



Counseling/Counseling Psychology Program

Ph.D. Counseling Psychology Professional Specialty



Program Handbook 2025-2026

**Department of Educational Psychology
College of Education**

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Note: Additional important information regarding admissions, tuition, financial assistance, and graduate school requirements (e.g., dissertation, graduation), is available on our program page (<https://ed-psych.utah.edu/counseling-psych/>) and on the graduate school website (<https://gradschool.utah.edu/>).

The Counseling Psychology Program at the University of Utah is accredited by the American Psychological Association: *Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242. (T) 202-336-5979; TDD/TTY: 202-336-6123; (F) 202-336-5978; <http://www.apa.org/ed/accreditation/>; apaaccred@apa.org*

**COUNSELING/ COUNSELING PSYCHOLOGY PROGRAM COUNSELING
PSYCHOLOGY Ph.D. PROFESSIONAL SPECIALTY**

PROGRAM OVERVIEW

The University of Utah's Counseling Psychology Professional Specialty is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association¹ since 1957. The program is offered through the Department of Educational Psychology in the College of Education. Counseling Psychology is one of three Professional Specialty areas in the Counseling/Counseling Psychology Program (CCP Program), which also includes the Master's in Clinical Mental Health Counseling (leading to licensure as a Clinical Mental Health Counselor [CMHC]) and the Masters in School Counseling. Department faculty who are members of the Counseling/Counseling Psychology Program Committee are listed below. Their current areas of scholarly interest and program emphases are summarized at the end of this document. The designation - Core Faculty - indicates that the individual's primary role is teaching within the CCP program, providing research mentorship and doctoral advising, and/or providing clinical supervision to CCP students.

Jason Burrow-Sánchez, Ph.D. Core Faculty - Tenured	Professor	University of Oregon
Jeremy J. Coleman, Ph.D. Core Faculty – Tenure Track	Assistant Professor	University of Denver
Joanna Drinane, Ph.D. Core Faculty – Tenure Track	Assistant Professor, CCP Prelim Coordinator	University of Denver
Amy Edwards, M.S. Core Faculty – Career Line (CMHC Program)	Assistant Director of Clinical Mental Health Counseling Program	University of Utah
Zac Imel, Ph.D. Core Faculty – Tenured	Associate Professor; Director of Clinical Mental Health Counseling Program	University of Wisconsin-Madison
A.J. Metz, Ph.D. Core Faculty – Tenured	Associate Professor; Director of School Counseling Program	University of Wisconsin-Milwaukee
Natalie Noel, Ph.D. Core Faculty – Career Line	Assistant Professor (Career); Director of the Utah Community Mental Health Clinic (UCMHC)	University of Utah
Karen W. Tao, Ph.D. Core Faculty – Tenured	Associate Professor; Director of Clinical Training, Counseling Psychology Program	University of Wisconsin-Madison

¹ The American Psychological Association, Committee on Accreditation, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. (T) 202-336-5979. apaaccred@apa.org. <http://www.apa.org/ed/accreditation/>.

Counseling psychology is a professional specialty area within the science and profession of health service psychology. The specialty emerged shortly after World War II, encompassing concepts and procedures from vocational guidance, mental hygiene, and mental measurement movements. Students who complete the Counseling Psychology (CP) Program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. Upon graduation, students accept a wide variety of entry-level positions in settings such as higher education (academic departments or counseling centers), hospital and medical settings, community mental health centers and agencies, managed care organizations, departments of corrections, private agencies, and business or organizational environments, addressing the needs of diverse clientele.

General prerequisites for graduate study in the program include undergraduate or previous graduate preparation in psychology. Students' previous preparation should include a background in (a) general and experimental psychology, (b) human development, (c) neuropsychology, (d) normal and abnormal behavior, and (e) elementary statistics and research methods. Course work in philosophy, sociology, anthropology, mathematics, or education also may be helpful. The application of previous graduate course work to requirements in the doctoral counseling psychology program is decided through consultation with department faculty and by reference to Counseling Psychology Committee policy.

The Counseling/Counseling Psychology (CCP) Program faculty strives to create a *supportive* rather than competitive educational environment. Students from diverse backgrounds and experiences, and of demonstrated academic and professional potential, are selected from a large applicant pool. It is assumed from the outset that students have the ability to complete graduate study, and the program stresses the positive development of competent professionals in psychology.

PROGRAM SETTING

The Department of Educational Psychology, part of the College of Education, is characterized by an emphasis on the application of behavioral sciences to educational and psychological processes. Within the Department are four programs: Counseling and Counseling Psychology, School Psychology, Learning Sciences, and Literacy, Language and Learning (L3). The CCP Program offers a Ph.D. in Counseling Psychology (APA-accredited), an M.Ed. degree in Clinical Mental Health Counseling (MPCAC Accredited), and an M.Ed. degree in School Counseling (MPCAC Accredited). The School Psychology Program offers a Ph.D. (APA-accredited) and a Master's degree in School Psychology (NASP-accredited). The Learning Sciences Program offers a Ph.D. and M.S. in Learning and Cognition, as well as an M.Ed. with an emphasis in Instructional Design and Educational Technology (IDET) and an M.Stat. in Statistics. The L3 Program offers a Ph.D. and an M.Ed. in Literacy Studies.

The Department provides clinical training opportunities through liaisons with many university and community facilities. These include the University of Utah Counseling Center, Salt Lake City Veterans Administration Regional Medical

Center (for U.S. Citizens & Permanent Residents), various clinics and programs at the University of Utah Hospital, Huntsman Mental Health Institute, the Salt Lake County Department of Criminal Justice Services Treatment Unit for Human Potential, the University of Utah School of Medicine, the Department of Educational Psychology's Utah Community Mental Health Clinic (UCMHC), and many other community mental health specialty agencies, general and specialty hospitals, and local school districts.

Set in the foothills of the majestic Wasatch Mountains, the **University of Utah** combines academic excellence and a commitment to research in an atmosphere conducive to graduate study. Over five decades have passed since the first Ph.D. degree was earned, and there are now doctoral and master's degree programs in over 100 areas. The University consistently ranks among the top United States colleges and universities in funded research. Although it is the oldest state university west of the Missouri River, more than half of the University's buildings have been constructed since 1960. As the flagship of Utah's higher education system, the University plays a leading role in fostering the development and preservation of the state's human and natural resources. The University of Utah is accredited by the Northwest Commission on Colleges and Universities (NWCCU). More information is available at <https://about.utah.edu/>.

A student body of over 35,000, of whom approximately 8,000 are graduate students, represents all 50 states and over 100 countries. A regular faculty of approximately 3,500 provides the stimulus for learning and achievement and is supplemented by a like number of clinical, adjunct, research, and visiting faculty.

In fall 2010, the university released its Energy and Environmental Stewardship Initiative: 2010 Climate Action Plan detailing our long-range plans to make the campus even more environmentally friendly. This was later updated as the U's Climate Action Plan (CAP), with an accelerated timeline of achieving carbon neutrality in 2040. In addition, the U.S. Environmental Protection Agency (EPA) recently ranked the University of Utah fourth in the nation for green power purchases.

The **University of Utah Campus** features many attractions, including Red Butte Gardens (<http://www.redbuttegarden.org/>), home to everything plant-related, outdoor concerts, and educational programs; the Utah Museum of Fine Arts (<http://umfa.utah.edu/>), with both ongoing and special exhibitions; and the Natural History Museum of Utah (<http://nhmu.utah.edu/>).

Downtown **Salt Lake City** - the cultural, commercial and professional center of the Intermountain West - is only minutes from the campus and is easily accessible by public transportation. The Salt Lake City metropolitan area has a total estimated population of over a million people and offers a great variety of cultural opportunities including symphony, ballet, theater, modern dance, and opera. Visiting performers also are featured regularly at the University's Jon Huntsman Center and the city's Vivint Smart Home Arena. In addition to varsity sports at the University, professional and minor league sports teams include baseball, hockey, soccer, and basketball teams located in Salt Lake City. Opportunities for part-time jobs and internships are enhanced by the proximity of the campus to the Salt Lake City metropolitan area.

Recreational activities, both on and off campus, are an excellent complement to academic requirements. The University has facilities for most sports including tennis, circuit training, weightlifting, indoor running, and swimming. The Outdoor Adventures program (<https://campusrec.utah.edu/outdoor-adventures/>) provides programs and equipment rental for the many activities that students and faculty enjoy in and around Salt Lake City and Utah. Utah's four-season climate and spectacular natural beauty offer abundant opportunities for hiking, mountain climbing, backpacking, boating, river running, and fishing. Winter recreation is highlighted by some of the best snow and deep-powder skiing in the world with major ski resorts only 40 minutes from campus. University of Utah students are able to take part in numerous guided recreational activities sponsored by Outdoor Adventures as well as rent equipment for reasonable fees. There are five national parks in Utah as well as many other recreational and natural areas within reasonable driving distance. It is noteworthy that Salt Lake City hosted the Winter Olympic Games in 2002, resulting in long-lasting enhancements such as Olympic Village, which became the University's student housing community.

STUDENTS

The CCP program seeks to enroll students who (1) possess intellectual curiosity and ability; (2) have demonstrated academic competence; (3) show achievement in psychology at either the baccalaureate or master's degree level; (4) demonstrate facilitative personal characteristics including maturity, responsibility, and integrity; and (5) represent diverse cultural, social, personal, and geographic backgrounds and interests. Included in the materials submitted by candidates for admission are transcripts of prior undergraduate and graduate work,

Admission to the Counseling Psychology Program is conditional until the applicant provides documented evidence that they have completed all requirements at the time of application for the baccalaureate (bachelor's) degree, which is an admissions requirement for Ph.D. study in counseling psychology. For those applicants seeking admission as post-baccalaureate students, all requirements for the post-baccalaureate degree must be completed prior to admission. In the event a student is scheduled to complete a master's degree from this university or from another institution during the fall semester the student wishes to matriculate into the Counseling Psychology Program, the student may, at the Counseling Psychology Committee's discretion, be allowed to register at the University of Utah for this initial fall semester; however, all requirements for the prior post-baccalaureate degree must be completed by the end of the first semester of enrollment in the Counseling Psychology Program. Applicants not meeting these conditions will be required to complete their bachelor's or master's degree requirements before continuing beyond the first semester of the doctoral program.

Approximately 50-70 are received annually for Ph.D. study in the Counseling Psychology Program. The size of the program is related directly to available faculty and training resources; and, for the past several years, approximately four to six applicants have been invited to enroll each fall. As of fall 2024, there are 31 total students enrolled in the program which includes 5 new students, and 5 students on pre-doctoral internship.

Approximately 80% of the students are female; 42% of students represent ethnically/racially diverse backgrounds, and 13% are international students.

Doctoral students represent many elements of diversity, including race/ethnicity, sexual orientation, religious orientation, disability status, and socioeconomic class background. Students typically range in age from the early 20s to the 40s. Approximately 60% enter with a Bachelor's degree and 40% have completed a prior relevant master's degree. Most students who matriculate complete the program. Those who leave the program do so for reasons relating to career changes, other personal matters, or because of an ongoing lack of progress in fulfilling degree requirements.

A full-time course load at the University of Utah is 9 or more credit hours per semester during the first two years of the program. First- and second-year counseling psychology students typically carry 14-16 hours per semester. Third-year students and beyond often work up to half-time on campus or in the community in field practicum sites.

The university provides a variety of student services that are described on the University of Utah website at <http://www.utah.edu>. Information regarding university housing for single students and students with families can also be found at <http://www.housing.utah.edu>. Most students live off-campus in houses or apartments in the surrounding community.

Upon admission to the program, students are matched with a faculty research advisor with whom they will work throughout the program. This advisor will provide research guidance as well as academic program advisement. In addition, each student is assigned an experienced student mentor who provides initial assistance and support. When the student is ready to begin dissertation research, the student and the student's advisor select dissertation committee members.

Counseling Psychology Ph.D. Program
MODEL AND PRINCIPLES OF TRAINING

The education and training model of the Ph.D. Program in Counseling Psychology emphasizes education in the science of psychology and the application of the professional specialization of counseling psychology. Our program's training and education plan are based on five overarching principles:

- I. Science:** The first principle concerns scholarly inquiry in psychology in a variety of professional contexts as it relates to the specialty of counseling psychology. The science of psychology encompasses knowledge about developmental, cognitive/affective, social/cultural, individual, and biological aspects of human functioning, processes of change, and the history and systems of psychology. In addition, it emphasizes basic knowledge of statistical methods and research design.

- II. Practice:** The second principle concerns the professional practice of psychology. We espouse a training paradigm that is sensitive to larger public health and policy issues (e.g., managed care, cultural diversity, and education). This training paradigm includes individual and group intervention theory and application, educational and clinical assessment and diagnosis, consultation and supervision, and evidence-based approaches to evaluating the efficacy and effectiveness of interventions.

- III. Individual and Cultural Diversity:** The third principle addresses individual and cultural diversity, including, but not limited to, age, color, ethnicity, gender, language, national origin, race, religion, sexual orientation, ability/disability, and socioeconomic status. In addition, this principle promotes discussion, research, and intervention related to social justice issues. We view this principle as integral to all other principles that support our philosophy.

- IV. Professional Identity and Development.** The fourth principle concerns our program's commitment to providing opportunities for students to develop a professional identity in the broader field of psychology, and more specifically, as a counseling psychologist. It includes a commitment to lifelong learning and professional development, and it is designed to support students developing specializations in areas of personal and professional interest. This principle reflects the reality that graduates of counseling psychology programs, including our own, develop highly diverse professional and academic pursuits, and using counseling psychology as their foundation, generate careers in a wide array of professional applications and academic and research areas.

- V. Ethics, Professional Standards, and Legal Issues.** The fifth principle reflects our commitment to training in professional integrity and ethical behavior. This commitment includes adherence to the APA Code of Ethics as well as relevant guidelines and laws in the field.

We recognize that these principles and the goals and objectives discussed below are neither discrete nor separate domains. Although they are addressed separately, we view them as an integrated whole.

Program Goals, Objectives, Competencies, and Outcomes

Based on our program philosophy described above, five corresponding program goals operationalize these principles. For each goal, we have derived objectives, competencies, measurable outcomes, and minimum levels of achievement (MLA) as presented in the table below:

<p>Goal #1: Science. Produce graduates who understand and apply inquiry skills to issues that relate to the science of psychology and professional practice.</p>
<p>Objectives for Goal #1:</p> <p>Objective 1A: Students will acquire knowledge of the current body of knowledge in the behavioral science core of psychology.</p> <p>Objective 1B: Students will acquire the knowledge and skill of psychological inquiry that will enable them to identify and apply relevant inquiry strategies to various research questions that are germane to the field of counseling psychology.</p> <p>Objective 1C: Students will acquire the knowledge and skills to produce independent research projects.</p>
<p>Competencies Expected for these Objectives:</p> <p>Competency 1A: To accomplish Objective 1A, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate foundational knowledge and understanding in the behavioral science of psychology. <p>Competency 1B: To accomplish Objective 1B, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate a scientific understanding and application of statistics and research methodology relevant to counseling psychology. 2. Produce a pre-dissertation research project (PDRP) of publishable quality under the supervision of a faculty mentor. <p>Competency 1C: To accomplish Objective 1C, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate they can co-author a manuscript of publishable quality and present research findings at professional meetings. 2. Demonstrate they can conduct an independent dissertation research project. Demonstration of this competency includes the ability to: conceptualize a problem, identify research questions, develop a research design, obtain human subjects approval, collect and analyze data, and communicate the contribution of the project through verbal and written means.

How Outcomes are Measured and Minimum Level for Achievement (MLA) for these Objectives/Competencies:

Outcome Measures for 1A: Evaluation tools for this competency consists of the following:

1. Instructors of required courses evaluate student performance and assign grades. Program policy is that a grade of B- or higher is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA. Areas of the behavioral science core include: lifespan development, biological bases of behavior, cognitive and affective aspects of behavior, social aspects of behavior (social psychology of human diversity), and history and systems of psychology. Three semester hours of classroom instruction for each area listed above.

Outcome Measures for 1B: Evaluation tools for these competencies consist of the following:

1. Instructors of required courses evaluate student performance and assign grades. Program's current policy is that a grade of B- or higher is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA. A minimum of 9 hours of classroom instruction will be evaluated in quantitative statistical methods and 3 semester hours each of advanced research design, research in counseling psychology (including evidence-based practice), and psychological measurement.
2. Students must pass three written preliminary examination questions related to this competency (i.e., Quantitative Methods, Research in Counseling Psychology, and Psychological Measurement/Assessment). The MLA for passing a written preliminary examination question is an average score of "3" or higher based on the evaluations of three faculty reviewers of the student response to the question. Students who do not meet this MLA must retake the written question that was not passed in order to achieve the MLA.
3. Students must participate in faculty-led research teams for the first two years in the program or until the PDRP is completed. Faculty members evaluate student performance on the research teams and assign a grade each semester. Program's policy is that a grade of B- or higher (or Credit) is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA.
4. Students must complete the Pre-dissertation Research Project (PDRP) within the first two years of the program. The MLA for the PDRP is a majority faculty vote (i.e., majority of "yes" votes) that the student's final project meets or exceeds program expectations for a thesis-like project of this kind; the faculty vote occurs at the end of the student's second year. Students who do not meet this MLA must revise the project (under their advisors' direction) until a majority faculty vote is achieved.

Outcome Measures for 1C: Evaluation tools for these competencies consist of the following:

1. Students must author or co-author at least one scholarly article submitted for publication in a peer-reviewed journal or book chapter and have presented at least once at a national or regional professional conference by the end of their program of study. The MLA for this competency is tracked during each student's end-of-the-year annual evaluation (i.e., complete or not complete). Both requirements must be completed by the end of the student's program of study.
2. A successful final defense meeting of the student's dissertation committee of five faculty members is the MLA for the dissertation; a successful defense meeting requires that all five members of the committee agree that the final project has met or exceeded the standards for a doctoral dissertation.

Goal #2: Practice. Produce graduates who have the requisite knowledge and skills for entry into the practice of professional psychology.

Objectives for Goal #2:

Objective 2A: Students will acquire knowledge in the scientific, methodological, and theoretical foundations of psychological practice including areas such as individual differences in behavior, lifespan human development, and human problems or distress.

Objective 2B: Students will acquire knowledge and skill in the professional practice of counseling psychology and its connection to the broader field of psychology.

Objective 2C: Students will acquire knowledge and skill in the application of counseling practice, including diagnosis, assessment, conceptualization, appropriate interventions, and outcome evaluation.

Competencies Expected for these Objectives:

Competency 2A: To accomplish Objective 2A, students will:

1. Demonstrate foundational knowledge and understanding in the professional practice of psychology.

Competency 2B: To accomplish Objective 2B, students will:

1. Demonstrate the ability to provide competent professional care ("counseling") to clients as a counseling psychologist and integrate client care across treatment professionals.

Competency 2C: To accomplish Objective 2C, students will:

1. Demonstrate the ability to provide competent professional services as a counseling psychologist with respect to screening, assessment/diagnosis, provision of evidence-based treatment, and coordination of care.

How Outcomes are Measured and Minimum Levels for Achievement (MLA) for these Objectives/Competencies:

Outcome Measures for 2A: *Competencies 2A, 2B, and 2C are discussed together as an interrelated group of professional practice program objectives.* Evaluation tools for these competencies consist of the following:

1. Instructors of required practice-oriented courses evaluate student performance and assign grades. The program's current policy is that a grade of B- or higher is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA. A minimum of 3 semester hours in classroom instruction will be evaluated in the following areas: counseling theories and procedures, group counseling; counseling skills; individual adult psychopathology; DSM diagnosis, personality assessment; program evaluation and consultation; supervision; research on counseling interventions, lifespan development, foundations of counseling psychology, history and systems of psychology, and cognitive assessment.
2. Practicum supervisors provide a formal written evaluation of student performance in providing psychological services to clients at **initial practicum [one semester at the Utah Community Mental Health Clinic, our in-house departmental clinic] core practicum (one year at the University Counseling Center), and advanced field practicum (at least two years in a university or community placement setting)**. The MLA for “passing” the practicum at each level is a rating [typically Moderately Competent (“3”) or higher] that indicates the student has met the satisfactory level performance in each of the areas evaluated. The MLA for eligibility to apply for a predoctoral internship is “4” or “Mostly Competent” in each of the areas evaluated.
3. Students must complete a minimum of 1000 hours, with a minimum of 450 direct client contact hours, 150 hours of supervision, and 400 additional hours of indirect service activities prior to applying for predoctoral internships.
4. Students must pass three written preliminary examination questions related to this competency (i.e., Professional Ethics, Vocational Psychology, and Psychological Measurement/Assessment). The MLA for passing a written preliminary examination question is an average score of “3” or higher based on the evaluations of three faculty reviewers of the student response to the question. Students who do not meet this MLA must retake the written question that was not passed in order to achieve the MLA.
5. The oral component of the qualifying examination includes emphasis on the professional and competent delivery of psychological services. Students also demonstrate theoretical knowledge, which includes a statement on how they integrate their theoretical orientation into clinical work. Faculty members provide verbal and written feedback on student performance on the oral portion of the exam. The MLA for the oral exam is a majority of faculty vote (i.e., a majority of “yes” votes) that the student’s response to the oral exam has met or exceeded program standards. Students who do not meet this MLA must retake the oral examination in order to achieve the MLA.

6. Students must complete a one-year, full-time APA-accredited predoctoral internship during which they complete a minimum of 2000 hours of supervised professional work. The mid-and end-of-internship evaluation letters sent by the Training Directors include a component that indicates whether the student is “passing/passed” or “failing/failed” the respective internship (Note: There is no uniform evaluation across predoctoral internship sites). The MLA for passing and completion of the internship is that the student has met or exceeded the expected requirements of the training site as documented by the Training Director from the site.

Goal #3: Individual and Cultural Diversity. Produce graduates who have the awareness, knowledge, and skills necessary to address issues of human diversity (defined broadly) and multiculturalism and who are capable of advocating for the needs and issues of underrepresented populations.

Objectives for Goal #3:

Objective 3: Students will acquire the awareness, knowledge, and skill that will enable them to provide culturally competent counseling services to clients from diverse backgrounds.

Competencies Expected for these Objectives:

Competency 3: To accomplish Objective 3, students will:

1. Demonstrate awareness of cultural and diversity issues (defined broadly) that influence the professional practice of psychology.
2. Demonstrate foundational knowledge in the areas of multicultural counseling and human diversity.
3. Demonstrate applied skill in providing professional counseling services to clients from a diversity of backgrounds.

How Outcomes are Measured and Minimum Levels for Achievement (MLA) for these Objectives/Competencies:

Outcome Measures for 3: Evaluation tools for these competencies consists of the following:

1. Instructors of required courses that emphasize the development of multicultural competencies evaluate student performance and assign grades. The program's current policy is that a grade of B- or higher is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA. Courses for this outcome include foundations of counseling psychology, multicultural counseling, and social psychology of human diversity. The APA Guidelines for Practitioners (e.g., Psychological Practice with Girls and Women, Older Adults, Multicultural, Sexual Minority Persons
2. Practicum supervisors at all levels (initial, core, field placements) evaluate practicum trainees' awareness, knowledge, and skill of issues of cultural and individual diversity in all practicum evaluation forms. The MLA for this competency is a supervisor's indication on the evaluation form that the student has “met” or exceeded the professional diversity expectation required by placement.

3. Students must pass one written preliminary examination question related to this competency (i.e., Diversity and Multicultural Counseling). The MLA for passing a written preliminary examination question is an average score of “3” or higher based on the evaluations of three faculty reviewers of the student response to the question. Students who do not meet this MLA must retake the written question that was not passed in order to achieve the MLA.
4. The oral component of the qualifying examination includes emphasis on multicultural awareness, knowledge, and skill in the provision of professional psychological services. Faculty members provide verbal and written feedback on student performance on the oral portion of the exam. The MLA for the oral exam is a majority of faculty vote (i.e., a majority of “yes” votes) that the student’s response to the oral exam has met or exceeded program standards. Students who do not meet this MLA must retake the oral examination in order to achieve the MLA.

Goal #4: Professional Identity and Development. Produce graduates whose professional identity is that of a counseling psychologist and who have developed knowledge and skills in one or more proficiency areas that facilitate entry and subsequent careers in academic or professional psychology.

Objectives for Goal #4:

Objective 4A: Students will acquire the identity of a counseling psychologist and engage in a process of continuing education that contributes to personal and professional development.

Objective 4B: Students will acquire knowledge and competency in one or more designated special proficiency area(s) that supplements their foundation as counseling psychologist.

Competencies Expected for these Objectives:

Competency 4A: To accomplish Objective 4A, students will:

1. Demonstrate knowledge, understanding, and application of the counseling psychology sub-specialty within the larger area of health service psychology.
2. Actively participate in research, training, and professional development opportunities that will enhance their professional identity as counseling psychologists.

Competency 4B: To accomplish Objective 4B, students will:

Demonstrate knowledge and understanding in at least one special proficiency area above and beyond that of required coursework and practica.

How Outcomes are Measured and Minimum Levels for Achievement (MLA) for these Objectives/Competencies:

Outcome Measures for 4A & 4B: Evaluation tools for these competencies consists of the following:

1. Instructors of the required course, *Foundations of Counseling Psychology*, evaluate student performance and assign grades. Program's current policy is that a grade of B- or higher is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA.

2. Students must participate in faculty-led research teams for the first two years in the program or until the PDRP is completed. The purpose of this experience is to socialize students into the research process and expose them to topics that are relevant to the field of counseling psychology. Faculty members evaluate student performance on the research teams and assign a grade each semester. The program policy is that a grade of B- or higher (or Credit) is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA.
3. Students must author or co-author at least one scholarly article submitted for publication in a peer-reviewed journal or book chapter and have presented at least once at a national or regional professional conference by the end of their program of study. The MLA for this competency is tracked during each student's end-of-the-year annual evaluation (i.e., complete or not complete). Both requirements must be completed by the end of the student's program of study.
4. With the approval of their advisor, students must select a special proficiency area that is relevant to Counseling Psychology and is documented in the program of study. The MLA for this competency is **6 semester hours** of education (e.g., didactic courses, specialized training) in areas such as Adolescent Health, Advanced Statistics and Methodology, Child and Family Treatment, Prevent and Treatment of Substance Abuse, Specialized Assessment, and Feminist Therapy. For didactic courses, faculty evaluate student performance and assign a grade each semester. Program's policy is that a grade of B- or higher (or Credit) is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA. For educational and training experiences outside of didactic courses (e.g., seminars, training workshops) students must provide a certification of satisfactory completion and a number of contact hours to document their participation. The MLA for the special proficiency competency is tracked during each student's end-of-the-year annual evaluation (i.e., complete or not complete). All requirements must be completed by the end of the student's program of study.

Goal #5: Ethics, Professional Standards, and Legal Issues. Produce students who consistently apply the highest accepted standards of ethical and professional conduct to their work.

Objectives for Goal #5:

Objective 5A: Students will acquire knowledge and skill in the application of ethical standards for psychologists to their work in clinical and research settings.

Competencies Expected for these Objectives:

Competency 5A: To accomplish Objective 5A, students will:

1. Students will demonstrate the knowledge, understanding, and application of ethical standards in the professional practice of psychology.
2. Students will demonstrate the knowledge, understanding, and application of ethical standards when conducting research in psychology.

How Outcomes are Measured and Minimum Levels for Achievement (MLA) for these Objectives/Competencies:

Outcome Measures for 5A: Evaluation tools for these competencies consists of the following:

1. Instructors of required courses that place emphasis on professional and research ethics evaluate student performance and assign grades. Content in these courses teach students to the APA ethical standards as well as state laws and regulations concerning the practice of psychology. Students will take 3 semester hours each of Foundations of Counseling Psychology and Professional Ethics. Students will be taught research ethics in faculty-led research teams during the first two years of their program. Program policy is that a grade of B- or higher (or Credit) is the MLA to pass this competency; students who do not meet this MLA must repeat the course in order to achieve the MLA.
2. Practicum supervisors at all levels (initial, core, field placements) evaluate practicum trainees' awareness, knowledge, and skill to issues of professional ethics in all practicum evaluation forms. The MLA for this competency is a supervisor's indication on the evaluation form that the student has "met" or exceeded the professional ethics expectation required by placement.
3. Students must pass one written preliminary examination question related to this competency (i.e., Professional Ethics). The MLA for passing a written preliminary examination question is an average score of "3" or higher based on the evaluations of three faculty reviewers of the student response to the question. Students who do not meet this MLA must retake the written question that was not passed in order to achieve the MLA.
4. The oral component of the qualifying examination includes emphasis on professional ethics and legal issues in the provision of professional psychological services. Faculty members provide verbal and written feedback on student performance on the oral portion of the exam. The MLA for the oral exam is a majority of faculty vote (i.e., a majority of "yes" votes) that the student's response to the oral exam has met or exceeded program standards. Students who do not meet this MLA must retake the oral examination in order to achieve the MLA.
5. During their program of study students must complete the Pre-Dissertation Research Project (PDRP) and Dissertation; both projects require students to apply professional research ethics (e.g., IRB approval, consent process, data collection/handling, and presenting results). The MLA for the PDRP is a majority faculty vote (i.e., majority of "yes" votes) that the student's final project meets or exceeds program expectations for a thesis-like project of this kind; the faculty vote occurs at the end of the student's second year. Students who do not meet this MLA must revise the project (under their advisor's direction) until a majority faculty vote is achieved. The MLA for the dissertation is a successful final defense meeting of a committee of five faculty members; a successful defense meeting requires that all five members of the committee agree that the final project has met or exceeded the standards for a doctoral dissertation.

EXPERIENTIAL LEARNING AND LIMITS OF DISCLOSURE

The American Psychological Association Code of Ethics (2017) states:

7.04 Student Disclosure of Personal Information

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

The Counseling Psychology Program considers experiential learning to be an essential part of good educational practice as well as contributing to your competency as a counseling psychologist. In addition, supervision often necessitates the supervisor assisting the supervisee in attending to personal issues that may impact their effectiveness as a counselor or therapist. Thus, students will be engaged in experiential activities throughout the Counseling Psychology Program and likely during the pre-doctoral internship. Experiential activities include, for example, keeping and turning in a self-reflective journal; examining one's worldview or personal lens through which one views the world, one's self, clients, and others; participating in limited self-disclosure in the class setting; participating in role-plays as are often required as part of the curriculum in counseling-related courses; taking and interpreting assessment instruments and disclosing assessment results in the educational context, and actively participating in the group process. You have a right to set limits on self-disclosure, especially regarding your sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, except in situations where this information is necessary to evaluate or obtain assistance for you if your personal problems could reasonably be judged to be preventing you from performing your training or in your engagement in professionally related activities in a competent manner if your behavior or intentions pose a threat to yourself or others.

TIME LIMITS

Full-time students enrolling with a bachelor's degree can complete the Ph.D. program of study in five years, including the required one-year full-time APA-approved predoctoral internship. However, the majority of students take six years to complete all Counseling Psychology Program requirements. Students are expected to complete a pre-dissertation research project prior to completing their first two years of residency in the Counseling Psychology Program. Students who enroll initially with a relevant master's degree may complete their pre-dissertation research in less than two years and thus may complete the entire program of study and graduate in four years. However, this is a rare situation.

Students are expected to remain in full-time residency for at least the first three years of the Program and are encouraged to remain so until they leave on the pre-doctoral internship. The Graduate School at the University of Utah defines full-time attendance at the University as 9 or more semester hours, excluding summers. Following the third year of residency, students must be registered for at least 3 hours per semester, excluding summer. Please see Graduate School policies at <http://gradschool.utah.edu/graduate-catalog/registration/> for more detailed information.

Program and department policies allow students entering with a bachelor's degree a maximum of **seven** years, and those entering with a master's degree **six** years, from the date of initial matriculation, to complete all requirements for the Ph.D. degree. Failure to complete all program requirements within this time frame may result in dismissal from the program and the department. If exceptional circumstances are foreseen that would preclude a student from program completion within the allowable time limit deadlines, a student with the approval and support of their faculty program advisor may apply to the Counseling Psychology Committee and petition for up to a one-year timeline extension beyond the maximum allowable timeline limits stated above. Such a petition is granted based on a review by the CCP Committee of the student's reasons for the timeline request followed by a majority vote from the CCP Committee to grant the student's petition request. If a timeline petition is granted by the CCP Committee, during the period time of the extension the student's program of study will be placed on **Probationary Status** for exceeding program timeline deadlines. The student must, upon completing the timeline extension period, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to graduation.

All students have **two years** to complete their **pre-dissertation research project**; the completed project must be delivered to faculty on or before the first CCP faculty meeting in the first week of April during the spring term of their second year. Students who do not complete their pre-dissertation research project within the time limit may be placed on academic probation or dismissed from the program and the department for failure to meet the required program of study timeline deadlines. If exceptional circumstances have interfered with the completion of this project, a student with the approval and support of their faculty advisor may appeal to the Counseling Psychology Committee for up to (but no more than) a one-year extension. Such a petition is granted based on a review by the CCP Committee of the student's reasons for the time extension request followed by a majority vote from the CCP Committee to grant the student's petition request. If a pre-dissertation research project time extension is granted by the CCP Committee, during the period of time of the extension, the student's program of study will be placed on **Probationary Status** for exceeding the pre-dissertation research project deadline. The student must, upon completing the time extension period, initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation prior to taking the doctoral qualifying examination.

Students who need to discontinue their studies for one or more semesters may file a Request for Leave of Absence form with the Program Director and signed by the department chairperson. Subject to the approval of the Program Director, Chair of the Department, and Dean of the Graduate School, such requests may be granted for a variety of reasons. Time spent on an approved leave of absence is not counted toward the completion of the pre-dissertation research project or the six/seven- (Ph.D.) year time limits described above.

EVALUATION OF STUDENT PERFORMANCE AND RELATED STUDENT APPEALS

Counseling Psychology students are evaluated in a variety of ways to ensure that the requisite competencies are achievable through our training curriculum. These include evaluation of academic work including course grades, counseling competency, timely completion of program requirements, and interpersonal competency.

In the academic arena, student grades based on formal coursework are examined. Students are expected to maintain an acceptable cumulative Grade Point Average (GPA), which, defined by the Graduate School, is a B or 3.0 average; the Graduate School requires the Department to place a student on probation if the student's cumulative GPA drops below 3.0. Following Graduate School policy, when a student's cumulative GPA is below 3.0, the Counseling Psychology Program will designate the student's academic record as on probationary status. Probationary status requires that the student formally appeal to the Counseling Psychology Committee to remove the probationary status designation. This requires rectifying a sub-standard GPA and involves a formal letter and petition that will be voted on for approval by the Counseling Psychology Committee. The record of this appeal process will be placed in the student's permanent academic file. The Graduate School will not accept any grade below a C- as credit towards a graduate degree. However, the Counseling Psychology Program faculty has determined that all students must earn a minimum grade of B- or Credit (CR) in required courses and practica. Required courses and practica are defined as those included in the student's program of study (including courses that the student negotiates with his or her program advisor as meeting the special proficiency requirement).

Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (but within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the CP Committee is required for approval to re-take a course a third time. If a student does not pass (at a B- or better) any required course after a third attempt, the student may be dismissed from the program for failure to meet the minimum CP Program academic standards.

Academic competence is also assessed through the written portion of the Doctoral Qualifying Examination. Any student not passing the written portion of the Doctoral Qualifying Exam must petition the Counseling Psychology Faculty to retake the non-passing portion; the student must also include a detailed remediation plan with the petition. Failure to pass the written portion of the doctoral qualify examination is grounds for program dismissal for not meeting the minimum CP Program academic standards. Please refer to the prelim webpage (<https://ed-psych.utah.edu/counseling-psych/prelim-exam.php>) for more information on the Doctoral Qualifying Examination (i.e., Prelims Exam Guide).

Evaluation of professional counseling practice skills occurs through instructor and/or supervisor formal evaluations of core and field practicum experiences. Students participate in small-group seminars, case conferences, and weekly one-to-one supervisory sessions where audio- and video recordings are critiqued. Feedback by practicum instructors, supervisors and internship sites form an important part of the overall evaluation process. Included in practicum evaluations are various skills related to counseling proficiency, multicultural skills, relationships with supervisors and staff, timely attention to case notes and other paperwork, promptness and

preparation for client and supervisory appointments, and other related issues. Professional practice

competence is also assessed during the oral portion of the Doctoral Qualifying Examination.

Timely completion of program requirements, in addition to adhering to a sequential, organized program of academic study as outlined in this handbook, includes satisfactory completion of the **Pre-Dissertation Research Project, the Doctoral Qualifying (Prelim) Examinations – Written (2nd year Fall)/ Oral (3rd year Spring), the Doctoral Dissertation**, as well as completing **final paperwork and filing requirements for these research projects, and the predoctoral internship**. As noted above, students must complete all requirements for the pre-dissertation research project by the end of their second year in the program. For students entering with a bachelor's degree, completion of the Ph.D. by the end of the seventh year is a program requirement. It should also be noted that certain kinds of financial assistance can be terminated if students exceed the normal time to complete program requirements.

All students are evaluated annually at the end of spring semester. All second-year students are evaluated during the fall of their second year to assess progress in completing their pre-dissertation research project. Students who are deemed to be experiencing issues of concerns or if the student's program of study has been designated on probationary status (e.g., academic problems, feedback on counseling practice that is below the expected level of competency, personal or interpersonal difficulties, or failing to complete pre-dissertation or dissertation research or to proceed through the program in a timely manner) are also evaluated at the end of each fall semester. Students receive a formal written evaluation report at least once each year outlining progress and feedback. If the student is having difficulties, those problems will be clearly specified, with expectations delineated along with a timeline for rectifying the problem or issue. Depending on the issue, the student may be asked to meet with the faculty to discuss the situation and possible solutions; the student may be given a specified time frame (e.g., one semester, one academic year, or until some other specific date) in which feedback must be attended to and problems resolved. In these instances, the student's program of study may be placed on probationary status and/or the student may be required to limit further coursework or other activities until the problem is resolved. The student will also be advised in writing if dismissal is pending based on non-completion of requirements or related difficulties. At each stage of the process, the student is urged to consult their advisor or chair and/or the Director of Clinical Training (DCT) for clarification, advice, and support.

The CP Program has established specific procedures for evaluating students, along with guidelines for appeal decisions made in the evaluation process. These steps are:

Evaluation Process

- At least three weeks prior to the evaluation meeting at the end of the spring semester, the DCT sends an official e-mail to all students in the program stating the date of the evaluation meeting and a web link to complete the Student Self-Evaluation form.
- Students must complete the web form and include a current Curriculum Vitae (CV). Students must complete these materials for review by the DCT and their advisors at least one week before the evaluation meeting. Students on probationary status must provide a detailed update on the progress they have made toward removing the probationary status designation.
- The DCT compiles information in preparation for the meeting, and the student's advisor prepares to report on the student's progress.
- Each student will be evaluated in consultation with the CP faculty, as to their

competence on each of the Profession Wide Competencies (PWCs). Accordingly, the student's advisor presents a synopsis of the student's progress, addressing the following:

- Progress on program milestones
- Academic performance assessment
- Professional development evaluation
- Practicum performance review
- Research progress
- Any areas requiring remediation
- Each student will receive a comprehensive written annual evaluation by May 15th of each calendar, which is countersigned by the Counseling Psychology DCT. Specifically, each student will be evaluated as to their competence on each of the Profession Wide Competencies (PWCs).
- Students must acknowledge receipt of the evaluation within 1 week by:
 - Signing the evaluation document electronically using DocuSign
 - Scheduling a brief meeting with their advisor to discuss the feedback
- Signed evaluations will be stored in the student's official file maintained by the program.

In some cases, students may disagree with the outcome of student evaluations, student grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide the students in the process of appealing such decisions.

- If the student disagrees with the evaluation of the faculty, they can, in consultation with their advisor and/or the DCT, discuss the disagreement in order to provide clarification or request a review of the faculty's decision. Because of the timing of evaluations at the end of the semester, the faculty may not be able to meet until the beginning of the following semester; at that time, the faculty will meet promptly to consider the student's concerns.
- If the student feels the faculty's assessment is arbitrary or capricious, or if the student feels that their disagreement with the faculty has not been resolved, the student may pursue the disagreement using more formal means. The student can, within 20 business days of receiving the faculty's decision, submit a written appeal to the DCT of the Counseling Psychology Program. The Director then has 10 business days to respond in writing to the student's appeal.
- If the Director fails to respond, or if the Director is unable to resolve the student's concern, the student may appeal to the Chair of the Department or the Dean of the College (or designee). The student can appeal the academic action in writing within 40 business days of an unsatisfactory decision by the Director of the CCP Program. The Chair or Dean then has 15 business days to respond in writing.
- If the Chair or Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the Chair or Dean's failure to respond. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Code found at <http://regulations.utah.edu/academics/6-400.php>.

Support and Remediation Process

Occasionally, a student may experience personal or interpersonal difficulties that lead the faculty to question the student's ability to function as a professional or academic psychologist. However, if, in the collective judgment of the faculty, a student is experiencing such difficulties, the student may first be informally advised by her or his advisor or the CP training director to seek

appropriate professional or other help to remediate and resolve the difficulty. As a result of the annual or biannual student evaluation, the faculty may also require that the student seek therapy or consider psychological assessment for the difficulty. Problems that would meet the definition of a personal/interpersonal difficulty are those that are likely, in the professional judgment of the faculty, to interfere with the student's ability to function competently and safely in providing psychological services to clients and/or function credibly as a student member of a professional mental health service team. Some characteristics of personal/interpersonal difficulties include but are not limited to: (a) the student does not acknowledge, understand, or address the problem when it is identified; (b) the problem is not merely a reflection of a knowledge or skill deficit that can be remedied by additional standard training; (c) the quality of services delivered by the student is sufficiently negatively affected by the problem as to raise concern in the judgment of a supervisor about the welfare and best interest of a student's client; (d) the problem is not restricted to one area of academic/professional functioning; (e) a disproportionate amount of attention by faculty or supervisors is required and the problem continues to persist; (f) the student's behavior does not change as a function of feedback, remedial efforts, and/or other faculty interventions to ameliorate the problem; (g) the problematic behavior has ethical or legal ramifications for the program and its continuing APA-accreditation status; and/or (h) the student's behavior negatively affects the public's view of the program or an agency in which the student practices or the program has an ongoing professional relationship.

If a student has been identified with problems that affect their personal/interpersonal functioning to the extent that questions of student competency are raised by the CP faculty, the student's program of study will be designated as on probationary status. In this instance, probationary status requires that a remediation plan is established in consultation with the student (where possible) and the CP faculty (directed by the training director) to ameliorate the problem. Both the student and the CP faculty will establish a remediation contract that must be satisfied before the student can appeal to have the probationary designation removed from the student's program of study.

If student remediation is required, the following process is taken:

1. The advisor will develop a formal Remediation Plan in consultation with the CCP Faculty. The Remediation Plan will specify:
 - Relevant Profession Wide Competencies (PWCs) requiring remediation
 - Specific goals and expectations for improvement
 - Duration of remediation period (typically 2-6 months)
 - Methods for evaluating progress
 - Consequences if remediation goals are not met
2. The student will meet with their advisor to review the Remediation Plan and sign it electronically using DocuSign.
3. The signed Remediation Plan will be stored in the student's official file.
4. The advisor will monitor student progress throughout the remediation period.
5. At the conclusion of remediation, the advisor will evaluate whether goals have been met and prepare a written outcome report.
6. The CCP faculty will review the outcome report and determine if remediation is complete or if further action is needed. The student will receive formal written notification of remediation completion or extension, which they must acknowledge via DocuSign.

The student must, upon satisfactorily rectifying the personal/interpersonal problem through the successful fulfillment of the terms of the remediation contract initiate a letter that is approved and countersigned by the student's program advisor petitioning the CCP program to remove the probationary status designation from the student's program of study. If the student is not successful in removing a

probationary designation for a personal/interpersonal problem within one academic year, the student will be dismissed from the CP Program for failure to meet minimum CP Program academic standards. Termination from the program may be considered if (a) student fails to meet remediation goals after reasonable opportunities for improvement; (b) student commits a serious ethical violation; (c) student consistently fails to meet program expectations despite support and intervention. Termination decisions will be made by the full faculty, based on a comprehensive review of the student's file and performance history. Students will be notified in writing of the termination decision and their right to appeal.

The faculty is committed to student progress and success in the Program. Students are strongly urged to maintain contact with their faculty advisor throughout the Program. If unforeseen circumstances prevent the timely and successful progression through the Program, students are urged to consult as early as possible with their advisor and/or the DCT to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the Program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

FINANCIAL ASSISTANCE

Although the department cannot guarantee funding for every student in the program, program directors and faculty have been very successful in securing funding for all students who express a desire to have partial or full funding. The range of funding opportunities is broad. Many students in the department receive funding in the form of teaching assistantships, research assistantships, university or professional organization scholarships and fellowships, and applied placements in local mental health service sites or educational institutions. Many students supplement stipends from these sources with student loans and work-study. For many years, the program has been able to fund all its first-year students with a full tuition benefit (called the Tuition Benefit Program [TBP] by the Graduate School) plus a stipend in exchange for 20 hours of work per week. More information regarding the TBP administered by the Graduate School can be found here: <http://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/>. We encourage all students to be familiar with the TBP Guidelines including the requirements and restrictions.

Doctoral study in the program is a full-time endeavor, and students are encouraged strongly to limit their outside work to no more than 20 hours per week. Whenever possible, part-time employment should be relevant to the doctoral program. Although the program cannot guarantee financial support, consistent efforts are made to assist students locate financial support either through the University or through relevant professional work in the surrounding Salt Lake metropolitan area. We ask all students requesting financial support to apply for Work Study through the Financial Aid and Scholarships Office (FAO) in order to supplement any departmental funding. Additional information regarding funding can be found at <https://ed-psych.utah.edu/counseling-psych/expenses-funding.php>.

A number of past students have earned awards and fellowships, including Fulbright Scholarships, APA Distinguished Dissertation awards, APA Minority Fellowships, Steffensen-Cannon, Cecelia Foxley Fellowship, Packard Fellowship, University Research Fellowships, University Teaching Fellowships, and others. It is noteworthy that these have been awarded in competition with graduate students both within and external to the University. Information regarding University Financial Aid can be accessed at <https://financialaid.utah.edu/>.

ADMINISTRATIVE, CLERICAL, AND TECHNICAL SUPPORT

The Counseling Psychology Program, the Department of Educational Psychology, and the College of Education provide the following types of administrative support for students:

Administrative and Clerical Support: The Department of Educational Psychology staff include an Academic Advisor and an Administrative Assistant. Students will likely have the most interaction from the application process through graduation with the Academic Advisor. This individual manages the admissions process and is available to answer questions about graduate applications. Following admission to the program, the Academic Advisor will assist students with paperwork that is necessary for such things as filing a Program of Study, forming a dissertation committee, proposing and defending a dissertation, and graduating, as well as scheduling rooms for meetings. The Academic Advisor is responsible for countless tasks, including course scheduling and other behind-the-scenes activities; this person is also responsible for coordinating student funding assignments (e.g., graduate assistant, teaching assistant) with the Tuition Benefit Program through the Graduate School. The Administrative Assistant manages the day-to-day accounting for the Department.

- Academic Advisor: Laethan Lappin, laethan.lappin@utah.edu
- Administrative Assistant: Scott Riels, scott.riels@utah.edu

Technology Support: The College of Education and the University have ample resources to support technology. Among them are:

- College of Education Student Research Hub “The Hub”: The College of Education Student Research Hub is located on the first floor of the Sorensen Arts and Education Complex (SAEC), Room 1220. The research hub provides ample study space and access to the College’s Technology Services and Support Team (see below for more detail).
- Classroom Technology Support: As a Teaching Assistant, you may need projection and other equipment, which is available either through the department or the college. The Academic Advisor can assist you with many of your needs or will refer you to the College of Education’s Technology Services and Support Team.
- College of Education Technology Services and Support Team: Located on the first floor of the College this team of IT professionals provides technical support at all levels that can be found in rooms 1228 and 1240H in the College. Visit their website at <https://education.utah.edu/coe-resources/tech-support/index.php> or call 801-585-3450 or e-mail: e-d-help@lists.utah.edu.

The University of Utah provides administrative and technological resources, including:

- Access to U-mail, the Campus Information System, your University Identification Card, and other resources. <http://www.utah.edu/students/>
- Student Services including academic support, technology resources, campus services, and resource centers and organizations. <http://www.utah.edu/students/services.php>
- Marriott Library, providing research databases, computer labs and services, and other technological services. <http://lib.utah.edu/>

SAFETY AND WELLNESS

Student safety is a top priority at the University and in the Counseling Psychology Program. In an emergency, dial 911 or seek a nearby emergency phone (located throughout campus). Please report any crimes or suspicious behavior to 801-585-COPS; this number will connect you with a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help, please give them a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

If you experience a crisis, please call 801-587-3000 for the Crisis Line and Mobile Outreach Team at the University Neuropsychiatric Institute or 988 to be connected to the Suicide and Crisis Lifeline staffed through local certified crisis workers at Huntsman Mental Health Institute. The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>) and the Wellness Center (<https://wellness.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance use and addiction.

DIVERSITY AND NON-DISCRIMINATION

The Counseling Psychology Program, consistent with the mission statements of the University of Utah, the College of Education, and the Department of Educational Psychology, values diversity and is committed to nondiscrimination. The University of Utah's Nondiscrimination and Disability Access Statement, to which the CP Program and Department of Educational Psychology adhere, is as follows:

The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment with regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran. The University seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, (810) 581-8365 (V/TDD).

ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

The continued development of psychology as a profession is dependent upon psychologists consistently implementing ethical standards of conduct in their professional work. The Counseling Psychology Professional Specialty and the Department of Educational Psychology endorse the *Ethical Principles of Psychologists and Code of Conduct* (2017) of the American Psychological Association (see <https://www.apa.org/ethics/code>) and the *Code of Conduct* (2018) of the Association of State and Provincial Psychology Boards (see <https://www.asppb.net/page/Guidelines>). The Counseling Psychology Professional Specialty also endorses the APA Guidelines for Practitioners (see <http://www.apa.org/practice/guidelines/index.aspx>).

Students in the Counseling Psychology Program **must** adhere to these standards and principles in **all** of their work as psychologists-in-training. Students **must** familiarize themselves with the following documents during their first semester in residence in the program. Copies of these references are available from the websites listed above, the program's training director, and are given to newly enrolled students. Students who are suspected of violating any of the standards or principles will be subject to program sanctions including, but not limited to, remediation or program dismissal. Although students will have the right to due process as described below, suspected egregious violations of certain ethical standards or principles (e.g., falsification of data, sexual misconduct, or violations of confidentiality) may result in immediate suspension of clinical, teaching, and/or research activities as recommended by the Counseling Psychology Faculty.

The privilege of attending the University of Utah and becoming a part of the Counseling Psychology community both at Utah and in the broader profession of psychology is accompanied by the responsibility to adhere to the highest ethical standards and standards of academic integrity without which our university, program, and profession could not function. A key component of academic integrity is honesty. All students are expected to adhere to the University of Utah's student code of conduct and to the highest levels of academic integrity. Examples of breaches of academic integrity, or academic misconduct, include falsifying research data, cheating, and plagiarism.

According to the [University of Utah Student Code](#), “‘Academic Misconduct’ includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating Academic Misconduct by intentionally helping or attempting to help another to commit an act of Academic Misconduct. ‘Cheating’ involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another Student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or Program. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both Faculty Members. ‘Plagiarism’ means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. ‘Fabrication’ or ‘falsification’ includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

Our program has zero tolerance for academic misconduct, considered a breach of both professional ethics and academic integrity; and such breaches will be treated seriously. Consequences for academic and behavioral sanctions are defined in the Student Code (Sections B.3. and B.6) (<http://regulations.utah.edu/academics/6-400.php>) and may include (but are not limited to) redoing an assignment, receiving a lowered grade, failing a course, or dismissal from the program.

POLICIES AND PROCEDURES FOR ADDRESSING OTHER GRIEVANCES

Students can consult the University of Utah Graduate Student Policies online at <https://gradschool.utah.edu/> for information concerning graduate registration, graduate admissions, international admissions, credit and grading policies, degree requirements, dissertation regulations and deadlines, graduate records, and master's examinations.

In addition, students will want to be aware of the following guidelines if they experience conflict, harassment, or a hostile climate that negatively affects their experience in the program. Due process for appealing or resolving such grievances is based on the University of Utah Code of Student Rights and Responsibilities (Student Code) online at <https://regulations.utah.edu/academics/6-400.html>. Note that grievance procedures associated with the annual review of student performance or other academic evaluations in the program are discussed in detail in the prior section of the Handbook.

Students in the Counseling Psychology Ph.D. Program have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. In such cases, for example, a student may invoke grievance procedures. What follows in this section describes the processes and procedures by which such grievances may be handled.

The University of Utah's nondiscrimination statement, to which the Counseling Psychology Program and Department of Educational Psychology adhere, prohibits discrimination on the basis of "*race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran.*" Specific questions related to discrimination may also be addressed by contacting the University's Office of Equal Opportunity/Affirmative Action/Title IX (OEO/AA), which can be found on the Web at <http://www.oeo.utah.edu/>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA. In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability and Access may be

contacted at info@disability.utah.edu 201 S. 1460 E., Student Services Building, Room 350, Salt Lake City, Utah 84112. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 – Campus Operator: (801) 581-7200. For more information visit <http://disability.utah.edu/>

Procedures for Processing Student Grievances

According to the American Psychological Association's 2017 *Code of Ethics*, individuals begin the process of addressing ethical issues by discussing the problem with the person(s) involved when possible. In the interest of collegiality and in keeping with the *Code*, as well as to empower students to handle conflicts in a productive and forthright manner, we encourage students to first attempt to resolve issues directly with the student, faculty, or staff member with whom they have a perceived conflict or grievance. However, we also acknowledge that the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, may make it difficult or unwise to proceed in this direct manner. Thus, students are encouraged to consult with their advisor/chair, the Training Director, or another faculty member who may act as an advisor in

the case of conflicts that cannot, in the student's mind, be brought directly to the person with whom there is a perceived problem. If a student experiences an issue that they feel they cannot bring to the attention of their advisor or the Training Director because doing so would present a conflict of interest (e.g., student's advisor is related to the Training Director), students are encouraged to seek outside consultation by another faculty member or take their concerns directly to the Department Chairperson. Steps by which typical conflicts or grievances can be handled are:

- The student approaches the individual in question to discuss the circumstance and attempt to resolve the concern. This may occur with or without another student or faculty member for support.
- If the concern is not dealt with to the student's satisfaction, or if the student experiences too great a risk to establish direct communication with the individual in question, the student may present their concerns, orally or in writing, to their advisor or the Training Director. The student's advisor or Training Director will then approach the individual to discuss a satisfactory resolution of the concern. Please note that it is university policy that representatives of the university must report instances of alleged discrimination or sexual harassment to OEO/AA.
- If the results of this interaction are unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, with any of the following administrators, preferably following in order: Training Director of the CCP Program, Chair of the Department, and/or Dean of the College of Education.
- A written, signed complaint alleging discrimination or sexual harassment may be filed with the OEO/AA by any individual who believes they have been subjected to discrimination or sexual harassment or by an administrator acting on behalf of the university. This complaint must be filed within 120 days of the last alleged discriminatory harassment act.
- Please see information at the OEO/AA website.

COUNSELING PSYCHOLOGY PROGRAM REQUIREMENTS FOR 2025 COHORT

- I. BEHAVIORAL SCIENCE CORE** - The following courses, or their graduate-level equivalent, are required:

History and Systems of Psychology:

EDPS 7080, History and Systems of Psychology (3)

Psychometric Theory:

EDPS 7300, Psychometric Theory (3)

Statistics:

EDPS 7010, Quantitative Methods I: Foundations of Inferential Statistics (3)

EDPS 7020, Quantitative Methods II: ANOVA and Multiple Regression (6)

Ethics and Professional Standards:

EDPS 7220, Ethics and Standards in Psychology (3)

Research Methods:

EDPS 7400, Advanced Research Design (3)

EDPS 7430, Research in Counseling Psychology (3)

EDPS 6860, Research Seminar (6)

Note: (Students planning projects using special research methods/techniques also are required to take the relevant specialty courses [or equivalents], e.g., EDPS 7420, Qualitative Research in Psychology; EDPS 7410, Single Subject Research Design; EDPS 7570, Multivariate Statistics or advanced special seminars on Structural Equation Modeling, Meta-Analysis, Hierarchical Linear Modeling, etc.)

Biological Bases of Behavior: (3 credit hours required)

EDPS 7160, Neuropsychological Bases of Behavior (3)

Social Bases of Behavior: (3 credit hours required)

EDPS 7550, Social Psychology of Human Diversity (3)

Cognitive-Affective Bases of Behavior: (3 credit hours required)

EDPS 7863, Cognitive and Affective Bases of Behavior (3)

Individual Differences: (6 credit hours required)

EDPS 7600, Diagnostic Adult Psychopathology (3)

EDPS 6050, Lifespan Development (3)

Pre-Dissertation Research:

EDPS 6860, Research Seminar (6 credit hours minimum)

Doctoral Dissertation Research:

EDPS 7970, Thesis Research: Ph.D. (14 credit hours minimum)

II PSYCHOLOGY PRACTITIONER CORE - The following courses are required:

Assessment:

EDPS 7130, Cognitive Assessment (3)

EDPS 7180, Personality Assessment (3)

EDPS 7330, Career Development Theory and Assessment (3)

Note: Although not required, EDPS 7190, Applied Neuropsychological Assessment (3), is recommended for students with special interests in psychological assessment. EDPS 7150, Individual Child/Adolescent Assessment (3) is recommended for students with interests in child psychology.

Intervention:

EDPS 6200, Counseling Theories & Procedures (3)

EDPS 6210, Counseling Skills (3)

EDPS 6710, Counseling Practicum (3)

EDPS 6360, Multicultural Counseling (3)

EDPS 7200, Foundations of Counseling Psychology (3)

EDPS 7710, Practicum in Counseling Psychology (3, 3)

EDPS 7480, Supervision Theory and Practice (3)

EDPS 7470, Consultation and Supervision in Applied Settings (3)

EDPS 7350, Group Counseling Theory and Application (3)

Practica:

EDPS 6710, Counseling Practicum (3)

EDPS 7710, Practicum in Counseling Psychology (3,3)

EDPS 7770, Field Practicum (usually at least 2 years)

EDPS 7720, Practicum in Supervision (1)

Note: At least 1,000 hours of supervised experience are required across the various practica.

Internship:

EDPS 7890, Internship Preparation Seminar (1)

EDPS 7920, Internship in Counseling Psychology (2 minimum, 1 fall & 1 spring of internship year)

Note: All students are required to complete an APA-accredited 2,000-hour internship in professional psychology consisting of a year of full-time supervised work.

- III. **SPECIAL PROFICIENCY** - After consultation with the student's faculty advisor, each student completes a minimum of 6 graduate semester hours or its equivalent in a special proficiency of the student's choosing. Course work must represent an integrated whole and have a coherent focus. In certain circumstances, the student may include prior master's degree course work, specialty practica, or approved experiences as part of the special proficiency. Required courses do not count toward the special proficiency.

Examples of possible special proficiencies are identified below. Depending on the student's professional goals and interests, other specializations or combinations of the areas noted below may be approved.

Assessment
 Child/Adolescent Psychology
 Family/Marriage/Couples Psychology
 Forensic Psychology
 Gender Psychology
 Adult Life-span Development
 Health Psychology
 Higher Education/College Student Personnel Work/College Teaching
 Individual/Group Psychotherapy
 Multicultural Psychology
 Human Diversity
 Neuropsychology, Applied
 Organizational Psychology and Consultation
 Program Development, Evaluation, and Administration
 Psychometric Theory/Test Construction
 Psychotherapy Research
 Rehabilitation Psychology/Chemical Dependency Counseling
 Research Methods/Statistics
 Specific Intervention Models (e.g., Psychodynamic, Cognitive-Behavioral)
 Sport Psychology
 Substance Abuse
 Vocational Psychology/Career Counseling

- IV. **ELECTIVES** - In consultation with their advisors, students may add elective courses to their programs of study that support their personal and professional objectives.

- V. **PRACTICA**
 EDPS 6710, Counseling Practicum (1 semester required)
 EDPS 7710, Practicum in Counseling Psychology (2 semesters required)
 EDPS 7770, Field Practicum (generally two additional years)

During the first year, students take EDPS 7200 (Foundations of Counseling Psychology), EDPS 6210 (Counseling Skills), EDPS 6710 (Counseling Practicum), and EDPS 6360 (Multicultural Counseling), all prerequisites for EDPS 7710 (Practicum in Counseling Psychology), an intensive core practicum located at the University Counseling Center. During the two semesters students are

enrolled in EDPS 7710, prior coursework or concurrent enrollment is required in EDPS 7220 (Ethics and Standards), EDPS 7180 (Personality Assessment), EDPS 7330 (Career Development Theory and Assessment), and EDPS 7600 (Diagnostic Psychopathology). No student will be permitted to enroll in either 7710 or Field Practicum (EDPS 7770) unless the student can document previous coursework in Psychological Ethics or is concurrently enrolled in EDPS 7220 (Ethics).

In consultation with the program's field practicum coordinator, students arrange various field practicum experiences (EDPS 7770) during their third and fourth years. Practica take place in a variety of professional settings at the university and in the surrounding community, involve various client populations, and afford students opportunities to enhance and diversify their assessment and intervention skills. Enrollment in EDPS 7770 also includes mandatory attendance in the Professional Issues Field Practicum Seminar scheduled during fall and spring Semesters. General prerequisites include successful completion of two semesters of EDPS 7710 or equivalent experiences in a prior master's program.

NOTE: Any student engaged in the delivery of psychological services must be enrolled in either EDPS 6710, EDPS 7710 or EDPS 7770; this requirement includes summer term. Students should enroll for the number of units (e.g., 1-3) commensurate with the number of hours per week the student is engaged in the delivery of psychological services. A recommended guideline is 1 unit = less 10 hours per week, 2 units = 10-20 hours per week, 3 units = above 20 hours per week.

A minimum of 1,000 hours is required across all practicum course work (EDPS 6710, 7710, and 7770). Consistent with the expectations for internship eligibility adopted by the Council of Counseling Psychology Training Programs (CCPTP) the 1,000 required hours will be divided into at least 450 hours of direct service to clients, 150 hours of supervision divided approximately equally between individual one-to-one and small-group supervision formats, and 400 additional hours of indirect service and other practicum-related activities (e.g., writing case notes and client reports, conceptualizing cases and developing intervention strategies, preparing for supervision, consulting informally with colleagues, waiting for client appointments, and reviewing relevant texts and articles). It should be emphasized that 1,000 hours is the minimum number of practicum hours required. Given recent supply and demand issues related to APA accredited pre-doctoral internship placements, students are strongly encouraged to accumulate more hours than is necessary to meet this requirement. Methods for tracking hours will be discussed in your first practicum course.

As part of the program's diversity and multicultural counseling requirement, at least 70 of the required 450 hours (approximately 15%) of direct service must be with clients from diverse and underrepresented groups. These hours spent working with underserved clientele are self-reported by students in their Practicum Activity Logs. Examples of diverse clientele include, but are not limited to, ethnic and cultural minorities, people with disabilities, people of sexual or gender diversity (i.e., LGBT) individuals, refugees, immigrants, individuals with AIDS or who are HIV positive, older adults, international students, people experiencing economic deprivation, disadvantaged children and youth, as well as other underrepresented groups with special needs such as religious minorities.

In addition, at least 70 of the required 450 hours (approximately 15%) of direct service must emphasize the systematic gathering of information for the purpose of client assessment and conceptualization. Diagnostic interviewing and use of psychological tests and inventories are examples of assessment activities. Hours spent providing assessment services are self-reported by students in their Practicum Activity Logs.

Finally, students must co-lead at least three counseling, psychotherapy, or psychoeducational groups as part of the 450 required hours of direct client service. Co-leadership of group interventions is self-reported by students in their Practicum Activity Logs. Prerequisites for group leadership are completion of EDPS 7350 (Group Psychotherapy Theory and Application) and at least one semester of EDPS 7710 (Practicum in Counseling Psychology).

Satisfactory completion of all practicum requirements, including the required 1,000 minimum hours, meets the supervised experience eligibility requirements of most predoctoral internship training sites and develops well-qualified and attractive internship candidates.

Note: Some behavioral healthcare training sites (e.g., VA hospitals) require 1200-1500 total practicum hours. For additional information concerning such exceptions, consult with the program training director, field practicum coordinator, or the latest APPIC Directory (see <https://www.appic.org/>).

All students are strongly encouraged to maintain personal copies of their Practicum Activity Logs (client de-identified) for all their practicum experiences throughout the program. In addition, students should have their clinical supervisors review and sign their Logs at the end of each practicum experience. Students can then use their Logs when completing applications for predoctoral internships.

Students may arrange demonstration therapy experiences for themselves. Credentialed professionals working in the community, not regularly involved in departmental teaching or research advisement, provide doctoral students with individual or group counseling/psychotherapy experiences. The program encourages use of sliding fee schedules, but students are responsible for making their own financial arrangements with their therapists. This is not a required part of the program but is available for interested students. For details, see your faculty adviser or the program's training director.

VI. AUTHORSHIP/ CO-AUTHORSHIP ON PUBLICATION/ PRESENTATION

Students are expected to contribute scholarship to the profession during their tenure in the graduate program. As such, students are required to author or co-author a scholarly article submitted for publication to a peer-reviewed journal and to present at a regional or national professional conference prior to graduation. It is expected that work submitted for publication or presentation will be conducted at the University of Utah. Students should consult their advisors for guidance on what documentation will constitute adherence to this requirement. Documentation of compliance with this requirement needs to be included in the student's file prior to graduation.

VII. PRE-DISSERTATION RESEARCH PROJECT

All students entering the Ph.D. program in Counseling Psychology are expected to complete a Pre-dissertation Research Project (PDRP), which is articulated through a contract between the student's program advisor and the student. The PDRP will be carried out within the formalized research teams within a two-year period. These teams meet every semester during the regular academic year during the student's first two years of his or her program of study. Once completed, the PDRP is submitted to the CP Faculty for review and ratification as meeting the standard of a PDRP. This endorsement then allows the student to petition the CP Committee to sit for the doctoral comprehensive examination so that the student can then be admitted to doctoral candidacy. The steps in completing the PDRP are as follows:

1. All students, whether entering with a bachelor's or master's degree (including those who have completed a master's thesis), must complete a pre-dissertation research project (PDRP).
2. The student registers for 2 credit hours of Research Seminar (EDPS 6960) fall and spring semesters of the first academic year and 1 credit hour of EDPS 6960 of the fall and spring semesters of the 2nd academic year (a total of 6 credit hours of EDPS 6960 in this two-year interval); students register for the Research Seminar listed under their advisor's name.
3. All students must take a minimum of 6 Research Seminar (EDPS 6960) units during their first two years of the program. Participating in the research team directed by students' CCP faculty advisor satisfies the requirements for this course. Student attendance at the Research Seminar is required. Students failing to attend on a regular basis may receive a failing grade (i.e., below B- or No Credit) and may be required to repeat this course prior to being authorized to sit for the doctoral qualifying examination.
4. During fall semester of the first year the student and faculty advisor develop a pre-dissertation research project plan. The nature and design of this project plan is guided by the faculty advisor's research expertise and skill. The content of the research project should be consistent with the faculty advisor's research interests. A formal contract is then established between the student and faculty advisor that includes a student commitment to complete a final Pre-dissertation Research Product to demonstrate fulfillment of the EDPS 6960 research seminar competency expectation. The contract and the "proposal" of the PDRP is required to be submitted to all CCP faculty **on or before** the **first** CCP faculty meeting in the month of April during spring term of the students' first year. The "proposal" is the document written by the student under the supervision of an advisor that formally describes the project to be undertaken. These documents must be approved by a majority vote of the CCP faculty in order for the student to proceed with the PDRP.
5. The completed or "final" PDRP project is required to be delivered to all CCP faculty **on or before** the **first** CCP faculty meeting in the month of April during spring term of the students' second year. Student PDRPs received by this deadline will be voted on (approval or non-approval) by all CCP faculty at the **second** CCP faculty meeting in the month of April during spring term of the students' second year. **Students who have not received approval for the PDRP by the second CCP faculty meeting in April of their second year will not be permitted to register for qualifying exams in fall term of their third**

- year.** Students without an approved “final” PDRP project at the beginning of their third year must submit a “final” PDRP project by December 1 of that year and receive subsequent faculty approval in order to register for qualifying exams in spring term of their third year. These deadlines are consistent with providing faculty a two-week window for which to review and evaluate the quality of “final” PDRP products submitted.
6. If the student is unable to complete the research product within the two-year time frame, the student’s program of study will receive a **probationary** designation and the student must petition the CCP committee for up to, but no more than, a one-year extension. An extension **MUST** be approved by a CCP faculty vote and will be considered an “exceptional circumstance” as part of the student’s progress in the program. Students receiving such extensions will automatically be designated for ongoing mid-year student evaluations. Once the pre-dissertation research project requirement is completed, the student can then formally appeal to the CCP faculty to request removal of the **probationary** designation from the student’s program of study.

VIII. DOCTORAL QUALIFYING WRITTEN AND ORAL EXAMINATIONS

The Doctoral Qualifying Written Examination (sometimes called the "preliminary" exam or "prelims") is an essential pre-requisite for advancing a student’s program of study to doctoral candidacy. Upon successful completion of the doctoral qualifying examination, The Graduate School admits the student to formal candidacy for the Ph.D. degree (“*advancement to candidacy*”). To be eligible to sit for this doctoral qualifying examination the student must have: (1) completed the pre-dissertation research project and received approval of completion of this project by the CCP faculty; (2) organized a doctoral supervisory committee that has been approved by the Department of Educational Psychology and by the Graduate School; (3) filed a program of study for the Ph.D. degree that has been approved by the Department of Educational Psychology; (4) provided evidence there is no probationary designation on the program of study (e.g., no incomplete courses, all required courses completed with grade B- or higher, all program requirements completed); and (5) been endorsed to take prelim exams by the student’s advisor and supervisory committee. Please refer to the Prelims Exam Guide on the program webpage for additional information.

The doctoral qualifying examination is a written examination that is administered by the CCP faculty twice yearly in fall (initials and retakes) and spring semesters (retakes only) according to the schedule published by the CCP Prelim Coordinator. Students intending to take the examination must submit their completed *Doctoral Qualifying Examination Registration Form* to the CCP Prelim Coordinator by the date specified in the **current (at the time the student wishes to take prelims) Doctoral Qualifying Examination Policies and Procedures** (“*Prelim Exam Guide*”).

In the written section of the examination, faculty evaluate students’ written answers to questions that represent the following six knowledge domains:

1. Measurement and Assessment
2. Vocational Psychology and Career Development
3. Research and Interventions in Counseling Psychology
4. Methods of Quantitative Research Design and Analysis
5. Ethical, Legal, and Professional Issues in Psychology
6. Multicultural Counseling and Human Diversity

The Doctoral Oral Examination consists of an oral examination of the student by the CCP faculty. The oral examination (“*Orals*”) is a professional counseling skill domain that is evaluated through a written work sample and oral examination. The CCP Faculty administers Oral exams twice yearly in fall (retakes only) and spring semesters (initials and retakes) on the dates published by the CCP Prelim Coordinator. Oral exams occur in April of the students’ 3rd year in the program. Retakes occur in the fall or spring of the students’ 4th year. Students are first eligible to sit for the oral exam in spring term of their 3rd year in the program **if** they have already sat for the qualifying written examination in fall term of their 3rd year in the program. Students must sit for the written examination **prior** to sitting for the oral examination. The CCP Prelim Coordinator must receive the (a) theoretical orientation essay, (b) case conceptualization, (c) brief clinical CV, and (d) Client Release of Information for Doctoral Qualifying Exam form from the student two weeks prior to the date of the oral exam. On the day of the exam, students must bring printed copies of deidentified annotated session transcript for the faculty to review. During the exam, the CCP faculty examine the professional/counseling skills of the student as represented in an oral presentation of the work sample material which includes a video- or audiotape presentation of the student’s counseling skills. More information about the oral exams can be found in the most current version of the *Doctoral Qualifying Examination Policies and Procedures* (“*Prelim Exam Guide*”; see <http://ed-psych.utah.edu/counseling-psych/prelim-exam.php>). Students are encouraged to consult with their faculty advisors and the CCP Prelim Coordinator well in advance of their desire to sit for the oral examination in order to ensure that all paperwork requirements for registration and deadlines are met.

NOTE: Successful completion of the *Doctoral Qualifying Written Examination* is **required** prior to advancement to candidacy, whereas successful completion of the *Doctoral Oral Examination* is **required** prior to applying for a predoctoral internship; additional requirements for application to the predoctoral internship are specified in Section IX.

IX. PREDOCTORAL INTERNSHIP IN COUNSELING PSYCHOLOGY

An APA-Accredited predoctoral internship in counseling psychology is required, consisting of one calendar year of full-time (2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Counseling Psychology Committee. All Counseling Psychology students are **required** to complete internships in training agencies accredited by the Commission on Accreditation of the American Psychological Association.

Some counseling psychology students accept internship placements with agencies in the surrounding community, whereas others accept assignments at various sites around the country. Settings in the local area with organized internship training programs in professional psychology include:

- Brigham Young University/Counseling and Psychological Services
- Primary Children's Hospital/Psychiatry and Behavioral Health
- Southern Utah University/Counseling & Psychological Services
- The Children's Center Utah/Psychology Internship Training Program
- The Huntsman Mental Health Institute (HMHI; formerly UNI)/Psychology Training
- University of Utah/University Counseling Center
- Utah Psychology Internship Consortium/Utah Psychology Internship Consortium
- Utah State Hospital/Psychology Services
- Utah State University/Counseling and Psychological Services

Utah Valley University/Student Health Services
 VA Salt Lake City Health Care System/Psychology
 Wasatch Behavioral Health/Predocctoral Psychology Internship Program

Prior to applying for the predoctoral internship students **must** have successfully completed:

1. The Pre-dissertation Research Project (PDRP)
2. All counseling practicum requirements
3. Academic requirements listed in Area I (Behavioral Science Core) and Area II (Psychology Practitioner Core) in this handbook
4. The Doctoral Qualifying Examination
5. The Doctoral Oral Examination
6. The Dissertation Proposal and Colloquium
7. All required courses must have been passed with a grade of B- (or higher) or Credit.

Applying for Internship: Students are required to enroll in *Counseling Psychology Internship Preparation Seminar* (EDPS 7890) in the fall term they apply for internships. Also refer to the Internship Readiness form on the program webpage for more information.

During Internship: Students are required to enroll in *Internship in Counseling Psychology* (EDPS 7920), during fall and spring semesters (at least 1 credit hour per semester) of their internship placement year. Per the Graduate School policy, students must enroll for at least 3 credit hours each semester (fall and spring) they are matriculated at the University, **including** the year they are on internship. This can be accomplished by enrolling each semester (fall and spring) in 1 hour of EDPS 7920 (Internship) and 2 hours of EDPS 7970 (Thesis Research: Ph.D.). The APA Committee on Accreditation indicates that all program requirements, including the internship, must be completed **prior** to awarding of the doctoral degree. Any student who has not defended their dissertation prior to completion of internship must continue to register for 3 credit hours per semester (fall and spring) until the dissertation has been completed.

X. DOCTORAL DISSERTATION RESEARCH

Students are responsible for requesting approval for their 5-person doctoral supervisory committee that should consist of the following:

- 3** members must be full-time tenure-track faculty from inside the Department
- 1** member must be full-time tenure-track faculty from outside the Department
- 1** member can be a “choice” committee member – for example, this may be someone with particular relevance to the project and has the appropriate academic credentials but does not meet one of the descriptions above.

One of the committee members needs to be designated as the Chair; this is typically the students’ faculty advisor. The Director of Graduate Studies will appoint one of the other committee members. See <http://ed-psych.utah.edu/sac/info-forms.php> for the appropriate forms to complete.

Students must enroll in *Thesis Research: PhD* (EDPS 7970) for a minimum of 14 credit hours that appear on the student’s official transcript (Graduate School Requirement).

An open colloquium meeting (“*Proposal*”) is to be conducted by the student's supervisory committee at the beginning of the project and a final oral defense (“*Defense*”) at the completion.

For illustrative purposes, general steps of the dissertation process are described below; however, all students are strongly advised to work closely with their advisors to determine the actual steps and timeline needed to complete the dissertation.

- 1) Supervisory committee is formed.
- 2) Student completes a dissertation proposal document with assistance of committee Chair.
- 3) Dissertation proposal document is sent to entire supervisory committee a minimum of 2 weeks (10 working days) prior to the scheduled *proposal* meeting.
- 4) Proposal meeting is conducted with entire supervisory committee. Successful completion of this meeting indicates that student is ready to begin dissertation research (e.g., submit IRB, prepare materials).
- 5) Committee Chair supervises student during completing of the dissertation research.
- 6) Student completes dissertation research and writes-up the entire study in the form of a dissertation document.
- 7) Dissertation document is sent to entire supervisory committee a minimum of 2 weeks (10 working days) prior to the scheduled *defense* meeting. Note: The Graduate School requires students to enroll in at least 3 semester hours of doctoral coursework credit during the semester (fall, spring, or summer) the defense meeting is held. Successful completion of this meeting indicates that student is ready to submit final drafts of the dissertation to the Chair and/or committee members for final review; student will also need to work with personnel in the Graduate School to ensure proper formatting of the dissertation document.

PROGRAM PLANNING GUIDELINES AND COURSE SEQUENCING: TIMELINE FOR COMPLETING PROGRAM COMPONENTS

The outline below represents a typical student who begins with a Bachelor's degree and devotes full-time to academic work, including summers. Although summer courses are not required, the summer is a good time for students to take special proficiency electives and work on their research. Students who enter with a Bachelor's degree or with a relevant Master's degree and work year-round on their programs may complete it in 5 years. However, many of our students complete the program, including their predoctoral internship in 6 years.

The following timeline is based on a 5-year program completion, although this may change due to a student adding extra time to complete their dissertation.

1ST YEAR:	Take courses; develop pre-dissertation research project topic; negotiate pre-dissertation research project proposal with program advisor. Secure approval of pre-dissertation research project contract by CCP faculty by April of the first year.
2ND YEAR:	Continue taking courses; take core practicum; complete pre-dissertation research project by end of school year and submit the project to the CCP faculty for approval by April of the 2 nd year. Begin studying for Doctoral Qualifying Written Examination during summer.
3RD YEAR:	Complete courses; take field practica; organize doctoral supervisory committee; take Doctoral Qualifying Written Exam in fall; take Doctoral Oral Examination in spring; complete dissertation proposal meeting (late spring of 3 rd year or early fall of 4 th year). Students who wish to apply for their predoctoral internship must propose their dissertation in the Spring prior to the internship application semester (Fall)
4TH YEAR:	Apply for internships; continue field practica; complete special proficiency; work on dissertation research.
5TH YEAR:	Complete predoctoral internship in (summer, fall, spring); defend dissertation; graduate!

The course sequence on the following page is based on a student entering with a Bachelor's degree. A student entering with a Master's degree may have a slightly modified schedule based on prior graduate work; however, students should consult their faculty advisor or the program training director to discuss individual circumstances regarding prior graduate coursework. Please be aware that courses may not always be scheduled as noted below, as changes in faculty schedules sometimes require adjustments in course scheduling.

Counseling Psychology Ph.D. Course Requirements Students Entering 2025-2026 Academic Year

Fall

First Year (2025)

EDPS 6200 Coun Theories, 3
EDPS 6210 Counseling Skills, 3
EDPS 7010 Quant Methods I, 3
EDPS 7200 Foundations of CPY, 3
EDPS 6860 Research Seminar, 2
14 credit hours

Second Year (2026)

EDPS 7300 Psychometric Theory, 3
EDPS 7710 Practicum in CPY, 3
EDPS 7220 Ethics, 3
*EDPS 7430 Research in CPY, 3
EDPS 6860 Research Seminar, 1
13 credit hours
**Course offered every other year*

Third Year (2027)

EDPS 6050 Lifespan Devel, 3
EDPS 7130 Cognitive Assess, 3
EDPS 7480 Supervision Th & Prac, 3
EDPS 7863 Cog-Aff Bases of Beh, 3
EDPS 7720 Prac in Supervision 1
(optional)
EDPS 7770 Field Prac, 1-3
14-16 credit hours

Fourth Year (2028)

EDPS 7160 Neuropsych, 3
EDPS 7080 History & Systems, 3
EDPS 7890 CPY Intern Prep Seminar, 1
EDPS 7770 Field Practicum, 1-3
EDPS 7970 Dissertation, 1-4
[Apply for Internship]
9-14 credit hours

Fifth Year (2029)

EDPS 7920 Internship in CPY, 1
EDPS 7970 Dissertation, 1-4
3 credit hours (minimum)

Spring

First Year (2026)

EDPS 6710 Practicum in Coun, 2
EDPS 7020 Quant Methods II, 6
EDPS 6360 Multicultural Coun, 3
EDPS 7600 Diag Adult Psychopath, 3
EDPS 6860 Research Seminar, 2
[Secure approval of PDRP]
16 credit hours

Second Year (2027)

EDPS 7180 Person Assess, 3
EDPS 7400 Adv Research Design, 3
EDPS 7330 Career Dev Th & Assess, 3
EDPS 7710 Practicum in CPY, 3
EDPS 6860 Research Seminar, 1
[Submit PDRP for approval]
[Select Dissertation Committee & complete activities for prelim registration]
13 credit hours

Third Year (2028)

EDPS 7350 Group Theory & App, 3
*EDPS 7460 Psych Consultation, 3
EDPS 7770 Field Practicum, 1-3
EDPS 7970 Dissertation, 1-4
Elective, 3
[Take Oral Prelim Exam]
[Propose Dissertation]
11-16 credit hours
**Course offered every other year*

Fourth Year (2029)

EDPS 7550 Soc Psy of Hum Diversity, 3
EDPS 7770 Field Practicum, 1-3
EDPS 7970 Dissertation, 1-4
5-10 credit hours

Fifth Year (2030)

EDPS 7920 Internship in CPY, 1
EDPS 7970 Dissertation, 1-4
[Defend Dissertation]
3 credit hours (minimum)

Summer & Other

First Year (2026)

Special Proficiency/ Elective, 3
Work on PDRP

Second Year (2027)

Special Proficiency/ Elective, 3
[Study for Prelim Exam]
[Take Written Prelim Exam]

Third Year (2028)

Work on Dissertation
Special Proficiency/ Elective, 3
Internship Readiness Form & Internship
Prep Assignments

Fourth Year (2029)

Work on Dissertation

Fifth Year (2030)

Complete Internship
[Graduate!]

ALL STUDENTS - are required to establish (and complete) a pre-dissertation research project in fulfillment of the research seminar (EDPS 6860) requirements (even if entering with a previous Master's degree). Students must sign up each semester for the research seminar for the first two years of the program or until the PDRP is completed. Sign up under your faculty advisor's section (unique number for each faculty research team). After the first two years (or completion of PDRP), it is no longer necessary to register for research seminar; however, most advisors expect their students to continue attending until the end of the program.

Students who desire to waive required courses in the program due to taking a similar course in a prior graduate program must first consult with their faculty advisor. Students must work with their faculty advisor to determine which courses may or may not be waived; any course waivers must be voted on and approved by the entire CCP faculty. The following courses are not typically waived for any reason: *Counseling Skills* (EDPS 6210), *Multicultural Counseling* (EDPS 6360), *Practicum in Counseling* ("Pre-Prac"; EDPS 6710), and *Practicum in Counseling* ("Core Prac"; EDPS 7710).

All departures from the curriculum outlined above must be approved by the student's advisor. Any students necessitating adjusting the above schedule should carefully examine when courses will be offered so that they will not find themselves in a position of needing a course when it is not offered.

Electives: Special Proficiency and/or optional additional assessment, intervention courses or practica. When offered, students may wish to lighten their regular (fall-spring) course load by taking these courses in the summer.

ALL students MUST be enrolled for at least 3 credit hours in fall and spring semesters or they will be automatically dismissed from the graduate school and must reapply to be admitted to the doctoral program.

The graduate school specifies that all students complete 14 dissertation credit hours to graduate. Students are encouraged to plan the distribution of dissertation hours to meet this requirement and are required to be registered for 3 dissertation credits during the semester (including summer) they defend their dissertation.

Although not typical, in rare cases it is necessary to adjust program offerings or requirements. Therefore, we encourage all students to take courses and complete requirements at the correct time and in the proper sequence.

FACULTY RESEARCH INTERESTS

Students participate in the research seminar (EDPS 6860) during the first four semesters of the program. During this time, they are expected to gain hands-on research experience, identify a pre-dissertation research project topic, and gain approval for the project. Students must complete their pre-dissertation research projects by the end of their second year in the program.

Current scholarly interests of Counseling/ Counseling Psychology Faculty eligible to chair dissertations are listed below. Other Department faculty are also available to chair student committees, and their research interests are summarized in their profiles found on the Educational Psychology website.

- Jason Burrow-Sánchez: Prevention and Treatment of Substance Use Problems for Adolescents in School and Community Settings with a particular interest in Latino Adolescents.
- Jeremy J. Coleman: Psychotherapy process & outcome related to poverty, income inequality and social class.
- Joanna M. Drinane: Relational/Cultural Processes and Outcomes Associated with Psychotherapy
- Zac E. Imel: Psychotherapy Process & Outcome; Advanced Quantitative Research Methodology; Cultural Competence and Health Disparities
- A.J. Metz: Academic & Career Success of Diverse Populations; School-based Interventions
- Karen W. Tao: Individuals in Cultural Contexts; Intersectionality; Social and psychological determinants of health & mental health; Multicultural Orientation