the student decides not to submit the thesis, the student will be expected to complete a new Master's thesis.

If after discussion with her or his advisor, the student decides to submit the thesis for approval, the advisor will form a three-person evaluation committee consisting of a faculty member from PSYC, a faculty member from CHSE, and the student's advisor. The committee is chosen and invited by the advisor based on faculty members' interests in the thesis topic. The three-person committee will read the thesis and vote on its acceptability as a thesis in our program (in fall semester of the student's first year).

Committee members evaluate the thesis using the thesis evaluation form. The thesis may be passed without revisions, may require minor or major revisions, or may not be passed. If the committee agrees unanimously to pass or fail the thesis, the decision is final and no oral defense is scheduled.

If consensus is not reached from the initial reading, an oral defense will be scheduled. A minimum of two favorable votes is considered a pass. If the thesis is not passed, then the committee will recommend a plan for the student to follow to demonstrate research competence. The plan may include one or more of the following: (a) Complete a new thesis, (b) revise the thesis to correct errors, (c) participate on a research team for credit, (e) take an additional statistics course, (f) some other agreed upon task. If, after the oral defense is completed, the student's thesis receives at least two failing votes, the thesis does not pass, and a new thesis must be completed.

D. EARNING A MASTER'S DEGREE

The program does not offer a terminal master's degree but students may earn a master's degree along the way toward the doctoral degree. To do so, students must complete an approved program of studies for the Master of Arts (in CHSE) or the Master of Science (in PSYC). The degree requires 30 credits: the research thesis (6 credit hours) and 24 course credit hours, including two courses in statistics. The 24 course credit hours would typically involve the first 24 credit hours that students earn toward the doctoral degree. For example:

PSYC or EDCP 700 - Theories and Strategies of Counseling Psychology (3 credits)
PSYC or EDCP 680 - Basic Didactic Practicum in Counseling Psychology (3 credits)
PSYC or EDCP 698 - Advanced Didactic Practicum in Counseling Psychology (3 credits)

PSYC or EDCP 692 - Assessment in Counseling Psychology I (3 credits)
PSYC or EDCP 690 - Research in Counseling Psychology I (3 credits)
PSYC or EDCP 695 – Ethical and Professional Issues in Counseling Psychology (3 credits)
EDMS 646 or PSYC 601 – Statistics I (3 credits)
EDMS 651 or PSYC 602 – Statistics II (3 credits)

Two core courses in basic areas of psychology (total of 6 credits) (see listing of acceptable core courses in Section IIB) may be substituted for six of the above credits.

E. EXTERNSHIPS

An externship is an extracurricular counseling placement that provides an opportunity to accrue additional intervention experience and documented clinical hours. Students obtain externships to acquire adequate hours for application for internships. As noted earlier, students are encouraged to obtain a total of at least 500 to 600 face-to-face hours of intervention and assessment experience (including hours accumulated both through the program's practicum sequence and before program entry) prior to applying for internships. Students are strongly encouraged to select a site that has reasonable hour requirements (e.g., 8 to 12 hours per week), so as not to conflict with their academic coursework, research training, assistantships, or other professional development experiences.

In addition to the University of Maryland Counseling Center, several local counseling centers (e.g., American University, Catholic University, George Mason University, Howard Community College, Howard University, Towson University), clinics (including the University of Maryland Health Center and the Maryland Psychotherapy Clinic), and hospitals offer externships, usually on a 2 to 3 days per week basis for no pay. The UMD Counseling Center also offers non-practicum training experiences for advanced students.

A list of externships is available through our program website. In addition, the faculty member teaching the externship course serves as the liaison between externship sites and our students. Information about externships is distributed (most often through email announcements), a list of externship placements is maintained, and externship supervisors are required to complete an evaluation of our students at the end of the placement. Also, most externship sites require application during the year prior to the start of the externship. Many adhere to a uniform notification date of April 15th. The Commission on Accreditation of the American Psychological Association requires that doctoral students be supervised by doctoral level psychologists while on externships.

Students must receive approval from their advisor prior to accepting an externship (see Approval of Externship Form). While on externship during the academic year, students must be registered for the externship course during Fall, Spring and Winter term semesters. Students who elect to take a summer externship must enroll in the Externship course over the summer. Students must obtain evaluations at the end of each semester which will be placed in their file. In addition, upon completion of an externship, students should request that their site supervisor (or training director) send an evaluation letter (using the Evaluation of Externship/Supervisor Form) to the instructor of the externship course.

Note: Students must have advisor approval for all counseling experiences completed outside the program.

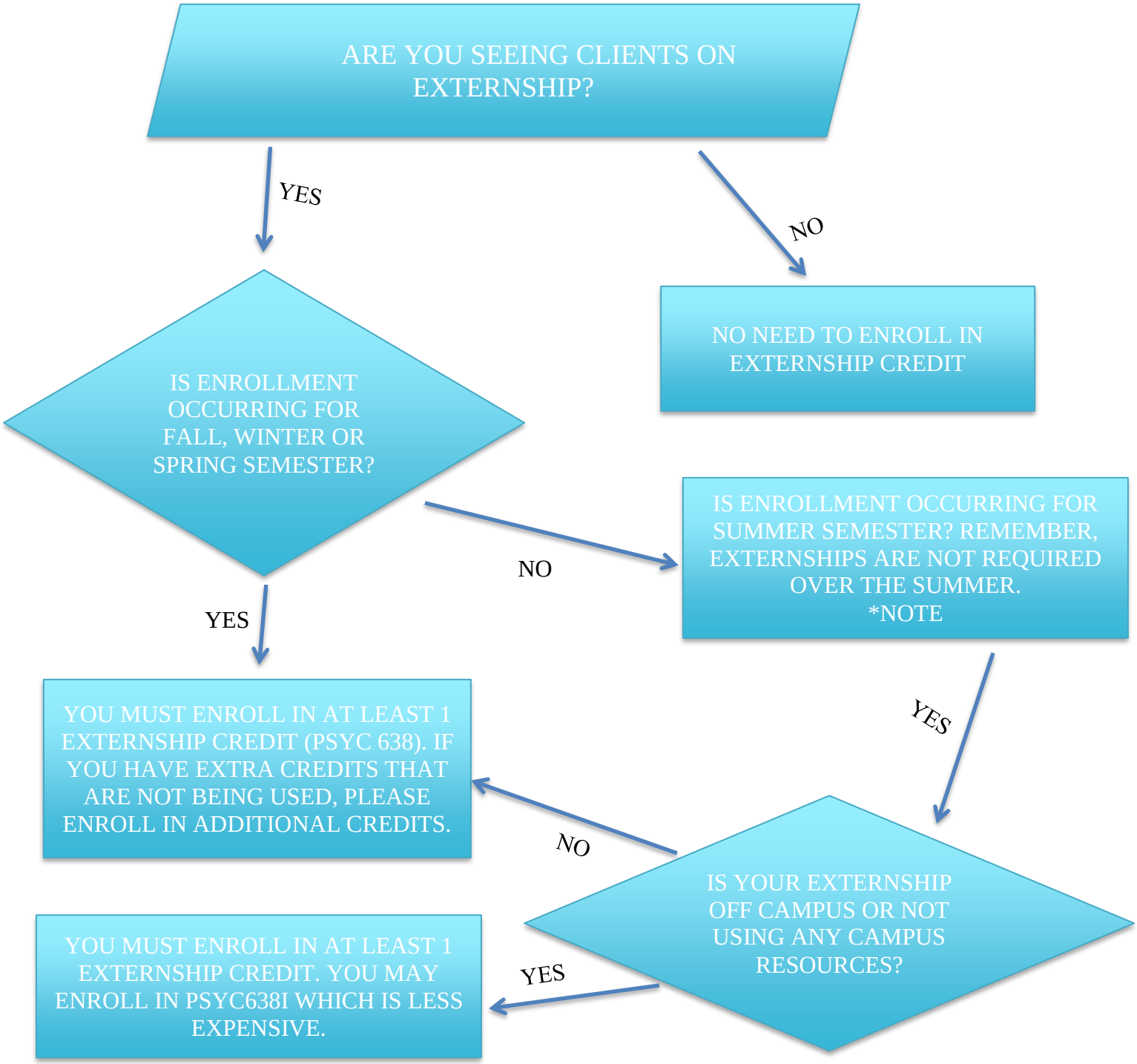
Externship Supervision

- APA requires that students in practicum courses and on externship be supervised weekly by doctoral level psychologists with the appropriate credentialing (licensure) in the jurisdiction in which the student is practicing. Students may be supervised weekly by interns or post-doctoral psychologists who are being supervised by a doctoral level psychologist with the appropriate credentialing (licensure) in the jurisdiction in which the student is practicing. In all cases, students' clinical work must be observed at least once for each academic term in which they are

taking a practicum course or on externship. Observation may be live or via audio- or video-recording.

- Given that there are not many externship sites available for third year students (because they cannot commit too many hours due to coursework), the faculty agreed to provide adjunct faculty to provide additional supervision for third year students who obtain externships that do not have licensed psychologists available for supervision (e.g., UMD Mental Health Center).
- Third year students who take an externship that does not provide weekly supervision by a doctoral level psychologist with the appropriate credentialing (licensure) in the jurisdiction in which the student is practicing (or by an intern or post-doctoral psychologist who is being supervised by a doctoral level psychologist with the appropriate credentialing (licensure) in the jurisdiction in which the student is practicing) should realize that they will have to travel off-campus to attend weekly supervision meetings with an adjunct supervisor at a time that is convenient for the supervisor. This supervision may occur individually or in groups. Prior to accepting the externship, students must inform the externship site of this APA requirement and that supervision will be occurring off-site in addition to the supervision provided by the externship site. Note that this supervision is in addition to, not in place of, supervision at the externship site.
- Students who are in their fourth year and beyond should only accept an externship where they will have weekly supervision by a doctoral level psychologist with the appropriate credentialing (licensure) in the jurisdiction in which the student is practicing or by an intern or post-doctoral psychologist who is being supervised by a doctoral level psychologist with the appropriate credentialing (licensure) in the jurisdiction in which the student is practicing.
- All students on externship must be enrolled in the externship course. An externship is defined as any clinical experience gained outside of a formal didactic practicum course.

EXTERNSHIP CREDITS FLOWCHART



*NOTE: Enroll in 638 during a summer term when you have funding. Sections beginning with an "I" are the least expensive option, but only select this if your externship is off campus. Sections 0101 or I101 are the best option for most students, as they cover the whole summer. However, if you only have funding in Summer Session II, then it is okay to enroll in section I201.

*NOTE: If you do not have summer funding, consider <u>not</u> doing a summer externship because you would otherwise have to pay for at least one credit of PSYC38 or PSYC38 during the summer.

COMPREHENSIVE EXAMINATION & PORTFOLIO

Purpose and Timing

The purpose of the comprehensive examination & portfolio is to (a) assist students in developing integrative and evaluative scholarship in the scientific knowledge, research, and professional service aspects of counseling psychology; (b) facilitate students' professional development through self-reflection and engagement in diverse professional activities; and (c) encourage students to develop materials that document their competencies as counseling psychologists and serve as resources in their career development. As discussed in greater detail below, the comprehensive exam (referred as the "exam" henceforth) is part of the broader portfolio. **Satisfactory completion of the exam is required for a student to advance to candidacy. Satisfactory completion of the entire portfolio is required before the training director will sign a student's internship readiness form.**

The exam components are due at 12pm on the second Wednesday of July. The exam components may be taken as soon as the student has satisfactorily completed all required courses (with the exception of supervision and any one of the core requirements, which are required but may be taken after the comprehensive exam). Students typically take the exam in the summer preceding the 7th semester and must take the exam prior to the beginning of the 9th semester.

Two components of the portfolio are due after the comprehensive exam: the teaching statement and the consultation paper. Students submit the teaching component of their portfolio on the second Wednesday of July in the summer prior to applying for internship. Students submit the consultation paper on the second Wednesday of July in the summer immediately following successful completion of the supervision practicum. The faculty recommends that students plan to complete the comprehensive exam and portfolio as early as possible in their program so they may focus on their dissertation and apply for internships.

Exam & Portfolio Content and Process

There are six parts to the comprehensive exam & portfolio. The first four parts, listed below, constitute the comprehensive exam. With the exception of the teaching statement, students must complete the exam and portfolio components independently and are not allowed to have others provide feedback or edit their work. Materials should be typed in Times New Roman, with 12-point font size and 1-inch margins. Unless otherwise stated, double spacing should be used between all text lines.

1. Research
2. Theory
3. Counseling Psychology/Professional Issues
4. Ethics
5. Teaching (completed after the exam)
6. Consultation (completed after the exam)

(1) Research

There are three components to the research comprehensive exam.

A. Students are expected to write an integrative research/core psychology paper, addressing how at least two basic content areas in scientific psychology could inform a research topic in your research program (10 pages plus references in APA style). Basic content areas include biological, cognitive, social, affective, and developmental science.
B. Students also prepare a research statement (summarizing their program of research including research contributions to date and future directions; 2-pages, single spaced).

C. In addition, students must complete each of the following research accomplishments:
    a. First authored published journal article or article submitted for publication to a peer-reviewed journal.
    b. First authored conference presentation or poster presentation at a regional, national conference, or international.
    c. First authored external grant or award proposal for research.

(2) Theory

There are two components to the theory comprehensive exam: the theory paper and the case conceptualization.

Theory Paper

The theory paper consists of a 10-page (plus references) theory articulation paper prepared prior to the day on which exam components are due (i.e., prior to the second Wednesday of July). This paper will provide a foundation for the case conceptualization response (see below).

In the theory articulation paper, students are expected to describe her/his theory of working with clients who have both emotional/social and vocational concerns. (If one takes a different theoretical approach to these two broad problem areas, it is necessary to indicate how these approaches are reconciled in working with combined emotional/social and vocational client problems.) It is expected that students will be adopting or adapting their theory over the course of graduate study. The goal is to present a summary of this framework, citing theory and empirical research that have influenced the student's theoretical thinking and providing a rationale for why this theory is thought to be effective.

The theory must be a coherent, integrative statement that incorporates client diversity and addresses the (a) development of "problems" by clients, (b) goals of counseling, (c) role of the counselor and the counseling relationship, (d) salient aspects of the counseling process, (e) methods for evaluating counseling, and (f) strengths and limitations of the approach (both theoretically and with respect to specific client populations).

The theory can include as eclectic a mix of existing theories as the student desires, but must contain elements, with citations, from at least two established theories. For example, a student might identify as a "self-psychologist" and include writings from Kohut and an attachment psychologist; or the student might identify as a "cognitive humanist" and include writings by Rogers and Ellis. The point is to articulate the basic constructs of one's theoretical approach, citing writings from the established theoreticians who have influenced one's thinking, and to present one's theory in a critical way, noting promise and limitations.

The development of the theory is expected to be based on theoretical readings, empirical research, one's style and sense of theoretical "fit," and the deliberate integration of client diversity. The intent is not to create a wholly novel theory that is devoid of empirical grounding, but rather to demonstrate awareness/adaptation of existing approaches.

We expect students to develop their theory independently (not in collaboration with peers or by modeling your theory after papers submitted in previous years). This theory should reflect who you are and what you believe, but also be substantiated from the literature. Although the substance of the ideas presented in the paper should be developed by the student alone, he or she may seek consultation from anyone other than UMD counseling psychology faculty.

Case Conceptualization
On the first Wednesday in July, students will be given a mixed emotional/social/vocational case to conceptualize according to the theory they presented in the theory articulation paper. Assessment data will be included as appropriate to the case. Such data might include information from some combination of the SII, MBTI, MMPI-2, or WAIS-IV.

Students will be asked to conceptualize the case addressing such issues as client problems from the perspective of their theory, goals of counseling, assessment, role of the counseling relationship, specific strategies for interventions, evaluation of counseling, and strengths and limitations of the articulated approach. Regarding the latter point, the student should be prepared to critique her or his theoretical approach from the perspective of a different theory cluster. For example, if the case is conceptualized according to a particular psychodynamic theory, this approach might be critiqued from the perspective of humanistic or cognitive/behavioral theories.

Students should refer to their theory articulation paper while working on the case conceptualization part of the exam, and should assume that the readers will be familiar with their theory articulation paper. Also, students may, at their discretion, draw from other theories besides their own if they feel the case necessitates such a broadened focus, and if an effort is made to show how the diverse theoretical elements would be integrated in a coherent way. It is expected that students will provide literature citations (both from the theory articulation paper and other sources) in support of the case conceptualization and critique.

(3) Counseling Psychology/Professional Issues
Students must complete one of the top two and one of the bottom four of the following experiences by 12pm on the second Wednesday of July.

a. Serve as a co-reviewer for a submitted manuscript in a counseling psychology journal.
b. Serve on a Division 17 committee or hold a student office in Division 17.
c. Attend the Division 17 business meeting and presidential address at the annual convention of the American Psychological Association.
d. Attend the Division 17 fellows address at the annual convention of the American Psychological Association.
e. Volunteer in the Division 17 hospitality suite at the annual convention of the American Psychological Association.
f. Organize a workshop for our doctoral program related to a counseling psychology topic.
g. Conduct an informational interview with a counseling psychologist who is not employed at the University of Maryland.

(4) Ethics
Students are expected to write a 5-page paper (plus references) in APA style. This paper is due at 12pm on the second Wednesday of July.

The ethics question focuses on a specific ethical situation that students have encountered during the previous two years of their training. This issue could be related to clinical work, supervision, teaching, or research. To prepare the response, students are expected to read ethics and professional issues-oriented chapters from the Handbook of Counseling Psychology and articles from the past two years in the APA Monitor, The Counseling Psychologist, and Professional Psychology. Students are also expected to demonstrate their familiarity with the APA Ethical Code and with current Professional Standards documents (e.g., regarding counseling of women, racial/ethnic minorities, and LGBT clients). The response should reflect a solid grasp of professional ethics, sensitivity to ethical dimensions of the

dilemma, and depth of thought with respect to the complexities of ethical decision-making.

Students might draw upon larger trends to inform their response and should also cite particular journal articles or chapters in support of their responses.

(5) Teaching
There is one component to the teaching comprehensive exam & portfolio (due on the second Wednesday of July prior to the year of applying for internships).

Students prepare a teaching statement (summarizing their philosophy of education and teaching contributions to date and future directions; 2-pages, single spaced). Students may obtain feedback from others (faculty, students, others) on the teaching statement and may use the Teaching and Learning Transformation Center guidelines for developing the teaching statement.
Note. Students also should hand in teaching evaluations to their advisor prior to application for internship. Teaching evaluations are NOT considered a requirement for the comprehensive exam.

(6) Consultation
There is one component to the consultation comprehensive exam & portfolio (due on the second Wednesday of July in the summer immediately following completion of Supervision Practicum).

Students prepare a fictitious consultation case plan based on their experiences with clients, professionals, and organizations (no longer than 10 double-spaced pages excluding references). The plan should be based on one or more consultation models of the student's choice and should draw from the consultation readings covered in group di-practicum and supervision di-practicum. Though not required, students may draw from other readings. The case plan should include the following:

- Clear description of the client and the presenting issue(s), including discussion of contextual factors, people, and groups that play a role in the situation
- Clear statement of consultation goal(s)
- Description of your approach to implementing the model(s). Discuss each step of implementation, including facilitators and potential challenges for each step. Be sure to discuss how you would navigate the anticipated challenges
- Discussion of relevant ethical, multicultural, and social justice considerations, and how you would address them
- Discussion of one or more professionals outside of the field of counseling psychology who might play a role in this fictitious case, and ways their role and perspective could enhance or detract from the outcome for the client. Examples of professionals include psychologists with training in other subdisciplines, other health professionals, educators, community activists, administrators, and lawyers.
- Discussion of how you will assess the outcome of the consultation process, including rationale.

Comprehensive Exams & Portfolio Question Preparation and Grading

1. Questions will be written by a faculty team. This responsibility will rotate among the faculty.
2. Each of the written portions of the comprehensive exam and portfolio will be read and evaluated by three faculty members. Assuming adequate faculty staffing, one set of faculty members will read the research and teaching components of the exam & portfolio; a second set will read the theory and ethics components of the exam & portfolio; a third set will read the consultation

component of the portfolio. If staffing levels do not allow for such an arrangement, each set of responses will be read by two faculty members (in cases of rater disagreements, a third reader will be asked to read a randomly selected set of student responses in which the disputed response(s) are embedded). Each of the eight sections will receive a separate grade.

3. Students will be asked to place their university ID numbers on their work so the answers can be graded anonymously. Students should not identify themselves on the evaluated portion of the exams and portfolio directly, indirectly or through self-citations.
4. A set of faculty members will assign a grade of "no pass" or "pass" to each evaluated component of the exam and portfolio. To receive a passing grade on a given question, a student would need to receive a "pass" from at least two of the three faculty raters. In addition, evaluation forms will include space for rater comments. These written comments will be given to students by their advisors.
5. In general, students are expected to provide (properly formatted) reference citations in support of all of their responses. The number of citations or the number of pages devoted to answering each question cannot be prescribed in an absolute sense; both should be sufficient to document adequate knowledge in each exam area. Written work is expected to be well-organized. Students are encouraged to use an outline and (where appropriate) headings to structure their responses. Responses should be proofread for spelling, punctuation, and grammar before the work is turned in.
6. All judgments by faculty member readers will be communicated to the training director who is responsible for the comprehensive exam in a timely manner. The training director will tabulate the evaluations and inform advisors of the outcome. The advisors will communicate the results to the students.
7. Students do not pass comprehensive exams if they do not pass all components of the exam. Students cannot be advanced to candidacy if they do not pass all components of the exam. Similarly, internship readiness forms will not be signed for students if they do not pass all components of the comprehensive exam and portfolio.

Note. Faculty agreed that minor grammatical errors will not result in failure of exams unless the grammar is unusually egregious.

Exam Retake Procedures

1. If a student does not pass one or two components of the exam, she or he will be permitted to submit a revised response for the chance to earn a passing grade; up to two revisions will be permitted. The first revision is due one month after receipt of the failing grade. The deadline for a second revision, if necessary, will be set by the advisor, in consultation with the training directors. These procedures also hold for students who do not pass their teaching statement or consultation paper. The process for submitting revised questions/papers is as follows:
    - Students can submit their retake question any time within 30 days after receiving feedback.
    - The retake exam should be submitted in a .pdf file labeled with the student's university identification number. If the student had to retake the case question, the same case question should be used and the student's theory paper must be included in the .pdf file (even if she or he had passed the theory paper).
    - Submit the revised materials to the coordinator of the comprehensive exam process.

- The retake question will be graded by the three original reviewers.
- Results will be given approximately two weeks after the one month deadline (as all retake questions will be graded at the same time).
- Students who do not hand in revised materials by the 30 day deadline will be considered to not have finished the comprehensive exams & portfolio. Revised materials can be submitted the following year when comprehensive exams are due.

2. If a student does not pass three or more of the exam components, she or he will have the option of (a) revising the responses and taking an oral exam covering these components in the same semester, or (b) taking the entire new exam during the following academic year. The student will consult with her or his advisor before making this decision.

3. The purpose of the oral exam questioning is to assess the student's knowledge in the exam area that is being re-attempted. The student will make a presentation addressing the problems with their comprehensive exam response. The majority of time will involve the student responding to faculty questions/comments. The oral exam will focus on the specific question(s) being re-attempted and material that extends beyond, yet is related to, the specific question(s).

4. The oral exam panel will consist of three faculty members, one of whom will be the student's advisor. The faculty advisor will select a committee of three faculty members. After questioning is completed, each faculty member will provide an independent, written pass/fail decision regarding each re-attempted item. At least two pass votes for each re-attempted item are required to pass the oral exam.

5. If a student does not pass any oral exam question, the student will be considered not to have passed the entire comprehensive exam and will be required to retake the written portion of the exam during the next academic year.

6. If a student does not pass the exam after a second attempt (which may include a second oral exam), she or he will be dismissed from the Program.

EXAMPLE: Comprehensive Exam Portfolio Procedures
(Note that the specific procedures will change from year to year.)

2017 Comprehensive Exam Portfolio Procedures

****submit paper copies (3214 Benjamin Building) and pdf files (rqshin@umd.edu) to Richard Shin by 12pm EST**		
OVERVIEW OF COMPREHENSIVE EXAM PORTFOLIO You will submit: (a) one complete paper copy of your portfolio in a three-ring binder (for APA accreditation site visits) (b) one complete portfolio in pdf file format (name this file: ***your UID number_Comps_Portfolio.pdf***) (c) a separate pdf file (name this file: ***your UID number_Research_Ethics.pdf***) including only integrative research/core psychology paper, research statement, ethics, and (if applicable) teaching statement (for faculty panel review) (d) a separate pdf file (name this file: ***your UID number_Case_Theory.pdf***) including only case conceptualization and theory paper (for faculty panel review) Both paper and pdf formats should present each comps component in the order outlined below. All materials are due on 7/11/2017 @ 12pm unless otherwise noted.		
Specific Components:	Due Date	**Procedure
I. RESEARCH		Include Title page "Research"
(1) Research statement (summarize your program of research including research contributions to date and future directions; 2-pages, single spaced)	7/11/2017 @ 12pm	Submit with heading "Research: Statement" for faculty panel review. Include your UID (don't include your name).
(2) Integrative research/core psychology paper (address how one or two core areas of psychology could inform a research topic in your research program; 10 pages plus title page and references in APA style)	7/11/2017 @ 12pm	Submit with heading "Research: Integrative Review" for faculty panel review. Include your UID (don't include your name).
(3) Research accomplishments (complete each of the following):		
d. First authored published journal article or article submitted for publication to a peer-reviewed journal. If there is a co-author, the student (first author) is responsible for independently completing the first draft prior to sending to co-authors.	7/11/2017 @ 12pm (submitted to peer review journal)	Submit (a) cover page with heading "Research: First author manuscript", (b) entire manuscript and, (c) journal submission

		confirmation notice including date of submission. Include your name and UID.
e. First authored conference presentation or poster presentation at a regional, national, or international conference.	7/11/2017 @ 12pm	Submit (a) cover page with heading "Research: Presentation", (b) complete proposal, (c) and one copy of conference presentation confirmation including name and date of conference (or indicate date of presentation if conference occurs later; must be presented in summer 2016). Include your name and UID.
f. First authored external grant or award proposal for research (must be at least 5 pages and have a research focus).	7/11/2017 @ 12pm (proposal must be completed by this date even if award deadline is after 7/11/2017)	Submit (a) cover page with heading "Research: Grant/Award", (b) complete proposal, (c) award information including date of submission (or planned date if deadline is after 7/16). Include your name and UID.
II. THEORY		Include title page "Theory"
(1) Theory paper (10 pages; see current guidelines)	7/11/2017 @ 12pm	Submit with heading "Theory Paper" for faculty panel review. Include your UID (don't include your name).
(2) Case application (take home exam – one week - in which students apply their theory to a case provided by the faculty which will include data from client assessments). 10 pages maximum (excluding title page and references). YOU WILL RECEIVE THE CASE ON **7/8/2016 @ 12:00PM EST.**	7/11/2017 @ 12pm	Submit with heading "Case Application" for faculty panel review. Include UID (don't include your name).
III. COUNSELING PSYCHOLOGY/PROFESSIONAL ISSUES: students must complete either a or b; must also complete one experience from options c, d, e, f, and g.		Include Title page "Counseling Psychology/Professional Issues"

a. Serve as a co-reviewer for a submitted manuscript in a counseling psychology-related journal.	7/11/2017 @ 12pm	Submit with heading "Counseling Psychology/Professional Issues: Co-reviewer" of documentation (signed by your co-reviewer) indicating the name of the journal and date of completion for this task. Include name and UID.
b. Serve on a Division 17 committee or hold a student office in Division 17.	7/11/2017 @ 12pm	Submit with heading "Counseling Psychology/Professional Issues: SCP Committee/Office" of documentation of specific committee or office responsibilities and date(s) of service. Include name and UID.
c. Attend the Division 17 business meeting and presidential address at the annual convention of the American Psychological Association.	7/11/2017 @ 12pm	Submit with heading "Counseling Psychology/Professional Issues: Business Meeting" of documentation of specific event attended including date. Include name and UID.
d. Attend the Division 17 fellows address at the annual convention of the American Psychological Association.	7/11/2017 @ 12pm	Submit with heading "Counseling Psychology/Professional Issues: Fellows Address" of documentation of specific event attended including date. Include name and UID.
e. Volunteer in the Division 17 hospitality suite at the annual convention of the American Psychological Association.	7/11/2017 @ 12pm	Submit with heading "Counseling Psychology/Professional Issues: Hospitality Suite" of documentation of volunteer duties and date of service. Include name and UID.

f. Organize a workshop for our doctoral program related to a counseling psychology topic.	7/11/2017 @ 12pm	Submit with heading "Counseling Psychology/Professional Issues: Workshop" of documentation of title and date of specific event organized. Include name and UID.
g. Conduct an informational interview with a counseling psychologist who is not employed at the University of Maryland.	7/11/2017 @ 12pm	Submit with (a) heading "Counseling Psychology/Professional Issues: Interview" of documentation of (a) name, position/affiliation of interviewee, (b) date of interview, and (c) list of interview questions and/or concise summary of content. Include name and UID.
IV. ETHICS		Include Title page "Ethics"
(1) Ethics paper and application (5 pages plus references). YOU WILL RECEIVE THE ETHICS QUESTION ON **7/8/2016 @ 12:00PM EST**.	7/11/2017 @ 12pm	Submit with heading "Ethics" for faculty panel review. Include UID (don't include name).
V. TEACHING		Include Title page "Teaching"
(1) Teaching statement (2 page, single spaced)	7/11/2017 @ 12pm	Submit with heading "Teaching: Statement" for faculty panel review. Include UID (don't include name).
---END---		

G. ADMISSION TO CANDIDACY

The Graduate School requires students to submit a form for admission to candidacy for the degree of Doctor of Philosophy. **This form should be submitted immediately after satisfactory completion of the comprehensive exam.**

Each department may also require additional forms to be completed at the time of candidacy; these forms change periodically and vary according to department. Students should check with the person in charge of graduate studies in her/his department at the time that the application for admission to candidacy is to be submitted.

H. DISSERTATION

The dissertation represents the student's major research contribution during the graduate program. It must be a piece of original research related to counseling psychology. Students are encouraged to review faculty research interests described in a later section and to choose research problems for which knowledgeable faculty advisors are available. The same format as described earlier for the thesis proposal can be followed for the dissertation proposal. Students have the option of writing their thesis in manuscript format (the length should be suitable for submission to a journal) with an attached appendix for the literature review.

Students must complete their dissertation proposals by May 15th prior to the semester when they will apply for an internship (i.e., the proposal must be approved by the dissertation committee). Ideally, students will have their dissertation completed before departing for internship. By doing so, students will be able to maximize their internship year and graduate upon completion of the internship.

A Ph.D. is awarded only upon completion of both the dissertation and internship.

I. NOMINATION OF THESIS OR DISSERTATION COMMITTEE

Beyond the regulations of the Graduate School, described on the next page, the Counseling Psychology program has stipulations regarding each committee.

A: For the Master's thesis, both the proposal and final written product are to be reviewed by at least a three-person committee. The committee should be constituted of at least one full-time faculty member from Psychology or an affiliate faculty member, one full-time faculty member from CHSE or an affiliate faculty member, and a third person who is either a faculty member from any department at the University of Maryland or who is an affiliate or adjunct of the program. Affiliate faculty members can be counted as representing either the CHSE or PSYC side of the program on thesis and dissertation committees.

If an adjunct is included on the committee, the person must submit a vita so that the advisor can prepare a letter justifying the appointment to the Graduate School (who must approve the committee). If desired, more than three members may be placed on a committee, including non-faculty doctoral level professionals, to provide additional expertise and assistance. Committee meetings are to be scheduled by the student at both the proposal stage and the final defense.

B: For the dissertation, the Graduate School requires a minimum of a five-person committee including at least three full members of the graduate faculty (tenured faculty at the associate and full professor level

are usually full members of the graduate faculty). The Chair must be a full member of the Graduate Faculty. The Graduate School also requires that at least one of the five persons be a full member of the graduate faculty from a department other than the department in which the student will be receiving the degree (CHSE or PSYC) and be other than the advisor. Additional committee requirements are as follows:

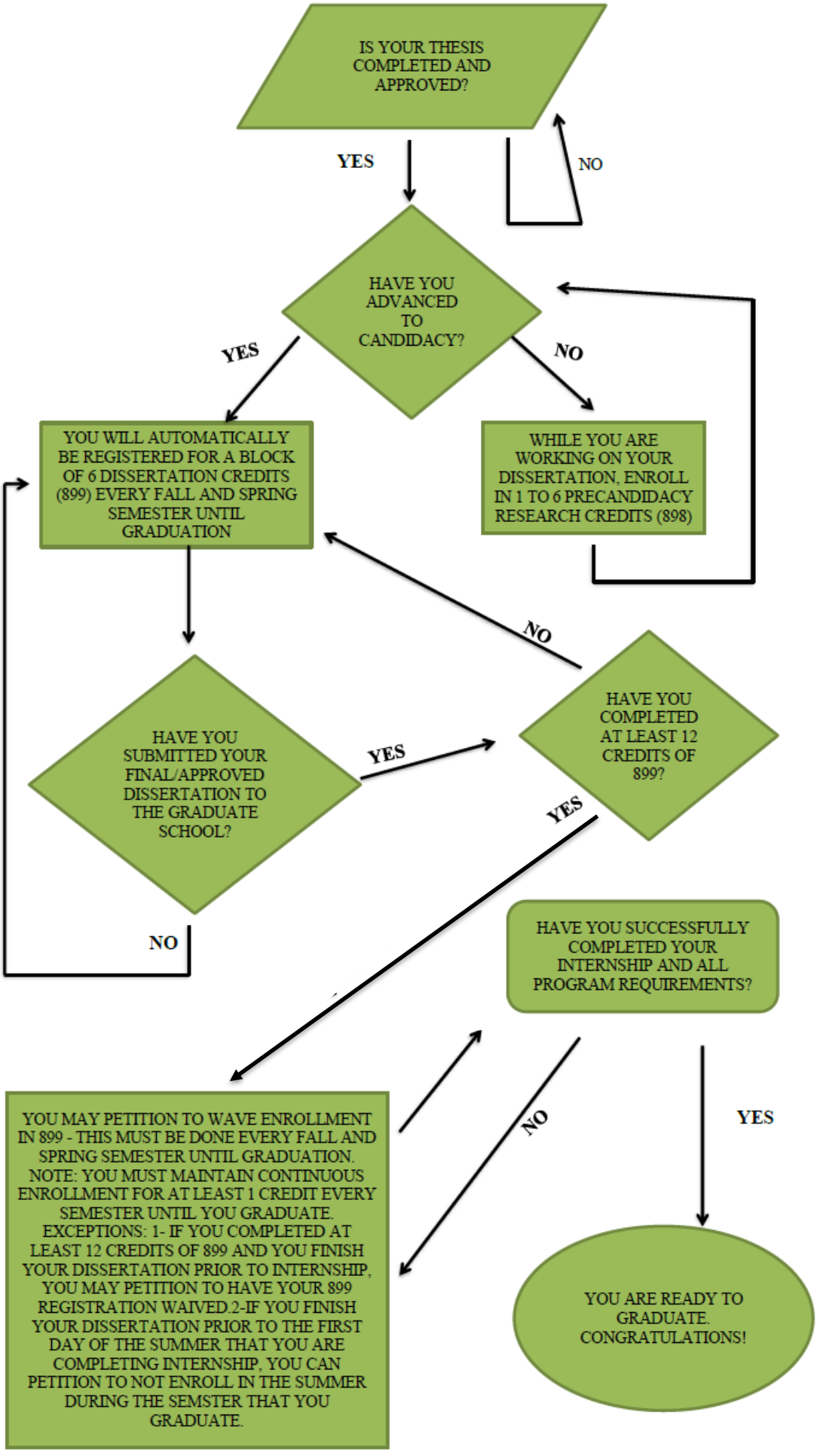
1. The Counseling Psychology Program requires that at least two of the five members be faculty from the Program, one from the CHSE Department (full-time or affiliate faculty) and one from the PSYC Department (full-time or affiliate). Affiliate faculty members can be counted as representing either the CHSE or PSYC side of the program on thesis and dissertation committees. This can meet the Graduate School requirement that one of the five members be from a department other than the student's.

2. Students from the Psychology Department must have a faculty member from Psychology who is not on the Counseling Psychology faculty; students from the CHSE Department must have a member on the Committee who is in the CHSE Department or the College of Education and who is not on the Counseling Psychology faculty. Other members of the dissertation committee can be any doctoral-level persons, including faculty from other universities and practicing psychologists who are not faculty. Such persons must be willing to submit a vita so that the advisor can prepare a letter clarifying to the Graduate School the appropriateness of the appointment to the dissertation committee. The Graduate School has final approval of master's and doctoral committees.

NOTE*:* When seeking to schedule thesis or dissertation proposal or oral exam meetings, it is important that the student try to arrange the meeting 4 to 6 weeks in advance. It is best to solicit faculty's free times during a 3-week period. Proposals, theses and dissertations must be submitted to committee members two weeks in advance of the meeting. Proposal meetings and defense meetings are expected to occur during the academic year. Students may submit a petition to have these meetings during the summer for reasons due to special circumstances (e.g., significant health problems, advisors on sabbatical); however, faculty are not expected to be available for summer meetings.

An official form must be completed to nominate a thesis or dissertation committee. This form can be obtained from the Graduate Office in the department in which students entered the program.

DISSERTATION CREDIT FLOWCHART



J. INTERNSHIP

Following the completion of coursework, comprehensive exams, and an approved dissertation proposal, students may apply for internships. Comprehensive exams must be completed and passed a full year before the start of the internship (e.g., a student who completes the comprehensive exam prior to the Fall of the 4th year of the program may apply later that Fall for an internship that would begin the following year if they have met internship readiness standards as assessed by the training directors (see below)).

An internship must be completed on a full-time one-year basis or on a half-time basis over a two-year period. The internship must be in a service agency with an organized training program providing supervision by psychologists. Students are strongly advised to obtain APA-accredited internships. Those who select a non-APA accredited internship may have difficulty with finding employment, licensure and credentialing. At the time the student is eligible for applying for internships, consultation with both an advisor and a program co-director assists the student in identifying qualified internship agencies appropriate to student interests. Most students in recent years have completed their internships either in counseling centers or VA hospitals.

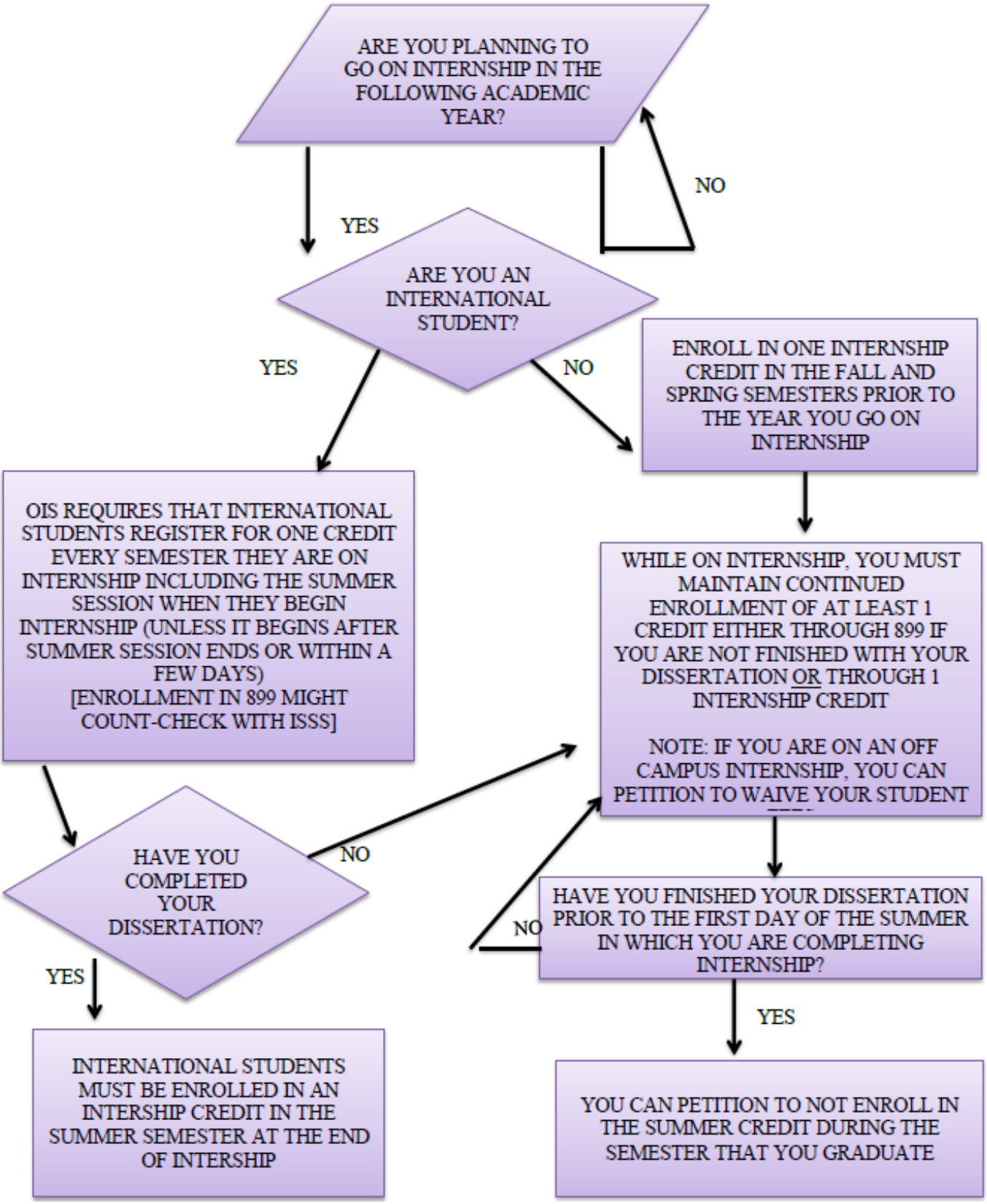
In preparing for internship, the student should attend carefully to the expectations of internship sites regarding client contact and total practicum hours. The Association of Psychology Postdoctoral and Internship Centers (APIIC) website contains forms that can be used throughout the program calculate clinical hours. **http://www.appic.org**

Students should submit the hours and application form for APIIC to the co-director in charge of internships on October 1st of the year when they are applying to internships. Students should have their advisors review their essays prior to submitting their applications.

COUNCIL OF COUNSELING PSYCHOLOGY TRAINING PROGRAMS
EXPECTATIONS FOR INTERNSHIP ELIGIBILITY
(Please note that our program embraces these recommendations and has additional requirements as noted in this handbook.)

1. Trainee meets of exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent) prior to application to internship.
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
    a. Submitting a manuscript (e.g., journal article, book chapter) as an author or co-author, or
    b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

INTERNSHIP CREDITS FLOW CHART



K. PETITIONS

Any change to the program of study must be approved by the full faculty. The student should first consult with her or his advisor and then write a petition, which must be co-signed by the student and advisor. The student should give the signed letter to the director of training who will arrange for discussion of the petition by the faculty.

L. CONTINUOUS REGISTRATION/LEAVE POLICIES APPLICABLE TO POST-CANDIDACY DOCTORAL STUDENTS

Dissertation Credits (899): 12 credits minimum

Students are required to register for at least one credit for each Fall and Spring semester after advancement to candidacy, unless a waiver is specifically sought and approved by the Graduate School. For summer sessions, students must register for at least one credit if they are using any University resources, including advisor time. All post-candidacy students will be registered automatically by the Graduate School for 6 credits of 899 for each fall and spring semester following formal advancement to candidacy until they complete their Ph.D. Accordingly, all post-candidacy students will be considered "full-time" by the University. 899 will no longer be available by variable credit and can only be taken 6 units at a time.

Students may register for 6 dissertation credits during the summer with permission from the Graduate School, but are not required to do so. Students graduating in August must still be registered for at least one credit. Although such students may register for an additional 6 credits of 899, they may instead register for one credit of independent study with their advisor. Please note that students must register for at least one dissertation credit for one of their summer sessions during internship (even if they have defended their dissertation).

The 899s are registered in a block of 6 credits. The tuition is not based on a per credit charge for the 899s. The candidacy tuition rate is equivalent to 1.6 credits for the 6 credits of the 899. There are no exceptions to the number of 899 credits for the semester.

A waiver of Mandatory Fees may be granted to any graduate student, including Doctoral Candidates, if the student will be away from the University for a semester or a year. An application for waiver of Mandatory Fees must be submitted to the Graduate School thirty days before the beginning of the semester for which the waiver is sought. The waiver may be granted for a semester or a year.

Internship credits (PSYC 639 or EDCP 889): 2 minimum
Continuous registration is required of all students until they graduate. All students must have two internship credits to graduate. Students can enroll in these credits the year before they go on internship. Students who have not finished their dissertation will be automatically enrolled in 6 dissertation credits (billed at 1.6 credits) once they have reached candidacy. Students who have completed their dissertation will have to be enrolled in at least one credit. If students have completed their dissertation and are not on campus or using campus resources, they can request that the mandatory fees be waived.

International students must check guidelines and follow the rules for ISSS regarding enrollment.

M. POLICY FOR CONDUCTING COUNSELING AND RESEARCH

All clinical work and research must be conducted under the supervision of a licensed psychologist.

We strongly encourage students to see clients or collect research data involving counseling interactions during regular working hours at the university (M through F, 8am to 5pm). If students are seeing clients (either for clinical work or research purposes) during regular working hours, there must be a licensed psychologist physically present in the building. The student is responsible for arranging (ahead of time) for a licensed psychologist to be present whenever working with clients or counseling-related research participants. If the university is closed during a weekday, the same rules as for weekends apply.

If students must see clients or collect research data after hours, we strongly recommend that they only do so between 5 and 8pm from Monday to Thursday. We require that at least two other students be present in the same suite of rooms, and that a licensed psychologist be physically present in the building. The student is responsible for arranging (ahead of time) for a licensed psychologist to be present whenever working with clients or counseling-related research participants.

We strongly discourage students from using the building for the purposes of seeing clients or conducting research on weekends. A licensed psychologist must be physically present in the building, and at least two other students should be present in the same suite of rooms. The student is responsible for arranging (ahead of time) for a licensed psychologist to be present whenever working with clients or counseling-related research participants.

Should an emergency arise (e.g., questions concerning client or participant safety), the on-duty psychologist should be contacted immediately for consultation.

N. GUIDELINES FOR DOCUMENTS WITH CONFIDENTIAL INFORMATION

What follows are some specific guidelines for preparation and handling of documents with confidential information about clients, volunteer client, and research participants. Beyond these specifics, we encourage students to draw on basic ethical principles and common sense. The most important thing is that students use reasonable effort to protect confidentiality in preparing documents, storing documents, sharing documents, and managing loss of documents.

PREPARING DOCUMENTS

- It should not be possible to identify a client from the information presented in a document. To the greatest extent possible, no identifying client information should be included in electronic documents or the names of documents. The proper names of clients and people in their lives should not be used in any document. Instead, people should be referred to with abbreviations that do not include personal information (e.g., do not use initials). Avoid referring to personal characteristics or life circumstances that would be sufficiently unique to allow possible identification of the client.
- All electronic documents containing client information must be typed using word processing software that allows that documents to be password protected.

STORING DOCUMENTS

- All computers used to store documents with client information must be password protected. In other words, a password must be required to use any computer containing documents with client

information. You may choose whatever password you wish to use, but it should be different from the one used to protect your documents.
- Electronic documents with client information should be deleted as soon as they are no longer needed for professional purposes.
- It is your responsibility to shred physical documents in your possession as soon as possible if the documents contain information about clients. If you must store physical copies of documents, they must be stored in a secure location (optimally a locked file cabinet within a locked office).

SHARING DOCUMENTS
- Documents may only be shared for the purpose of clinical supervision and clinical evaluation.
- Passwords should be shared only with people who are eligible to receive the document. The password should not be shared in conjunction with the document itself. For example, if an electronic document is being transmitted electronically, the password should not be shared in the same email as the document.
- Documents containing confidential client information may be printed for the purpose of supervision or evaluation. When distributing physical copies of these documents to other parties, take reasonable precautions to ensure the confidentiality of the documents (keeping in mind that risks of confidentiality breaches are greater when documents are sent through mail or left in unlocked mail boxes). At the end of the meetings in which these physical copies are used, they should be collected and shredded.

LOSS OF DOCUMENTS
- Although all steps should be taken to secure and avoid losing documents with client confidential information, sometimes documents (or the computers containing them) are lost. In such cases, students should (a) take immediate efforts to recover the document(s), and (b) consult with their clinical supervisor for guidance on managing the loss.

CONSENT REGARDING DOCUMENTS
- It is recommended that clients be informed of the existence of documentation regarding their case, as well as policies regarding sharing, storage, and protection of these documents. Clients also should be informed regarding policies about accessing their own records.

OBSERVANCE OF SITE POLICIES & PROCEDURES
- It is recommended that students observe these guidelines at all practice sites, unless they contradict the policies or procedures at a site.
- Students are responsible for learning about and observing the policies and procedures in their various practice sites.
- The Counseling Center at the University of Maryland does not permit any documents with client information to be taken outside the Center or shared outside of the Center's electronic record system.

RESEARCH DOCUMENTS
- Many of the procedures recommended here also can be used to protect the confidentiality and privacy of research participants. Students should consider using these procedures in relation to documents containing research participant information.
- All students receive training in protecting confidential information through completion of the CITI Program course in human subjects research, which is required of all researchers at the University of Maryland.

- Ultimately, the most important procedures to follow for confidential participant information are those specified in the approved IRB protocol for a study. Students are responsible for ensuring that those procedures are followed. Students must contact an IRB officer to report and seek guidance on any lapses that occur in procedures.

O. PROFESSIONAL DEVELOPMENT

Students are expected to become members of Division 17 of the American Psychological Association (http://www.div17.org/). In addition, students should enroll in the Division 17 listserv as important professional information and opportunities are available through this listserv.

P. INTERNATIONAL STUDENT RESOURCES

International students are an important part of our learning community. In recent years, approximately 25% of the students in our program were born or raised in countries outside of the United States. Our international students enrich our program in many ways, including their ability to provide perspectives on human behavior, research, and counseling that may differ from mainstream US perspectives.

As exciting as it can be for international students to arrive at their new university, it can also be stressful since it can involve…

- settling into life in a new country and culture
- learning and managing visa and work requirements
- understanding university requirements for international students
- facing the challenges of speaking and reading English

For these reasons, there is no doubt that international students must cope with challenges that domestic students do not need to consider. However, experience has shown that our international students manage these challenges and excel in their graduate work. Below we list some facts, tips, and resources that may be helpful for international applicants to our program, as well as current international students.

International students may face additional fees or fiscal requirements related to their visas due to requirements for year-round enrollment when participating in activities such as externships and internships. When required, this amount would be approximately the cost of 1 credit hour.

International students might experience additional limitations regarding number of externship and internship placements available to them due to federal regulations (e.g. Veteran's Administration Hospitals).

The website of International Student & Scholar Services (ISSS) at the University of Maryland contains a great deal of useful information for international students, including information related to admissions, arriving as a new student, support services, visa and work requirements, university requirements, and issues related to competency in English. We strongly advise current and prospective students to spend the time needed to become familiar with information on this website. We also recommend that prospective and current students develop relationships with advisors in ISSS early in their relationship with the University of Maryland. Doing so can help international students anticipate and prepare for potential challenges. Some examples of potential challenges include visa restrictions that do not allow international students to accept stipends or pay for externship experiences outside the university (although these experiences rarely offer stipends), visa requirements regarding continuous registration,

and certain externship and internship options that are restricted to U.S. citizens (e.g., Veteran's Affairs Medical Centers).

Who is the best source of information about international student issues as they relate to our program? It's our own international students. Our students have created their own International Justice Committee to support one another, and to advocate for improvements in the resources and policies related to international students. Issues related to international students are also discussed in our program's organization for counseling psychology students (COPSA).

One of our program faculty members serves as a program liaison for the ISSS, and meets with international students to understand their concerns. Currently, the liaison is Dr. Mary Ann Hoffman.

Finally, we cannot emphasize enough the importance of empowering yourself to be your own best advocate. Our university and program are steadily improving the support our international students receive by default. However, students should not assume that they will automatically be given all of the information important for them to know. It is for this reason that we encourage you to advocate on your own behalf. This means searching for relevant information on the University website, and discussing international student issues with multiple people (including advisors in ISSS, departmental administrative staff, program co-directors, current international students, and our program liaison to the ISSS). Doing so will minimize the chances of having unexpected problems, and will maximize the chances that your experience at the University of Maryland is fulfilling.

IV. EVALUATION OF STUDENT'S ACADEMIC AND CLINICAL PROGRESS

A. MAINTAINING GOOD ACADEMIC STANDING

Student progress is evaluated annually in the Fall semester (except for the first year students who are evaluated in the Spring semester of their first year). All students (after the first year in the program) complete a self-evaluation (see Cumulative and annual report form), and then faculty meet to discuss the progress of each student. All students receive written feedback from their advisor on an annual basis (see Annual student evaluation form).

In every practicum and externship course, supervisors evaluate students' clinical progress using a structured feedback form (see Supervisor assessment of practicum and externship student progress form).

During the first three years, the primary evaluation assesses satisfactory completion of courses and didactic-practica, each of which is evaluated separately by the course instructor. Students who complete their courses on schedule with grades of "B-minus" or better in graded courses, a "satisfactory" in all didactic-practica, and who meet all ethical and professional standards, are considered in good standing. The University requires a high level of scholarship, and any course grade lower than "B-minus" or Satisfactory in ANY COURSE is considered inadequate. If a student does not receive at least a B-minus on the first try, she or he must retake the course one time and substitute the higher grade.

If a student receives a grade of C or lower in any course, she or he will be placed on probation, and faculty will discuss the student's progress. Two C grades meet the conditions for termination from the Program. If the student receives two Cs, the Counseling Psychology faculty will meet to determine if the student should be terminated or whether a remediation plan is warranted. For those students who entered through the Psychology Department, the departmental Graduate Committee then meets to act on the recommendation of the Counseling Psychology faculty.

Students submitting a thesis from another institution must submit their thesis to their advisor by September 15th of their first year. If the thesis is not approved, the student must follow the same schedule as students who enter without a completed thesis. By March 1st of the fourth semester, students who entered without an approved thesis must have a committee-approved thesis proposal to remain in good standing. If the proposal is not approved, or a thesis plan is not in place, students will not be permitted to pre-register for didactic-practica for the following semester. Research II, which is offered in the spring of the third year, cannot be taken until the thesis is completed (i.e., defense of the thesis must take place by December 15th of their third year). Delaying practica or Research II can add to the time required for degree completion. If the student does not complete the thesis in a reasonable amount of time according to program requirements, the Counseling Psychology faculty will meet to determine whether the student should be terminated from the program.

Satisfactory completion of the comprehensive exam, along with the satisfactory completion of the required didactic-practica, at least a "B" average in all required course work, demonstration of research competence through completion of the thesis and the dissertation proposal, and professional and ethical behavior are the basis for the final pre-internship evaluation of a student. The final evaluation of students is based on successful completion of an internship and a dissertation. The internship supervisor(s) provides evaluations at midpoint and at the completion of the internship; the student's dissertation committee evaluates the student's dissertation.

B. LEAVE OF ABSENCE POLICY

Students can petition the faculty to request a leave of absence for one semester or for one year under the following conditions:

1. The student is in good standing (e.g., passing all courses, on time with program requirements; see Timetable in this Handbook);
2. The student completes the current semester in which she or he is enrolled;
3. The student fulfills all current obligations (assistantship, clinical work);
4. The student has the support of her or his advisor;
5. The leave of absence does not conflict with Graduate School time deadlines (i.e., the leave of absence cannot be used to gain additional time to fulfill Graduate School requirements).

Students should be aware that if the faculty does not grant the leave of absence, the student would have to reapply to the program if they fail to maintain full-time student status.

C. POLICY REGARDING TERMINATION OF STUDENT STATUS

The goal of our program is to educate counseling psychologists who are skilled at both research and practice, and whose work reflects an understanding of and commitment to professional ethics. It is our hope that every student will be successful in completing the doctoral program and entering the field as a professional. The faculty carefully monitors the progress of the students, and when appropriate, provides recommendations for remediation in cases where concerns may be resolved. Rarely, students are dismissed from the doctoral program. The dismissal of a student from the Counseling Psychology Program is a significant event for both the student and the faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of ethical or professional conduct. The final decision regarding termination from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue (e.g., in a probationary capacity, with a remediation plan), is a decision that rests with the faculty of the Counseling Psychology Program along with consultation from the department chair in which the student is administratively housed. In some cases, other units of the University may be involved in this decision such as the Graduate School or the Student Honor Council.

At any point during the student's matriculation, the faculty will review circumstances or performances that raise concerns about a student's (1) competency in clinical work, research, teaching; or (2) professional or ethical conduct. In fact, by virtue of their training, roles, and the dictates of professional ethics, faculty members are responsible for documenting (as early as possible) and helping to address concerns regarding a student's performance or professional functioning. The following are examples of circumstances or performances that may form the basis for a remediation plan or for dismissal:

COMPETENCY IN CLINICAL WORK, RESEARCH, AND TEACHING

1. **Failure to maintain minimum academic standards:** According to University policy, graduate students must maintain a GPA of at least 3.0 for all graduate courses taken since enrollment in the degree program. The current *Graduate School Catalog* should be consulted for specific academic probation criteria. In general terms, a cumulative GPA of less than 3.0 after the completion of nine credits will result in automatic probation by the program; a second, successive semester of such grades requires close consultation with the program faculty regarding a remedial plan and could result in academic termination; three consecutive semesters

of such grades will result in academic termination. In addition, students must earn a "B-minus" or above (or "pass" or "satisfactory") in all required coursework; if not, they will be placed on probation. Students have one opportunity to retake a course to earn the minimum acceptable grade or better; failure to earn an acceptable grade will result in termination from the program.

2. **Unsatisfactory performance in practica, internship, or other practice-related courses:** Grades of "pass" or "satisfactory" (or "B-minus" or above when letter grades are used) are required for internship and all practica or practice-related courses. Students who receive a "fail" or "unsatisfactory" (or less than a "B-minus") in any of these courses will be placed on probation. Students may, with the approval of the faculty, retake a course once to remedy a lower grade. Failure to earn a "pass" or "satisfactory" (or "B-minus or above" when letter grades are used) on the second attempt will result in the student being terminated from the program.

3. **Failure of comprehensive examinations:** Students who fail the comprehensive examination can be dismissed. Please refer to policies under the comprehensive exam section for explanation of grading of comprehensive exams, retake opportunities, and definition of failure should retakes not be passed.

4. **Failure to comply with University, departmental, or program policies and timetables:** (e.g., deadlines regarding completion of doctoral requirements). Program timetables require that:

a) Students successfully defend their thesis by December 15th of their third year.
b) Comprehensive examinations be taken and passed before students apply for internship.
c) Students have a committee-approved dissertation proposal by May 15th prior to the semester when they will apply for internship.
d) Students have a committee-approved dissertation proposal no later than October 15th of their 5th year in the program. If students fail to meet this deadline, they will be placed on probation and have until October 15th of the following year (their 6th year in the program) to have an approved dissertation proposal. Students cannot apply for internships unless their proposal is approved (see point c above).
e) Students who do not have a committee-approved dissertation by June 1st at the end of their 6th year will be placed on academic probation for one year. If the student does not have a committee-approved dissertation during the probationary year, she or he will be dropped from the doctoral program as of June 1st at the conclusion of the probationary year (at the end of the student's 7th year in the program).
f) Any student who has been granted a formal leave-of-absence by the Graduate School (e.g., granted for childbearing, adoption, illness or dependent care) shall have her or his deadlines under this policy extended by the amount of formal leave granted by the Graduate School.

PROFESSIONAL OR ETHICAL CONDUCT

5. **Unethical clinical or research practices, unprofessional conduct, or behaviors that obstruct the training process or threaten the welfare of people with whom students have professional contact (e.g., clients, supervisees, students, research participants, peers):** Students are expected to subscribe to the professional and ethical standards of the American Psychological Association (see www.APA.org. *Ethical Principles of Psychologists and Code of Conduct*). Serious ethical breaches and unprofessional conduct (which may include behaviors that occur off campus) - especially behaviors that impede the training process or that threaten client welfare – may constitute grounds for a remediation plan or for dismissal.

6. **Failure to comply with University, departmental, or program policies on academic integrity (e.g., plagiarism, cheating, and sexual harassment):** Students are expected to subscribe to conduct described by the University of Maryland Student Honor Council (www.shc.umd.edu/code.html) and the University of Maryland's Sexual Harassment Policy (www.ohrp.umd.edu/compliance/shpp.html). Failure to do may constitute grounds for a remediation plan or for dismissal.

7. **Psychological or personal concerns that may impede the training process or threaten the welfare of those with whom students have professional contact:** An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning may constitute grounds for a remediation plan or for dismissal.

   Psychological or personal problems that may require a remediation plan (or dismissal) include:
   a) Those that affect the quality of services (e.g., to clients, supervisees, students, research participants)
   b) Those that require a disproportionate amount of attention by faculty/training personnel.
   c) Those where the problematic behavior has ethical or legal ramifications for the program.
   d) Those where student's behavior may negatively affect the public view of the program.

   (This section was adapted from Ball State University Counseling Psychology Program and Lamb, D., Presser, N., Pfost, K., Baum, M., Jackson, V., & Jarvis, P. (1987). Confronting professional impairment during the internship: Identification, due process, and remediation. *Professional Psychology: Research and Practice, 18,* 587-603.)

8. **Legal concerns/issues that may interfere with the training process and training outcomes such as eligibility for internships or licensure; or those that threaten the welfare of people with whom students have professional contact (e.g., clients, supervisees, students, research participants, peers):** At the time of applying to the University of Maryland, all applicants must answer the following question on their application form, "Have you ever been charged with, indicted for, pleaded guilty to, or been found guilty of any criminal offense excluding minor traffic violations?" Students must notify their advisor *and* their respective training director in writing within 72 hours in the event of any new legal issues or changes in ongoing legal issues that fit the above definition. This includes those that occur off-campus or outside of formal program-sanctioned training. Certain criminal offenses can impede access to externships and internships as well as eligibility for licensure and may constitute grounds for a remediation plan or dismissal.

9. **Social media:**
   Students should attend carefully to best practices and ethical issues related to involvement with social media. http://www.apa.org/monitor/2014/02/ce-corner.aspx

D. DISMISSAL PROCEDURES

As stated earlier, it is our hope that all students admitted to our program will successfully complete the requirements for graduation. The faculty of the Counseling Psychology program has the responsibility to assess the progress of each student on a yearly and as-needed basis. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely manner. Specifically, it is the role of the program faculty to (a) evaluate student performance, (b) respond to problematic, inadequate, or impaired student performance, and (c) ensure that due process is accorded all parties during the evaluative and review process. In the event that significant concerns are noted regarding a student, the faculty will discuss the problems. If the faculty determines that remediation is appropriate, the advisor and training director(s) will meet with the student to develop a remediation plan and to communicate conditions for remaining enrolled in the doctoral program. In most cases, the student will be placed on probationary status and given a plan for remediation before dismissal is considered.

Dismissal of students from the doctoral program may occur (1) when remediation is not possible, (2) when the remediation plan is not endorsed by the student or successfully completed, or (3) immediately in extreme instances. In all cases where dismissal is being considered by the program, the program directors will first consult with the chair of the department in which the student is administratively housed and then determine if other units of the University, such as the Graduate School, need to be consulted about any aspects of the dismissal process.

E. STUDENT GRIEVANCE PROCEDURES

The University of Maryland Counseling Psychology Program recognizes that differences in opinions, complaints, or grievances may occur in the relationships between the faculty and students of the counseling psychology program. We believe it is the responsibility of all program members to establish and maintain a climate within which a student problem or complaint can be promptly identified, presented, discussed, and given fair, timely consideration without fear or recrimination or retribution.

Students who are experiencing challenges with their supervisors during **practicum** should do the following: (1) Talk with their supervisor (if possible) and/or the practicum instructor. (2) Students also can discuss their concerns with their advisor, the co-training director in charge of practicum, or the other co-training director.

Students who are experiencing challenges with their supervisors during **externship** should do the following: (1) Talk with their supervisor (if possible) and/or the externship instructor. (2) Students also can discuss their concerns with their advisor and either training director.

The following steps are recommended for students who feel they have been unjustly or unfairly treated in the course of their education. The information presented below represents a synthesis of program, department, and university policies to protect the rights of students, to express their concerns and, as appropriate, to have them redressed.

1. If a single faculty member is involved, the preferred choice (also see number 2 below) is for the student to discuss the matter directly with that person. If multiple students share the concern, appointing a spokesperson to describe the difficulty and explore solutions with the faculty member may be helpful.

2. If number 1 is unsuccessful or the student(s) feel dismissed or intimidated, the student(s) may discuss

the problem with his/her advisor in the hope that his/her input will be effective in communicating the nature of the concern and in initiating an appropriate remedial process. Alternatively, the student(s) can bring the matter to the attention of the directors of training, or the Psychology and CHSE department chairs as appropriate.

3. If a problem exists across multiple faculty members, those affected should request that the student representative(s) bring the matter to the faculty meeting. In many cases, discussion of the problem in that form can occur without identifying specific faculty or students.

4. Although the order of appeal as presented above is preferred, the student may feel that the urgency of the issue or other factors may make it necessary to appeal directly to the appropriate department chair.

5. If the issue cannot be resolved at the department level, then a number of appeal options described in the Graduate Catalog are available. Because different issues may have different appeal routes, the concerned student(s) should meet with the department chairperson who will identify the appropriate appeal mechanisms.

Beyond the guidance given above, students may take advantage of two ombuds services available at the University. First, the Graduate School maintains an Ombuds Office specifically for graduate students to gain free and confidential guidance from a neutral party regarding their complaints and grievances. Second, the counseling psychology program has two ombuds officers who provide free and confidential guidance. The two program ombuds officers will always include one full-time core program faculty member and one part-time or affiliate program faculty member (elected by students).

F. USE OF EVALUATIVE DATA FROM TRAINING PARTNERS EXTERNAL TO THE PROGRAM

Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, externships, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent 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 of this communication will contribute to regular evaluation of the students' progress.

V. ASPIRATIONAL MULTICULTURAL STATEMENT

The Counseling Psychology Program at the University of Maryland is committed to creating a multicultural training environment, which is broadly defined as a place where individuals from various cultures and opinions are respected, and the unique gifts of individuals are applied to train exceptional counseling psychologists. We recognize the changing demographics in the United States and the need for both relevant research and mental health services to address the concerns of people around the world. Thus, we strive to create a training environment that promotes multicultural self-awareness, knowledge, skills, and experiences that enable our graduates to develop and share knowledge regarding multicultural issues as well as to provide culturally sensitive services to a variety of individuals in our society and abroad.

Diversity of Faculty and Student Body

Our view of diversity includes (but is not limited to) the dimensions of race, ethnicity, gender, sexual orientation, religious orientation, age, and socioeconomic status. We acknowledge that such diversity alone does not facilitate multiculturalism. However, we believe that a multicultural training environment includes individuals from demographic groups that historically have been underrepresented in counseling psychology training programs and/or marginalized in society. We welcome a diverse student body and faculty (including affiliate and adjunct faculty).

Student Recruitment and Selection

We are committed to actively recruiting students representing visible racial and ethnic groups that historically have been underrepresented in psychology training programs and/or marginalized in our society. Our selection process reflects this commitment and strives to select exceptional students using evaluative criteria that are relevant for predicting success in graduate school and beyond.

Retention and Graduation

We understand that recruitment and admissions efforts will be compromised by inattention to retention issues. Thus, our program seeks to develop a welcoming environment that embraces differences among individuals and puts these differences to work to improve our understanding of multicultural issues, particularly those related to psychological research and practice. Furthermore, we are committed to retaining the students with whom we work and facilitating their graduation from our program in a timely manner. Advisors are viewed as critical in assisting students to achieve academic and vocational success as well as to welcome new professionals to counseling psychology.

Research

In our program, research related to multicultural issues is respected and encouraged. Several faculty are recognized nationally for their work in related areas, and students often complete theses and dissertations addressing critical questions related to multiculturalism. Faculty and students contribute to advancing knowledge through publication and presentation of their scholarly work.

Climate

Our program strives to promote open discourse on all issues, including those related to multiculturalism. Diversity of opinion is embraced, and discussions regarding multiculturalism are encouraged. People representing marginalized groups are present and represented in leadership positions in our program. Other aspects of our program reflect our commitment to multiculturalism (e.g., written materials, physical environment).

Coursework and Ongoing Training Opportunities

Multiculturalism is addressed in a twofold manner with regard to coursework. Faculty will include multiculturalism in their courses (e.g., clinical examples, research studies, reading materials). Students are encouraged to develop insight into their own culture, values, and biases and the influence of these constructs on research and practice. Also, coursework in multicultural theory is required, and applied multicultural experiences will be encouraged to assist students in developing competence in multicultural research and practice. Students are provided with an opportunity to evaluate the manner in which multiculturalism is integrated in their graduate experience. Speakers are invited to discuss multicultural topics related to research and counseling on a regular basis. Finally, the application of knowledge of multiculturalism in responding to comprehensive examination questions is required.

Clinical Experience

In addition to working with majority clients, we believe that clinical experiences are necessary with clients from diverse populations. Also, supervisors with sensitivity to and knowledge about multiculturalism are utilized to ensure that multicultural issues are processed when working with clients from diverse groups.

Professional Involvement

Many students and faculty are involved in professional organizations reflecting multiculturalism (e.g., including but not limited to APA Divisions 9, 35, 44, 45, and 51). Students are encouraged to attend conferences and share knowledge gained from the conference with other students and the faculty.

Evaluation

Finally, the members of the University of Maryland Counseling Psychology Program are committed to evaluating our efforts at creating a multicultural environment.

Multiculturalism in Coursework

The following statement is included in all counseling psychology course syllabi: "The Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where individuals and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others' worldviews throughout this course."

VI. FACULTY OF THE COUNSELING PSYCHOLOGY PROGRAM

A. FULL-TIME FACULTY

Clara E. Hill (Professor) received her Ph.D. in counseling psychology from Southern Illinois University in 1974. Current areas of interest are process and outcome of counseling and psychotherapy, training and supervision of therapists, working with dreams in therapy, and meaning in life. She is a licensed psychologist in Maryland, past Editor of both Journal of Counseling Psychology and Psychotherapy Research, and past President of the Society for Psychotherapy Research (both North American and International). She is the author of Therapist Techniques and Client Outcomes: Eight cases of brief psychotherapy (1989); Working with dreams in psychotherapy (1996); Helping skills: Facilitating exploration, insight, and action (1999 with Karen O'Brien, 2004, 2009, 2014, 2020); Helping skills: The empirical foundation (2001); Dream work in therapy: Facilitating exploration, insight, and action (2004), Insight in psychotherapy (2007, with Louis Castonguay); Consensual Qualitative Research (2012); Transformation in psychotherapy: Corrective experiences across cognitive behavioral, humanistic, and psychodynamic approaches (2012, with Louis Castonguay), Meaning in life: A therapist's guide (2018), How and why are some therapists better than others? (2017, with Louis Castonguay), and Consensual qualitative research: A brief guide (in press, with Sarah Knox).

Mary Ann Hoffman (Professor) received her Ph.D. in counseling psychology from the University of Minnesota. Her research interests are in the areas of psychosocial issues related to health and well-being, counseling process and outcome, and counselor supervision and training, She is on the editorial board of *The Counseling Psychologist* and a past associate editor of that journal. She is the author of *Counseling Clients with HIV Disease: Assessment, Intervention, and Prevention* (l996). She is a Fellow of the American Psychological Association (Divisions 17 and 35) and a recipient of the Dorothy Booz Black Award for Outstanding Achievement in Health Counseling Psychology. She is on the Board of the Health Counseling Psychology Special Interest Group of Division 17. Dr. Hoffman is a licensed psychologist in Maryland and the District of Columbia and is listed in the National Register of Health Service Providers in Psychology. She maintains a part-time practice of consultation and psychotherapy.

Derek K. Iwamoto (Associate Professor) received his Ph.D. in Counseling Psychology from the University of Nebraska-Lincoln in 2007. The aim of Dr. Iwamoto's research is to address health disparities experienced by traditionally underserved and understudied groups such as Asian Americans by 1) identifying socio-cultural factors and mechanisms that influence the development binge drinking and alcohol-related problems, and 2) conducting translational research to inform and augment substance abuse treatment and interventions targeting at-risk ethnic and racial minority adolescents and young adults. He studies the influence of cultural factors such as racial and gender socialization on alcohol/substance abuse and mental health problems among ethnically diverse populations. Dr. Iwamoto is an affiliate faculty member in the Asian American Studies Program and recently edited a book on counseling Asian American men.

Dennis M. Kivlighan, Jr. (Professor) received his Ph.D. in 1982 from Virginia Commonwealth University. His current research interests are the therapeutic processes and outcome of group therapy conducted with low-achieving minority students, therapist reflection and self-awareness and their effects on counselor training and client change, clinical and training applications of educational psychology constructs (e.g., achievement of goals, goal setting, expert-novice research). Dr. Kivlighan is co-author (with Heppner and Wampold) of *Research Design in Counseling* (2nd ed.), editor of *Journal of Counseling Psychology*, and editorial board member for both the *Group Dynamics; Theory, Research and Practice* and *Psychotherapy Research.* He is a Fellow of Division 17 of APA and a licensed psychologist in Missouri.

Robert W. Lent (Professor) received his Ph.D. in counseling psychology from The Ohio State University in 1979. His research interests include the application of social cognitive theory to career development, academic achievement, counselor supervision, psychological well-being, and the psychosocial adjustment process. He is co-editor of the *Handbook of Counseling Psychology* (1st through 4th editions) and *Career Development and Counseling* (1st through 3rd editions). In addition, Dr. Lent is a recipient of the Leona Tyler Award for Lifetime Achievement in Counseling Psychology and the John Holland Award for Outstanding Achievement in Career and Personality Research. He is also past Chair of the Council of Counseling Psychology Training Program and Vice President for Science in Division 17 of the APA.

Jonathan J. Mohr (Associate Professor and Co-Director) received his Ph.D. in counseling psychology from the University of Maryland in 2001. His research focuses on manifestations and consequences of stigma in everyday life, as well as positive adjustment in members of stigmatized groups (with a special focus on lesbian, gay, and bisexual people). He is also interested in processes related to the quality of caregiving relationships (e.g., therapeutic relationships, romantic relationships). He serves on the editorial boards of *Journal of Counseling Psychology* and *Psychotherapy: Theory, Research, Practice & Training*, and is a Fellow of the American Psychological Association (Division 44).

Karen M. O'Brien (Professor) received her doctorate in counseling psychology from Loyola University Chicago in 1993 and was an assistant professor at the University of Kansas from 1992 to 1994. Dr. O'Brien joined the counseling psychology faculty at the University of Maryland in August, 1994. Her research interests include the career development of women, domestic/dating violence, and end-of-life issues. Dr. O'Brien is a Fellow of the American Psychological Association and serves on the editorial boards of the Journal of Counseling Psychology and the Journal of Career Assessment. She is the Associate Chair for Undergraduate Studies in the Department of Psychology. Dr. O'Brien is a licensed psychologist in Maryland and maintains a part-time private practice.

Roger L. Worthington (Professor) received his doctoral degree in counseling psychology in 1995 from the University of California, Santa Barbara. He was Chair of the Department of Counseling, Higher Education, and Special Education (2014-2017) and Interim Associate Provost and Chief Diversity Officer at UMD (2017-2018). Prior to arriving at UMD, he was a professor and chief diversity officer at the University of Missouri (1997-2014). He was a licensed psychologist in Missouri (1999-2015) and a member of the Missouri State Commission on Human Rights (2011-2014). He is a Fellow of the American Psychological Association with scholarship focused on scale development, diversity in higher education, multicultural counseling competencies, sexual identity development, and difficult dialogues teaching and learning. He is the immediate past editor of the *Journal of Diversity in Higher Education*, and a recent associate editor for the *Journal of Counseling Psychology*. Dr. Worthington was a founding member of the board of directors for the National Association of Diversity Officers in Higher Education, he was the founding board chair of the Difficult Dialogues National Resource Center, and he is currently the founder and executive director of the Center for Diversity and Inclusion in Higher Education.

B. ADDITIONAL FACULTY

Maria Berbery (Assistant Professor) received her doctorate in Counseling Psychology from the University of Maryland in 2013. Her clinical and research interests include multicultural issues, social justice, therapist training, Latino/a mental health, and transracial adoption. At the UMD Counseling Center, Dr. Berbery's work focuses on individual and group therapy, supervision, and outreach. She is a licensed psychologist in the State of Maryland.

Noah M. Collins (Assistant Professor) received his doctorate in Counseling Psychology from Teachers College, Columbia University in 2007. His professional and research interests include therapist training, especially in the areas of racial and cultural awareness. At the UMD Counseling Center, his work focuses on training, couples therapy, and group therapy. He is a licensed psychologist in the State of Maryland and the training director for the internship program at the University of Maryland Counseling Center.

Ellen Fabian (Professor) received her doctoral degree from the University of Maryland. Her research interests include psychiatric rehabilitation and career development. She is interested in teaching psychiatric rehabilitation, professional orientation, and practicum for rehabilitation students, and research. She is a certified counselor and certified rehabilitation counselor. She has received many federal grants to design and evaluate best practices for assisting adolescents and adults with disabilities to maintain successful lives in the community. Dr. Fabian has travelled internationally to consult regarding the development of programs for youths with disabilities.

Paul Gold (Assistant Professor) received his doctoral degree from the University of Missouri-Columbia. Previously, he conducted research for the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina, and provided clinical services for the Department of Veterans Affairs Medical Center in Charleston, South Carolina. His research interests are team- and community-based rehabilitation approaches for helping persons with severe mental disorders, addictions and work disabilities to enter the competitive labor market. Other interests include study of how large organizations create and sustain cultures of innovation. He is a licensed psychologist and the recipient of several research grants.

Carlton Green (Assistant Professor) received his doctoral degree from Boston College. His main interests center on racial identity, racial-cultural training and supervision, social justice leadership, and racial cultural training in Student Affairs. He currently serves as Director of Diversity Training and Education in the Office of Diversity and Inclusion.

Kelly Lee (Assistant Clinical Professor) received her doctorate in Counseling Psychology from the University of Houston in 2016. Her professional and research interests include psychoeducational assessment, supervision of assessment, and twice-exceptional students. She is licensed in the state of Maryland.

Yi-Jiun Lin (Assistant Professor) received her doctorate in Counseling Psychology from the University of Missouri, Columbia University in 2008. Her professional and research interests include multicultural issues, international student outreach, gender issues, eating disorders, and grief issues. At the UMD Counseling Center, Dr. Lin's work focuses on individual and group therapy. She is a licensed psychologist in the State of Maryland.

William Ming Liu (Professor and Department Chair) received his doctorate in counseling psychology from the University of Maryland in 2000. His research interests are in critical race theory and application, social class and classism, and men and masculinity. He is an editor of the *Handbook of Multicultural Competencies in Counseling and Psychology* (2003) and *Culturally Responsive Counseling with Asian American Men* (2010), author of *Social Class and Classism in the Helping Professions: Research, Theory, and Practice* (2011), editor of the *Handbook of Social Class in Counseling* (2013), and author of the forthcoming book *The Psychology of Privilege, White Supremacy, and Power*. He currently serves as the editor for the Psychology of Men and Masculinity. He is a fellow of Division 17 and 51.

Erica S. Merson (Assistant Professor) received her doctorate in Counseling Psychology from the University of Maryland-College Park in 2012. Her professional and research interests include the intersection of work and family life, especially of women, adoptive families, multicultural issues, therapist training, graduate students, women and body image and eating disorders. At the UMD Counseling Center, Dr. Merson's' work focuses on training, individual therapy, couples therapy, and group therapy. She is a licensed psychologist in the State of Maryland and the District of Columbia.

David A. Petersen (Assistant Professor) received his Ph.D. in counseling psychology from the University of Maryland in 1998. He is a staff psychologist and the director of training at the University of Maryland Counseling Center. His clinical interests include international student issues, training, and individual and group therapy. He collaborates on research that examines outcome variables among university clients in short-term counseling. He is a licensed psychologist in the State of Maryland.

Pepper E. Phillips (Assistant Professor) received her doctorate in counseling psychology from Indiana State University. She has a 3/4 time appointment in the Counseling Center, and a 1/4 time appointment in the Counseling and Personnel Services Department. Her professional and research interests include consultation, group therapy, adult children of alcoholics, incest survivors, and gay and lesbian issues. She is licensed as a psychologist in Maryland.

Cristina M. Risco (Assistant Clinical Professor) received her Ph.D. in Counseling Psychology from the University of Maryland (UMD) in 2011. Currently, she is an Assistant Clinical Professor at UMD where she is jointly appointed with the First-Year Innovation & Research Experience (FIRE) program in the Office of the Senior Vice President and Provost and the Clinical and Cognitive Neuroscience Laboratory in the Department of Psychology. Dr. Risco's current research direction focuses on protective and mediating factors in the racial stigma-stress-substance use pathway among racial/ethnic minority communities.

Nazish Salahuddin (Lecturer) received her Ph.D. in counseling psychology from the University of Maryland in 2008. She is a lecturer in the Department of Psychology and teaches courses related to counseling psychology, the psychology of women, cross-cultural counseling, and counseling skills. Dr. Salahuddin directs the Graduate Certificate Program in Professional Studies in Working with Survivors of Violence, Torture, and Trauma: Theoretical Foundations and Mental Health. Her research focuses on the strengths and resiliencies experienced by biracial individuals. Dr. Salahuddin is a licensed psychologist in the State of Maryland where she maintains a part-time private practice.

Richard Shin (Associate Professor) is director of the School Counseling Masters Program in the Counseling, Higher Education, and Special Education Department in the College of Education. He received his doctoral degree in counseling psychology from Loyola University Chicago. His scholarly interests are primarily focused on how systemic, institutionalized forms of discrimination like racism, sexism, classism, heterosexism, ableism, and cissexism are perpetuated by mental health professionals in subtle and overt ways. He currently serves on the editorial boards of the *Journal of Counseling Psychology* and *Cultural Diversity and Ethnic Minority Psychology*. Dr. Shin's teaching, research and consulting are guided by a commitment to creating a more just and equitable society for devalued and marginalized groups.

C. ADJUNCT FACULTY

Adjunct faculty are psychologists who are not employed by the University, but who work with faculty and students in the Counseling Psychology Program in research, teaching, and counseling supervision. Most adjunct faculty supervise one student a year in one of our didactic-practica. Some teach occasional courses within the Program. Adjunct faculty members are usually in full-time independent practice in the Washington, D.C. area, and are invited to join the program because of exceptional skill as scientist-practitioners. Following is a list of the current adjunct faculty members.

Dr. Lisa Ades, Washington, DC
Dr. Stacie Ain, Washington, DC
Dr. Rashanta Bledman, Greenbelt, MD
Dr. Connie Cannon, Silver Spring, MD
Dr. Jean A. Carter, Washington, DC
Dr. David Fago, College Park, MD
Dr. Pamela Foreman, Chevy Chase, MD
Dr. Suzanne Friedman, College Park, MD
Dr. Ellen Lent, Olney, MD
Dr. Sheetal Patel, Washington, DC
Dr. Anne Regan, Silver Spring, MD
Dr. Pat Spangler, Washington, DC
Dr. Beth Sperber-Richie, Silver Spring, MD
Dr. Sharon B. Spiegel, Bethesda, MD
Dr. Barbara Thompson, Edgewater, MD
Dr. Linda Campbell Tipton, Silver Spring, MD
Dr. Steve Van Wagoner, Silver Spring, MD

D. EMERITUS PROFESSORS

Dr. Janice E. Birk
Dr. Vivian Boyd
Dr. Ruth E. Fassinger
Dr. Charles Gelso

VII. MISCELLANEOUS NOTES

A. STUDENT REPRESENTATIVES TO FACULTY MEETINGS

A student representative from each of the first four levels of the program is expected to attend all faculty meetings (except during consideration of confidential matters). These student representatives are selected by their peers in Levels 1 through IV each Fall semester. Student representatives are considered full participants in faculty meetings. Typical activities include presenting class concerns or opinions to faculty, and apprising classmates of ongoing program issues. Representatives ensure that discussions are informed by student input.

B. STUDENT GOVERNANCE

The Counseling Psychology Student Association (COPSA) is a group with officers elected by students. A program newsletter is published several times a year. The newsletter contains information relevant to students and faculty, and notes accomplishments of program members. The newsletter is organized and edited by the elected student group.

C. ASSISTANTSHIP GUIDE

Unfortunately, we cannot provide full funding for all students, which means that students may have to obtain assistantships. The CHSE Department provides a list each spring semester of on-campus assistantship opportunities.

D. PROGRAM ROSTERS

Each year a list of current students' addresses and phone number is distributed. Additionally, the program maintains a complete list of all students who have entered the program since 1969, including their internship, initial position placement, and current placement; copies are available, on request, from the training directors.

E. PROGRAM FACILITIES

The Program's core faculty members are housed in two buildings; those in the Psychology Department are located in the Biology-Psychology Building and those in CHSE have offices in the Benjamin Building (College of Education). Affiliate faculty members are housed in the buildings of their respective primary units (e.g., the University of Maryland Counseling Center in the Shoemaker Building).

Counseling psychology specialty courses are typically held in both the Benjamin Building and the Biology-Psychology Building. Didactic-practica are offered in the University of Maryland Counseling Center when they are taught by an affiliate faculty member. All sites and rooms used for teaching and training in the Program are accessible to persons with disabilities.

The Program has access to ample facilities for training in counseling and assessment. The two main buildings—Biology-Psychology and Benjamin—each has counseling labs with recording and observation capabilities. Finally, all students gain counseling experience in the University of Maryland Counseling Center, which is equipped with video cameras and electronic record keeping technology.

Research space includes conference rooms and classrooms in both the Benjamin Building and Biology-Psychology Building; these rooms may be reserved for research team meetings and data collection. The counseling spaces in these buildings (described above) are excellent sites for conducting psychotherapy research, as well as other types of research. Moreover, there is additional faculty research space with equipment for observational research in the Biology-Psychology Building. The CHSE Department has additional space in Cole Field House for housing research projects.

The program offers students both work and lounge space. Graduate and teaching assistants are given shared office space in the department in which they work. Each building also has computer labs that are available to students. The CHSE Department has a lounge with a refrigerator and microwave for the use of graduate students and faculty members across program areas. The Psychology Department has a lounge with a refrigerator and microwave designated for the Counseling Psychology Program.

The University of Maryland campus has two main libraries: McKelden Library, which is located near the Benjamin Building, and Hornbake Library, which is located adjacent to the Biology-Psychology Building. Collectively, these two libraries have among the most extensive collections of books, journals, and other documents of any library in the state. They offer both on- and off-campus access to electronic journals and other holdings.

F. RESIDENCY IN THE STATE OF MARYLAND

Students should consider establishing residency in the State of Maryland during the early years of their doctoral program. If students are legal residents of the State of Maryland (i.e., they have met the residency requirements specified by the University), they can obtain in state tuition rates while on internship. A letter from the director of training at the internship indicating that the internship is part of the doctoral program would need to be submitted. Additional information regarding residency can be found at the University of Maryland Office of Residency website. http://www.testudo.umd.edu/rco/

G. FRETZ SCIENTIST-PRACTITIONER AWARD

The Fretz Scientist-Practitioner Award was developed to honor Dr. Bruce Fretz and to recognize students in the counseling psychology program who excel in both science and practice. The award includes funds to be used to assist students with the costs of a research project or a practice endeavor while the student is enrolled at the University of Maryland.

During the Fall semester, faculty (as a group) will identify students who will be invited to apply for the Fretz Scientist-Practitioner Award. Students who are invited and interested in applying will submit materials including a cv and statement of research/practice interests and accomplishments. The faculty (as a group) will meet during the Spring semester to determine the award winner(s).

H. SCIENTIST-PRACTITIONER-ADVOCATE FOR SOCIAL JUSTICE AWARD

This award recognizes outstanding contributions to social justice by a student enrolled in the doctoral program in counseling psychology at the University of Maryland. Students should submit a single pdf document via email that includes the following materials to Karen O'Brien by March 1st at 5pm (cv, statement regarding how one's commitment to social justice is manifested in research, clinical work, teaching, and advocacy during doctoral study (no more than 2 pages, single spaced), a letter of support from a UMD counseling psychology faculty member, and a letter of support from an individual outside of the university who can speak to the quality and significance of the student's social justice work).

APPENDIX I: DESCRIPTION OF COUNSELING PSYCHOLOGY COURSES

A. Program Course Title: Externship in Professional Psychology

Course Number: EDCP 888 or PSYC 638 (variable credits)

Objectives:
Students are expected to gain and strengthen competency in the following areas.

1. Relevant counseling or assessment skills (e.g., listening and attending skills, communicating understanding of the client problem, setting interpersonal boundaries);
2. Skills and knowledge in assessment, diagnosis, and case conceptualization (e.g., accurately conceptualizes and describes client problems or issues, uses awareness of client nonverbal behavior, identifies short and long term goals for counseling);
3. Skills in intervention (e.g., recognizes and deals with cognition and affect appropriately, implements a variety of roles/techniques, mutually negotiates goals with client, uses and manages feelings within counseling sessions);
4. Appropriate behavior in the supervisory relationship (e.g., communicates responsibility for self and recognizes importance of being a supervisee, is flexible and open to new ideas, responds to feedback in a non-defensive manner and uses feedback in future sessions, recognizes and is willing to address how personal feelings/issues may affect work with clients, is prepared for supervision sessions);
5. Skills in case management and professional conduct (e.g., maintains client files consistent with agency standards, behaves according to ethical principles and guidelines, relates appropriately with agency staff);
6. Cultural competence (e.g., understands how culture affects psychological functioning, knowledge of a range of cultural groups, knowledge of own cultural background and influences of, use of culturally sensitive conceptualization and interventions); and
7. Knowledge of the relationship between science and practice (understands relation between theory, research and practice, empirically supported treatments, outcome research, and evaluation of client outcome).

Prerequisites: PSYC 700 or EDCP 700, PSYC 680 or EDCP 680, PSYC 682 or EDCP 682, PSYC 686 or EDCP 686, and PSYC 698 or EDCP 698

Format:
An externship is an extra-curricular counseling or assessment placement that provides an opportunity to accrue additional intervention experience and documented clinical hours. This course assists students throughout the externship process and oversees the supervision of the students on externships.

Illustrative Readings:
Students select readings that address their work at the extra-curricular counseling or assessment placement.

B. Program Course Title: Basic Didactic-Practicum in Counseling Psychology

Course Number: EDCP or PSYC 680 (3 cr.)

Objectives:

1. To further enhance counseling skill development and theoretical conceptualization ability.
2. To promote understanding of case management strategies and issues for individual counseling with a diverse clientele.
3. To provide supervised experience in counseling of actual clients.
4. To explore professional issues of importance to the practice of counseling/psychotherapy.

Prerequisites: PSYC 700 or EDCP 700

Format:

The format consists of weekly group seminars, individual counseling contacts, and one-hour of weekly individual supervision. The weekly seminars are conducted around assigned readings and special topical issues. Also included in these seminars are students' case presentations which include the student's theoretical perspective. Each student is expected to have at least 20 hours of client contact during the semester. Individual supervision utilizes audio/or video tapes, as well as relevant client materials, and is one hour per week. Supervisors conduct end-of-semester individual performance evaluations for each student.

Illustrative Readings:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Belmont, CA: Brooks/Cole.

Willer, J. (2014). *The beginning psychotherapist's companion* (2nd ed.). New York: Oxford University Press.

C. Program Course Title: Didactic-Practicum in Group Interventions

Course Number: EDCP or PSYC 682 (3 cr.)

Objectives:

1. To acquire a theoretical understanding of the therapeutic factors (change mechanisms) believed to be operating in successful group counseling.
2. To acquire an understanding of process-oriented group counseling and psychoeducational groups.
3. To become acquainted with the "nuts and bolts" issues faced by counselors in taking a group from beginning to end (e.g., screening and composition, pre-group preparation, norm-setting, goal-setting, dealing with client diversity, working in the here-and-now, termination).
4. To provide experience in leading groups and to provide supervision for this experience.
5. To learn methods of evaluating group process and outcome.
6. To become acquainted with the breadth of work in professional consultation and collaboration, with a focus on issues and strategies when working at the group and organization level.

Prerequisite: PSYC 680 or EDCP 680

Format:

During a weekly seminar meeting, topics relevant to group counseling are addressed through readings, lecture, and discussion. Students write proposals for a group describing the rationale, objectives, practical consideration procedures, and evaluation. They then develop screening criteria for participants in such a group. After co-leading a group at a clinical placement, they evaluate the effectiveness of the group. Students meet with the instructor weekly for direct supervision of their work. Students also write group process observation notes and provide feedback to group co-leaders immediately following group sessions.

Illustrative readings:

Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Belmont, CA: Brooks/Cole Cengage Learning.Tasca, G. A., Francis, K., & Balfour, L. (2014). Group psychotherapy levels of interventions: A clinical process commentary. *Psychotherapy*, *51*(1), 25-29. doi:10.1037/a0032520

Tasca, G. A., Foot, M., Leite, C., Maxwell, H., Balfour, L., & Bissada, H. (2011). Interpersonal processes in psychodynamic-interpersonal and cognitive behavioral group therapy: A systematic case study of two groups. *Psychotherapy*, *48*(3), 260-273. doi:10.1037/a0023928

D. Program Course Title: Didactic-Practicum in Counseling Supervision

Course Number: EDCP or PSYC 685 (3 cr.)

Objectives:

1. Learn about the process of supervision and the literature in this area (through readings and discussion)
2. Develop effective supervisory skills with beginning counselors-in-training (by doing supervision and having your own work supervised)
3. Develop and articulate a personal approach to supervision based on theory, research, and practice (as demonstrated in case presentations)
4. Develop an appreciation for the scientific underpinnings of counselor supervision (by reading and discussing selected readings and doing a topical presentation)
5. Apply ethical standards to supervision with diverse populations (through readings and discussion)
6. Become familiar with major concepts and models relevant to consultation at the individual level, including the behavioral, mental health, and collaborative models; social justice perspectives; and stages of consultation (through readings and discussion)

Prerequisites: PSYC/EDCP 680, 686, and 698; Ideally, students should be in their 4th year when taking the supervision course. Preference for enrollment will be given to students in the 4th year.

Format:

Attend a weekly seminar. During the first part of most classes, students will discuss the assigned readings and apply them to their experiences as supervisors. Group supervision will occur during the second hour of most classes and include case presentations. Each student will supervise two or more beginning trainees; supervision may include live observation of trainees' counseling sessions with undergraduate volunteers. Students will provide one hour per week of individual supervision to each trainee. Participation in group supervision or debriefing groups may also be included. Student supervisors will acquire 20 or more hours of individual supervision experience during the semester.

Illustrative Readings:

Bernard, J. M., & Goodyear, R. K. (2013, 5th ed.) *Fundamentals of clinical supervision.* Pearson.

Cox, J., Adams, E., & Loughran, M. J. (2014). Behavioral health training is good medicine for counseling trainees: Two curricular experiences in interprofessional collaboration. *Journal of Mental Health Counseling, 36,* 115-129.

Falender, C., Burnes, T., & Ellis, M. (2013). Multicultural clinical supervision and benchmarks: Empirical support informing practice and supervisor training. *The Counseling Psychologist, 41: 8.*

Hoffman, M.A., Hill, C.E., Holmes, S., & Freitas, G. (2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology, 52,* 3-13.

Koocher, G.P., Shafranske, E.P., & Falender, C.A. (2008). Addressing ethical and legal issues in clinical supervision. In C.A. Falender & E.P. Shafranske, *Casebook for clinical supervision: competency-based approach*. Washington, DC, US: American Psychological Association.

Ladany, N., Friedlander, M.L., & Nelson, M.L. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington, DC: APA.

Liese, B. S., & Esterline, K. M. (2015). Concept mapping: A supervision strategy for introducing case conceptualization skills to novice therapists. *Psychotherapy, 52(2),* 190-194.

Mastoras, S. M., & Andrews, J. J. W. (2011). The supervisee experience of group supervision:

Implications for research and practice. *Training and Education in Professional Psychology, 5(2),* 102-111.
Swift, J. K., Callahan, J. L., Rousmaniere, T. G., Whipple, J. L., Dexter, K., & Wrape, E. R. (2015). Using client outcome monitoring as a tool for supervision. *Psychotherapy, 52(2),* 180-184.

E. Program Course Title: Didactic-Practicum in Career Interventions

Course Number: EDCP or PSYC 686 (3 cr.)

Objectives:

1. Learn about and critically evaluate the major current theoretical approaches to career development and counseling
2. Develop an appreciation for the scientific underpinnings of career development and counseling
3. Demonstrate basic and effective career counseling skills, including the ability to integrate career and personal counseling
4. Understand major issues in career development and career counseling for diverse populations across the lifespan, especially in late adolescence and early adulthood
5. Gain familiarity with online occupational information and assessment systems
6. Articulate your own theoretical and clinical approach to career counseling based in theory, research, and practice

Prerequisite: PSYC/EDCP 680 and PSYC/EDCP 698

Format:

A weekly seminar for discussion of readings and case material; two direct service hours per week; and one hour of individual counseling supervision per week. Weekly seminar meetings include students' review and evaluation of the major theories of career development and career counseling, including life-span and cultural factors. Students also make case presentations based on the clients they are currently counseling. Students are expected to conduct at least 20 hours of individual career counseling. Supervision occurs for one hour per week and ordinarily involves the use of tape recordings of the student's counseling sessions.

Illustrative Readings:

Brown, S. D., & Lent, R. W. (Eds.) (2013). *Career development and counseling: Putting theory and research to work* (2nd ed). Hoboken, NJ: Wiley.

Swanson, J.L., & Fouad, N.A. (2015). *Career theory and practice: Learning through case studies (3rd ed)*. Thousand Oaks, CA: Sage.

F. Program Course Title: Research in Counseling Psychology I

Course Number: EDCP or PSYC 690

Objectives:
The objectives of this beginning research seminar are:

1. To deepen and widen students' knowledge and understanding of counseling psychology research – its content, methodology, issues, etc.
2. To create excitement in students about research, facilitate their experiencing a sense of efficacy about themselves as researchers, and allay "science anxiety" that they might experience.
3. In keeping with the history of this seminar, a basic objective is to facilitate the development of a research proposal, either a master's thesis or a non-thesis project.

Prerequisites:
EDCP or PSYC 700

Format:
Class meets for three hours each week. Class time is divided about evenly between discussion of the readings and exploration of students' developing ideas and projects. Time is also devoted to providing critiques of published studies. Students are required to make oral and written presentations of their research projects.

Illustrative Readings

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2008). *Research design in counseling* (4th ed.). Boston, MA: Cengage Learning.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing.* Washington, DC: American Psychological Association.

G. Program Course Title: Research in Counseling Psychology II

Course Number: EDCP or PSYC 691 (3 cr.)

Objectives:
1. To refine understanding of methodological and theoretical issues in research in the major content areas of counseling psychology.
2. To examine classic readings and studies in counseling psychology.
3. To enhance skills for critically evaluating research
4. To design and present a research proposal appropriate for a dissertation.
5. To examine the effects of cultural variables on research design.

Prerequisites:
1. Research in Methods I.
2. A completed master's thesis.

The instructor who is teaching the course will be responsible for determining whether class members have satisfied the prerequisites.

NOTE: The thesis must be completed before this course can be taken. By completed, we mean that oral examination must be passed before December 15th of their third.

Format:
Class meets weekly in a seminar format to discuss topics on research design (e.g., experimental, quasi-experimental, qualitative, case study, analogue, field study, etc.), process research, outcome research, measurement and assessment techniques, research in the four major theoretical areas (cognitive/behavioral, psychoanalytic, humanistic, and systems), ethical issues in research, cultural issues in research, and topics in the instructor's special area of expertise and/or interest (e.g., cross-cultural issues, health, career research)

Illustrative Readings:
Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology*, *63*(2), 127-148. doi:10.1037/cou0000140

Imel, Z. E., Baldwin, S., Atkins, D. C., Owen, J., Baardseth, T., & Wampold, B. E. (2011). Racial/ethnic disparities in therapist effectiveness: A conceptualization and initial study of cultural competence. *Journal of Counseling Psychology, 58*(3), 290-298. doi:10.1037/a0023284

Hill, C. E., Baumann, E., Shafran, N., Gupta, S., Morrison, A., Rojas, A. P., & ... Gelso, C. J. (2015). Is training effective? A study of counseling psychology doctoral trainees in a psychodynamic/interpersonal training clinic. *Journal of Counseling Psychology, 62*(2), 184-201. doi:10.1037/cou0000053

Selected classic readings and studies in counseling psychology

H. Program Course Title: Assessment in Counseling Psychology I

Course Number: EDCP or PSYC 692 (3 cr.)

Objectives:
The purpose of this course is to provide a practical overview of psychometric theory and methods as applied to psychological assessment; test construction and the psychometric evaluation of tests; an examination of the historical, legal, ethical, and cultural diversity issues surrounding the assessment process. The use and interpretation of test scores with healthy populations will be the primary foci. Each student also will gain experiences in developing an assessment instrument and examining its psychometric properties. At the completion of this course, students are expected to: (a) have a broad basic understanding of the use of measurement methods in research and practice, (b) use this understanding in the evaluation, selection, administration and interpretation of information about individuals or environments, (c) discriminate sound measurement and assessment practices from weak ones, (d) understand ethical issues and controversies related to test use and decision making about individuals, especially with regard to different genders and racial/ethnic groups, and (e) have skills required to develop tests for use in research or practice

Prerequisites: PSYC 700 or EDCP 700; PSYC 602 or EDMS 651.

Format:
Class will meet weekly to discuss readings. In addition to completing assigned readings, students will be asked to (a) develop a measure of some construct they are interested in and determine preliminary reliability and validity information, (b) take a battery of tests including personality and interest inventories, and (c) take a final integrative exam.

Illustrative Readings:

Gottfredson, L. S. (2003). Dissecting practical intelligence theory: Its claims and evidence. *Intelligence, 31,* 343-397.

Helms, J. E. (1992). Why is there no study of cultural equivalence in standardized cognitive ability testing? *American Psychologist, 47,* 1083-1101.

Kahn, J. H. (2006). Factor analysis in counseling psychology research, training, and practice: Principles, advances, and applications. *The Counseling Psychologist, 34,* 684-718.

Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., ... & Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist, 56,* 128-165.

Mosley, D. V., Owen, K. H., Rostosky, S. S., & Reese, R. J. (2017). Contextualizing behaviors associated with paranoia: Perspectives of Black men. *Psychology of Men & Masculinity, 18,* 165.

Newman, M. L., & Greenway, P. (1997). Therapeutic effects of providing MMPI-2 test feedback to clients at a university counseling service: A collaborative approach. *Psychological Assessment, 9,* 122-131.

Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. *American Psychologist, 50,* 912.

Westen, D., Lohr, N., Silk, K. R., Gold, L., & Kerber, K. (1990). Object relations and social cognition in borderlines, major depressives, and normals: A Thematic Apperception Test analysis. *Psychological Assessment, 2,* 355-364.

I. Program Course Title: Assessment in Counseling Psychology II

Course Number: EDCP or PSYC 693 (3 cr.)

Objectives:
The primary goals of this course are to learn to administer, score, and interpret widely used assessment instruments. Emphasis will also be placed on using the clinical interview as an assessment tool and writing integrative reports. We will apply ethical standards to assessment, with an emphasis on evaluating the reliability and validity of these tests with diverse populations.

The ultimate course objectives are to (a) demonstrate the ways in which the use of psychological assessments can enhance clinical work, (b) develop test administration, interpretation, and integrative report writing skills, and (c) stimulate critical thinking about factors that influence client functioning and their test scores.

Prerequisites: Assessment I

Format:
Most classes will consist of a combination of lecture, discussion, and practice exercises. Active participation in critical in order to gain the skills necessary to administer, score and interpret the instruments used in this class. This class requires a significant amount of work to ensure a minimum level of competency in assessment. Please be prepared to repeatedly practice the administration and scoring of the instruments and to compose several test write-ups.

Illustrative Readings:
Graham, J. R. (2000). *MMPI-2 assessing personality and psychopathology* (4th ed.). New York, NY: Oxford University Press.

Lichtenberger, E. O. & Kaufman, A. S. (2009). *Essentials of WAIS-IV assessment.* Hoboken, NJ: John Wiley & Sons.

Morrison, J. (2007). *The first interview* (3rd ed.). New York, NY: Guilford.

J. <u>Program Course Title</u>: Ethical and Professional Issues in Counseling Psychology

<u>Course Number</u>: EDCP or PSYC 695 (3 credits)

<u>Objectives</u>:
This fall semester course has two main aims: (a) to facilitate students' professional development and professional identity in counseling psychology, and (b) to expose students to core concepts in ethics, as well as applications to ethical issues in individual psychotherapy, supervision, research, and teaching. More specifically, this course is designed to help students increase their understanding of the following areas:

(1) <u>Discipline of counseling psychology</u>
- History of counseling psychology
- Research and practice areas in counseling psychology
- Major journals and professional organizations

(2) <u>Professional development in counseling psychology</u>
- Career paths and opportunities
- Specific strategies and plans for enhancing professional development during graduate school

(3) <u>Ethical issues in counseling psychology</u>
- Ethical standards of the American Psychological Association
- Contemporary ethical, professional, and legal issues affecting counseling psychologists,
- Relations among ethics, sociocultural diversity, and power and privilege
- Application of ethical decision making models to ethical dilemmas.

The typical class meeting will include discussion of the weekly readings and a conversation with a guest speaker (including program faculty and students, counseling center staff, and area psychologists who have pursued diverse career paths). The course includes several writing requirements, including critiques of articles in counseling psychology publications and a doctoral professional development plan.

<u>Illustrative Readings</u>:
Knapp, S., & Vandecreek, L. (2007). When values of different cultures conflict: Ethical decision making in a multicultural context. *Professional Psychology: Research and Practice, 38,* 660-666.

Vespia, K. M., & Sauer, E. M. (2006). Defining characteristic or unrealistic ideal: Historical and contemporary perspectives on scientist-practitioner training in counselling psychology. *Counselling Psychology Quarterly, 19,* 229-251.

Welfel, E.R. (2009). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues* (4th ed). Belmont, CA: Thomson Brooks/Cole.

K. Program Course Title: Multicultural Issues in Counseling Psychology

Course Number: EDCP or PSYC 697 (3 credits)

Objectives:
The general purpose of this course is to examine the impact of multicultural issues (broadly defined) on human behavior and psychological processes at multiple levels. Multicultural psychology is currently at an intersection of science and politics, which often makes it difficult to distinguish between what is "good" (i.e., moral and ethical) behavior for psychologists and what research support exists for engaging or not engaging in certain practices. Therefore, the focus of this course will be to explore and discuss *some* of the many topics related to multicultural psychology, and to critically evaluate the literature and research in this area. The main course objectives are to: (a) increase familiarity with the multicultural psychology literature and enhance the ability to think critically about this body of scholarship and its implications for research and practice with diverse populations, (b) develop the skills to apply multicultural concepts in research, practice, and other professional domains, and (c) increase awareness of our own developmental needs, strengths, cultural contexts and history and how this informs our research, practice, and functioning in other professional domains.

Prerequisite: Professional Issues and Ethics in Counseling Psychology

Format: The class will meet for three hours per week.

Illustrative readings:

Betancourt, H., & Lopez, S.R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist, 48,* 629-637.

Cochran, S. D. (2001). Emerging issues in research on lesbians' and gay men's mental health: Does sexual orientation really matter? *American Psychologist, 56,* 931-947.

Cokley, K. (2007). Critical issues in the measurement of ethnic and racial identity: A referendum on the state of the field. *Journal of Counseling Psychology, 54,* 224-234.

Dovidio, J. F., & Gaertner, S. L. (1998). On the nature of contemporary prejudice: The causes, consequences, and challenges of aversive racism. In J. L. Eberhardt & S. T. Fiske (Eds.),

Goldfried, M. R. (2001). Integrating gay, lesbian, and bisexual issues into mainstream psychology. *American Psychologist, 56,* 977-988.

Harrell, S. P. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry, 70,* 42–57.

Hyde, J. S. (2007). New directions in the study of gender similarities and differences. *Current Directions in Psychological Science, 16,* 259-263

LaFromboise, T., Coleman, H. L. K., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin, 114,* 395-412.

Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist, 57(2),* 100-110.

McIntosh, P. (1988). *White privilege*. Unpublished manuscript.

Prilleltensky, I. (1997). Values, assumptions, and practices: Assessing the moral implications of psychological discourse and action. *American Psychologist, 52,* 517-535.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist, 52,* 613-629.

L. Program Course Title: Advanced Didactic-Practicum in Counseling Psychology

Course Number: EDCP or PSYC 698

Objectives:
There are four fundamental objectives in this didactic-practicum: (a) to enhance skill development and conceptualizing ability in individual psychotherapy; (b) to promote skill development in and understanding of case management strategies and issues in time-limited therapy; (c) to facilitate students' ongoing development of an approach to psychotherapy that is effective, theoretically sensible, and personally congruent; and (d) to increase knowledge about psychological health and psychopathology.

Prerequisites: EDCP or PSYC 680

Format:
The format consists of a weekly class meeting that includes exploration of topics pertinent to individual psychotherapy and case presentations by trainees in the course. In addition, each student receives one hour a week of individual therapy supervision from the instructor, adjunct faculty, or affiliate faculty.

The weekly seminars are conducted around assigned readings. Topics include the psychotherapy relationship, cultural factors in therapy, positive psychology and therapy, and psychopathology as related to therapy. The case presentations made by students are of cases they are currently working with. Each student-trainee makes two case presentations during the semester. Students are expected to have 30-40 hours of client contact during the semester. Individual therapy supervision includes the use of audio or video tapes of the supervisee's session, as well as other relevant client materials. Supervisors conduct end-of-semester performance evaluations for their supervisee(s).

Illustrative Readings:
American Psychiatric Association (2013). *Diagnostic and statistical manual on mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.
Gelso, C. J. (2011). *The real relationship in psychotherapy: The hidden foundation of change*. Washington, D.C.: American Psychological Association.
Yalom, I. D. (2009). *The gift of therapy*. NY: HarperCollins.

M. Program Course Title: Theories and Strategies of Counseling Psychology

Course Number: EDCP or PSYC 700 (3 cr.)

Objectives:
1. To gain a general understanding of some of the major theories of counseling and psychotherapy
2. To learn the helping skills
3. To become familiar with the counseling situation
4. To investigate the effects of your interventions

Format:
1. Class meets each week to discuss assigned readings.
2. Students practice counseling skills in class. Students are encouraged, but not required (they can use role-plays) to disclose so that other students can practice counseling skills.
3. Students meet weekly with volunteer clients. Sessions are videotaped and supervised by advanced doctoral students in a supervision class. Appropriate research instruments are used to evaluate sessions. Students meet weekly with individual supervisors.
4. Each student prepares a research report describing process and outcome of interventions with at least one client based on a transcript of a session.
5. A final exam will be given integrating theories and counseling experiences.

Illustrative Readings:

Anthony, M. M., & Roemer, L. *Behavior therapy.* Washington DC: American Psychological Association.

Cain, D. J. (2010). *Person-centered psychotherapies*. Washington DC: American Psychological Association.

Cooper, M. (2015). *Existential psychotherapy and counselling: Contributions to a pluralistic practice*. London: Sage.

Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action (4th ed.)*. Washington DC: American Psychological Association.

Levenson, H. (2010). *Brief dynamic therapy*. Washington DC: American Psychological Association.

Pollak, S. M., Redulla, T., & Siegel, R. D. *Sitting together: Essential skills for mindfulness-based psychotherapy*. New York: Guilford.

Tummala-Narra, P. *Psychoanalytic theory and cultural competence in psychotherapy.* Washington DC: American Psychological Association.

APPENDIX II. FORMS FOR THE STUDENTS AND FACULTY IN THE COUNSELING PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF MARYLAND

A. UNIVERSITY OF MARYLAND
COUNSELING PSYCHOLOGY PROGRAM
EMERGENCY CONTACT FORM

Date	
Name of Student	
Address	
Phone	
Email address	
Emergency contact (name, address, phone, email, relationship to student)	

B. UNIVERSITY OF MARYLAND
COUNSELING PSYCHOLOGY PROGRAM
STUDENT FOLDER CHECKLIST FORM

Student _____ Advisor _____

Year entered _____Year completed _____

Contact information form	
Application summary form	
Letter admitting student and describing financial arrangements	
Agreement to abide by program rules form	
Advisor form	
Annual review forms for each year (completed by students)	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	
Annual review letters for students for each year in the program (completed by faculty)	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	

Practicum Evaluations	
PSYC/EDCP 700 (Theories)	
PSYC/EDCP 680 (Basic)	
PSYC/EDCP 682 (Group)	
PSYC/EDCP 685 (Supervision)	
PSYC/EDCP 686 (Career)	
PSYC/EDCP 698 (Advanced)	
Externship Evaluations (Site)	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Year 7	
Thesis Committee Form	
Thesis Approval Form	
Comprehensive Exam Grading Form	
Comprehensive Exam Grading Sheet/Letter	
Internship Evaluation	
Dissertation Committee Form	
Dissertation Approval Form	
Comprehensive Exams	
Thesis	
Dissertation	
Any other program correspondence (e.g., acknowledgements, congratulations, or disciplinary memos)	

C. SELECTING OR CHANGING AN ADVISOR FORM

COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND

SELECTING AN ADVISOR

All students accepted to the counseling psychology program are assigned a first-semester advisor to help with initial planning of courses and program. During the first semester, students are asked to (a) become acquainted with the research interests of counseling psychology faculty (each faculty member comes to the Professional Issues I course to describe such interests), and (b) begin developing their research interests. Students should choose an advisor who seems to be a good match in terms of both content and advising style by March 1st of the second semester. Any faculty member in the counseling psychology program may serve as an advisor provided she/he has available openings for new advisees.

You should discuss the potential change with both your initial advisor and your new advisor and get their agreement and signatures. When you, your previous advisor, and a faculty member have discussed the possibilities for an advisor-advisee relationship and reached a mutually satisfactory agreement, please complete the information below and turn this form in to either one of the program co-directors by March 1st of your first year. If you are changing advisors after the first year, this form can be completed at any time.

Copies of this form should be given to your new advisor and the co-directors of training.

Your Name:_____

Signature:_____ **Date:**_____

Your New Advisor's Name:_____

New Advisor's Signature:_____ **Date:**_____

Previous Advisor's Name:_____

Previous Advisor's Signature: :_____

****

Received, copied and distributed: Date:_____

Director of Training Signature_____

D. MASTER'S THESIS EVALUATION FORM

COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND

(For Theses completed outside of the University of Maryland Counseling Psychology Program)

Name of Student:_____
Abbreviated Thesis Title:_____
University Where Completed: _____ Date of completion_____

I. Faculty Reviewer: Please rate the thesis using the following items and scale:

1= below passing standard
2= meets minimal standards for pass
3= significantly surpasses minimal standards
4= outstanding
5= insufficient evidence for judgment

1. ___ Competence in conceptualizing a researchable problem
2. ___ Competence in choosing an appropriate design
3. ___ Skills in organizing and executing data collection
4. ___ Competence in data analysis
5. ___ Competence in interpreting data with appropriate recognition of limitations
6. ___ Quality of writing

II. Please indicate whether the content of the thesis is in psychology and/or is of relevance to the broad field of counseling psychology (yes or no)

III. Global Rating (circle one):

(*Note* - if all three committee members rate the thesis 3 or 4 on the scale below, the thesis passes without revisions). If all rate as 1, the thesis does not pass, and another thesis must be completed. If ratings are mixed or all ratings are 2s, an oral meeting must be scheduled.

1. Thesis does not meet minimal research competence standards
2. Thesis may meet minimal standards for research competence only with major revisions
3. Thesis meets minimal standards for research competence
4. Thesis goes well beyond minimal standards

IV. I cannot make a rating in III (above) without the benefit of an oral examination, and thus recommend that an examination be convened (yes or no)

RETURN THIS FORM WITH THESIS TO DIRECTOR OF TRAINING ON SIDE OF ENTRY

E. COMPREHENSIVE EXAM GRADING FORM

COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND

Date: _____

Faculty Name: _____

Student Code Number: _____

Circle the section of the comprehensive exam that you read:

A. Research critique paper

B. Theory paper

C. Case application

D. Core question

E. Professional Issues

F. Ethics

Circle the Grade that you recommend:

PASS

FAIL

Comments:
(Faculty: You are expected to give comments. The advisor will summarize the feedback for the student.)

PLEASE RETURN THIS FORM TO DIRECTOR OF TRAINING IN CHARGE OF COMPREHENSIVE EXAMS WITHIN ONE WEEK OF RECEIVING THE ANSWERS. THANK YOU.

F. CUMULATIVE AND ANNUAL REPORT FORM
COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND

This form provides students with a systematic procedure for documenting academic and professional development as a doctoral level counseling psychologist. Students should download this form and keep an ongoing summary of progress in the program, focusing on achievements for the past year. On the basis of this report and other information, advisors will write a review, share the review with the faculty during Fall semester, and then provide students with a written summary statement of their progress.

THIS FORM (AND AN UPDATED CV) IS DUE TO YOUR ADVISOR AND PROGRAM CO-DIRECTOR ON 9/30. (Completed and submitted online via a Qualtrics survey.**)**

Student Name:_____ Advisor: _____
Report Covers: September _____ through August _____

Core Courses	Course #	Semester	Grade	Core Courses	Course #	Semester	Grade
Statistics I				Learning Core			
Statistics II				Biological Core			
				Social Core			
				Ind. Diff Core			
				History Core			

GPA for all completed core courses: _____

Counseling Courses	Course #	Semester	Grade	Direct Hrs	Indirect Hrs
Theory/Strategies					
Ethical and Professional Issues I					
Multicultural					
Research I					
Research II					
Assessment I					
Assessment II					
Basic Practicum					
Advanced Practicum					
Career Practicum					
Group Practicum					
SupervisionPracticum					
Externship					

GPA for all completed counseling courses: _____

Other Courses	Course #	Semester	Grade	Direct Hrs	Indirect Hrs

Total GPA for courses taken during time in UMD CP Program: _____

799 (thesis): Semesters taken _____ # credits ____
899 (dissertation): Semesters taken _____ # credits _____

List any incompletes, reasons for, and expected date of completion:

_____

Other clinical hours:

Placement Site	Dates	Direct Hrs	Indirect Hrs
1.			
2.			
3.			
4.			

Funding history:
Year 1:
Year 2:
Year 3:
Year 4:
Year 5:

Important Deadlines:
Date of Thesis Proposal Meeting _____ Date of Thesis Defense: _____
Thesis Title: _____
Date of Comprehensive Exams: _____
Date of Filing Candidacy Papers: _____
Date of Completion of Teaching Statement: _____
Date of Completion of Consultation Paper: _____
Date of Dissertation Proposal Meeting _____ Date of Dissertation Defense: _____
Dissertation Title: _____

Number of convention presentations this year: Total number of convention presentations:

Number of publications this year: Total number of publications:

Convention Presentations (give full citation):

Publications (give full citations):

Awards or grants received (give full citations):

List the professional organizations of which you are a member:

Evaluate yourself:	Below Expectations	Meets expectations
Development as a scientist	1	2
Development as a practitioner	1	2
Progress in the program	1	2

Attached is the documentation for my enrollment in professional liability insurance for this year.	Yes	No

I understand that if I have been charged or convicted of a crime, I have notified my advisor and my training director. Yes No

Attach a typewritten page where you address the following issues: a) assessment of your current strengths and weaknesses related to becoming a counseling psychologist who functions in the scientist-practitioner model, b) current research interests and plans for the coming year, and c) current professional training interests and plans for the coming year.

**BE SURE TO ATTACH AN UPDATED CV WHEN SENDING THIS TO YOUR ADVISOR AND PROGRAM DIRECTOR.

G. COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND
ANNUAL STUDENT EVALUATION FORM
(Advisors complete this form online for each of their students)
(Completed and submitted online via a Qualtrics survey.**)**

Student: SAMPLE
Advisor: SAMPLE
Review Date:

The following evaluation of student progress is in relation to the student's level in the program:

Professional and Content Knowledge	No Evidence	Below Expectations	Meets Expectations
Timeliness of Academic Milestones		Below Expectations	Meets Expectations
Comments:			
Research Competency	No Evidence	Below Expectations	Meets Expectations
Timeliness of Research Milestones		Below Expectations	Meets Expectations
Comments:			
Professional/Clinical Competency	No Evidence	Below Expectations	Meets Expectations
Timeliness of Clinical Milestones		Below Expectations	Meets Expectations
Comments:			
Professional Conduct (integrity, collegiality, contribution to the community and to the profession)	No Evidence	Below Expectations	Meets Expectations
Comments:			

H. SUPERVISOR ASSESSMENT OF PRACTICUM AND EXTERNSHIP STUDENT PROGRESS FORM COUNSELING PSYCHOLOGY PROGRAM UNIVERSITY OF MARYLAND

(Completed and submitted online via a Qualtrics survey.**)**

Student: _____ Supervisor:_____
Date:_____
Type of Practicum: _____ Total number of Sessions: _____

Aggregated Client Demographic Data and Presenting Concerns
(to be completed by trainee – DO NOT INCLUDE IDENTIFIABLE INFORMATION):

(1) Aggregated Client Demographics:
(2) Presenting Concerns:

Please rate the trainee in terms of what is appropriate performance in practicum at this point in the training sequence with average (3) being the typical or expected level. Ratings should be interpreted in a developmental context where expectations for acceptable performance depend on stage of training.

I. **Counselor Attitudes, Openness to Learning, and Professional Behavior:** ***THE TRAINEE:***	**Exceeds Expected level**			**Meets Expected level**		**Needs improvement**
1. Demonstrates a personal commitment to developing the professional competencies related to this practicum..	5	4	3	2	1	NA
2. Demonstrates an understanding of strengths and areas where growth is needed.	5	4	3	2	1	NA
3. Actively works to improve competencies and skills.	5	4	3	2	1	NA.
4. Incorporates feedback into future counseling sessions.	5	4	3	2	1	NA
5. Prepares for client/supervisee sessions.	5	4	3	2	1	NA
6. Prepares for sessions with supervisor.	5	4	3	2	1	NA
7. Conducts self ethically and professionally.	5	4	3	2	1	NA
8. Completes administrative tasks in timely and comprehensive manner (turns in tapes, writes case notes).	5	4	3	2	1	NA
II Case Conceptualization Skills: ***THE TRAINEE:***						
9. Bases decisions on a theoretically sound and consistent rationale of human behavior.	5	4	3	2	1	NA
10. Clearly conceptualizes relevant client, supervisee, or consultee issues.	5	4	3	2	1	NA
11. Involves the client, supervisee, or consultee in delineating central issue(s).	5	4	3	2	1	NA
12. Helps client, supervisee, or consultee set meaningful goals.	5	4	3	2	1	NA
13. Evaluates the effectiveness of interventions.	5	4	3	2	1	NA
14. Shows awareness of client's, supervisee's, or consultee's culture and it's implications.	5	4	3	2	1	NA
III Counseling Skills or Interventions: ***THE TRAINEE:***						
15. Communicates interest in and acceptance of the client, supervisee, or consultee.	5	4	3	2	1	NA
16. Explains the nature and objectives of interventions:	5	4	3	2	1	NA
17. Keeps sessions "on track" and focused..	5	4	3	2	1	NA

18. Facilitates exploration of thoughts, feelings, actions, and/or relationships.	5	4	3	2	1	NA
19. Facilitates client's, supervisee's, or consultee's concerns at a deep level.	5	4	3	2	1	NA
20. Responds with the best intervention depending on what is needed at a given moment.	5	4	3	2	1	NA
21. Is able to convey an empathic understanding to the client, supervisee, or consultee.	5	4	3	2	1	NA
22. Effectively engages in the termination process.	5	4	3	2	1	NA
23. Works effectively with clients, supervisees, and consultees from diverse cultural backgrounds.	5	4	3	2	1	NA

IV Global Evaluation of counseling effectiveness of trainee in this practicum: **Exceeds Expected level** **Meets Expected level** **Needs improvement**

5 4 3 2 1 NA

V OVERALL COMMENTS: Please write a brief summary of the trainee's major strengths and areas to be addressed in future supervised clinical, supervisory, and consultation work. In addition, you may want to elaborate on some of the items that were previously rated on this form.

I. APPROVAL OF EXTERNSHIP PLAN-STUDENT FORM
COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND

(Completed and submitted online via a Qualtrics survey.**)**

Name of Student: _____ Date: _____

Advisor: _____

Name of Externship Setting: _____

Address: _____

_____

Phone Number: _____

Nature of Activity (Briefly describe): _____

_____

Duration of Activity: From _____ To _____

Hours Weekly: _____ (More than 20 hours per week will automatically be denied)

Do you have liability insurance? Yes _____ No _____

Attach a copy of your liability insurance here (ATTACH COPY)

Will you receive reimbursement? Yes _____ No _____

NOTE: If you are to be reimbursed, explain conditions (e.g. hourly, weekly, per unit of service) and amount of reimbursement. Please note that reimbursed placements will receive additional scrutiny to be sure that service demands do no negatively impact on the quality of the training experience.

_____

Name of Supervisor:_____ Highest Academic Degree:_____

Position: _____ Licensed: Yes _____ No _____ State _____

Phone Number of Supervisor:_____ Email Address of Supervisor:_____

I will need to arrange for additional supervision by a licensed psychologist as this is NOT

provided by my externship site. _____Yes _____No

Describe specific supervisory arrangements (i.e. group vs. individual, weekly vs. daily, number of hours supervised for number of clinical hours, supervision over tapes, notes, written reports).

_____

Students must receive approval from their advisor for all externship experiences prior to submitting this form.
I have shared this form with my advisor and received approval from my advisor for my externship plan. ____Yes ____ No
Date on which approval was received from the advisor _____

J. STUDENT EVALUATION OF EXTERNSHIP/SUPERVISOR FORM
COUNSELING PSYCHOLOGY PROGRAM
UNIVERSITY OF MARYLAND
(Completed and submitted online via a Qualtrics survey.**)**

Name of Student/Extern: _____
Externship Placement: _____
Dates of Externship: _____

SUPERVISION
Name of Supervisor #1:_ _____

Degree of supervisor: ___ Ph.D. ____Psy.D. ____MSW ____ other- specify

How many hours of individual supervision were promised each week? ____
How many hours of individual supervision were provided each week? _____

How many hours of group supervision were promised each week? ____
How many hours of group supervision were provided each week? _____

How adequate was the supervision?
Poor 1 2 3 4 5 6 7 Outstanding

DID YOU RECEIVE SUPERVISION FROM ANOTHER SUPERVISOR? IF YES, GO TO NEXT ITEM. If no, skip to THERAPY ORIENTATION.

Name of Supervisor #2:_ _____
Degree of supervisor: ___ Ph.D. ____Psy.D. ____MSW ____ other- specify
How many hours of individual supervision were promised each week? ____
How many hours of individual supervision were provided each week? _____
How many hours of group supervision were promised each week? ____
How many hours of group supervision were provided each week? _____
How adequate was the supervision?
Poor 1 2 3 4 5 6 7 Outstanding

THERAPY ORIENTATION
What form(s) of therapy were provided? _____
What form(s) of therapy were taught? _____
Was therapy evidence-based? Never 1 2 3 4 5 6 7 Always

ASSESSMENT
What method(s) of assessment were used? _____
What method(s) of assessment were taught? _____

POPULATIONS
Briefly describe the client populations served in this externship setting: _____

_____

TRAINING

How often were the following didactic experiences provided? (0 = never to 3 =occasionally to 6 = always)

___Supervisor listened to my tapes
___Supervisor reviewed my notes
___Supervisor reviewed my written reports
___Attended case conferences
___Attended training workshops
___Attended lectures
___Supervisor went over tapes with me in supervision
___Other; specify_____

RESEARCH

Were there opportunities for research? Yes No
If yes, describe _____

TIME COMMITMENT

How many hours per week were you expected to work? _____
Were time commitments appropriate for you to remain active in research? Yes No
Were you able to attend other department and program commitments? Yes No

PREPARATION

Were you adequately prepared to work at this externship site? Yes No

Additional preparations or courses that would have helped: _____

WORKING CONDITIONS

Were the working conditions acceptable? Yes No
(E.g. adequate office space, parking, etc.)

Comments: _____

OVERALL RATING

How would you rate the educational experience of this externship?

Poor 1 2 3 4 5 6 7 Outstanding

RECOMMENDATIONS

To what degree would you recommend this program to other students?
Never recommend 1 2 3 4 5 6 7 Enthusiastically recommend

Please summarize strengths and weaknesses of this externship site:
_____
_____

APPENDIX III. SEXUAL HARASSMENT GUIDELINES

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is defined as: (1) unwanted sexual advances; or (2) unwelcome requests for sexual favors; and (3) other behavior of a sexual nature where:

(A) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University-sponsored educational program or activity; or

(B) Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or

(C) Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.

Sexual harassment is a violation of federal law and may violate the civil and criminal laws of the State of Maryland. The University of Maryland, its agents, supervising employees, employees and students shall be held liable for their acts of sexual harassment and are subject to appropriate University disciplinary action and personal legal liability.

WHO ARE THE PARTICIPANTS?

Sexual harassment can involve: professor and professor, professor and student, teaching assistant and student, supervisor and employee, superior and employee, student and student, and other relationships among colleagues, peers, and co-workers.

The following behavior may constitute sexual harassment: Lewd remarks, whistles, or personal reference to your anatomy; unwanted physical contact such as patting, pinching, or constant brushing against person's body; subtle or overt pressure for sexual favors; persistent and offensive sexual jokes and comments.

Sexual harassment may result in: Denial of a promotion, termination or forced resignation, negative evaluation or poor recommendations, demotion, dropping a class or changing a major, a tense and unproductive working or learning environment.

WHAT CAN THE UMCP COMMUNITY DO ABOUT SEXUAL HARASSMENT?

Effective enforcement of sexual harassment guidelines requires the reporting and continuing cooperation of each member of the campus community, especially the individual being harassed. If you believe you are being, or have been sexually harassed, you should take the following steps immediately:

1. Say "no" to your harasser. Say it firmly, without smiling, and without apologizing.
2. Keep records--write a journal, record the facts on a tape recorder, or tell a friend in confidence. Keep track of dates, places, times, witnesses, and the nature of the harassment. Save any letters, cards, or notes in a secure place, preferably at home.
3. Seek the advice of or report the incident of harassment to any of the individuals listed under the *Informal Grievance Procedure* (contained in the University of Maryland materials on this topic). You may file an informal or formal complaint. You may also seek the assistance of the Counseling Center (314-7651).
4. Tell the harasser, in writing, that you object to this behavior. Describe the specific things that offend

or upset you. Treat this letter as a confidential piece of communication and keep a copy of it.

If you have been accused of sexual harassment you, should seek the advice of any of the individuals listed in the University of Maryland *Informal Grievance Procedure*. If you receive a report of sexual harassment, notify the Chancellor's Legal Office prior to taking any action to investigate or resolve the matter informally. The Legal Office will normally manage and coordinate all matters relating to sexual harassment complaints.

WHERE TO GO FOR HELP?

Informal Complaints
Contact the following persons on campus for guidance, information, or informal resolution: Your supervisor, chair, director, or dean, The Staff of the Chancellor's Legal Office (405-4945), The Campus Compliance Officer in the Office of Human Relations Programs (405-2838), The Equity Administrator in your College/Unit, The Employees Specialist in the Office of Personnel (405-5651), The Director of the Office of Judicial Programs (314-8204), Any UMCP official or faculty member.

FORMAL COMPLAINTS
Formal grievance procedures for resolving complaints are available based on the classification of the complaint.

Complainant's Classification	**Grievance Document**	**Contact Office**
Faculty	UMCP Faculty Handbook	Dean of the Academic Unit
Associate Staff	Personnel Policies and Rules for Associate Staff Employees	Office of Personnel (405-5651)
Student Conduct	Code of Student	Office of Judicial Programs (314-8204)
Student Employee	Student Employee Grievance Procedure	Immediate Supervisor Programs (314-8204) or Vice Chancellor for Student Affairs (314-8432)
Faculty, Staff and Student	UMCP Human Relations Code	Office of Human Relations Programs (405-2838)

Off-Campus Resources
The Federal Equal Employment Opportunity Commission (303) 922-5634.
109 Market Place, Suite 4000, Baltimore, MD 21202.
The Maryland Commission on Human Relations (303) 333-1700
20 East Franklin Street, Baltimore, MD 21202

Sexual harassment by University Faculty, Staff, and Students is prohibited.

APPENDIX IV: GUIDELINES FOR FACULTY ADVISORS (4.3.2019)

These guidelines were developed to assist faculty and students in understanding the minimum expectations for faculty regarding advising doctoral students in our graduate program.

GENERAL EXPECTATIONS

- Faculty and students are expected to treat one another with respect
- At the beginning of the advising process, faculty will provide the opportunity to share pronouns and faculty will use these pronouns
- As a program, we value active engagement in research

PUBLICATIONS

- Faculty will be engaged in research/scholarly work
- Faculty will encourage their advisees to be engaged in research
- In addition to working on research with the faculty advisor, students may be invited to participate in research teams led by other faculty
- Students should have first authorship on manuscripts based on their theses and dissertations
- Faculty will facilitate a fair and transparent process of determining order of authorship on collaborative research projects with students; discussions regarding authorship will ideally occur early in and throughout the research process (see APA Ethical Code, 2017, 8.12)

MEETINGS

- Faculty should have regular contact with their students
- In the first three years, advisors meet at least biweekly with the advisee individually
- In subsequent years, advisors meet at least monthly (in person or by phone) with the advisee until the dissertation is completed (it is the student's responsibility to schedule the meetings)

FACULTY LEAVES (E.G., SABBATICAL, FAMILY, MEDICAL)

- With the exception of emergency situations, faculty will notify their students of planned faculty leaves from the university at least two months in advance of the leave
- Faculty also will assist students in planning to ensure their progress in the program during the faculty leave

RESPONSES TO EMAILS

- Typically, faculty will return emails within one week (excluding holidays, vacations, sabbaticals, leaves, and breaks from the university)

TURN AROUND TIMES

- Typically, faculty will return drafts within two weeks (excluding holidays, vacations, sabbaticals, leaves, and breaks from the university)
- When this turnaround time is not possible, faculty will let the student know a date by which feedback can be expected
- Faculty should receive requests for letters of recommendation two weeks in advance of the due date
- Advisors understand that students may take up to a week to respond to messages

FEEDBACK

- Faculty are expected to provide constructive feedback on drafts received from the student throughout the writing process (beyond "looks good")

SCHEDULING OF THESES/DISSERTATIONS

- Theses and dissertations should not be scheduled during the winter and summer breaks (as most faculty are not paid during breaks)

ANNUAL EVALUATIONS

- Faculty will discuss the annual evaluation with the student (and provide a written evaluation) within two weeks of the faculty meeting in which the student is discussed
- Students will be invited to provide feedback to the advisor regarding their work together and their relationship at the annual evaluation meeting

CONCERNS REGARDING THE ADVISING RELATIONSHIP

- When the advisee-advisor relationship is not going well, the advisor and student may brainstorm possible solutions (e.g., identify steps both advisor and student might take to improve the relationship, identify new strategies for working together, connect with other faculty in addition to the advisor, work on other research teams, change advisors)
- Faculty can refer students to the ombudspersons or the training directors to discuss their concerns regarding the advising relationship

PROCEDURES FOR CHANGING ADVISORS

- Ideally, the student and advisor discuss concerns in their relationship (understanding that this can be challenging given the power imbalance)
- If a student wants to change advisors, the student talks with faculty to see if they are willing to take on the role of advisor
- Once a new advisor is identified, the student talks with the current advisor regarding the decision to change advisors and completes the change in advisor form

APPENDIX V: COUNSELING PSYCHOLOGY PROGRAM TIMELINE

YEAR 1: Beginning of First Semester
Hand in proof of insurance to advisor and program directors. Complete emergency contact form. Keep copies of necessary forms (see student file checklist form) and make sure that the program director has copies of important forms.

End of First Semester
Develop research idea for thesis with advisor.
Register for winter term clinical hours.

End of Second Semester
File signed Advisor Selection form by March 1st with program director.
Discuss summer plans with advisor.

YEAR 2: Beginning of Third Semester
Submit annual report form and proof of insurance to advisor and program directors.
Complete draft of thesis proposal.

End of Third Semester
Register for winter term clinical hours.

Fourth Semester
Discuss externship/summer plans with advisor.
Complete thesis proposal and obtain committee approval by March 1st.

YEAR 3: Beginning of Fifth Semester
Submit annual report form and proof of insurance to advisor and program co-directors.

Fifth Semester
Complete oral defense of thesis (deadline: December 15th of Year 3.) (If applying for a Master's degree, request for committee must be submitted 6 weeks before defense).

End of Fifth Semester
Register for winter term externship hours.

Sixth Semester
Discuss plans for taking comprehensive exams the summer after the sixth semester (may be taken the summer after the eighth semester if needed).
Discuss externship/internship/summer plans with advisor.

YEAR 4: Prior to Seventh Semester
Take comprehensive examination.

Beginning of Seventh Semester
Submit annual report form and proof of insurance to advisor and program directors.
File Advancement to Candidacy form when comprehensive exams have been completed.

Seventh Semester
Complete coursework.
Begin work on dissertation.
Discuss externship/internship/summer plans with advisor.

End of Seventh Semester
Register for winter term externship hours.

Beginning of Eighth Semester
Propose dissertation to committee.
File "Request for appointment of Doctoral examining committee" as soon as advisor has approved dissertation proposal.
Enroll in candidacy credit hours for every semester until completion of degree.

YEAR 5: Beginning of Ninth Semester
Submit annual report form and proof of insurance to advisor and program directors.

Ninth Semester
Provide necessary internship information to the program co-director (or do so in the following Fall semester if internship is delayed).
Apply for internship. Register for internship credit hours in the year prior to internship.

End of Ninth Semester
Register for winter term externship hours.

Tenth Semester
Complete dissertation and defend.

YEAR 6: Internship - Submit proof of insurance to advisor and program directors.

At end of first semester of internship
Arrange for internship agency to send mid-year evaluation to program director.

At end of internship
Arrange for internship agency to send email to program director verifying completion in time for Summer Session II graduation deadlines IF dissertation has been defended.
Arrange for internship agency to send final evaluation to program director.
Complete necessary forms for application for graduation.
Submit all needed forms for graduation.
Place dissertation online (must be done prior to graduation).

If students want to have a graduation date of August in the year they complete their internship, they must verify successful completion of internship (and have the dissertation successfully defended and all paperwork submitted) before the graduation deadline for August. Otherwise, the official graduation date will be December of that year, which may affect eligibility for academic, counseling center, and post-doctoral positions.

Beginning of each subsequent Fall semester if still enrolled:
Submit annual report form and proof of insurance to advisor and program directors.

Let it be said of counseling psychology 50 years from now; that our struggles did not contribute divisiveness but, rather, that our efforts went beyond our dominant models and reintegrated the conceptual bases of competent science and proficient practice. Let it be said that our endeavors enabled diversity to be appreciated and to prosper. And, most important, let it be said of us that our accomplishments in science and our achievements in practice enhanced the common good. We could have no finer legacy.

Naomi Meara, Ph.D.
Presidential Address to Division 17, Counseling Psychology, 1989