I. OVERVIEW

Mission, Aims, and Training Philosophy

The mission of the doctoral program in Counseling Psychology at the University of Central

The program is committed to a respect for and understanding of cultural and individual differences

The program values diversity and multiculturalism, as indicated by its commitment: “The program values cultural and individual diversity, which includes personal and demographic characteristics, as well as including (but not limited to) age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status. The program considers these aspects as valuable in recruitment and hiring, in teaching and training, and in providing practicum and internship experiences. At the core of these values lies respect for the person, and we are dedicated to insuring that the program

training in both individual-counseling interventions and in community-based intervention and prevention programs.

5. A science-practitioner foundation that encourages in-depth understanding and skill in empirically-supported methods, as well as consistent contact with and contributions to the peer-reviewed literature and professional societies.
6. Giving back to the profession through leadership and other service-related activities such as service in professional organizations, research, and dissemination activities.
7. Giving back to the community through leadership and service, for example, through pro-bono activities.

Goals and Objectives of Program (Learner Objectives):

The following are the Goals and Objectives of our program, and should give the current or prospective student a better idea of the types of things you will learn and the approach of the program. It is anticipated that graduates will exhibit the following knowledge, skills, attitudes, and behaviors:

Research.

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Ethical and legal standards.

- Be knowledgeable of and act in accordance with each of the following: (a) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (b) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and (c) Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and cultural diversity.

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with

Intervention.

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
-

” GRE scores in the Quantitative, Qualitative,

training opportunities for a broad spectrum of individuals. Further, the faculty avoid any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology.

Type of Student

The Counseling Psychology Program is designed for highly motivated, dynamic students with a sincere commitment to the science and practice of professional counseling psychology. In keeping with the scientist-practitioner model, we emphasize the complementary nature of research and clinical practice. Thus, applicants should be interested in and value the process of psychological science. The typical doctoral student should be open-minded and eager to learn evidence-based psychological assessment and treatments methods. Applicants who are primarily interested in providing counseling or psychotherapy services and are not interested in conducting research and program evaluation may be better suited to pursuing a master's degree in mental health counseling rather than a doctoral degree in counseling psychology.

Students are expected to be active learners and take the initiative toward developing the knowledge and skills set needed to be competent psychologists. In addition to its academic rigor, graduate education in psychology is often personally challenging. Students are expected to engage in self-examination of their intrapersonal and interpersonal processes and be open to personal growth during graduate training.

speaker (local, regional, or national) who presents a one- to two- hour presentation on a topic germane to the practice and science of counseling psychology. The presentation is followed by a discussion led by the faculty or graduate students in charge of making arrangements for the presentation. Students are required to attend all Round Tables.

- Counseling Psychology Town Hall. These Town Halls are group meetings for all students in the Counseling Psychology Program and all Counseling Psychology Faculty. They are held every semester during the academic year and serve as an information exchange and question-and- answer period. They are designed to clarify any vague issues in the program, to explain upcoming events, to consider changes in the program, and to prepare for the future. Students are required to attend all Town Hall meetings.

- Professional Organizations. Student membership in Division 17 (Society of Counseling Psychology) of the American Psychological Association is required of all students (see http://www.div17.org/SASP).
  - Further, it is expected that students will join and participate in state, regional, and/or national professional organizations that are compatible with the student's interests. The counseling psychology committee and the department will support students who join and participate in these organizations – for example, through supporting travel to professional meetings, and collaborating on research that would be presented at conferences and meetings. Among the major organizations that counseling psychology faculty support and that students are encouraged to join are the American Psychological Association and related organizations such as the American Counseling Association, the Association for Behavioral and Cognitive Therapies, the Southwest Psychological Association, and the Arkansas Psychological Association.

- Research Colloquium. Students in their third year are expected to do an in-depth data driven oral presentation to the Counseling Psychology Program, as a way of learning how to do regional and national research presentations. Students are expected to demonstrate not only sophisticated statistical analyses but also a professional demeanor in delivering the presentation. More specific requirements are available from the Director of Training.

II. CURRICULUM REQUIREMENTS

The Counseling Psychology Program is designed to prepare counseling psychologists to provide evidence-based psychological services and conduct research in clinical and academic settings. The curriculum consists of foundational psychology course work in the science of behavior, specific coursework in the specialty of counseling psychology and the professional practice of psychology, counseling practicum training, independent dissertation research, and a year-long professional internship. Prior to applying for internship, students must pass the doctoral comprehensive examination and have their dissertation proposals approved by their respective committees.

The program of study requires a minimum of 120 graduate credit hours. These credit hours address Arkansas licensure requirements. This includes hours of coursework in Psychological Foundations, hours in Research Me ycinh Me yt praudyh (CUooTc 0 Tw -6 (c)-6)20 (c)4 (holf( )-10 (r)3 (e)0 (e)4 (p

approval, dissertation work can proceed at any time during a doctoral student's course of study.

By the Fall of Year 2 (it is strongly recommended), the chair of the dissertation committee and the committee members should be approved by the Department Chair (all departmental committee members must be members of the graduate faculty). The “UCA Notice of Appointment of Dissertation Committee” form must be used to document committee membership (See Appendix F.)

The procedure for selection and approval of the committee will be:

- The student develops a dissertation topic, identifies potential chairperson and asks the faculty member if he/she is interested in serving as the dissertation chairperson. If he/she agrees, the student presents the faculty member’s name to the Department Chair for approval. The chair or co-chair must be a member of the Counseling Psychology Core.
- The student, in consultation with the dissertation chair, presents the names of three additional committee members to the Department Chair for approval.
- The Department Chair selects a fifth member (who must be a member of the UCA Graduate Faculty).

* Please note that the 5 member committee will include at least two counseling psychology core faculty members and at least one member from outside the Department of Psychology and Counseling. The chair (or co-chair) must be a counseling psychology core faculty member.
* Should the student request that the Department Chair serve as the dissertation chair, the Director of Training of Counseling Psychology will be responsible for approving the remaining committee membership.

Dissertation Sequence

*Please note: The following information is provided as a guide to help students initiate and sustain a successful dissertation process. Variation in the details below may occur as ah]t(a)4 (s)-. Va

prior to proceeding with the proposal process. The research-ability issue depends largely on the topic's specificity. Generally speaking, the earlier you get started on this, the better.

2. Review the extant research. Psychological research has been around for over 100 years, and the student is expected to review the relevant research in his or her area, with an eye on locating exemplary studies that will serve as models of exceptional work and design. Ultimately, the student will need to become an "authority" in her or his selected research field. On the other hand, the student should not get bogged down by thinking that he or she should read everything in the area.

3. Formulate Researchable Hypotheses or Questions. Once an idea has been generated, the student should think about writing several research questions/hypotheses that address the selected topic. The dissertation chair can assist the student in formulating researchable questions.

4. Develop Dissertation Proposal. The proposal is based directly on the research questions/hypotheses and provides information on the need/rationale and overview of the study, a review of relevant literature, and research methodology for addressing the questions or hypotheses. Refer to the university's "Thesis and Dissertation Preparation Guide" available on the UCA Graduate School website for specific details on preparing the proposal. Students should work with their doctoral committee chairperson and committee members as needed to refine the proposal and schedule the proposal meeting.

5. Schedule and Complete Dissertation Proposal Meeting.

   The student is required to successfully defend the dissertation proposal before applying for internship.

   The student should provide all committee members with a copy of the proposal at least two weeks in advance of the scheduled proposal meeting to provide ample time for committee members to prepare for the meeting or to raise major questions that should be addressed prior to the meeting. The student is encouraged to invite other graduate students to the meeting in order to assist them in taking notes, to provide additional input, and to allow the non-proposing students an opportunity to observe and learn more about the proposal meeting process. The student is responsible for securing the necessary approvals and sanctions related to the dissertation study from the agencies and settings where the research will be implemented prior to the proposal meeting.

   At the meeting, the student will be asked to provide an overview of the dissertation and to entertain related questions from committee members. The meeting is designed to clarify dissertation plans and procedures as deemed necessary by the student and committee members. At the conclusion of the meeting, committee members vote on the proposal and share the decision with the student. Upon unanimous approval by the committee and completion of the Proposal Review Form, the student may seek IRB approval. Once IRB approval has been obtained, students may proceed with their dissertation research.

6. Conduct Dissertation Research. The student is responsible for all arrangements and details associated with conducting the dissertation study including (but not limited to) securing the necessary research settings(s), subjects, observers, data collectors, and so forth. This includes any financial costs incurred in order to carry out the dissertation and approvals (e.g., IRB, informed consents of all participating individuals and/or groups).

7.

Timetable for Curriculum Requirements

*The following are discussed every year at the Initial Meeting of All CP Students during Fall Orientation.

*Note: The timetable below is based on a student who enters directly from an undergraduate program. The timetable may differ slightly for students who enter after taking graduate coursework.

Deadline	Task	Notes
Fall – Year 1	Join Division 17 of APA (as student memb	This is required by the CP program.
Fall – Year 1	Join Society and/or CAPS	This is required by the CP program.
Fall – year 2	Select dissertation chair and committee (recommended)	Inform Director of Training of your decision regarding dissertation chair. Submit digital of all committee members (apart from the Chair, at least one of the committee memb must be core CP faculty) to grad school (s grad school web page).
Fall, Spring, and Summer– year 2	Psyc 7141 (Doctoral Seminar in Psycholog	Work with your chair/advisor to develop yo proposal idea throughout the year.
Spring– year 2	Master's Comps	
Fall – year 3	Research Colloquium	
Spring– year 3	Doctoral Quals	
By August 1– year 4	Submit error-free dissertation proposal to chair. (Schedule proposal meeting soon af	Committee me

Important Points to Remember – To Be Reviewed Yearly at Fall Orientation Meeting

1. Academic Advisor and Dissertation Committee Chair.

   The student will be assigned an academic advisor at the beginning of the program study. However, as the student progresses in the dissertation research, the student must choose a di (e)4 (a)4 ( )]TJ 0.002 Tc -0.04 (a)4 ( )]TJ r a

Psychology) of the American Psychological Association is expected of all students. Further, it is expected that students will join and participate in state, regional, and/or national professional organizations that are compatible with the student's interests. The counseling psychology committee and the department will support students who join and participate in these

III. PRE-DOCTORAL PRACTICUM AND PRE-DOCTORAL INTERNSHIP

Pre-Doctoral Practicum

Procedure

Practicum is a central component of the graduate curriculum of Counseling Psychology. Successful completion of the practicum requirement is a prerequisite to applying for internship and receiving the degree. There are two introductory practica (C6381, Counseling Practicum I and C6382, Counseling Practicum II) and four doctoral practica (P7665, Doctoral Practicum in Counseling Psychology). These experiences must be completed in approved practicum sites. The practicum experiences are intended to provide a part-time preprofessional experience for the counseling psychology student who has completed preparatory academic coursework at UCA. Under the supervision of an appropriately credentialed psychologist, the student will perform many of the duties of a professional counseling psychologist including but not limited to individual counseling, group counseling, crisis intervention, consultation, behavior modification, assessment, outreach, and program development.

intervention decisions in professional problems areas is considered a necessary aspect of professional training and experience.

- At least 25 percent of the intern's time must be in direct patient contact (minimum 500 hours).
- The internship must include a minimum of four (4) hours of supervision per week (regardless of whether the internship was completed in one year or two), two (2) hours of which will include face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There must also be at least two (2) additional hours per week in learning activities such as: case conferences involving cases in which the intern was actively involved; seminars dealing with clinical

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(2002). In addition to applied experiences, interns receive a minimum of 1 hour per week for individual supervision with their on-site supervisor.

In any specific training setting, the intern may not perform all of the services for which he or she is trained. Each training site has specific needs, and the intern's activities are tailored to these needs. Specific internship experiences are determined by the site supervisor, the UCA internship coordinator, and the intern. In planning an internship, these individuals will take into account both the purposes and needs of the site and the required training needs of the intern. The internship site has the financial resources necessary to provide interns with stipends, clerical support, training materials, and training settings in line with the UCA training program's goals.

At the onset of the internship program, interns should be provided written information regarding program requirements, performance expectations, and procedures for termination of interns. This documentation also includes methods for providing interns with written, at the minimum, semi-annual feedback on performance and procedures to address immediate problems.

Responsibilities. In general, the responsibility for the effectiveness of the internship is shared equally by the intern, the internship supervisor(s) and internship program, and the UCA internship coordinator. Ethical standards of APA appropriate for doctoral interns will be followed in all internship activities. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other parties as soon as possible. Examples of problems which might interfere with the effectiveness of the internship are: inappropriate experiences for the intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior on the part of the intern, etc. If a problem is seen by the intern or his or her internship supervisor, it is particularly important that

amenable to solution within the internship program. At the end of each semester and at the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the UCA internship coordinator determine a grade for the intern.

The UCA Internship CoordinatorThe internship coordinator helps place the intern, determine the experiences of the intern, and works with the intern and the school or agency supervisor as necessary to work out details and training experiences of the internship. The coordinator contacts the supervisor periodically during the internship to monitor the progress of the intern and to be apprised of any problems which may have arisen.

IV. EVALUATION & REVIEW OF STUDENT PERFORMANCE

Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. In most cases, grades below B are not accepted by the Arkansas Psychology Board for licensure. All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded. Calculation of the graduate grade point average includes all residence coursework attempted. No transfer credit grades are used to calculate the cumulative GPA.

Retention

issues to the extent that they interfere with training or work with clients.

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in her or his response, the advisor may refer the matter to the Counseling Psychology Director of Training, who may choose to involve the Counseling Psychology Committee.

The advisor then completes the Individual Student-Advisor Review Form (Form C – Appendix E). The advisor may make one of two possible decisions:

a) Not to pursue the matter further (state reasons).

b) Forward the matter to the Counseling Psychology Director of Training and Counseling Psychology Committee.

The Counseling Psychology Committee may then meet with the student. A Corrective Plan will be developed with input from the student, the student's advisor, and the Director of Training (Form B – Appendix E). The corrective plan will follow a written action plan, which includes periodic review at appointed times. A letter and the Corrective Plan will be sent to the student regarding the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

Probation and Dismissal

After students enroll in the program, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in this handbook and the UCA Graduate Bulletin. Students are considered in good standing if they: have a minimum Grade Point Average (GPA) of 3.0, are making satisfactory progress toward completing degree requirements, and meet the minimum requirements, as outlined in the UCA Student Handbook. Failure to complete departmental requirements by the department's stated deadlines may also result in dismissal by the Graduate School. Students who fail to meet departmental deadlines may petition the program and the Graduate School for one semester extension to meet particular requirements. Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

to refuse the privilege of further attendance to a student based on information gathered from the above sources and procedures.

Student Appeals

V. EMPLOYMENT AND CAREER

Employment and Career Options for Doctoral-Level Counseling Psychologists

The Counseling Psychology Program prepares students to work in a variety of professional contexts including:

- Community mental health centers
- College and university counseling centers
- Research and development settings
- Hospitals and health facilities
- Private practice
- Government agencies (e.g., the Veterans Administration)
- Schools

It is anticipated that most of our graduates will take positions in community agency and mental health facilities, universities, and medical centers.

Licensure and Certification

Upon completion of the doctoral degree, graduates will be qualified to apply for licensure as a Psychologist by the Arkansas Psychology Board. Graduates may also be eligible for certification by the National Registry of Health Service Providers in Psychology (http://www.nationalregister.org/

APPENDIX A

Counseling Psychology Doctoral Curriculum (Subject to Change*)

(2022-2023)

Year	Fall	Spring	Summer
1			

measures, such as the BDI or SCID, do not count). Students should be aware that certain doctoral internship programs such as VA and medical centers may require completion of more integrated assessment reports. Students are required to complete at least one practicum in an IHC site (the IHC site may be a secondary site, with a minimum of one year). Be sure and talk to your advisor and the Director of Training about changes in sequencing from semester to semester.

COURSE DESCRIPTIONS

PSYC 6313 PSYCHOEDUCATIONAL ASSESSMENT I
Provides knowledge and skills in the psychoeducational evaluation of children and adolescents including assessment-related standards, ethics, and report writing; emphasizes intellectual assessment Prerequisites: PSYC 6330 and consent of instructor.

PSYC 6314 PSYCHOPATHOLOGY
Survey of behavior disorders, their origins, their characteristics, and treatment. Prerequisite: Consent of instructor.

PSYC 6316 PSYCHOPATHOLOGY AND DEVELOPMENTAL DISORDERS IN CHILDHOOD
Surveys the etiology, assessment, and treatment of child psychopathology and developmental disorders in children.

PSYC 6330 ADVANCED PSYCHOLOGICAL STATISTICS
Provides an overview of statistics, focusing on how to conduct and interpret various statistical tests. Descriptive and inferential statistics are covered. Prerequisite: PSYC 2330.

PSYC 6331 RESEARCH DESIGN
Covers the design and analysis of educational and psychological research. Prerequisite: PSYC 6330.

COUN 6334 ANALYSIS AND MEASUREMENT OF THE INDIVIDUAL
Appraisal of the individual through objective tests, interviews, and other data gathering devices.

COUN 6342 CAREER EDUCATION AND VOCATIONAL DEVELOPMENT
Provides an overview of major career development theories and practical application for counselors, school counselors, and state agency personnel which will enable them to assess and counsel more effectively with students regarding vocational endeavors.

PSYC 6350 HISTORY AND SYSTEMS OF PSYCHOLOGY
Acquaints students with the important historical contributions to the field of psychology.

COUN 6350 COUNSELING PROCESS AND SKILLS
To develop in the counselor-in-training fundamental attending and listening skills necessary for all counseling, and to encourage self-exploration within the major theoretical approaches. Prerequisite: PSYC 6354.

PSYC 6354 THEORIES OF PSYCHOTHERAPY AND COUNSELING
Provides an overview of the major theoretical approaches to psychotherapy, including a critical evaluation of each theory.

APPENDIX B

Master's Comprehensive Exam General Information

The comprehensive exam is held on two half days, 8:00am-12:00pm during the following days:

- Spring Testing – The 2nd Tuesday & Wednesday in March for students who plan to intern in the fall.

The successful completion of the comprehensive examination is a requirement for all departmental graduate degrees. Details of the examination may be obtained from your advisor or from your program chairperson. Students must register for the examination with the departmental secretary no later than one month prior to the exam date.

Comprehensive Examination Format and Schedule
The comprehensive exam will consist of two sections:

1) Multiple Choice Content Areas (Day 1)
The multiple choice exam for doctoral students will cover five content areas. Each area will have 30 items resulting in a total of 150 items for the exam. Students must pass each content area separately in order to successfully pass the multiple choice exam. A minimum score of 70% (21 of 30) is considered passing for each content area.

1. Legal and Ethical Issues
2. Clinical Applications (Counseling theory/individual/group therapy)
3. Research Methods
4. Psychopathology
5. Career and Vocational Counseling

2) Written Case Study (Day 2)
Students will be given a case study and asked to respond to questions such as give a diagnosis

Any subsequent retakes will be given in the next semester, until the student passes all sections.

For PWC and DSK purposes, a failure to meet MLA standards will occur when retakes during a semester are failed and the student must take retakes in the next semester.

Passing comps is important for obtaining an M.S. degree.

Orals

Orals will be conducted by the Counseling Psychology Committee.

be conduce.

APPENDIX D

Graduate Faculty

Counseling Psychology Faculty

ELSON BIHM, Ph.D. – Texas Tech University – Counseling psychology, Social-emotional Learning, Pragmatism

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CHRISTINA JEFFREY, Ph.D. – Texas A & M – Counseling supervision

KEVIN ROWELL, Ph.D. – Texas A & M University – Gerontology, Rural Health, Disaster Services, Statistics

FEMINA VARGHESE, Ph.D. – Texas Tech University – Offender Counseling, Recidivism, Diversity Psychology

RYAN WILLARD, Ph.D. – University of Kansas – Mindfulness. ACT, and Self-Compassion

Associated Psychology Faculty

RON BRAMLETT, Ph.D. – University of Cincinnati – Child / Family Interventions; Assessment of Children/Adolescents, Predictors of School Success

HEATHER MARTENS – University of Florida – Predicting Student Performance on State Mandated Assessment Using Universal Screeners: Establishing Predictive Cut Scores; Cost Benefit Analysis of Academic Interventions in the School SBDSr05mTw (Children/Ad43Teach42 00 N

SHAWN CHARLTON, Ph.D. – University of San Diego – Behavior Analysis, Temporal Discounting, Evolutionary Psychology

BILL LAMMERS, Ph.D. – Bowling Green State University – Psychobiology; Brain EEG Measure of Human Learning; Brain Function During Sleep; Human Memory

ANNA PARK, Ph.D. –University of Texas at Arlington – Personality and Positive Psychology, Statistics

MARC SESTIR, Ph.D. – University of North Carolina – Cognitive, Behavioral, and Affective Effects of Media Consumption; Human Aggression; Consumer Behavior

KEN SOBEL, Ph.D. – Vanderbilt University – Visual search, Top-down Attention.

APPENDIX E

Student Evaluation and Review Forms

Annual Student Review Form (to be completed by your advisor, with input from the Counseling Psychology Committee). This should be discussed with you every May/June. Should the committee have any concerns about a student, this form would address these concerns and requires documentation and a plan of action.

Individual Student-Advisor Review – as issues arise that require remediation, the student and the advisor will discuss the matter; the advisor will keep a record of the meeting(s) (using this form). Should the issue require the involvement of the Counseling Psychology Committee, the Director of Training will call a meeting of the committee and the next form will be completed (in conjunction with this form).

Student Corrective Action Plan – this form and the previous form are completed with the involvement of the entire Counseling Psychology Committee.

Form A

Counseling Psychology

Committee Annual Review Form

(LATEST DIGITAL VERSION AVAILABLE FRO M DIRECTOR OF TRAINING.)

Student's name: _____

School year: _____

Current date: _____

Year: (circle one) 1st 2nd 3rd 4th 5th Above (5th)

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the Counseling Psychology Emphasis. The following information came from a combination of sources such as the student's self-assessment form, student grades, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the counseling psychology faculty using the following scale:

1 = Below Expectations 2 = Within Expectations 3 = Above Expectations

For any area rated below, an explanation is provided.

Goal area Rating

Extent to which the student	Below	Expected	Above	NA
1. Exhibits a professional identity as a counseling psychologist graduate student.	1	2	3	NA
2. Appreciates the value of active involvement in professional organizations of counseling psychology.	1	2	3	NA
3. Demonstrates and utilizes a wide range of professio and research knowledge in the discipline of counseling psychology, as a scientist-practitioner.	1	2	3	NA
4. Is proficient in basic and advanced skills in the practice of counseling (especially counseling/psychotherapy and assessment).	1	2	3	NA
5. Demonstrates awareness, knowledge, and skills related to the ethical and legal practice of counseling psychology.	1	2	3	NA
6. Applies knowledge, and skills to diversity issues, an the larger socio-cultural contexts that inform the	1			

practice of counseling psychology.				
7. Engages in self-monitoring and self-regulation in order to act in a socially responsible and in an ethical manner.	1	2	3	NA
8. Integrates skills and knowledge in working with an interdisciplinary team in providing services in traditional and emerging areas of practice.	1	2	3	NA
9. Conceptualizes client issues in the person-environment context and designs strength-based interventions appropriate to the setting	1	2	3	NA

Comments

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.

For any area rated below, an explanation is provided

Professional area	Ratings			
1. In class personal presentation and attendance	1	2	3	NA
2. Interactions with peers, faculty, professionals	1	2	3	NA
3. Interactions on practicum or internship	1	2	3	NA

Comments

VERIFICATION OF STUDENT SELF -INITIATED WORK (see notes at end of document)

1. Describe work/comments (if completed this year), then rate:

   a. Student has discussed with the advisor before the start of this research project
   Yes _____ No _____

Committee Recommendation

____ Satisfactory progress – no action required.

____ Remediation required – attach copy of plan.

____ Dismissal recommended – must be reviewed and approved by Department Chairperson and Dean of College of Health & Behavioral Sciences

I acknowledge that I have received the above evaluation:

Student's Signature _____ Date _____

Recommendation Approved

Student's Advisor
(or CP Committee member) _____ Date _____

Director of Training _____ Date _____

NOTES REGARDING TWO INSTANCES OF STUDENT SELF-INITIATED WORK

This section has been added to the Annual Faculty Evaluation form on July 21, 2017 (to be

Form B

Individual Student -Advisor Review

Student Name:_____

Date of Meeting:_____

Persons Present:

Summary of Problem(s). Include specific behaviors, setting, and name of person who first identified the problem.

Faculty Recommendation:

____No action required (state reasons).

____Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

_____Matter forwarded to Counseling Psychology Director of Training.

RECOMMENDATION APPROVED:

Form C

Student Corrective Action Plan (Continued)

Progress Since Last Review (if applicable):_____Sufficient _____Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): _____

Student Reactions:

Signatures:

(Student checks and signs one of the below.)

____I HAVE READ AND AGREE TO THE ABOVE PLAN:

Student Signature:_____ Date_____

____I HAVE READ BUT DO NOT AGREE TO THE ABOVE PLAN:

Student Signature:_____ Date_____

Advisor/Mentor:_____ Date_____

Counseling Psychology Director of Training:_____ Date_____

Form D

Student Self-Assessment for Annual Review

(CURRENT DIGITAL VERSION AVAILABLE FOM DOT.)

Name: _____

School year: _____

Advisor: _____

Current Year in Program (circle one) (circle one): 1st 2nd 3rd 4th 5th Other_____

The following self-assessment survey is the first step of the annual review process. It is designed to assist you and the Counseling Psychology Committee in assessing your performance and making related improvement plans as needed. Your responses will be

1. Reviewed by the Counseling Psychology Committee (Exam week)
2. After which you will meet with your advisor (June)

Reflecting on your experiences over the last year, respond to the items in this survey with an improvement-oriented focus (e.g., How did you perform? How can you sustain effective performance? How can you make progress in areas in need of improvement?).

- Return completed forms to Dr. Elson Bihm (elsonb@uca.edu), Director of Training (do not get signature from your advisor at this time).

PROGRESS TOWARDS LAST YEAR'S GOALS

In the space below, please list out your Goals from Last Year's Self-Assessment and how you have/have not achieved these goals.

GRADUATE ASSISTANTSHIP

Have you had an assistantship in the past year? YES NO

What skills have you acquired or strengthened as a result of your assistantship experience?

What skills would you like to obtain (or obtain more of) during your assistantship?

ATTENDANCE AT UCA FUNCTIONS

NOTE: All Counseling Psychology Doctoral Students are required to attend all of these functions! Check all that apply:

Counseling Round Tables _____Fall _____Spring

PROFESSIONAL ORGANIZATIONS AND INVOLVEMENT

In what professional organizations are you currently a member?

Note: Membership in APA Division 17 (Counseling Psychology) is required by the program.
American Psychological Association (optional) _____Yes ____No

Division 17 (Society of Counseling Psychology) (required) Yes ____No Membership Number:_____

List others below:

List professional conferences you have attended throughout the past year.

Conference Date

In what ways have you been active in these professional organizations?

Through your professional and community experiences, how have you grown to be more multiculturally competent?

RESEARCH/SCHOLARSHIP/PROFESSIONAL PRESENTATIONS

What are your specific areas of research/scholarship/presentation interests?

List your research/scholarship activities during the previous year. (Please use APA Style

Publications:

Presentations

UCA DISSERTATION

(FOR 1st AND 2nd YEAR STUDENTS, PLEASE PROVIDE TENTATIVE INFORMATION)

Title: _____

_____

Dissertation Chair:

APPENDIX F

Notice of Appointment of Dissertation Committee

(Please see Graduate School web page for latest DIGITAL version.)

APPENDIX G

UCA Campus, Community, and Housing Opportunities

UCA Campus and Conway Community

The UCA campus includes 40 major buildings on 262 acres and is located in Conway, Arkansas. Conway, a city in Faulkner County, is approximately thirty miles northwest of Little

In addition, the Department has all of the most widely used behavior and personality tests for children adolescents, and adults.

Laboratory equipment will be available for doctoral student and faculty research. Please ask your advisor or an experimental psychology faculty person if you would like to find out about available equipment or if you would like to use some of the equipment for research purposes.

Other Resources

More information about the following resources is available from the campus resources web page: https://uca.edu/gbulletin/resources-and-services/

Administrative Policies	Athletics	Computer Services
Continuing Education	Health Services	Human Resources
Instructional Development	Institutional Research	International Programs
Office of the President	Online Publications	Police Department
Sponsored Programs	Student Information System	Torreyson Library
Web Development	Writing Lab	

The Graduate Association of Counseling & Psychology Students (CAPS)

The Graduate Association of Counseling And Psychology Students (CAPS) is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

What are the benefits of joining CAPS?

- Develop & enhance closer friendships among your peers
- Spend time with your colleagues & professors outside of the school setting in a more relaxed environment
- Get to know & develop closer relationships with your professors
- Gain further knowledge about the research & career interests of your peers & professors
- Networking opportunities with professionals outside of UCA via CAPS meetings, events, & guest speakers
- More involvement in department & campus activities, which will provide new social & academic opportunities
- You'll have an extra line to add to your curriculum vita which will look impressive to future practicum, internship, & job sites!

How to become a member of CAPS

- If you are enrolled as a student in any of our graduate programs, you are eligible to join!
- The most common time to join is at the Annual CAPS Picnic held the Tuesday evening before the fall semester begins (More information regarding the picnic will be provided during your orientation meeting). However, you may join at any time!
    - Find a CAPS officer.
    - Pay the $5 dues ($5 per semester)
    - Sign & keep a copy of the receipt form.

The Society of Counseling Psychology Doctoral Students

This organization shall be known as the Society of Counseling Psychology Doctoral Students.

OBJECTIVE

Section I. Purpose

The purpose shall be to create a stronger, more unified program where needs are

APPENDIX K

Student Appeals Processes (from UCA Student Handbook)

TYPES OF STUDENT APPEALS

If students have concerns

APPENDIX L

Corrective Actions and Plans

The following corrective actions will be taken by the Counseling Psychology Committee (CPC) in the following cases:

1. Course grades required in the program that are below a “B” will be retaken by the student until passed with a B or A before the student will be allowed to graduate.
2. Students must pass both the multiple-choice exam and written case study to pass comps. Students who fail one or more sections will have an opportunity to retake the failed section(s) before the end of the semester in which the comprehensive exam is taken. If necessary, a second retake will be given before the end of the semester. Any subsequent retakes will be given in the next semester, until the student passes all sections. (A record of the student’s attempts will be placed in the student’s record.)
3.

APPENDIX M

Procedures for the Yearly Review of the Program

by the Counseling Psychology Committee

The Counseling Psychology Committee reviews the program and student performance on a yearly basis to insure that its goals are met, to maintain APA Accreditation, and to impro.1 (iCID 3 >>E