

**PROGRAM MANUAL AND  
SUPPLEMENTAL APPLICATION  
FOR  
PH.D. IN COUNSELING PSYCHOLOGY  
LEHIGH UNIVERSITY**

Department of Education and Human Services

College of Education

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## TABLE OF CONTENTS

Program Accreditation	3
CP Program Philosophy and Mission	3
Preparation in Counseling Psychology as a Field	4
Program Goals, Objectives, and Outcome Competencies	5
Relationship between CP Program Goals/Objectives and Outcomes	6
Admission to the CP Program	12
Admission Criteria	13
Admission Ratios	14
Financial Support	14
Student Representation	14
Ph.D. Program in Counseling Psychology	16
Required Master's Level Coursework	17
Doctoral Coursework	17
Lehigh University Policy on Minimum Credits for Degree	20
Recommended Course Sequence and Timeline	21
Apprenticeships	26
Clinical Training Component	27
Internship	28
Obtaining the M.Ed. en route to the Ph.D.	28
Annual Student Reviews	30
Student Grievances	31
Course Grade Reviews	32
Grade Appeal Process	33
Residency	34
Doctoral Qualifying Exam/Portfolio	34
Steps Toward Completion of the Doctoral Portfolio	34
Portfolio Components, Competency Areas, and Evidences	38
Use of Client Information in the Portfolio	40
Admission to Doctoral Study	42
Doctoral Qualifying Research Project	42
Doctoral Dissertation	43
Policy on Student Problematic Behavior, Impairment, Incompetence, and Ethical Misconduct	46
Procedure for Investigation and Resolution of Formal Complaints by Faculty of Discrimination	52
Policy on Harassment	53
Professional Competence as a Doctoral Student in Counseling Psychology at Lehigh University	53
Competence to Practice While Enrolled As a Doctoral Student in Counseling Psychology at Lehigh University	54
Student Leave of Absence Policy	55
Social Networking Statement	55
The Counseling Psychology Faculty at Lehigh University	56
Departmental Resources	58
Supplemental Application Form	60

This Program Manual is designed to provide an overview of the Counseling Psychology (CP) Program at Lehigh University. It is also intended to answer some of the more common questions asked by students and prospective students and to serve as a resource for faculty in the program and other university and outside personnel who need information about the CP program. Students should consult with their advisor concerning any specific concerns or questions about the program that may arise. The College of Education Graduate Student Handbook should be consulted for answers to general college questions or information concerning university-wide requirements and/or deadlines, which are published in the University Catalog. A copy of this document can be obtained from the Admissions Coordinator, Donna Johnson (610-758-3231). The Lehigh web page is also a good source of current deadlines (see [http://www.lehigh.edu/education/cp/academic\\_programs/](http://www.lehigh.edu/education/cp/academic_programs/)). Although the CP faculty endeavor to provide as much information as possible directly to the student, the student still bears the responsibility for timely completion of university and program deadlines and requirements.

### **Program Accreditation**

The Counseling Psychology Program is fully accredited by the American Psychological Association (APA approved) and is a designated program listed in the American Association of State Boards of Psychology. The Committee on Accreditation of the American Psychological Association is located at 750 First Street, NE, Washington, DC, 20002 (202-336-5500). The program also maintains full institutional membership in the Council of Counseling Psychology Training Programs (CCPTP) and is a subscribing member to the Association of Psychology Postdoctoral and Internship Centers (APPIC).

### **Counseling Psychology Program Philosophy and Mission**

The Lehigh University Counseling Psychology faculty feel strongly about the kind of program we aspire to become and the kind of student we hope to admit and to graduate. Lehigh University's Counseling Psychology Program endeavors to train students to become effective counseling psychologists who demonstrate the clinical awareness, knowledge, and skills necessary to deliver mental health services to multicultural client populations in various settings. The program's faculty openly embrace and encourage student development with respect to issues such as race, ethnicity, gender, sexual orientation, disability, spirituality, age, religion, and socioeconomic status, and provide educational opportunities for students to further their professional development with respect to these issues. It is our goal to produce students who can

readily counsel individuals or groups from diverse backgrounds within the context of the client's culture. The counselor training to which students are exposed adheres to a scientist-practitioner model, which presumes skillful and professional practice that is undergirded by sound principles and models of psychological science.

**The mission of Lehigh University's Counseling Psychology Program is to train Counseling Psychologists who will emerge as leaders within the scientist-practitioner model that presumes skillful professional practice that is under girded by sound principles of psychological science. Graduates of the program are expected to provide leadership to the field and readily integrate theories of counseling within a multicultural framework in the communities that they serve. As students they will develop the skills (a) to deliver counseling services and provide psychological appraisal and assessment that reflects an understanding of the client's social context and interpersonal relationships with an emphasis on healthy development and adjustment, (b) to provide supervision and evaluation of a broad array of scientifically-based and empirically supported psychological and vocational interventions, and (c) to conduct, disseminate, and synthesize high quality psychological research. A successful graduate may be employed in a wide variety of settings and work as a practitioner, teacher, and/or researcher while simultaneously serving as a liaison for the profession through regional, national and/or international leadership.**

**Preparation in Counseling Psychology as a Field.** In addition to the above minimum threshold requirements for preparation as a psychologist, the CP program holds certain expectations for its students in the field of counseling psychology. Counseling psychology combines scientific understanding of human behavior with a positive mental health approach that attempts to maximize human potential. The following statement from Kagan et al. (1988) is consistent with the emphasis in Lehigh University's CP program. Counseling psychology is based upon:

1. "A perspective that values the empowerment of individuals to gain mastery over their own lives and methods that focus on strengths, adaptive strategies, and strategies for change such as advocacy, political involvement, and direct teaching of skills relevant to promoting the psychological health of individuals, groups, and systems.
2. An understanding and appreciation of career development--the areas of work, work identity, leisure, and retirement--as related to human productivity, satisfaction with personal life style, and socio-organizational health.

3. A focus on development across the life span with attention to diverse developmental issues and paths, building upon the developmental models that form the cornerstone of counseling psychology and generating new techniques for application in three primary service modes—prevention, developmental enhancement, and remediation.

4. The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by variables of culture, ethnicity, gender, sexual orientation, age, and socio-historical perspective.

5. The value of programmatic research for both forming and informing the profession, for discerning effective intervention strategies, and for investigating client and therapist variables as influences on counseling psychology processes and outcomes.

6. The essential role of research in providing a basis for practice and the need for counseling psychologists to use scientific methods to evaluate their practice critically" (Kagan et al., 1988, p. 351).

**Program Goals, Objectives, and Outcome Competencies.** Following from the Program's philosophy and mission, the program articulates goals and objectives, that in turn are operationalized and assessed via a multimethod approach, intended to result in linked outcome competencies. These goals, objectives, and competencies are consistent with the revised mission statement and outline the faculty's expectation that students have a strong generalist training in psychological science in addition to their specific preparation as multiculturally competent counseling psychologists.

**Relationship Between CP Program Goals/Objectives and Outcomes**

<b>Goal</b>	<b>Objective</b>	<b>Competency</b>	<b>Activity</b>	<b>Outcome</b>	
1: To prepare counseling psychologists who are skilled in conceptualizing and treating human problems and practicing and supervising appropriate and effective therapeutic interventions from a preventative, developmental, and multicultural perspective.	1.A: To prepare counseling psychologists who have the skills and attitudes consistent with the practice of counseling psychology in a culturally diverse society.	1.A.1: Students will be aware of and responsive to the issues affecting the practice of counseling psychology with diverse racial, ethnic, and cultural groups.	1.A.1-3a. Students are required to take a variety of theoretical and practicum courses that prepare them for working with diverse populations. Specifically, they complete a course on Diversity and Multicultural Perspectives (CPsy 471) that addresses self-awareness and multicultural knowledge and Advanced Multicultural Counseling (CPsy 481).	1.A.1-3a-b <sub>1</sub> . A grade of B- or better in required multicultural and practicum courses (e.g., examinations, class presentations, papers), practicum supervisor ratings of multicultural counseling competence, case conceptualizations, comprehensive examinations, annual faculty ratings of student performance, and student self ratings from annual student questionnaire are required for all students.	
		1.A.2: Students will be aware of the issues of gender and sexual orientation and their effects on the practice of counseling psychology.		1.A.1-3b. Students are also asked to integrate diversity (multicultural, gender, etc) issues within their practicum case conceptualizations. Moreover, a variety of practicum opportunities exist whereby students can work with diverse client populations (e.g., Hispanic children in the schools, domestic abuse victims and perpetrators).	1.A.1-3a-b <sub>2</sub> . A rating of 3 or above (commensurate with that expected at doctoral level) on section VIII (multicultural) of the practicum competency evaluation (completed by supervisor, see Appendix C) and a grade of B- or better in practicum and supervisory ratings and self-ratings of 3 or above on self-ratings from the annual student review form.
		1.A.3: Students will demonstrate the integration of the awareness of diversity in their professional practice.			1.A.1-3a-b <sub>3</sub> . Competency demonstrated by a <b>grade of "pass" on the Comprehensive Portfolio sections 1; and 4.</b>

Goal	Objective	Competency	Activity	Outcome
<p>1: To prepare counseling psychologists who are skilled in conceptualizing and treating human problems and practicing and supervising appropriate and effective therapeutic interventions from a preventative, developmental, and multicultural perspective.</p>	<p>1.B: To prepare counseling psychologists who are knowledgeable of the ethical, legal, professional, social, and environmental issues and contexts affecting practice as a counseling psychologist.</p>	<p>1.B.1: Students will be knowledgeable about the ethical standards of the American Psychological Association and the American Counseling Association.</p>	<p>1.B.1-4a. Students are provided with, and are expected to adhere to the American Psychological Association’s Ethical Principles in all of their work throughout the Program and are expected to report any unethical practices they encounter.</p>	<p>1.B.1-4a-c<sub>1</sub>. Grade of B- or better in required courses (e.g., assessed via ethics examination, class participation, and papers).</p>
		<p>1.B.2: Students will be familiar with legal issues and court precedents affecting professional practice as a counseling psychologist.</p>	<p>1.B.1-4b. Students are required to take Professional Seminar (CPsy 430), a course focused on specific issues addressing ethical and legal issues, as well as issues of professional development (e.g., how to get the most out of supervision). Ethical and legal issues also in a variety of other counseling psychology courses (e.g., tests, measurement, and appraisal; family counseling; and counseling supervision).</p>	<p>1.B.1-4a-c<sub>2</sub>. A grade of B- or better in doctoral practicum courses, a rating of 3 or above (commensurate with that expected at doctoral level) on sections I and II (legal and ethical issues; professional behavior) of the practicum competency evaluation (completed by supervisor), and ratings of 3 or above on self-ratings from the annual student review form.</p>
		<p>1.B.3: Students will be aware of the major professional issues and developments facing counseling psychologists.</p>	<p>1.B.1-4c Students are expected to join APA as student members. In addition, they are expected to attend professional conferences which discuss professional and legal issues in the field.</p>	<p>1.B.1-4a-c<sub>3</sub>. Competency demonstrated by a <b>grade of “pass” the Comprehensive Portfolio sections 1; 5; and 10.</b></p>
		<p>1.B.4: Students will be aware of the diverse roles, settings, and possibilities for employment as a counseling psychologist.</p>		

Goal	Objective	Competency	Activity	Outcome
<p>1: To prepare counseling psychologists who are skilled in conceptualizing and treating human problems and practicing and supervising appropriate and effective therapeutic interventions from a preventative, developmental, and multicultural perspective.</p>	<p>1.C: To prepare counseling psychologists to engage in psychological assessment and diagnosis, including personality and intellectual functioning, and the ethical use of psychological tests and inventories</p>	<p>1.C.1: Students will understand and be proficient in basic strategies for the assessment and treatment of psychological disorders.</p>	<p>1.C.1-7a. Completion of the assessment sequence with a grade of B- or better. This 9 or 12 credit sequence includes: CPsy 461 Assessment of Adult Intellectual Functioning (3), CPsy 462 Assessment of Personality (3), CPsy 427 (3) and may include CPsy 466 Current Issues In Counseling and Therapy: Projective Techniques (3) (optional).</p>	<p>1.C.1-7a-c<sub>1</sub>. Grade of B- or better in required courses in assessment sequence demonstrated via course objectives (test reports, examinations, test critiques).</p>
		<p>1.C.2: Students will be knowledgeable about issues unique to the administration, scoring and interpretation of psychological tests for culturally diverse populations.</p>	<p>1.C.1-7b. Theories or models of assessment consistent with the various theories of psychotherapy are covered in CPsy 460 Theories of Psychological Counseling, and in CPsy 436 Career Development where assessment of career concerns is a fundamental component of the course.</p>	<p>1.C.1-7a-c<sub>2</sub>. A grade of B- or better in doctoral practicum courses, a rating of 3 or above (commensurate with that expected at doctoral level) on section III (Assessment) of the practicum competency evaluation (completed by supervisor) and ratings of 3 or above on self-ratings from the annual student review form.</p>
		<p>1.C.3: Students will be knowledgeable about the administration, scoring, and interpretation of individual, group methods of personality assessment.</p>	<p>1.C.1-7c. Models of assessment and diagnosis are discussed during advanced seminars (6 credits required), the practicum sequence, and in preparation for the case write-up for comprehensive portfolio.</p>	<p>1.C.1-7a-c<sub>3</sub>. Competency demonstrated by grade of "pass" on the Comprehensive Portfolio <b>Grade of "pass" on sections 1; 3.a.i; ii, iii, v, vi; 4.a.i; ii, iii; 5.a.ii, iii, iv; and 8.a.ii of the doctoral portfolio.</b></p>
		<p>1.C.4: Students will demonstrate proficiency in the administration, scoring, and interpretation of individual, and group tests of adult intellectual functioning.</p>		
		<p>1.C.5: Students will demonstrate proficiency in the ethical and legal use of psychological tests.</p>		
		<p>1.C.6: Students will demonstrate professional-level proficiency in the conceptualization of individual, group, and consultation cases using psychological theory and research as a basis.</p>		
		<p>1.C.7: Students will demonstrate effective skills in psychological report writing and case presentation using multiple measurement domains.</p>		



Goal	Objective	Competency	Activity	Outcome
<p>2: To prepare counseling psychologists who generate and disseminate new knowledge to basic science and practice in the field of Counseling Psychology and who will base their professional practice upon prevailing scientific knowledge in the field of Counseling Psychology and Psychology generally.</p>	<p>2.A: To prepare counseling psychologists who have a thorough grounding in the basic core areas of psychological science.</p>	<p>2.A.1: Students will acquire and integrate knowledge of current research and theory in the biological bases of behavior.</p>	<p>2.A.1-4a Completion of the general psychology core courses cover the areas specified. All students must complete 3 credits in the area of Biological Bases of Behavior. A three credit course in Cognitive-Affective bases of behavior is required. Three courses meet this requirement (Psyc 403 Cognitive Psychology (3), Psyc 402/SchP 402 Advanced Behavior Analysis (3), and Psyc 480 Seminar in Cognitive Psychology (3). Six credits in Social Bases of Behavior are required of all students. This requirement is fulfilled by CPsy 471 Diversity and Multicultural Perspectives and CPsy 481 Advanced Multicultural Counseling (3). Six credits in individual behavior are required and are taken from any two of the following courses: Psyc 405 Human Development (3), Psyc 406 Personality (3), Psyc 474 Psychological Development in Childhood (3). All students also complete a three credit History and Systems of Psychology course (3).</p>	<p>2.A.1-4a-b<sub>1</sub>. Grade of B- or better in required courses in the core psychology objectives (e.g., examinations, papers, etc.); <b>Grade of “pass” on sections 1 and 12 of the doctoral portfolio.</b></p>
		<p>2.A.2: Students will acquire and integrate knowledge of current research and theory in the social and cultural bases of behavior.</p>		
		<p>2.A.3: Students will understand the role of individual differences in human behavior, as well as the psychometric basis for the measurement of such differences.</p>		
		<p>2.A.4: Students will acquire and integrate basic knowledge on the history of psychological theory, research, and practice in general and counseling psychology in particular.</p>		

Goal	Objective	Competency	Activity	Outcome
<p>2: To prepare counseling psychologists who generate and disseminate new knowledge to basic science and practice in the field of Counseling Psychology and who will base their professional practice upon prevailing scientific knowledge in the field of Counseling Psychology and Psychology generally.</p>	<p>2.B: To prepare counseling psychologists for psychological intervention and practice, based upon empirically-supported individual and group counseling and therapy, career counseling, multicultural counseling, and supervision.</p>	<p>2.B.1: Students will achieve professional-level knowledge and skills in the theory, process, and practice of therapeutic personal and career counseling.</p>	<p>2.B.1-5a. CPsy 460 Foundations of Counseling, specialty courses in Counseling Psychology (e.g., group counseling, crisis intervention), the practicum course sequence, and internship.</p>	<p>2.B.1-5a-c1. A grade of B- or better in doctoral practicum courses, a rating of 3 or above (commensurate with that expected at doctoral level) on sections IV, V, VI, and VII (Individual Therapy, Group Therapy, Career Counseling, Supervision) of the practicum competency evaluation (completed by supervisor), and ratings of 3 or above on self-ratings from the annual student review form.</p>
		<p>2.B.2: Students will achieve professional-level skills in group counseling theory, process, and intervention.</p>	<p>2.B.1-5b. The Counseling Psychology Program requires three apprenticeships in addition to the practicum and internship sequence. Feedback on the effectiveness of interventions is a prime aspect of the practicum sequence and the cumulative evaluation format.</p>	<p>2.B.1-5a-c2. A grade of B- or better in all required therapy courses demonstrated via course objectives (exams, papers, etc.), and submission of practicum logs</p>
		<p>2.B.3: Students will achieve professional-level skills and knowledge in consultation, prevention, and supervision theory process and intervention.</p>	<p>2.B.1-5c. The sequenced practica (CPsy 487, 488, 489, 491, 492) are designed to provide an increasing level of experiences and skills. All students are required to complete a 7-credit didactic-practicum in supervision (CPsy 480) and supervise master's students for an entire academic year.</p>	<p>2.B.1-5a-c3. A passing grade on the two counseling case presentations, personal/social and career) of the doctoral comprehensive portfolio</p>
		<p>2.B.4: Students will understand the issues and concerns in the early detection and prevention of psychological problems in at-risk populations and the social, cultural and familial influences on the development of psychological disorders.</p>		<p>2.B.1-5a-c4. Successful completion of internship as reflected in course grade and letter from internship site.</p>
		<p>2.B.5: Students will understand the importance of incorporating a multicultural perspective in the selection and application of psychological interventions.</p>		

Goal	Objective	Competency	Activity	Outcome
<p>2: To prepare counseling psychologists who generate and disseminate new knowledge to basic science and practice in the field of Counseling Psychology and who will base their professional practice upon prevailing scientific knowledge in the field of Counseling Psychology and Psychology generally.</p>	<p>2.C: To prepare counseling psychologists who are capable of conducting and evaluating psychological research.</p>	<p>2.C.1: Students will demonstrate a working knowledge of parametric statistical procedures, including multivariate analysis.</p>	<p>2.C.1-5a. Completion of EDUC 410 Univariate Statistical Models and EDUC 411 Multivariate Statistical Models as well as completion of EDUC 403 (or CPsy 466 Research Proposal Writing), and Advanced Research Methods in Applied Psychology course (CPsy 473).</p>	<p>2.C.1-5a-d<sub>1</sub>. A grade of B- or better on all required Research and Statistics courses demonstrated via course objectives (exams).</p>
		<p>2.C.2: Students will acquire a working knowledge of research design.</p>	<p>2.C.1-5b. Students demonstrate research competence by completing a research project, by writing an APA style manuscript, and giving a departmental colloquium, or for an empirical master's thesis approved by the Counseling Psychology faculty, only the paper and colloquium.</p>	<p>2.C.1-5a-d<sub>2</sub>. Successful completion of the doctoral qualifying project and colloquium (or master's thesis).</p>
		<p>2.C.3: Students will demonstrate their understanding of research design and statistical analysis by conducting a research project in consultation with a faculty member.</p>	<p>2.C.1-5c. All students must demonstrate proficiency in computer statistical applications during the process of completing their qualifying project and doctoral dissertation.</p>	<p>2.C.1-5a-d<sub>3</sub>. Successful completion and defense of doctoral dissertation.</p>
		<p>2.C.4: Students will demonstrate effective research skills through the designing and implementation of a doctoral dissertation.</p>	<p>2.C.1-5d. All students must complete a doctoral dissertation with an approved research methodology specified in the Counseling Psychology Program Manual and defend that dissertation in an oral examination.</p>	<p>2.C.1-5a-d<sub>4</sub>. Publications and presentations.</p>
		<p>2.C.5: Students will demonstrate effective communication of research through the writing and submission of a study for publication in a refereed professional journal.</p>		

### **Admission to the CP Program**

Admission to the CP doctoral program occurs once each year on a competitive basis. Admission requires the online submission of a completed application before the **January 1 deadline**. Additional requirements include undergraduate and graduate transcripts (where applicable), GRE scores no more than five years old, a CP [supplemental application](#), two letters of recommendation, an application fee and a formal letter of application and statement of interest in the program. Prospective students will be asked to interview with faculty members. Students may apply during or after completion of a recognized Master's program or directly following completion of undergraduate studies. The *minimum* requirements for consideration for admission to the Lehigh University College of Education include an undergraduate GPA of 3.00 (on a 4.00 scale) OR a graduate GPA of 3.50 on at least 24 graduate credits.

**Supplemental Application.** All prospective students must submit the supplemental application for admission to the CP program along with the regular College of Education application. The supplemental application can be located towards the end of the Program Manual.

**Admission Procedures for "Inside" Candidates.** A current Lehigh student seeking admission to the CP program must submit the same materials (application form, GRE scores, two current letters of recommendation, etc.) to the College of Education Admissions Coordinator (Donna Johnson) by **January 1st** of the year in which they seek admission.

**Admission Procedures for International Students.** International students whose native language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL). Personal interviews are scheduled with those applicants under consideration for admission. Telephone interviews are a possibility in cases where travel to Lehigh is not possible.

**Application from a B.A.** Students may apply for admission to the CP doctoral program directly from a bachelor's degree program. Students admitted with only a bachelor's degree must also meet the basic requirements (30 credits) of master's coursework. Most of this master's coursework is normally completed within the first year at Lehigh. If you wish to also be considered for admission to our terminal master's program, please indicate this on your Supplemental Application form.

**Application from a Master's.** Students may also apply for admission to the CP doctoral program directly following completion of a master's degree. Students who have received their master's degree elsewhere or in an unrelated field must meet the basic requirements (30 credits) of master's coursework. A review of remedial coursework required at the Master's level is normally conducted at student orientation.

### **Admission Criteria**

The following criteria have been identified by the faculty as important in the evaluation of prospective applicants. Information concerning these criteria is taken from the regular and supplemental applications, letters of recommendation, test scores, interviews, and other information submitted by the student:

1. Identification with the field of counseling psychology. We look for students who have demonstrated counseling psychology interests and/or participation. The program seeks students who are involved in Division 17 of APA and identified with counseling psychologists.
2. Balance of scientific and professional interests. The Counseling Psychology Program seeks to admit students with potential or actual interest/background (e.g., a "track record") in both scientific inquiry and professional practice).
3. Potential to handle statistics and research content. Previous exposure to statistics and/or research, especially a completed thesis or research paper, and previous statistics grades are good indicators of ability in this area.
4. Mature clinical skills and/or potential. Identified in letters of recommendation or in previous work experience.
5. Diverse cultural experiences. Openness to, or ability to handle and affirm, diversity in multiple realms.
6. Persistence, tolerance for ambiguity, and flexibility under duress. These are important qualities in a graduate student, and later on in professional career.
7. Motivation level. High level of motivation to complete the program and to produce quality work. Can be seen in letters of recommendation and in records of previous research and professional activity.
8. Academic aptitude. Can be found in undergraduate and graduate GPA and, to an extent, in GRE scores, and letters of recommendation that address ability to handle doctoral-level work.
9. Match with Faculty Interest. Expressed interest in working with a particular faculty member on her or his research program.

### **Admission Ratios**

Although numbers vary from year to year, the program generally receives at least 100 doctoral applications and aims for a cohort of 4-6 doctoral students. Students who are not accepted directly into the doctoral program may elect to have their application considered for the master's program, which is considerably less competitive in nature and provides good preparation for doctoral study at Lehigh or elsewhere.

### **Financial Support**

Financial support for students comes from a variety of sources. All students enrolled in the College of Education receive a 40% reduction in the per credit cost of graduate tuition. In the academic year 2011-2012, tuition for College of Education students was \$550 per credit hour. Students who are interested in financial support are encouraged to complete the College of Education's Financial Aid form. A limited number of half time (10 hours per week) and occasionally full-time (20 hours per week) graduate assistantships are available for students in the CP Doctoral Program. Stipends for a 10 hr/week assistantship are approximately \$6,000 per academic year, plus tuition remission for 18 credits for the academic year. Upon admission to Lehigh, a list of additional assistantships is made available to new students. Typically, all incoming doctoral students receive at least partial tuition support. Most receive assistantships outside the department. These assistantships require a letter of interest and a vita to be sent to the appropriate agency (University Counseling Service, the Iacocca Institute, local school districts, Student Affairs, Lehigh University School Study Council, Graduate Student Council, and Centennial School). Students are encouraged to continue persistent efforts toward securing support. Applications for federal or state financial aid (grants, loans) should be directed to the Financial Aid Office, 218 West Packer Avenue, Bethlehem, PA 18015. The CP program endeavors to support as many students as possible.

### **Student Representation**

All doctoral students are represented in the Counseling Psychology Student Governance as well as the university-wide Graduate Student Council. The Counseling Psychology Student Governance links directly to the faculty through a representative who attends all faculty meetings. In every faculty meeting, this student representative is allocated time to present and discuss issues, concerns, and needs of the doctoral students; a job description for this position is

given in the next paragraph. The Graduate Student Council serves graduate students throughout the university and is a resource for graduate student needs such as housing, transportation, healthcare, and financial assistance.

***Job Description of Student Representatives for Counseling Psychology.*** Students in the Counseling Psychology (CP) Program will have representation in the CP Program meetings by one doctoral student and one master's student who will represent student perspectives in the monthly program faculty meetings. The purpose of the student representative position is to ensure that student needs and concerns are brought to the attention of the CP faculty on a consistent basis and responded to in a timely fashion. Student Representatives are expected to attend the program meetings. Each student representative is allocated time to present and discuss concerns raised by students for their respective degree program. The meetings are traditionally held on Thursday mornings; however, the time may vary each semester. The representative position provides an excellent opportunity for students to develop leadership skills within the program, coordinate important issues that affect students, and work closely with the entire CP faculty. The duties of the representative are the following:

- Attend each monthly program meeting with faculty
- Present programmatic issues/concerns raised by their peers to the faculty
- Maintain consistent contact with peers and inform them of upcoming events, deadlines, and opportunities
- Inform students of faculty decisions made in program meetings
- Assist in planning of fall and spring program wide social events as well as other activities as needed

At the end of each academic year, the Program Director will inform students when there is an opening for becoming a student representative. At this point, students will have one week to nominate peers for the position and an additional week to vote. The CP faculty will also contribute to the final determination of who the student representatives will be.

### **Ph.D. Program in Counseling Psychology**

Areas of required coursework conform to APA accreditation standards as well as American Association of State Boards of Psychology and revised regulations for licensure as a psychologist in the Commonwealth of Pennsylvania. The curriculum begins from the baccalaureate level and presumes the completion of 30 credits of specific required master's coursework. Any student not having all of the 30 required credits, or having a master's degree in a related or unrelated field, must complete the master's coursework indicated below (or its equivalent). An advising session will be held during orientation with the doctoral advisor to specify which master's level courses have been satisfied. In some cases, doctoral requirements may also be satisfied, but no student will be exempt from any CP **core** course, regardless of previous experience or coursework. The program's general goal is to minimize the number of courses required while at the same time ensuring that all students satisfy program requirements and content necessary for optimum functioning as a counseling psychologist.

Students who enter the program directly from the bachelor's degree or after partial completion of the requirements for a master's degree may elect to complete the M.Ed. degree as well as the Ph.D. degree. Students desiring to complete an M.Ed. degree en route to the Ph.D. should refer to the policy in this manual that describes the procedure for doing so.

Completion of the program typically averages approximately 5 years with a master's degree and 6 years without a master's degree. **Timely completion of all program requirements and progress through the doctoral sequence is expected of all students. Please see the "Recommended Course Sequence and Timeline" table for specific time frames for completion of program requirements. Progress through the program will be monitored annually for each student by the advisor and noted in the student's annual review letter. *Any student not making timely progress will be required to submit a detailed schedule by which remaining program requirements will be completed. This schedule will be reviewed by the advisor annually to ensure compliance. Any student behind with respect to the dissertation will be required to (a) attend the Dissertation Boot Camp held by the graduate student life office, and (b) attend a dissertation support group on a monthly basis.***



### **REQUIRED MASTER'S LEVEL COURSEWORK**

- \_\_\_\_\_ Educ 403 Research (3)  
and  
\_\_\_\_\_ Educ 408 Introduction to Statistics (3)  
and  
\_\_\_\_\_ CPsy 427 Standardized Tests, Measurement, and Appraisal (3)  
and  
\_\_\_\_\_ CPsy 439 Theory and Practice of Group Counseling (3)  
and  
\_\_\_\_\_ CPsy 440 Introduction to Family Counseling (3)  
and  
\_\_\_\_\_ CPsy 442 Counseling and Therapeutic Approaches (3)  
and  
\_\_\_\_\_ CPsy 430 Professional Seminar (3)  
and  
\_\_\_\_\_ CPsy 451 Helping Skills and Practicum (3-4)\* Register for 4 credits only if seeking LPC  
licensure  
and  
\_\_\_\_\_ CPsy 455 Advanced Counseling Techniques (3)  
and  
\_\_\_\_\_ CPsy 471 Diversity and Multicultural Perspectives (3)  
Total Credits=30

### **DOCTORAL COURSEWORK**

#### **General Psychology Core**

(3) Biological Bases of Behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology)

- \_\_\_\_\_ BioS 404 Behavioral Neuroscience (3)  
or  
\_\_\_\_\_ Educ 491 Advanced Seminar: Clinical Psychopharmacology (3)

(3) Cognitive-Affective Bases of Behavior (e.g., learning, memory, perception, cognition, thinking, motivation, emotion)

- \_\_\_\_\_ Educ 451 Applied Principles of Cognitive Psychology (3)

(3) Social Bases of Behavior (e.g., social psychology; cultural, ethnic and group processes; sex roles; organizational systems and theory)

- \_\_\_\_\_ Educ 473 Social Basis of Human Behavior

(3) Individual Behavior (e.g., personality theory, human development, individual differences, abnormal psychology)

\_\_\_\_\_ CPsy 472 Human Development Across the Lifespan (3)

(3) History and Systems of Psychology

\_\_\_\_\_ CPsy 484 History and Systems of Psychology (3)

(12) **Counseling Psychology Core**

\_\_\_\_\_ CPsy 460 Foundations of Counseling Psychology (3)  
and

\_\_\_\_\_ CPsy 436 Culture-Centered Career Intervention (3)  
and

\_\_\_\_\_ CPsy 473 Advanced Research Methods in Applied Psychology (3)  
and

\_\_\_\_\_ CPsy 481 Advanced Multicultural Counseling (3)

(6) **Assessment Core**

\_\_\_\_\_ CPsy 461 Assessment of Adult Intellectual Functioning (3)  
or

SchP 422 Assessment of Intelligence (3)  
and

\_\_\_\_\_ CPsy 462 Assessment of Personality (3)

\_\_\_\_\_ CPsy 466 Current Issues In Counseling and Therapy:  
Projective Techniques (3) (optional)

(4) **Advanced Applications in Counseling**

\_\_\_\_\_ CPsy 476 Supervision and Consultation in Counseling (4)  
and

\_\_\_\_\_ EdL 488 Program Evaluation (3)

(3) **Advanced Seminar**

\_\_\_\_\_ CPsy 466 Current Issues in Counseling and Therapy: Topical Seminar (3)

**(5) Apprenticeship**

- \_\_\_\_\_ CPsy 470 Independent Study: College Teaching Apprenticeship (1)  
and  
\_\_\_\_\_ CPsy 470 Independent Study: Research Apprenticeship (1)  
and  
\_\_\_\_\_ CPsy 470 Independent Study: Supervision Apprenticeship (3)

**(6) Research Methods**

- \_\_\_\_\_ Educ 410 Univariate Statistical Models (3)  
and  
\_\_\_\_\_ Educ 411 Multivariate Statistical Models (3)

**(9) Practicum**

- \_\_\_\_\_ CPsy 487 Advanced Practicum I (3)  
and  
\_\_\_\_\_ CPsy 488 Advanced Practicum II (3)  
and  
\_\_\_\_\_ CPsy 489 Advanced Practicum III (1)  
and  
\_\_\_\_\_ CPsy 491 Advanced Practicum IV (1)
- \_\_\_\_\_ CPsy 492 Advanced Field Placement (1) if not taken as part of master's (course can be repeated)

**(2) Internship**

- \_\_\_\_\_ CPsy 498 Counseling Psychology Doctoral Internship; 2 semesters full-time, or four semesters half-time (1)

**(1) Qualifying Project**

- \_\_\_\_\_ Educ 486 Doctoral Qualifying Research Project (1)

**(at least 4) Dissertation**

- \_\_\_\_\_ CPsy 499 Dissertation (1-3) [Note credit requirement explained in dissertation section]

**Minimum Total Credits for the Doctoral Degree Program = 100**

Currently, the doctoral program requires a total of 100 credits, which are composed of 30 master's level credits plus 70 doctoral level credits. A student who enters the counseling psychology doctoral program already holding a master's degree, regardless of where the degree

was obtained, may be exempted by her or his advisor from taking up to a total of the 30 credits of required master's level coursework, with the exemption granted based on a review of the student's transcript and/or course syllabi to ensure that the course or courses were of similar content to the course offered by Lehigh. These exempted credits do count toward the total needed for the doctoral degree (currently 100), but will not appear on the student's Lehigh transcript. After conferring with his or her advisor, the student will complete an internal petition to have these credits exempted, and this petition must be approved by the program director.

### **LEHIGH UNIVERSITY POLICY ON MINIMUM CREDITS FOR DEGREES**

The university course catalog contains the following information regarding doctoral degree requirements:

- “Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond the Bachelor's degree. ... Students who have earned a Master's degree at another university must register for a minimum of 48 credits. If the minimum degree registration requirement of 72 or 48 credits is attained prior to formal admission to doctoral candidacy, continued registration of at least three credits per semester is necessary. Such registration does not automatically grant full-time student status, however. Full-time student status must be certified on the graduate registration form.” (Lehigh University course catalog, pp. 60-61).

**Recommended Course Sequence and Timeline for the CP Doctoral Program**

Last Revised 8/8/2012

	Fall	Spring	Summer I	Summer II	
<b>Year 1 Courses</b>	<p><u>All students take:</u> EDUC410 Univariate Statistical Models (3) [Fa]</p> <p>CPSY460 Foundations of Counseling Psychology (3) [Fa]</p> <p>CPSY472 Human Development (3) [Fa]</p> <p><u>Students w/o CP master's also take:</u> CPSY442 Counseling &amp; Therapeutic Approaches (3) [Fa]</p> <p><u>Students w/CP master's also take:</u> EDUC451 Cognitive Psychology [Fa] —OR— CPSY455 Advanced Counseling Skills (3) [Fa] (if not taken as part of master's)</p>	<p><u>All students take:</u> EDUC411 Multivariate Statistical Models (3) [Sp]</p> <p>CPSY470 Research Apprenticeship (1)</p> <p><u>Students w/o CP master's also take:</u> CPSY451 Helping Skills (3) [Sp]</p> <p>CPSY427 Standardized Tests, Meas., &amp; Appraisal (3) [Sp]</p> <p><u>Students w/CP master's also take:</u> CPSY436 Culture-Centered Career Intervention [Fa (online) / Sp] (3)</p> <p>CPSY462 Assessment of Personality (3) [Sp-even] —OR— CPSY484 History &amp; Systems [Sp-odd]</p>	<p><u>Students w/o CP master's also take:</u> CPSY471 Diversity and Multicultural Perspectives (3)</p>	<p><u>Students w/o CP master's take:</u> CPSY430 Professional Seminar (3) [Su]</p> <p>CPSY440 Introduction to Family Counseling (3) [Sp/Su]</p> <p><u>Students w/CP master's take:</u> CPSY470 Teaching Apprenticeship (1)</p>	<p>CREDITS BY END OF Y1</p>
	# OF CREDITS = 12	# OF CREDITS = 10	# OF CREDITS = 3 (students w/o master's)	# OF CREDITS = 6 (students w/o master's) # OF CREDITS = 1 (students w/master's)	<p>31</p> <p>23</p>
<b>Other Timeline Events</b>		Engage in research apprenticeship (i.e., CPSY470 course) with advisor to prepare for the qualifier experience	Think about qualifier topic Organize any relevant portfolio evidence		

	Fall	Spring	Summer I	Summer II	
<b>Year 2 Courses</b>	<p><u>All students take:</u> CPSY466 Research Proposal Writing (3) [Fa] {substitute for EDUC 403 for student's without master's}</p> <p>CPSY487 Adv. Doc. Prac. I (3) [Fa]</p> <p><u>Students w/o CP master's also take:</u> CPSY455 Advanced Counseling Skills (3) [Fa]</p> <p>CPSY461 Assessment of Intellectual Functioning (3) [Fa-even] —OR— EDUC451 Cognitive Psychology [Fa] [take in odd falls]</p> <p><u>Students w/CP master's also take:</u> EDUC451 Cognitive Psychology [Fa] only if not taken in Y1</p> <p>CPSY461 Assessment of Intellectual Functioning (3) [Fa-even] —OR— EDUC473 Social Basis of Behavior (3) if an odd-numbered Fall</p>	<p><u>All students take:</u> CPSY488 Adv. Doc. Prac. II (3) [Sp]</p> <p>CPSY462 Assessment of Personality (3) [Sp-even] —OR— CPSY484 History &amp; Systems (3) [Sp-odd]</p> <p><u>Students w/o CP master's also take:</u> CPSY439 Group Counseling (3) [Sp]</p> <p>CPSY436 Culture-centered Career Intervention (3) [Fa (online) / Sp]</p> <p><u>Students w/CP master's also take:</u> EDUC 486 Doctoral Qualifying Research Project (1)</p> <p>EDL488 Program Evaluation (3) [Sp]</p>	<p><u>All students take:</u> CPSY481 Advanced Multicultural Counseling (3) [Su-odd] —OR— EDUC491 Clinical Psychopharmacology (3) [Su-even]</p> <p><u>Students w/o CP master's also take:</u> EDUC 486 Doctoral Qualifying Research Project (1)</p>	<p><u>Students w/o CP master's take:</u> CPSY470 Teaching Apprenticeship (1)</p>	
CR. IN Y2					CREDITS BY END OF Y2
28	# OF CREDITS = 12 (students w/o master's)	# OF CREDITS = 12 (students w/o master's)	# OF CREDITS = 4 (students w/o master's)	# OF CREDITS = 1 (students w/o master's)	60
22	# OF CREDITS = 9 -12 (students w/master's)	# OF CREDITS = 10 (students w/master's)	# OF CREDITS = 3 (students w/master's)		45-48
<b>Other Timeline Events</b>	Write qualifier proposal (i.e., as part of CPSY466 course above) Discuss First Year Review w/advisor	Continue organizing portfolio evidence			

	Fall	Spring	Summer I	Summer II	
<b>Year 3 Courses</b>	<p><u>All students take:</u> CPSY476 Supervision of Counseling (4) [Fa]</p> <p>CPSY489 Adv. Doc. Prac. III (1) [Fa]</p> <p><u>Students w/o CP master's also take:</u> EDUC491 Structural Equation Modeling (3) [Fa] {substitute for EDUC 408}</p> <p>CPSY461 Assessment of Intellectual Functioning (3) [Fa-even] —OR— EDUC451 Cognitive Psychology [Fa] if not taken in Y2 (take in odd falls)</p> <p><u>Students w/CP master's also take:</u> CPSY461 Assessment of Intellectual Functioning (3) [Fa-even] —OR— EDUC473 Social Basis of Human Behavior (3) [Fa] if an odd-numbered Fall</p>	<p><u>All students take:</u> CPSY473 Advanced Research Methods in Applied Psychology (3) [Sp]</p> <p>CPSY470 Supervision Apprenticeship (3) [Sp]</p> <p>CPSY491 Adv. Doc. Prac. IV (1) [Sp]</p> <p><u>Students w/o CP master's also take:</u> CPSY462 Assessment of Personality (3) [Sp-even] —OR— CPSY484 History &amp; Systems (3) [Sp-odd]</p> <p><u>Students w/CP master's also take:</u> Elective (3) {to maintain full-time status}</p>	<p><u>All students take:</u> CPSY481 Advanced Multicultural Counseling (3) [Su-odd] —OR— EDUC491 Clinical Psychopharmacology (3) [Su-even]</p>		
CR. IN Y3	{+1 additional credit to maintain full-time status of 9 credits}				CREDITS BY END OF Y3
22-26	# OF CREDITS = 11 (w/o master's) # OF CREDITS = 9 (w/master's)	# OF CREDITS = 10	# OF CREDITS = 3	# OF CREDITS = 0	84
<b>Other Timeline Events</b>	Defend qualifier Think about dissertation topic Work on portfolio	Submit portfolio Feb. 1 <sup>st</sup> (students with CP masters) Begin writing dissertation proposal (i.e., as part of CPSY473)			67-70

	Fall	Spring	Summer I	Summer II	
<b>Year 4 Courses</b>	<u>All students take:</u> CPSY 499 Dissertation (3)  <u>Students w/o CP master's also take:</u> EDUC473 Social Basis of Human Behavior (3) [Fa]  CPSY 492 Advanced Field Placement (1)  Elective (3)	<u>All students take:</u> CPSY 499 Maintenance of Candidacy (1) <u>Students w/o CP master's also take:</u> CPSY492 Advanced Field Placement (1) {optional}  EDL488 Program Evaluation (3) [Sp]			
CR. IN Y4 28	<u>Students w/CP master's also take:</u> Elective (3), if needed				<b>CREDITS BY END OF Y4</b> 99
10-15	# OF CREDITS = 10 (students w/o master's) # OF CREDITS = 3-6 (students w/master's)	# OF CREDITS = 5 (students w/o master's) # OF CREDITS = 1 (students w/master's)	# OF CREDITS = 0	# OF CREDITS = 0	71-77
<b>Other Timeline Events</b>	Defend Dissertation Proposal (Before November 1) & Apply for Internship	Work on dissertation research Defend dissertation if possible			



	Fall	Spring	Summer I	Summer II	
<b>Year 5 Courses</b>	CPSY 498 Internship (1)	CPSY 498 Internship (1)			
CR. IN Y5 2	# OF CREDITS = 1	# OF CREDITS = 1			102 73-79
<b>Other Timeline Events</b>	If not done already, defend dissertation				

Please note the following regarding the above recommended course sequence:

- **Course sequences may differ based on individual needs. Specifically, the schedule for “students w/master’s” assumes that all required master’s coursework has been waived based on previous coursework taken at the master’s level.**
- **Students with a graduate assistantship are limited to a maximum of 10 credits/semester per university rules and procedures. If more than 10 credits are needed in a particular semester, the advisor provides a rationale for the increased credits to the departmental academic coordinator (currently Donna Ball) who can then process the necessary credit override.**

### **Counseling Psychology Research, Teaching, and Supervision Apprenticeship Program**

In order to facilitate the involvement of students in substantive applied research with faculty, the CP program requires a 1-credit research apprenticeship/participation. The goal of this requirement is to encourage collaborative work between students and faculty. The student will be expected to become involved with a faculty member on an existing research project. In some instances, a new project may be initiated. If a student contributes significant work either on the design, execution, analysis, or communication of a research project, then joint authorship on papers presented at professional meetings, or on manuscripts submitted for publication will be accorded to the student consistent with APA ethical guidelines. It should be clear, however, that the purpose of the apprenticeship is to provide a learning experience for the student that will result in an increased likelihood that the student will begin to engage in research early in the program. The beginning of the doctoral qualifying project should follow this experience.

The faculty also seek to ensure that all students have at least one experience in the teaching of psychology and the supervision of counseling. The faculty believe that gaining experience in teaching and supervision will benefit students seeking employment. Students complete this experience by participating in a 1-credit seminar connected to the course in which they serve as a teaching apprentice. This 1-credit seminar is supervised by the relevant course instructor. The following experiences are available to meet the Teaching Apprenticeship:

1. Teaching/Lab Apprentice for CPsy 442, 430, 439, 451, 452, 453, 440.
2. Assisting with small groups in CPsy 471 in conjunction with the Advanced Multicultural course (CPsy 481), or separately from 481.
3. Teaching Assistantships (paid) are also available for other undergraduate or graduate courses in Education, Psychology, Sociology/Anthropology as long as the experience meets the requirements for an Apprenticeship.

The criteria for engaging in the Teaching Apprenticeship are:

- a) The decision or readiness to engage in a teaching apprenticeship is done in consultation with his/her advisor
- b) Typically, the student will have taken the course (and received a grade of B+ or higher) prior to serving as a teaching apprentice for the particular course.

- c) The teaching apprenticeship must contain a substantial independent teaching experience (i.e., the student must have responsibility for a significant portion of course material, lectures, and/or grading and evaluation).
- d) The course instructor must be available to give supervisory feedback to the student.

The Supervision Apprenticeship normally follows completion of the supervision course CPsy 476 and ensures a full academic year of supervision experience working with master's level trainees under the supervision of a faculty member (see below for details).

### **Clinical Training Component**

Doctoral students engage in two sequences of clinical training, one focusing on the counseling and psychotherapy training and the other on supervision training.

*Practicum Sequence and Requirements.* Doctoral students receive a minimum of 5 semesters of practicum training (note that one semester is part of the required master's level coursework for students entering the doctoral program without a master's degree in counseling or other related field that provided a practicum experience). Doctoral practicum trainees spend 12-15 hours per week at their practicum site; 1 hour of this weekly time requirement must be one-on-one supervision with a supervisor who is a doctoral level psychologist appropriately credentialed for the jurisdiction in which the program is located (Policy Statement and Implementing Regulations C-26. Practicum Guidelines for Doctoral Programs, Commission on Accreditation, APA). All sessions with clients must be recorded (with the rare exception), and supervisors must agree to listen to a portion these recordings as part of their supervision of the student. Self evaluations and supervisor evaluations of all students who engage in doctoral practica must be submitted to the clinical coordinator at the middle of the semester and end of the semester. These evaluations are filed in, and accessible from, the student's academic file. Further information regarding the practicum application process, evaluation, forms, and requirements is posted on the counseling psychology website in a file called the **Practicum Pack** ([http://www.lehigh.edu/~ineduc/cp/academic\\_programs/practicum\\_sites\\_cp.html](http://www.lehigh.edu/~ineduc/cp/academic_programs/practicum_sites_cp.html)). The Practicum Pack can also be obtained from the Program Secretary and the Doctoral Clinical Coordinator.

*Supervision Didactic-Practicum Sequence and Requirements.* Doctoral students receive two semesters of supervision didactic-practicum courses. Students will meet with 3-4 master's

students for weekly supervision in each of these courses. Doctoral students, in turn, will receive supervision of their supervisory activities.

### **Internship**

The pre-doctoral internship is normally taken following the completion of all required coursework and successful completion of the portfolio. Students must have passed the portfolio and completed the doctoral qualifying research project before applying for internship. In addition, **students must have an approved dissertation proposal by November 1<sup>st</sup> of the year they plan to apply for internship.** The internship is a one-calendar year full-time or 2-year 1/2 time professional immersion in which the student functions as a full-time staff member in training. Students must complete their internship at an APPIC approved internship site. Students must apply to one or more APA approved sites before accepting a non-APA approved (but APPIC listed) site. Both the student and the internship supervisor must complete a letter of evaluation of the experience no later than 30 days following the internship.

### **Obtaining the M.Ed. en route to the Ph.D.**

**Curriculum & Degree.** Students who enter the doctoral program without a Master's degree may work to complete a Master's degree in Counseling & Human Services. This degree is not considered a terminal degree; rather, it is awarded en route to the Ph.D. The Master's in Counseling & Human Services is awarded after successful completion of 48 semester hours, including meeting a competency in research and one semester of practicum experience<sup>2</sup>. The research competency can be met by enrolling in CPsy 466 Research Proposal Writing and at least 1 credit of CPsy 470 Independent Study and Research: Research Apprenticeship. The practicum experience is met by enrolling in CPsy 487 Advanced Doctoral Practicum I or CPsy 480 Practicum.

The Ph.D. is awarded after the completion of a minimum of 111 semester hours (which is inclusive of the 48 credit hours for the Master's degree coursework listed on the next page).

**MASTER'S LEVEL COURSEWORK OBTAINED EN ROUTE TO PH.D. (ONLY)**

- \_\_\_\_\_ CPsy 466 Research Proposal Writing (3)
- OR**
- \_\_\_\_\_ Educ 403 Research (3)
- \_\_\_\_\_ Educ 408 Introduction to Statistics (3)
- \_\_\_\_\_ CPsy 427 Standardized Tests, Measurement, and Appraisal (3)
- \_\_\_\_\_ CPsy 439 Theory and Practice of Group Counseling (3)
- \_\_\_\_\_ CPsy 440 Introduction to Family Counseling (3)
- \_\_\_\_\_ CPsy 442 Counseling and Therapeutic Approaches (3)
- \_\_\_\_\_ CPsy 430 Professional Seminar (3)
- \_\_\_\_\_ CPsy 451 Helping Skills and Practicum (3)\* (4 credits if pursuing LPC licensure)
- \_\_\_\_\_ CPsy 455 Advanced Counseling Techniques (3)
- \_\_\_\_\_ CPsy 471 Diversity and Multicultural Perspectives (3)
- \_\_\_\_\_ CPsy 472 Human Development Across the Lifespan (3)
- \_\_\_\_\_ CPsy 436 Career Development (3)
- OR**
- \_\_\_\_\_ EdL 488 Program Evaluation (3)
- \_\_\_\_\_ CPsy 487 Advanced Doctoral Practicum I (3)
- OR**
- \_\_\_\_\_ CPsy 492 Advanced Field Placement (3)
- \_\_\_\_\_ CPsy 470 Independent Study and Research: Research Apprenticeship (at least 1)
- \_\_\_\_\_ Electives to fulfill the remaining 8 credits<sup>3</sup>

Total = 48 credits (49 credits if pursuing LPC licensure)

<sup>2</sup> The requirement of only one semester of practicum experience is only valid for students who are obtaining the master's en route to the PhD. Those students who want a terminal master's degree must take the regular sequence of courses laid out in the master's manual, which includes two semesters of practicum experience. Thus, the decision to apply for the master's degree must be undertaken with careful consideration and in discussion with the student's advisor.

<sup>3</sup> The 8-credits of elective courses may **not** include the following doctoral-level courses:

- BIOS 404 Behavioral Neuroscience or EDUC 491 Clinical Psychopharmacology
- CPSY 455 Advanced Counseling Techniques

- CPSY 460 Foundations of Counseling
- CPSY 461 Assessment of Adult Intellectual Functioning or SCHP 422 Assessment of Intelligence
- CPSY 462 Assessment of Personality
- CPSY 466 Psychology of Gender
- CPSY 466 Projective Techniques
- CPSY 466 Advanced Qualitative Methods (however, this course may be used as a substitute for EDUC 408)
- CPSY 470 Independent Study and Research: Supervision Apprenticeship
- CPSY 470 Independent Study and Research: College Teaching Apprenticeship
- CPSY 473 Advanced Research Methods in Applied Psychology
- CPSY 476 Supervision of Counseling
- CPSY 481 Advanced Multicultural Counseling
- CPSY 488 Advanced Doctoral Practicum II
- CPSY 489 Advanced Doctoral Practicum III
- CPSY 491 Advanced Doctoral Practicum IV
- EDUC 410 Univariate Statistical Models
- EDUC 411 Multivariate Statistical Models
- EDUC 473 Social Basis of Behavior
- EDUC 491 Structural Equation Modeling (however, this course may be used as a substitute for EDUC408)
- EDUC 491 Intro to SEM and LDA (however, this course may be used as a substitute for EDUC 408)

### **Annual Student Reviews**

All students are evaluated yearly by the faculty regarding the extent to which they are meeting Program requirements and performance expectations. Each student completes a questionnaire covering their courses, goals, and objectives over the past year and a self-assessment of professional progress using the CP program objectives. Multiple views and perspectives of the faculty are also shared in these evaluation meetings, and attempts are made to solicit feedback from outside supervisors and instructors who may interact with students. Students are evaluated on four general areas of competence: academic coursework, research, practicum, and professional relationships. Academic competence is reflected in the students' attained grades in coursework, faculty comments regarding the quality and quantity of the students' in-class contributions, and progress in the program. Research competence pertains to the students' progress in their qualifying project or dissertation, as well as professional presentations and other evidence of scholarship. Practicum competence is evident through the reports of faculty and field supervisors regarding the students' performance in various practica or internship requirements. Professional relationship competence is reflected in the faculty's experience of students' skills needed to function effectively as a psychologist including following ethical guidelines, relationships with peers and faculty, and fulfilling responsibilities related to graduate training. Following this annual review, students receive written feedback

related to this assessment process and are invited to discuss this feedback with their advisor. In cases where problems are noted in the annual review process, students meet with their advisor and/or the Director of Doctoral Training to formulate a specific remediation plan. Students are given an opportunity to respond in writing to the evaluation letter. The evaluation is intended to assist students in maintaining high quality doctoral work, to offer suggestions for improvement, and to prevent unexpected termination of studies at the various points of formal evaluation (e.g., qualifying project, comprehensive exams, dissertation).

### **Student Grievances**

The Counseling Psychology Program, in conjunction with the College of Education and the University, handles student problems and complaints with due process. The following hierarchy exists for handling these grievances:

1. Relevant Faculty Member
2. Advisor
3. Program Director & Director of Doctoral Training
4. Department Chairperson
5. Dean of the College of Education
6. Graduate Research Committee (GRC)

Students may express their concerns at any stage within the hierarchy; however, they are encouraged to follow these aforementioned steps. Steps 1-3 are specific to the Counseling Psychology Program. In the event a student has a grievance, the student is encouraged to first discuss her or his grievance with the Relevant Faculty Member in a formal face-to-face meeting. The student may opt to use electronic (e.g., email) or phone communication, however, these approaches should only be used if the face-to-face meeting is not reasonable under the circumstances. In this meeting with the relevant faculty member, the student is encouraged to bring a written bulleted list of concerns with potential remedies. In the event that the student finds this meeting unsatisfactory, then the student should meet with her or his faculty advisor, indicating what has been done to date. The faculty advisor's role is to serve as the student's advocate, and he or she may ask the student to speak further with the Relevant Faculty Member, or the Advisor may request the student and/or the Advisor meet directly with the Program

Director. In the event that the Relevant Faculty Member is the student's Advisor, the student may elect to enlist another faculty member to serve as her or his advocate or may go directly to the Program Director. In the event that the Program Director is the Relevant Faculty Member, then the Advisor may recommend that the Advisor and/or student speak directly with the Department Chairperson.

If after Step #3, the student is dissatisfied, the student may bring her or his grievance to the Department Chairperson. The Department Chair may request the student to put the grievance in writing.

If, after step #6, the student is still dissatisfied, the student may bring his or her grievance to the Dean of the College of Education.

If after step #7, the student is still dissatisfied may bring her or his grievance to the Graduate and Research Committee (GRC). The GRC addresses any concerns that may impact the status or standing of the student in the program.

In addition to the aforementioned guidelines,

- Students are represented in the department by a counseling psychology doctoral student representative, who may bring the concern to the faculty during a Counseling Psychology Program meeting. These meetings are held every 2 – 3 weeks, and at every meeting, the doctoral student representative has allotted time to express concerns or ask questions.
- Students may also seek council from the University Ombudsperson at any time during this process.
- In the case of perceived harassment based on gender, race, sexual orientation or any other attribute, the student may also contact the University Harassment Officer.

Any paperwork that may evolve from the grievance is housed with the Department Chair.

### **Course Grade Reviews**

Students are responsible for being aware and monitoring the grades earned in required courses. In the event that a student receives a course grade below B- in a particular semester, the



Counseling Psychology Program will make every effort to send an academic warning letter immediately following that semester. Be advised that a second grade below a B- will result in the Counseling Psychology faculty meeting to discuss the student's academic progress and make recommendations regarding that student's continuation in the graduate program. Student representatives are not present at these discussions. In the event that a student is dissatisfied with the course grade that was assigned and seeks to appeal the grade, the Counseling Psychology Program in conjunction with the College of Education and University handles student appeals with due process (see below).

### **Grade Appeal Process**

The Counseling Psychology Program, in conjunction with the College of Education and the University, handles student grade appeals with due process. The following hierarchy exists for handling these grievances:

1. Speak to the relevant faculty member about the issue or concern.
2. If the student wishes, he/she may also contact his/her advisor about the issue or concern to seek guidance after meeting with the relevant faculty member.
3. In the event that the student is dissatisfied with the faculty's response, he/she will meet with the Program Director to discuss the issue.
4. If this meeting does not resolve the matter to student's satisfaction, he/she may then meet with the COE Department Chair to present the concern or argument. If, in the judgment of the department chair, the matter is sufficiently serious and of such a character that it should be handled administratively, the chair, in consultation with the program director, shall handle the matter and may meet with and inform the student in writing of any steps taken.
5. If this meeting does not resolve the matter to student's satisfaction, the student then prepares a petition that will move through the university process of recommendations by his/her Adviser, the Program Director, the Department Chair, and the Associate Dean.
6. This petition then moves forward to the Faculty Committee on the Standing of Graduate Students (SOGS) for a decision.
7. If dissatisfied with the decision of the SOGS committee, student may request that the full Graduate and Research Committee review the petition and issue a decision.

Students may express their concerns at any stage within the hierarchy; however, they are encouraged to follow these aforementioned steps.

### **Residency**

All students must complete a residency requirement following successful completion of the qualifying project. For the Ph.D. in Counseling Psychology, residency is defined as full-time enrollment during two consecutive academic semesters (i.e., Fall and Spring), or the completion of 24-credit hours during one calendar year. The purpose of this requirement is to engage students in full-time graduate study for at least a one-year time period.

### **Doctoral Qualifying Exam/Portfolio**

The university has set guidelines for the general doctoral qualifying exam, which for the CP doctoral program takes the form of a doctoral qualifying portfolio. Specifically, some of the university guidelines are: (1) the qualifying exam must be taken at least 7 months prior to graduation, (2) the content need not be limited to coursework, (3) if the exam is failed, a second exam is taken no sooner than five months from the first, and (4) if the second exam is failed, no further exam is set.

The doctoral qualifying portfolio is an opportunity for faculty to evaluate the degree to which a student has synthesized and integrated their clinical and academic experiences across the program. As evidence of the attainment of the desired competencies, students will prepare a portfolio that encompasses a demonstration of the accumulation of clinical and research skills and acquisition of information across the instructional domains of the program. The successful preparation of the portfolio begins with the student's very first experiences upon entering the program and continues through the final program requirements. The portfolio will contain several documents that offer evidence that the expected competencies of the program have been satisfactorily achieved.

### **Steps Toward Completion of the Doctoral Portfolio**

In brief, the protocol for submission and completion of the doctoral comprehensive portfolio follows this sequence: (1) You will submit an internal petition stating your intent to complete the portfolio by either Oct. 1 or Feb. 1, (2) A two-faculty committee is formed to evaluate the portfolio, (3) After submission of the portfolio, you will receive a Commitment to Review letter

signed by the faculty committee stating the date by when the portfolio will be reviewed, (4) The committee members will individually rate each section of the portfolio and then meet to come to consensus, (5) A letter is sent to you with the final decision of the committee. A detailed description of the process outlined above is provided below:

**1. Students who have completed their qualifying projects can petition to complete a portfolio review.** Complete and submit an internal petition (yellow sheet) indicating the intent to complete the portfolio. The petition should state the date by which the portfolio must be submitted (either October 1 or February 1). (In the event that the student cannot submit the portfolio by the stated date, then a second internal petition needs to be submitted providing a clear reason for the student's inability to submit it as per the previously stated date. Lack of a second petition or non submission of the portfolio on the stated date will result in FAILURE of the portfolio.) Petition(s) should be given to Mary Yotter, program secretary, who will then forward them to the appropriate person. **The completed review should occur at least 6 months before students apply for internships, as they cannot apply for internship unless the portfolio has been PASSED by the faculty.**

2. Each student is to meet with an advisor at the time of the portfolio petition to review materials and initiate the review process. When the initial petition is submitted, a committee made up of two CP faculty (the advisor plus another Counseling Psychology faculty) will be formed to evaluate the portfolio.

3. Students must identify, prioritize, and include the best pieces of evidence for each competency. Additional evidence can be included at the student's discretion; however, a student should provide, at a minimum, a list of additional evidence that could be made available upon request.

4. Portfolio review dates cannot be during the summer months or the winter break and should be submitted by October 1 during the fall semester or by February 1 in the spring semester. Submitting your portfolio prior to these dates does not guarantee that the review will be completed any earlier than 45 days from Oct. 1 or Feb. 1. When the portfolio is submitted for review, the student will receive a Commitment to Review letter that indicates the date the portfolio was received, the names of the committee members, and the date by which the student will receive feedback. Both committee members must sign the form, indicating their commitment to review the portfolio by the indicated date. The review will be completed within

45 days of the commitment.

5. Portfolio: A portfolio is a systematic and organized collection of evidence concerning a student's professional competencies and personal growth in both academic and professional domains. Contents of the portfolio are noted below. Portfolios should be presented in **hard copy (excluding secondary evidences), electronic copy, and web-based copy** and should contain the following:

- a. **Personal Competency Statement.** The Personal Competency Statement is a written self-description of one's competencies focusing on areas of expertise and boundaries or limits of practical skills. This statement must be based on coursework, research, and clinical experiences. The statement should represent a succinct, integrative summary of many discrete skills and interests with consideration of general service delivery parameters (e.g., age range of clients, service settings, types of problems/disorders). Of all the components of a portfolio, this document should represent the best succinct definition of "who you are and what you can do" as a developing professional psychologist. This statement should include aspects of both one's clinical and academic competencies. This statement should not exceed five, double-spaced pages.
- b. **Written Summary of Evidence for Each Competency Area** (2-3 pages) amassed for each outcome competency area.
- c. **Personal Specialization Paper.** The Personal Specialization Paper is a detailed, insightful account of the area(s) of competence that the student presently claims to have achieved advanced knowledge and experience. In most cases, the student will have completed course work, clinical work, original research, attended workshops, have done extensive reading, presented in classes and at conferences, and done other activities documenting their work in this area of specialization. In the specialization paper, the student is required to: (1) define their specialization, (2) trace their personal development toward the specialization, (3) discuss the application of their specialization to the practice of counseling psychology, and (4) discuss needed research that would advance the specialization area. In writing this paper, students are expected to demonstrate the scientist-scholar-practitioner model under which they have been trained. The paper must be written according to APA style and should not exceed 25, double-spaced pages.
- d. **Primary Evidences.** Primary Evidences include materials accumulated throughout the program as well as specific tasks for the portfolio.
- e. **Secondary Evidences.** Secondary evidences may include things like papers from courses, audiotapes, videotapes, or personal projects that exemplify your work or provide evidence of competence from an aspect that may be lacking from the Primary Evidences. **Any secondary evidence included should be provided in electronic and online formats only; hard copies are not necessary.**

- f. **Note:** It is expected that all areas will integrate multicultural and ethical issues throughout the portfolio.

6. The two-member faculty committee reviews the contents of the portfolio. Each faculty member provides written feedback and evaluates each section of the portfolio on a PASS, INSUFFICIENT EVIDENCE, or FAIL basis. The feedback form will be structured using the list of Portfolio Components, Competency Areas, and Evidences shown below, with a clear indication of the rating of each area as PASS, INSUFFICIENT EVIDENCE, or FAIL and with a space for comments under each of the 12 items. The two faculty reviewers will then meet and come to consensus regarding the rating of each section of the student's portfolio. If the two-member faculty committee cannot come to consensus, a third faculty member may be brought in to arbitrate. This third faculty member provides the terminal rating of the portfolio.

7. After the reviewers have met and come to consensus, a letter is sent to the student with the final decision of the committee.

- For sections where the faculty agree the student has PASSED, the student is notified of this decision and provided feedback on those sections. If all sections receive a PASS, the student can then enter the next stage of their doctoral work.
- In the case that any section receives an INSUFFICIENT EVIDENCE rating, the student will be given a written description of areas in which he or she must remediate. In this remediation statement, the faculty must clearly define the activities in which the student must engage and set a timeline for the completion of these activities. The student can be part of the determination of what remediation will consist. The student will typically be given three weeks to complete the revisions; in the event that additional time is needed, the student must submit an internal petition for this in consultation with the advisor.
- In the case of a FAIL rating, the student will have to revise the entire portfolio and can resubmit it no sooner than six months after the date originally submitted. It is possible that this will impact the ability to apply for internship if revisions do not occur prior to March 1 as stipulated elsewhere in this manual.
- Two consecutive ratings of FAIL results in dismissal from the doctoral program. In dealing with the possibility of a dismissal, the student has two options:
  - Appeal the decision by preparing a petition that will move through the university process of recommendations by his/her Adviser, the Program Director, the Department Chair, and the Associate Dean; the student may

also bring her or his grievance to the university judicial system. A university-wide student judicial system exists to handle academic dishonesty and other problems and complaints. For specific information on this judicial system, please refer to College of Education Graduate Student Handbook. The University has also adopted a policy for dissent. For these general guidelines, please refer to the University Catalog. The petition then moves to the SOGS committee for a decision. If dissatisfied with the decision of the SOGS committee, the student may request that the full Graduate and Research Committee (GRC) review the petition and issue a decision.

- Appeal by submitting a petition (through Advisor, Program Director, Department Chair, Associate Dean) to obtain a terminal master's degree.

### **Portfolio Components, Competency Areas, and Evidences**

1. Personal Competency Statement
2. Personal Specialization Paper
3. Counseling (Therapy/Assessment/Practicum)
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Personal Case Write-up (assessment data optional)
    - iii. Assessment Report
    - iv. Video Role Play Session to Demonstrate Skills (20 minutes)
    - v. Self Supervision Conceptualization of Skills from Role Play
    - vi. Evaluations from all Practicum Sites
  - b. Secondary Evidences (optional)
4. Multicultural
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Major paper that addresses self-awareness, knowledge, and skills (must attend to competency in gender, race, and sexual orientation, and at least one other multicultural demographic)
    - iii. Social Justice Work
  - b. Secondary Evidences (optional)
5. Professionalism
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Personal Statements for Internship Application (500 Word Limit; based on APPIC requirement)
      1. Autobiographical Statement
      2. Research Experience

3. Diversity Experiences
    4. Case Conceptualization
  - iii. Current Vitae
  - b. Secondary Evidences (optional)
6. Research
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Completed Qualifying Research Project
    - iii. Qualifying Project Presentation
    - iv. Research Proposals from courses
    - v. Demonstration of proficiency in at least two methodological approaches
    - vi. Demonstration of proficiency in at least two statistical approaches beyond the univariate level
    - vii. Presentations at regional/national/ international settings and/or publications
  - b. Secondary Evidences (optional)
7. Supervision
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Personal statement about model of supervision
    - iii. Supervision Case Conceptualizations
    - iv. Progress Notes
    - v. Tapescripts
    - vi. Supervisee Evaluations
  - b. Secondary Evidences (optional)
8. Career
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Career Case Write-up (Includes integration of assessment)
  - b. Secondary Evidences (optional)
9. Teaching
  - a. Primary Evidences (required)
    - i. Written Summary of Evidence
    - ii. Personal Teaching Statement (includes philosophy for teaching, grading, and assignments)
    - iii. Sample Lesson Plan
    - iv. Evaluations from Teaching Experiences
    - v. Letter(s) from teaching supervisor(s) regarding strengths and weaknesses
  - b. Secondary Evidences (optional)
10. Ethics
  - a. Primary Evidences (required)

- i. Written Summary of Evidence
    - ii. Designed 50-item multiple choice exam (with answers) that cover the APA ethical guidelines
  - b. Secondary Evidences (optional)
- 11. Technology
  - a. Primary Evidence (required)
    - i. Electronic and Web-based Portfolio
  - b. Secondary Evidences (optional)
- 12. Reading List
  - a. Primary Evidence (required)
    - i. Reference list of 30-50 articles/books that were most influential to your development
  - b. Secondary Evidences (optional)

### **Use of client information in the portfolio**

Typically students are expected to obtain informed consent from clients prior to using their information in the portfolio. Two draft forms are included below that may be used for this purpose; the text of both forms may be modified as necessary. The first form is to be completed by the client and kept on file at the agency or counseling center. The second form is to be completed by the doctoral student for inclusion in the portfolio, attesting to the fact that clients' whose information is included in the portfolio have consented to the use of their information.



**Draft of addendum to agency consent form**

I, \_\_\_\_\_, hereby authorize my counselor, \_\_\_\_\_, to utilize information derived from our counseling sessions for training purposes (i.e., doctoral portfolio). This information may contain, but is not limited to, personal history, presenting concerns, personality/cognitive/vocational assessments, course of counseling, and therapy goals and outcome. I understand that my counselor will not use my name or other identifying information and that this authorization will expire three years from this date.

\_\_\_\_\_  
Client Signature/Date

\_\_\_\_\_  
Parent/Guardian (If client is under 18 years of age)

\_\_\_\_\_  
Counselor Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

**Draft of student statement to be included in the portfolio**

I, \_\_\_\_\_, affirm that I have obtained from the client described in this portfolio section an authorization to use her or his information for training purposes. This authorization, which was included in the client's on-site clinical file, was obtained on \_\_\_\_\_ (mo/day/year) and is valid for a period of three years from the date of signature.

\_\_\_\_\_  
Student Signature/Date

### **Admission to Doctoral Study**

After the student has completed the first 15 hours of graduate work, the student is specifically reviewed for full admission. This review is completed during the annual review process for any student who has completed 15 hours. The student's coursework and performance and progress in the doctoral program are reviewed by the faculty. Any questions about the student's progress and plans are raised and discussed, and a vote is then taken to admit the student.

The College of Education then writes a letter of admittance to the student specifying the time line for completion of all degree requirements. Students entering with a bachelor's degree have 10 years to complete all degree requirements. Students entering with a master's degree have 7 years to complete all degree requirements.

### **Doctoral Qualifying Research Project**

The purpose of the doctoral qualifying research project is to demonstrate research competence and to lay the groundwork for the student's dissertation. The project must be completed before application to internship can be approved. The project is research undertaken by the student in consultation with the research advisor and is presented in two forms:

1. A written manuscript in APA (6th edition) format in a condition suitable for submission in a professional journal. Acceptance for publication is not required to meet this requirement, but it is expected that research projects will be submitted for publication in a timely fashion following completion.
2. Presentation of the project at a public colloquium. The student presents her or his study and findings and fields questions from faculty and students in the audience. The project colloquium must be scheduled with the department chair and cleared with the dean of the College of Education well in advance of the colloquium.

At the 15-hour review, or anytime before, any student who has completed a master's thesis in another institution or program may file a petition for exemption from the project requirement. The faculty advisor will review such petitions carefully using the following criteria:

- + *The content of the master's thesis must be relevant to the field of counseling psychology.*

- + *The study must be empirical in nature.*
  - + *The study must have employed acceptable standards of methodological rigor as judged by the faculty.*
  - + *The study must have employed specifically stated hypotheses or research questions.*
3. The student whose thesis meets these strictures should file a petition and one copy of the full thesis with the program director. The faculty advisor will read the document and make a recommendation to the faculty regarding approval.
  4. Any student awarded an exemption must still present a colloquium to the department describing the research project which is to be scheduled in the normal manner (i. e., memo to faculty and students), and must write a paper summarizing that research project for advisor approval.
  5. The doctoral qualifying project must be completed prior to applying for a pre-doctoral internship.
  6. All students are strongly encouraged to attend these colloquia.

### **Doctoral Dissertation**

This section of the CP program manual describes the basic responsibilities of the student and the research supervisor in the research process, as well as the role of the committee, and the characteristics of the finished document. In addition, the student should consult the College of Education Procedures for Matriculation of Students for additional procedures.

**Acceptable Research Topics and Methods.** Considerable flexibility exists in the choice and selection of a research topic, most of which is exercised between the advisor and the student. The topic should be of interest to the student both intellectually and in terms of future practice considerations, and, ideally, of interest to the faculty member as well. Methodologies should be of prevailing rigor and standards appropriate to the method selected; however, there is considerable choice in selecting a research paradigm (qualitative and quantitative designs). As in any research undertaking, students should be careful to select topics that are of theoretical and/or practical importance and that advance an existing area of inquiry.

### **Dissertation Proposal**

The student works with her or his advisor in developing a working proposal for the dissertation. This proposal consists of the first three chapters of the dissertation (Introduction,

Literature Review, and Methodology). When the proposal, in both the student's and the advisor's opinion, is ready to go forward, a committee consisting of the Chair and three additional members is established and approved by the Department Chair and the Dean of the College of Education. The committee must contain one faculty member outside of the Counseling Psychology Program. Students should anticipate a 2-4 week turnaround on all dissertation documents, depending on the time of the semester. In addition, students should expect that they will have to complete multiple drafts of their dissertation proposal before approval (typically 4-6 drafts). As such, it is the student's responsibility to plan accordingly.

The advisor, then, normally consults with the committee members to ascertain that a proposal meeting is appropriate. When, in the judgment of the committee, the proposal is ready for a committee meeting, the advisor schedules a formal proposal meeting. No member of the faculty is required to attend dissertation proposal meetings during the summer. Following approval of the proposal and sign-off by the committee, forms must be submitted to the Human Subjects Committee for approval. **No student may conduct any research until Human Subjects approval is secured.**

The approved proposal, along with the applicant's graduate academic record (including courses yet to be taken to satisfy degree requirements), is transmitted to the Dean of the College of Education office where the proposal and course of study are reviewed. A conference is held with the student and a member of the Dean's office to review all remaining requirements, timelines, and other obligations. Once this process is complete, the student is normally admitted to doctoral candidacy.

Prior to, and including the semester in which a proposal is approved, students must register for 3 dissertation credits each fall and spring semester. The only exception to this is during the time the student is on internship. For the semester following the approval of the dissertation proposal, students must take 1 maintenance of candidacy credit up until, and including, the semester in which the dissertation is defended. The matter of taking these credits should be taken seriously. Students who do not follow this procedure, and take less credits than required, will find that they will not be able to graduate until back-credits are paid for.

In addition, students who have not completed their dissertation 4 years after having their doctoral portfolio approved will need to submit an updated portfolio for reapproval in order to continue in the program.

**Dissertation**

After the student has collected and analyzed data, an initial draft of the manuscript is written in close collaboration with the advisor. The draft is revised until the advisor approves the work for presentation to the committee. The committee may suggest alterations, revisions, or new work or analyses to be undertaken to make the dissertation satisfactory. It is the student's responsibility to insure that this work is completed in a timely fashion in accordance with the committee's intentions. The advisor, of course, plays an important role during the revision process and may request that the committee meet with the student a number of times for discussion of the draft. The committee then approves the dissertation for the public defense and signs the draft signature page endorsing the document and its acceptability. There must be complete agreement among committee members before the final defense is scheduled.

**Public Defense**

After the committee agrees that the manuscript represents a viable dissertation, the committee chair contacts the dean of the College of Education to arrange the public defense. The focus of the examination is on content and interpretation of the findings and should not, under normal circumstances, be concerned with mechanics of expression or style. Style matters are handled by input from the committee in advance of the defense.

When the committee has finished their direct examination, the process may be opened to those in attendance. As stated in Lehigh University College of Education: Procedures for the Matriculation of Students, the members of the committee vote either pass or fail. However, additional revisions may be required before final approval is granted.

In the event the oral examination is not passed, the student may be granted a second opportunity on the following conditions:

1. Approval is obtained through petition to the Graduate and Research Committee; and
2. The initial examining committee conducts the second examination; and
3. Rules governing the first oral examination are applied to the second attempt.

## **Policy on Student Problematic Behavior, Impairment, Incompetence, and Ethical Misconduct**

(This policy draws on the policies of a variety of academic/educational programs at Seton Hall University, The University of Iowa, University of Wisconsin, Milwaukee, and University of Missouri.)

### **I. Introduction**

The purpose of this policy is to clarify and identify areas of professionalism and ethical conduct expected of the students in the Counseling Psychology Program at Lehigh University, and to describe the procedures for identifying, assessing, and addressing issues related to problematic behavior, incompetence, impairment, and ethical misconduct.

The Counseling Psychology Program at Lehigh University has a responsibility to protect clients, students, faculty, and the public from harm. The Program also has a responsibility to protect students' rights. This policy has been developed with both of these principles in mind. The Counseling Psychology (CP) Program at Lehigh University endorses and complies with the ethical standards of the American Psychological Association and the American Counseling Association. These standards describe the professional and ethical behavior expected of students seeking degrees or credit in the CP program. Adherence to these standards is a requirement for admission to and continuance of the doctoral degree program and all courses. Students are required to familiarize themselves with these standards and with the laws and court precedents concerning the professional practice of psychology and counseling in the Commonwealth of Pennsylvania.

### **II. Definitions**

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

Impairment is defined as interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

[Reference: Lamb, D. H., Cochran, D. J., & Jackson, V. R. (1991). Training and organizational issues associated with identifying and responding to intern impairment. *Professional Psychology: Research and Practice*, 22, 291-296.]

### III. Procedures in addressing Problematic Behaviors, Impairment, Incompetence, and Ethical Misconduct.

Students are evaluated annually by the entire CP faculty through an annual review process and provided feedback on their academic, clinical, research, and interpersonal competencies. In addition, problematic behaviors, impairment, incompetence, and/or ethical misconduct, may be identified in a variety of ways and by a variety of persons, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Students are also represented in the program by a counseling psychology doctoral student representative, who may bring any concern to the faculty during a Counseling Psychology Program meeting. These meetings are held every 2 – 3 weeks, and at every meeting, the doctoral student representative has allotted time to express concerns or ask questions. In attending to the concerns, an internal process within the program as well as a formal process external to the program exists; both processes are described below.

#### A. Internal Process for Identification of Problems

As is consistent with the APA ethical codes, concerns should be addressed first with the relevant persons (i.e., relevant faculty member, relevant student). Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with other Program faculty if needed. Faculty and advisors should first discuss the issue with the student in question. Practicum supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. The faculty/supervisor/advisor may offer suggestions for change and will normally document the occurrence and content of the meeting. If the concern appears valid to go to a formal process, a formal review will take place as described below.

## B. Formal Process for Identification of Concerns

If, in the professional judgment of a departmental faculty member, a student's behavior appears to be professionally inappropriate or unethical, the following steps provide a guideline for handling the case:

The concern should be brought to the attention of the Program Director. Confidentiality will be ensured at all times. When a potential concern reaches the Program Director, the Director will inform all members of the Counseling Psychology Faculty and the issue will be discussed at the next faculty meeting, unless in the judgment of the faculty a special meeting should be called. Following this meeting, the student will be informed in writing by the advisor (cc to Program Director) of the issues surrounding the case and may be asked to meet with the advisor, a subgroup of the faculty, or the entire Counseling Psychology Faculty to discuss the situation. Ample time will be allowed in these meetings for the student to present his/her view of the situation and to ask questions.

Areas to be reviewed and discussed at this meeting will likely include the nature, severity, and consequences of the situation. The following questions may be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

1. What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors been manifested?
3. What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (e.g., clients, agency, atmosphere, training program, etc.)?
6. What was the frequency of this behavior?
7. Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

Although each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects public image of agency of the university or training site.



After the meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps in the form of remediation are required in response to the situation, they will develop a written plan for remediation and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be in writing and documented by the student's advisor.

The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will meet again to consider any new evidence presented by the student and will provide written documentation of their decision within three weeks of the date that the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may contact the Departmental Chair.

Regardless of the outcome of the meeting, the student and his/her advisor will schedule a follow-up meeting to evaluate the student's adjustment to the process and to recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters for one year. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be filed in the student's portfolio. If progress is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

If, in the judgment of the program faculty, the matter is sufficiently serious and of such a character that it might result in the removal of the student from the program, the program faculty along with the Program Director will form a committee to investigate the matter further and inform the Department Chair of the decision. The student shall be informed of the program committee's investigation and shall be provided an opportunity to appear personally to appeal the decision(s). The committee shall proceed in a manner that it deems most likely to determine the facts in the case. The committee shall then make its findings and recommendations to the Department Chair in writing. The chair shall consult with the dean of the College of Education. The decision of the Department Chair shall then be conveyed to the student in writing by the chair, the Program Director, or the advisor as appropriate. At this point, the student must be advised that an appeal to the graduate committee is possible. The student may prepare a petition that will move through the university process of recommendations by his/her Adviser, the Program Director, the Department Chair, and the Associate Dean.

In case of academic dishonesty the issue may be directly sent to the university judicial system after the informal procedure. A university-wide student judicial system exists to handle academic dishonesty and other problems and complaints. For specific information on this judicial system, please refer to College of Education Graduate Student Handbook. The University has also adopted a policy for dissent. For these general guidelines, please refer to the University Catalog. Please note that this step may be bypassed by moving the petition from directly to the SOGS committee for a decision.

This petition then moves forward to the SOGS committee for a decision. If dissatisfied with the decision of the SOGS committee, student may request that the full Graduate and Research Committee review the petition and issue a decision.

#### IV. Additional Points of Emphasis

- A. Clearly not every contingency can be covered in this policy. Exceptions may be made in unusual circumstances and/or if public/student welfare is at risk.
- B. Confidentiality should be maintained at all times.
- C. This policy is subject to annual review/revision.

## Student Remediation Form

Date of Initial Meeting with Student: \_\_\_\_\_

Faculty Members Present (Must include the Program Director and Student's Advisor or Mentor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

\_\_\_\_\_

Date of Faculty Review Meeting \_\_\_\_\_

Faculty Recommendation:

No action required

Remediation required (attach copy of plan)

Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

**RECOMMENDATION APPROVED:**

Student's Advisor or Mentor \_\_\_\_\_ Date \_\_\_\_\_

Program Director \_\_\_\_\_ Date \_\_\_\_\_

Date of Student Feedback Meeting \_\_\_\_\_

Student Comments:

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

(Does not indicate agreement)

### Student Performance Remediation Plan

(check one )  Initial Plan Review  Follow-up  Final Review

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

**Identified Areas of Concern:**

- A.
- B.
- C.
- D.

**Remediation Plan and Schedule:**

**Area:**

Specific Behavioral Objectives	Target Dates	Method of Remediation	Target Dates	Met (Y/N)
A				
B				
C				
D				

**Progress Since Last Review (if applicable):**  Sufficient  Insufficient

Comments and Recommendations:

**Date of Next Review(if applicable):**

**Student Reactions:**

**Signatures:**

Student Signature:

Advisor/Mentor:

Program Director:

**Procedure for Investigation and Resolution of Formal Complaints by Faculty of  
Discrimination under the Lehigh University Policy on Equal Opportunity/ Affirmative  
Action/ Non-Discrimination**

For the purpose of this procedure, a grievance is a claim that a faculty member has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in violation of the University's policy on Equal Opportunity/ Affirmative Action/ Non-Discrimination. For redress of grievances based on harassment, see the Lehigh University Policy on Harassment.

Before filing a formal grievance, the complainant may discuss the complaint with a department chair, dean, or the ombudsperson, as indicated in the University's policy on Equal Opportunity/ Affirmative Action/ Non-Discrimination. This step provides an opportunity for the informal resolution of a situation that may be discriminatory.

Where the matter is not subject to informal resolution, the faculty member may file a formal grievance with the Provost as required under the University's Policy on Equal Opportunity/ Affirmative Action/ Non-Discrimination. A copy of the grievance must be sent to the person or group perceived to be the source of the grievance.

**Formal Faculty Grievance Procedures**

1. The Provost will appoint one or more tenured faculty to review, investigate, and interview the parties involved in a grievance alleging discrimination. A faculty investigator will not accept the assignment if he or she is a member of the same college as the complainant or the accused, or if there is another conflict of interest.
2. An investigator(s) may be challenged for cause by either party and such challenge will be decided by the Provost.
3. The grievance should be in writing and should provide the name and address of the grievant, the nature and date of the alleged violation, the name of the person or group responsible for the alleged violation, and any relevant background information.
4. The person or persons alleged to be responsible for the action that resulted in the grievance should with reasonable promptness following receipt of a copy of the complaint send to the investigator(s), with a copy to the grievant, a statement explaining the rationale for the action complained about.
5. The investigator(s) of a grievance alleging discrimination will promptly undertake an examination of the information provided by both parties in such manner as seems appropriate to the investigator(s) to fully bring to light all aspects of the grievance. Any additional information arising in the investigation will be made known to both parties. The investigator(s) is/are expected to use their judgment and consult or refer a grievance to other University offices or resources to bring about an amicable resolution between the parties if this is acceptable to both, and may, at any time, dismiss a grievance that the investigator(s) consider to be unjustified.
6. The investigator(s) will prepare a written report on each grievance for submission to the Provost, with a copy to both parties. The report will set forth the findings of the investigator(s), conclusions regarding the merit of the grievance and a recommended disposition of the case. While such recommendations are to be accorded serious consideration, they are advisory and not binding upon the Provost. The Provost will make a

final decision regarding the grievance and, if necessary or appropriate, decide any remedial actions. The Provost will notify both parties and the investigator(s) in writing of the decision.

### **Policy on Harassment**

The CP program strongly supports Lehigh University's policy on harassment based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. This policy applies not only to interactions between faculty and students, but also to interactions among students themselves, between doctoral student supervisors and their master's level supervisees, and between field supervisors and students. Harassment policies pertain as well to interactions between graduate students and undergraduate students during teaching and/or research apprenticeships, and other on-campus responsibilities. A student may request confidential consultation or issue a complaint. Information on whom to contact is available at this link: <http://www.lehigh.edu/~inprv/faculty/harassmentinformation.html>. Copies of the policy are available in the department chair's office.

### **Professional Competence as a Doctoral Student in Counseling Psychology at Lehigh University**

The following policy adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) and approved on March 25, 2004 is the governing policy for our training program in terms of the evaluation of student professional competencies:

*Students in the doctoral training program should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory) in an effective and appropriate manner. Because of this commitment, professional psychology training programs strive to not “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.*

*Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:*

- (a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public)*
- (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*

- (c) *openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) *resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Please note that the four evaluative areas listed above overlap with the counseling programs' Training Goals, which address student's willing to engage in self-examination and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as different from themselves, in terms of both demographics and values.

### **Competence to Practice While Enrolled As a Doctoral Student in Counseling Psychology at Lehigh University**

Students in Lehigh University graduate programs in counseling in Counseling Psychology normally complete counseling practica, for credit, in approved settings, and under direct on-site and/or university supervision. Students are expected to practice within their competence, and in adherence to both the *Ethical Principles of Psychologists and Code of Conduct* of the American Psychological Association (APA), and the *Ethical Code of Conduct* of the American Counseling Association (ACA) at all times (see below).

*Excerpted From the APA Ethical Principles:*

#### **"2.01 Boundaries of Competence**

(a) *Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.*

(b) *Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard [2.02, Providing Services in Emergencies](#).*

(c) *Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.*

(d) *When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.*

(e) *In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to*

*protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.*

*(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.”*

*Excerpted from the ACA Ethical Code:*

### **C.2.a. Boundaries of Competence**

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. *(See A.9.b., C.4.e., E.2., F.2., F.11.b.)*

### **C.3.a. Accurate Advertising**

When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

### **C.3.b. Testimonials**

Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

Any student practicing, or holding out to the public (i.e., advertising) as a psychologist and/or mental health service provider (e.g., individual counseling, workshops, groups, consultation, etc) outside of the auspices, credit, and supervision of Lehigh University must do so within their competence level. Students may not list, or in any other way imply, Lehigh University endorsement unless they are practicing under a signed and authorized contractual agreement and are enrolled in a credit bearing course (e.g., being enrolled as a Lehigh student does not imply professional level credentials). Students may not invoke Lehigh University in a way that may be interpreted by the public to imply credentials either present or future, prior to the completion of that degree. Misrepresenting one’s credentials or competencies in any way will be considered an ethical violation and will cause the student’s status in the CP program to be reviewed.

## **Student Leave of Absence Policy**

Any student requesting a medical leave of absence or an academic leave of absence should complete a green petition form (obtained from the program secretary), detailing the reason for the requested leave of absence. The academic advisor, program director, department chair and associate dean, in that order, will review the request and each will make a recommendation on action. The petition then moves on to the Committee on the Standing of Graduate Students for consideration and the Registrar’s Office will inform the student of the decision on the petition. A student may request up to a total of two years of leave and time spent on leave is not counted against the maximum time allowed to earn the degree.

## **Social Networking Statement**

Students who use social networking sites (e.g., Facebook, MySpace, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to

“private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

### **The Counseling Psychology Faculty at Lehigh University**

The doctoral program presently has six full-time faculty (Caskie, DeBlaere, Inman, Liang, Spokane, & Woodhouse), a professor of practice who coordinates clinical experiences (Eckhardt), and five primary adjunct faculty (Birky, Feigley, Richman, Silvestri & Weiskotten). Additional adjunct faculty teach specialized courses at various times. The research and practice interests of the primary faculty are described below.

#### **CORE FACULTY**

##### **ARPANA G. INMAN, PH.D., TEMPLE UNIVERSITY (PROGRAM DIRECTOR & DIRECTOR OF DOCTORAL TRAINING)**

Research and practice interests are in the area of cross-cultural and multicultural issues and span several topics including acculturation, biculturalism, racial/ethnic identities, interracial relations, international immigrant psychology and intergenerational concerns, South Asian American and Asian American concerns, psychology of women and multicultural competence in supervision, training and practice.

##### **GRACE I. L. CASKIE, PH.D., UNIVERSITY OF NORTH CAROLINA (ADMISSIONS COORDINATOR)**

Research interests include cognitive development over the lifespan, the accuracy of self-reported health information and its link to cognitive change in older adults, and the evaluation of longitudinal measurement designs and analysis methods, focusing on the influence of missing data and time-efficient designs. Teaching interests include statistical analysis and research methods, in particular, structural equation modeling and growth models.

##### **CIRLEEN DEBLAERE, PH.D., UNIVERSITY OF FLORIDA**

Research interests include the exploration of the experiences of individuals with multiple and intersecting minority identities (i.e., women of color and lesbian, gay, bisexual, and transgender people of color), with a particular emphasis on the multiple discrimination experiences that possessing multiple minority identities may elicit and the links of these experiences to mental health. Practice interests include individual, couples, and group counseling with diverse clients from an integrationist perspective.

##### **CHRISTOPHER T. H. LIANG, PH.D., UNIVERSITY OF MARYLAND**

Research interests include examining the experiences of racism and racism-related stress among diverse US ethnic minority groups, multicultural psychology, social justice, and the intersections of racism, sexism, and masculinity ideologies among men and women in ethnic



minority communities. Teaching interests include multicultural psychology and counseling, research methods, and gender.

**ARNOLD R. SPOKANE, PH.D., OHIO STATE UNIVERSITY**

Research and practice interests include psychological and mental health issues in post-disaster and post-conflict situations and the influence of the built environment of neighborhoods and schools on the behavior and health of inhabitants. Also interested in vocational behavior and career development in school and organizational settings, and the cross-cultural study of career development, especially among Hispanic populations and problem of occupationally induced stress, strain and coping.

**SUSAN WOODHOUSE, PH.D., UNIVERSITY OF MARYLAND**

Research interests focus on applications of attachment theory to (a) children's and adolescents' relationships with parents and peers, (b) process and outcomes of psychotherapy, and (c) psychotherapy research focused on improving preventive interventions for underserved, diverse families with young children to promote school readiness and mental health. Practice and clinical training interests include the integration of attachment theory, object relations, self-psychology, and relational psychodynamic approaches with a multicultural and feminist approach.

**PROFESSOR OF PRACTICE**

**AMANDA ECKHARDT, PH.D., LEHIGH UNIVERSITY (CLINICAL COORDINATOR)**

Research interests include examining the impact of poverty on physical health and mental well-being. Practice interests include counseling, advocating, and teaching the socially and economically oppressed in the areas of intrapersonal development, restorative family systems, transformative education, and service in the community from an integrationist perspective. Teaching interests include master's practicum courses (CHS and school) as well as social justice and multicultural counseling.

**ADJUNCT FACULTY**

**IAN T. BIRKY, PH.D., OKLAHOMA STATE UNIVERSITY**

Research interests include perceptions and utilization of psychotherapy personality factors influencing response to sport psychology interventions, use of imagery in psychotherapy, stress reduction effects, and object representations in a developmental context. Practice interests include psychodynamic and Jungian conceptualization, multi-modal interventions, sport psychology, and systems therapy and consultation (group, family, and organization).

**WILLIAM FEIGLEY, ED.D., LEHIGH UNIVERSITY**

Research interests include career intervention in the schools, dropout prevention strategies, and community treatment of delinquency. A practicing school counselor, practice interests include intervention with at-risk students, special education programming, high school career development programs, and developing effective learning communities.

**CAROL M. RICHMAN, PH.D., VIRGINIA COMMONWEALTH UNIVERSITY**

As a Licensed Psychologist practicing for over 22 years, research, teaching and clinical interests include the treatment of depression, anxiety, stress, trauma, including childhood abuse and dissociation, eating disorders, couples counseling, group therapy, and the training and supervision of therapists. Interested in the pragmatic integration of theory and technique to meet the individual needs of clients.

**TIMOTHY SILVESTRI, PH.D., LEHIGH UNIVERSITY**

Research interests include performance, prevention, and the intersection between neuroscience and diversity. In addition to maintaining a private practice in which an eclectic, client-directed, outcome-informed model of practice is used, other practice interests include consulting with school districts, non-profit organizations, and businesses on issues related to diversity, prevention, wellness, and performance.

**DAVID WEISKOTTEN, PH.D., LEHIGH UNIVERSITY**

Professional interests include school counseling interventions, wrap-around services, group counseling, and strength-based approaches to counseling.

**Departmental Resources****Departmental Location**

The College of Education is located in the mountaintop campus which sits atop South Mountain overlooking the Lehigh Valley. The department has office space for doctoral students, a student commons area, a research and training clinic equipped with state of the art video and audio recording equipment, classrooms, and extensive computer facilities. Faculty offices are all located within the building. Shuttle bus service to the main campus and the well-equipped athletic facilities (including a newly renovated physical workout facility) is available at 10-minute intervals.

**Library**

The university library has one of the most advanced electronic systems in the United States. The library contains one million volumes, with a growing psychology collection, and easy access to a wide array of databases and external bases, including Psyc Lit, ERIC, and dissertation abstracts international.

**Counseling Research Clinic**

Through a combination of resources, including a grant from the Pennsylvania Higher Education Assistance Act, the CP program now has a research clinic consisting of two "hard-wired" rooms

containing color videotaping, audio-taping, and a full editing and switching console. In the past five years, the clinic was used to conduct two large scale studies, one of the intersection between career development and psychopathology, and the other examined supervision and psychotherapy process and outcome. Moreover, dissertation studies and qualifying projects have been completed using the lab facilities. In addition, classes, practica, and pre-practica use the lab for training and education.

### **Test Files**

The department maintains a growing collection of test files, including individual and group intelligence and aptitude tests, occupational interest inventories, and personality assessment instruments.

### **Student Offices and Mailboxes**

Full-time doctoral students are assigned office space within the department. Each student also receives a mailbox for on and off-campus mail and full access to a network account.

### **University Counseling Service**

The CP program maintains a working relationship with the University Counseling Service, which also serves as one of three first-year clinical training facilities. One staff member at the UCS is an associate faculty in the CP program and attends CP meetings on a rotating basis.

### **Yearly Student Feedback Meetings**

Toward the end of every academic year, a meeting is set up between the Program Director, faculty, and doctoral students to discuss concerns and issues in the program. In anticipation of this meeting, and to accommodate those students who cannot attend this meeting, all students are asked to complete a program feedback form. Information from these meetings has been used to modify aspects of the program such as when courses are offered and what courses are offered. All faculty discuss this student feedback in the program meetings.

### **Yearly Student Feedback Meetings Specific to Multicultural Issues**

Toward the end of every academic year, a meeting is set up between the Program Director, faculty, and doctoral students to discuss concerns and issues directly related to the multicultural health of the program. It is our hope that students will provide a number of important suggestions regarding the role of diversity in our program. All faculty discuss this student feedback in the program meetings.

**COUNSELING PSYCHOLOGY (CP)**  
**SUPPLEMENTAL APPLICATION FORM**

**The Counseling Psychology Program seeks to select students who identify with the field of Counseling Psychology and who are well-qualified to complete doctoral level work. This supplemental application form includes information about special background experience and interests that will assist us in selecting students whose goals and objectives fit those of the CP program at Lehigh University. Your application to the program CANNOT be considered by the CP faculty until you complete and submit this form along with the regular college application to the College of Education admissions coordinator, Donna Johnson.**



**SUMMARY OF STATISTICAL DATA****A. Undergraduate Degree**

1. Your grade point average for all undergraduate work \_\_\_\_\_
2. Your grade point average for your last 60 semester hours (90 quarter hours) of undergraduate work \_\_\_\_\_
3. The college/university where you completed your last 60 semester hours (90 quarter hours) \_\_\_\_\_
4. The number of hours of undergraduate psychology courses completed \_\_\_\_\_
5. Your grade point average for all undergraduate courses completed in psychology, regardless of where they were completed \_\_\_\_\_
6. The number of hours of all courses (including psychology) completed since receiving a Bachelor's degree \_\_\_\_\_ semester/quarter hours (circle one)

**B. Graduate Degree**

1. The college/university where you completed any graduate courses \_\_\_\_\_  
\_\_\_\_\_ degree \_\_\_\_\_
2. Your grade point average for all courses (including psychology) completed since receiving a Bachelor's degree \_\_\_\_\_
3. Please indicate the courses you have completed in statistics
  - a. \_\_\_\_\_  

Course No.	Title	Grade
_____	_____	_____
  - b. \_\_\_\_\_  

Course No.	Title	Grade
_____	_____	_____
4. Have you completed a Master's thesis? \_\_\_\_\_ No \_\_\_\_\_ Yes  
 If yes, what is its title \_\_\_\_\_  
 If yes, check the appropriate description  
 \_\_\_\_\_ my thesis was data-based and included a statistical analysis  
 \_\_\_\_\_ my thesis was a descriptive paper  
 \_\_\_\_\_ my thesis was bibliographic in nature  
 \_\_\_\_\_ other (please specify) \_\_\_\_\_
5. Have you completed other research projects? \_\_\_\_\_ No \_\_\_\_\_ Yes  
 If yes, please indicate
  - a. title \_\_\_\_\_
  - b. description \_\_\_\_\_ data-based \_\_\_\_\_ descriptive  
 \_\_\_\_\_ bibliographic \_\_\_\_\_ other
  - c. published \_\_\_\_\_ No \_\_\_\_\_ Yes (please specify source) \_\_\_\_\_
6. Please describe your practicum experience

- a. length \_\_\_\_\_ 1 semester \_\_\_\_\_ 2 semesters \_\_\_\_\_ 3 or more semesters
- b. total number of clients seen \_\_\_\_\_
- c. total number of sessions per client \_\_\_\_\_
- d. nature of supervision \_\_\_\_\_ individual (hours per week)  
\_\_\_\_\_ group (hours per week)

**C. Graduate Record Exam Scores**

Verbal \_\_\_\_\_ Quantitative \_\_\_\_\_ Analytic \_\_\_\_\_ Psychology \_\_\_\_\_

- D. If you are not accepted into the doctoral program, would you like to be considered for our master's program in Counseling and Human Services (your answer to this question will not influence your eligibility for acceptance into the doctoral program) \_\_\_\_\_ No \_\_\_\_\_ Yes**