COUNSELING PSYCHOLOGY Ph.D. PROGRAM
APA Accredited

DOCTORAL STUDENT HANDBOOK

Department of Psychology and Behavioral Sciences

Louisiana Tech University

A member of the University of Louisiana System

Fall 2023

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Introduction

Welcome to the Doctoral Program in Counseling Psychology at Louisiana Tech University. The information in this Handbook has been compiled with the assistance of students who are currently enrolled in the Program and is designed to provide you with information to guide and facilitate your progress through the Program. Because Counseling Psychology is a dynamic discipline, the Program and the contents of this Handbook will be modified periodically in response to changes in the field, the university, and the department.

It is each student's responsibility to become familiar with and to follow all applicable University, College, Departmental, and Program policies and procedures. Please consult the Director of Clinical Training if you have any questions or require clarification on policies, procedures, and other matters.

Program Setting

The University

Louisiana Tech University, a member of the University of Louisiana System, is categorized by the Southern Regional Education Board as a Four-Year University serving primarily the citizens of north Louisiana.

Louisiana Tech University is a comprehensive public university committed to the triumvirate of quality teaching, research and creative activity, and public service. A selective admissions university, Louisiana Tech offers a broad range of fully accredited undergraduate and graduate degrees to qualified students in Louisiana, the region, the nation, and across the globe.

Louisiana Tech maintains the education of its students as its highest priority. To this end, it recruits a faculty committed to teaching and advising, a student-oriented faculty dedicated to preparing students to achieve their goals in a rapidly changing economic and civic environment. The University provides extracurricular and athletic programs that foster and enrich the development of its students. In addition, it provides opportunities for interaction between students and the larger business/civic community. The University encourages its students to regard learning as a lifelong process.

Recognizing that research and service are fundamental to its mission, Louisiana Tech recruits and retains a faculty who perceive research and teaching as intertwined and complementary and who, through both theoretical and applied research and creative activities, contribute to the development of new knowledge, new art, and new technology.

Louisiana Tech University has a deep commitment to its community and civic obligations. Through on-campus learning, its off-campus presence, outreach programs, and continuing education, the University will continue to enhance the quality of life and the economic development of the region, state, and nation.

Louisiana Tech University currently enrolls over 11,000 students in a variety of programs from bachelor's to doctoral. Admission to all programs, including at the undergraduate level, is selective. The University offers a number of non-academic features including all major Division I NCAA sports, extensive athletic and intramural facilities, outstanding theatrical and artistic offerings, and numerous on campus events found in a university that is primarily residential.

Historically a teaching-oriented institution, Louisiana Tech's transition to graduate education has not come at the expense of instruction. Faculty members are required to maintain 10 office hours per week permitting ready contact with students. Teaching excellence is highly valued at the university, even for faculty members who are outstanding researchers.

Louisiana Tech University also values research, with virtually all faculty members engaged in research studies. Louisiana Tech University has modern computer facilities, and wired and wireless internet access is available for all classrooms, and for all faculty offices and laboratories.

In all, Louisiana Tech University offers excellent teaching and research opportunities and provides an outstanding value in higher education.

The Community

Louisiana Tech University is housed in Ruston, LA, about 30 miles from Monroe and 60 miles from Shreveport. Ruston is a small city located on Interstate 20 in north central Louisiana, offering easy weekend access to major metropolitan areas such as Dallas/Fort Worth (four hours by car), Houston (six hours), or New Orleans (five hours). Lincoln Parish also is the home of Grambling State University, one of the nation's leading Historically Black Colleges/Universities.

For those enjoying outdoor activities, the Ruston area offers excellent fishing, camping, and refreshing country drives, including nearby Arkansas, whose border is only about half an hour away. Hot Springs, AR to the north and Vicksburg, MS to the east also provide easily accessible and interesting tourist destinations.

Ruston is a relaxed but somewhat versatile place to live, with entertainment such as college athletics, theatrical and musical performances, and small-town festivals. An outstanding natatorium and intramural sports facilities complement the university's many fine physical facilities and programs. The cost of living is somewhat lower than national averages.

The Department of Psychology and Behavioral Sciences

The Department of Psychology and Behavioral Sciences is administratively housed in the College of Education, located in Woodard Hall. The Department offers advanced degrees in five areas: The Ph.D. in Counseling Psychology and Industrial/Organizational Psychology with Masters degrees in Human Services, and Industrial/Organizational Psychology.

The core faculty members for the Counseling Psychology Program provide primary leadership and direction for the program. Other departmental faculty members teach foundations courses and/or serve on doctoral committees, broadening the scope of mentors and faculty resources available to students. In addition to departmental faculty members, affiliated staff members from practicum sites and other area clinical settings contribute to the Counseling Psychology Program by teaching courses, supervising advanced practica, and serving on doctoral committees.

The total number of departmental graduate students in residence at any given time is approximately 150 with 20-25 students enrolled in the Counseling Psychology Doctoral Program. In addition to students in residence, another 5-6 Counseling Psychology students complete off-campus internships each year. The Department also operates the Psychological Services Clinic that is staffed by doctoral students working under faculty supervision and serves citizens from the community.

Faculty

Core Faculty

Walter C. Buboltz, Ph.D., Kent State University (1996). Elva L. Smith Endowed Professor. Teaches courses in foundations of counseling psychology, intellectual assessment, personality assessment, career development and counseling, health psychology, and professional issues. Supervises practica at the Departmental clinic and through practicum courses where students are placed in the community. Recent research interests include sleep quality/length and human performance, family development related to career issues, message framing, and psychological reactance and emotional labor.

Dong Xie, Ph.D., Ohio State University (2004). Associate professor. Dr. Xie worked as a faculty member in the Department of Psychology and Counseling at the University of Central Arkansas from 2004 to 2022 and has been licensed to practice psychology by the Arkansas Psychology Board (since 2008). He joined the Louisiana Tech University faculty in 2022. His research interests include cross-cultural studies on cultural-specific factors associated with emotional distress, therapeutic relationship and working alliance, and multicultural counseling. More recently, he has developed new research lines along training of counseling psychologists in APA accredited programs and training and supervision of professional mental health counselors in China. He served as the President of Association of Chinese Helping Professionals and Psychologists International (ACHPPI) from 2020 to 2022.

Supporting Faculty

Jeffrey Walczyk, Ph.D., Syracuse University (1991). Mary Robin Dorsett Endowed Professor. Teaches courses in cognitive and developmental psychology. Recent research interests include lie detection and cognitive psychology.

Jane Jacob, Ph.D., University of Houston (2013). Dr. Jacob is an Assistant Professor in the Department of Psychology and Behavioral Sciences. A Cognitive Neuroscientist by training, Dr.

Jacob's expertise is in Visual Psychophysics, and she does research in the domain of Visual Short-Term and Working Memory processing, Attention, and Phenomenal Consciousness, using behavioral and neuroimaging methods.

Kacie Minnie, Ph.D., Louisiana State University. Dr. Minnie is a cognitive psychologist and interested in long-term memory, generally. Specifically, Dr. Minnie is interested in how pieces of LTM are bound together, and where in the memory process that happens. Also of interest, is how the interplay between attention and working memory with LTM impact this binding process.

Shelby Curtis, Ph.D. University of Nevada, Reno. Shelby Curtis graduated with her Ph.D. in Social Psychology in May 2022 from the University of Nevada, Reno. Her research intersects the areas of personality, persuasion, and person perception to investigate how people interact and make judgments in social contexts. She's particularly interested in the "dark side" of these interactions - how people manipulate and deceive others - and has most recently been applying this research to online conversations and communities.

Other Departmental/University Contributors to the Program

Frank Igou, Ph.D., Associate Professor, Auburn University
Tilman Sheets, Ph.D., Professor, University of Southern Mississippi
Steven Toaddy, Ph.D., Associate Professor, North Carolina State University
Mary Livingston, Ph.D., Professor, University of Alabama
Ida Chauvin, Ph.D., Associate Professor, University of New Orleans
Donna Thomas, Ph.D., Associate Professor, Louisiana Tech University

Program Philosophy and Model of Training

The Doctoral Program in Counseling Psychology at Louisiana Tech has a clearly specified philosophy and model of education and training that fits within the mission and scope of Louisiana Tech University and the College of Education. The Counseling Psychology Program embraces the scientist-practitioner model and incorporates the standards of the American Psychological Association's *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures.* The Program incorporates the model adopted by the Council of Counseling Psychology Training Programs (CCPTP) and is influenced by the model for training in counseling psychology outlined by Murdock, Alcorn, Heesacker, and Stoltenberg (1998).

The training model emphasizes the complementary value of research and professional practice. The scientist-practitioner is trained to hold the attitudes and competencies that lead to the reciprocation of science and practice. Consistent with the values and guiding principles of the APA and the CCPTP, the Program provides generalist training and a philosophical perspective that emphasizes client strengths, prevention, remediation of difficulties, and developmental issues. The generalist training allows the Program graduates to fill a wide range of professional roles. Students master skills that enable them to function in a variety of settings and to adapt to changing societal needs.

The Program's primary goal is to produce professional counseling psychologists who are competent in professional practice, research, and university teaching. The Program has adopted the goals, competencies, and outcomes on the following page to meet its overall goal of training competent professional psychologists.

The goals and competencies are achieved through an integration of research and practice that occurs throughout training as students move from a basic level to more complex levels. Students are initially exposed to the foundations of research and practice, as each area informs the other. As students progress through the Program, depth and complexity of training grow. The integrated and sequential nature of the training program can be seen in the curriculum plan, research training, and clinical training students complete. Incorporated throughout the model is an understanding and appreciation of cultural and individual differences as the program prepares professional psychologist to serve a Diverse Public (see Appendix O) ethical and professional standards of behavior, and the development of a professional identity as a psychologist.

Accreditation

The Doctoral Program at Louisiana Tech is accredited by the American Psychological Association.
Office of Consultation and Accreditation
750 First Street, NE Washington DC 20002-4242
Phone: 202-336-5979
TDD/TTY: 202-336-6123
Fax: 202-336-5978
Email: apaccred@apa.org

The program also meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology "Guidelines for Defining Doctoral Degree in Psychology". Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there are/may be additional requirements that must be satisfied. For exact information please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for listing in the National Register. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Care Service Providers. For further information, consult the National Register's web site: http://www.nationalregister.org.

Program Goals and Competencies

Discipline-Specific Knowledge

Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Thus, all students in accredited doctoral programs shall demonstrate knowledge in psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology.

Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies. Generally speaking, there are four categories of discipline-specific knowledge.

Category 1: *History and Systems of Psychology*
- **History and Systems of Psychology**, including the origins and development of major ideas in the discipline of psychology.

Category 2: *Basic Content Areas in Scientific Psychology*.
- **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- **Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- **Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. Coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.
- **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Category 3: *Advanced Integrative Knowledge in Scientific Psychology*.
- **Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways:
  1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Category 4: *Research Methods, Statistical Analysis, and Psychometrics*
- **Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- **Statistical Analysis**, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- **Psychometrics**, including topics such as theory and techniques of measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Profession-Wide Competencies

The Commission on Accreditation (CoA) requires that all trainees who complete accredited training programs, regardless of practice area, degree type, or level of training, develop certain competencies as part of their preparation for practice in psychology.

I. Research

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

II. Ethical and legal standards

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

III. Individual and cultural diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;

- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic features, or worldviews create conflict with their own.

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Trainees are expected to:

- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

IV. Professional values and attitudes

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

V. Communication and interpersonal skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

VI. Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

- Demonstrate knowledge of supervision models and practices.

IX. Consultation and interprofessional/interdisciplinary skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to:
- Role-played consultation with others.
- Peer consultation, provision of consultation to other trainees.

Requirements for the Ph.D. Degree in Counseling Psychology

The Academic Advisor/Research Mentor: Each student is required to have an academic advisor/research mentor. The advisor/research mentor attends routine program faculty meetings to: (1) participate in program decisions important to the student and (2) serve as advocate and representative for the student in evaluations. New students are assigned a temporary advisor/research mentor upon their arrival. However, during or after the end of the first year, either the student or the advisor may request a change, depending upon mutually agreed upon needs and the needs of the Counseling Psychology program (Appendix M)

The Core Training Committee: The role of the Core Training Committee is to oversee all aspects of the program and to ensure that all students are provided with the best possible training. The committee is responsible for monitoring all students in the program and providing them with appropriate feedback about performance and other issues related to the program. Thus, information shared by students with their advisor/research mentor or other program faculty may be given to the Core Training Committee if it relates to the training issues or student performance in the program.

Counseling Psychology Curriculum: The current Counseling Psychology curriculum is found in Appendix A. The curriculum was designed to correspond closely to the APA standards for accreditation of Counseling Psychology programs. Because of the dynamic nature of Counseling Psychology as a discipline and the developmental nature of the Counseling Psychology program, the curriculum is necessarily subject to change and refinement.

Required Courses: Each program of study will be individualized to a degree, based on the student's past training, experiences, coursework, needs, interests, and resources. However, the following core courses (or approved substitutions) are required for all students to meet the minimum requirements for a Ph.D. in Counseling Psychology:

- Psychological Foundations (27 semester hours). Psychological foundations includes three semester hours each of history and systems, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences in behavior, developmental, psychopathology, child psychopathology, fundamentals of psycho-pharmacology, and cross-cultural counseling;
- Required Professional Core (54 semester hours)
- Supervised practicum (minimum of 12 semester hours)
- Empirical/Research Foundations (15 semester hours)
- Dissertation Research (minimum of 6 semester hours). Once enrolled in Dissertation Research, students must remain continuously enrolled.
- Pre-doctoral Professional Psychology Internship (minimum of 4 semester hours)

    Total Program Hours = 118   semester hours (minimum)

(See Appendix A for a complete list of courses, Appendix B for a training sequence example, and Appendix C for a summary of major milestones in the program.)

Transfer Credit: Students may transfer prior graduate level coursework into the Ph.D. program in Counseling Psychology with the approval of students' advisor/mentor, the Core Training Committee, the Department Head, and the College of Education and Human Sciences Director of Graduate Studies. Typical courses that are approved for transfer are foundational courses. The Core Training Committee has deemed that, **typically**, students **will not be** allowed to transfer in the following courses: Ethics and Professional Issues, Multiculturalism and Diversity, and Techniques and Methods of Counseling, Special Topics Courses and any Practicum or Advanced Practicum. The student initiates the process with their advisor/mentor, who then presents the doctoral student's materials (syllabi, other relevant course materials, and a copy of the graduate transcript) to the Director of Training who will present the materials for review to the Core Training Committee to gauge equivalency of proposed transfer coursework. It should be noted that presentation of a syllabus is not sufficient for determination of course equivalency. The student must provide a copy of their assignments from the course as well as all other relevant course materials. Additionally, the training committee may request a meeting with the student to discuss the course materials to assist in determining course equivalency. If a course from another college or university is approved for transfer credit, the student still has full responsibility for material covered in the comparable Louisiana Tech University course that is part of the doctoral program curriculum. For example, if a course titled Theories of Personality is accepted for transfer credit, the student is still responsible for the material covered by the equivalent course (Personality Theory) in the Counseling Psychology curriculum at Louisiana Tech. This issue is particularly important with respect to the Doctoral Comprehensive Examination because the comprehensive exam may contain material covered in the Louisiana Tech course that may not have been covered in the transferred course. The student needs to ensure his/her own adequate preparation for the Doctoral Comprehensive Examination. A copy of the Graduate Studies Transfer Course Approval Form, used formally to request transfer credit, can be obtained from the College of Education Graduate Studies Office. Program Form can be found in Appendix D. **All transfer request paperwork must be completed by the end of Spring Quarter of the First year in the program.**

Qualifying Research Project: Students are expected to exhibit mastery in research design and analysis through completion of a qualifying research project (QRP) (see write-up information below). **The qualifying research project must be completed and approved by the end of Spring quarter of the second year and must be submitted for presentation/publication. If the project is accepted for publication prior to the end of Spring quarter of the second year, approval from the core training committee is no longer necessitated.** Failure to complete this requirement will result in a student's referral to the Core Training Committee for collaborative development of an action plan, which could include formal remediation. This project is designed to ensure that doctoral students have mastered fundamental standards in their knowledge of research design, methodology, and data analysis. Demonstrated competencies include topic selection, research question identification, statement of hypotheses, composition of a study rationale, IRB submission, basic analytics and any statistic covered during first year course work, interpretation of findings, and the integration of findings with existing literature.

The qualifying research project must be an empirically based research investigation related to the field of Counseling Psychology. The project is conducted in conjunction with a faculty advisor who guides the student through the research process. The project should be initiated during the

first year of the student's course of study. **The Literature Review and Method sections of this project must be completed no later than the end of Winter Quarter during the student's first year in the program.** These sections are expected to combine for a minimum of eight pages in length using APA style. Failure to complete this requirement will result in a student's referral to the Core Training Committee for collaborative development of an action plan, which could include formal remediation. To facilitate the completion of qualifying research projects, students are encouraged to integrate work on the QRP with the three-course research sequence during the first year (PSYC 641, 642, and 643). Additionally, graduate assistantships for first-year students are typically research positions with faculty mentors. The QRP must be completed and approved by the **end of the Spring quarter in the second year of the program.**

The research project should be of publishable quality, but need not be published in order to qualify. Any project involving human subjects must receive approval from the University's Human Subjects Committee prior to initiating data collection. Data collection must meet ethical standards as set forth by the APA Code of Ethics. The project must conform to standards set forth in the latest edition of *The Publication Manual of the American Psychological Association*.

Once the QRP has been approved by the supervising faculty member, it is presented, along with the Qualifying Research Approval Form (available on Moodle, Appendix G), to the Director of Clinical Training -- no later than 6 weeks prior to the end of the Spring quarter that marks the end of the second year of the student's program. The project is reviewed by a member of the Core Training Committee, who will review the project within four weeks and either approve it or return it with feedback for revisions/corrections. If revisions are required, the student must resubmit the final product within two weeks of receiving the feedback. *Note: Until the qualifying research project is approved by the Core Committee, the student does not continue coursework starting in the Fall in the Program.* When the committee approves the project, the Director of Clinical Training documents the approval by signature and the project is submitted to the Department Head for final approval. When approved by the Department Head, a copy of the approval form (Appendix G) with all signatures is returned to the student and the original is placed in the student's file. It is the responsibility of the student to follow up with the Director of Clinical Training to ensure that completion of the project is properly documented.

QRP Write-up

To facilitate the completion of the QRP students are required to submit to the training committee an executive summary of the project or the manuscript intended for submission. The executive summary QRP write-up should include a title page, abstract, brief introduction (containing a justification for the study and hypotheses), methodology (detailing the sample and measures), results (explaining how missing data were handled, explaining any necessitate protections against assumption violations, and the analyses implemented), a brief discussion (discussing the results in light of the hypotheses, exploring the implications of the study's findings), references, and any tables and figures. The typical length for the executive summary is approximately 15 pages, excluding references, tables, and figures.

Supervision and Consultation Training: Supervision of, and consultation with, other individuals

in the field of psychology and counseling is an important function of professional psychologists. To that end the doctoral program at Louisiana Tech University provides doctoral students with training in supervision and consultation through coursework and applied experiences.

The supervision-training component includes two distinct aspects. The first is completion of the course "Supervision in Counseling and Psychotherapy" (PSYC 630) which includes an applied experience. During this course students are exposed to various theories and approaches to supervision and consultation in the field. Also, as part of this course students are required to supervise a second-year doctoral student at the Psychological Services Clinic or a master's level student. The Director of Clinical Training, along with the doctoral supervision course instructor and Psychological Services Clinic Director, coordinates assignment of supervisor-supervisee dyads. To ensure adequacy of training doctoral students receive supervision by core faculty as they supervise others as part of the course experience.

Doctoral Comprehensive Examination: Students qualify to take the Doctoral Comprehensive Examination (henceforth, the Exam) after completing an appropriate amount of coursework (minimum of two years or equivalent, but typically at the end of the third year) and completion of the qualifying research project. Additionally, consultation with and approval from his or her advisor is required. Students are not allowed to apply for internship until the Exam is passed. The purpose of this examination is both educative and evaluative. The Exam assesses whether minimal competencies in the substantive areas have been achieved through coursework and training experiences. In this regard, the Exam process provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as to move beyond minimal competencies toward a solid professional identity. Although students employ individual styles to prepare for the Exam, successful students typically engage in intensive and systematic study for an extended period of time. Content areas for the Exam include the following:

- Psychological Assessment and Diagnosis;
- Theories of Psychotherapy and Intervention;
- Research Design and Statistics;
- Ethics and Professional Issues (Ethics, Multicultural/Diversity Issues, Managed Care, Treatment Guidelines, etc.);
- Career Theory and Assessment.

The exam questions are developed by departmental faculty subcommittees; subcommittees are created to reflect areas of specialty and interest. Questions for each Exam administration are developed by the subcommittee for each area. Additionally, the subcommittee members who develop the questions will also be responsible for grading.

The Exam is administered once each year with one make-up administration for failed content areas. The Exam consists of five sections as outlined above. The precise format of the exam may vary, but students will be informed of the format well in advance of the examination. By way of example, a recent format employed is described below (see *Sample Format for Comprehensive Examinations*). Students must register for the comprehensive exam course during the quarter in which the exam will be administered.

The student must successfully pass all five sections of the Exam to move to doctoral candidacy, a prerequisite for applying for internship and formally defending his or her dissertation. A student who fails one or more sections of the examination has one additional opportunity to pass those areas that were failed. Students are not retested in content areas they have passed. Students who fail any section of the Exam are notified and informed of the next administration date. Students may solicit feedback from faculty members who evaluated their Exam sections. Students who fail any section of the comprehensive exam must register again for the comprehensive exam course during the quarter they will be retaking the comprehensive exam.

Students who fail any section may have to complete a process of remediation before being allowed to retake the section a second time. The remediation process, if warranted, is determined by the Core Committee and may consist of retaking classes, completion of supervised work, or any other educational or training exercise that the Core Committee deems applicable. Remediation is designed to ensure that the student learns material well enough to pass the failed sections of the comprehensive exam. A student who fails to pass any section of the comprehensive exam on the second attempt will be subject to dismissal from the program.

Sample Format for Comprehensive Examinations

Students must choose and answer a combination of in-lab and take-home questions. Each in-lab administration allows approximately two hours per question; at the end of each session, student responses are collected and may not be amended. The take-home sections are due approximately 14 days after the in-lab administration.

Grading of the Exam

Essay responses for each section of the exam are evaluated separately by each of two subcommittee members, with a third subcommittee member evaluating responses on an as needed basis, using a 0 to 6 scoring scale. To pass a section, a student's responses must earn an average score of 3.5 with no individual response rated below 3.
Scores of 0 to 6 are regarded as:

Score 6 – Outstanding
This answer consists of a cogent, well-articulated examination of the multiple facets and complexities of an issue/issues presented in the question. This response quality suggests a mastery of the area as represented by the prompt. A typical answer of this quality is characterized by:
- a developed position relying upon insightful reasoning, persuasive examples, and relevant citations from the literature
- consistent, well-focused, and clearly organized exploration
- clear and precise idea expression

Score 5 – Strong
This answer presents a well-developed examination of the issue/issues presented in the question. This response quality suggests a thorough understanding of the area as represented by the prompt. A typical answer of this quality is characterized by:
- a position that uses good rationale and/or examples from the literature

- a well-focused and organized exploration
- clear and general idea expression

Score 4 – Adequate
This answer is a competent analysis of the issue/most prominent issues in the question. This response quality suggests adequate understanding of the area as represented by the prompt. A typical answer of this quality is characterized by:
- a position that displays a reasonable and relevant rationale and/or some examples from the literature
- is adequately organized but lacks in focus
- clear idea expression even if unnecessarily verbose

Score 3 – Limited and Flawed
This answer offers some competence in its analysis of the issue/issues in the question. At the same time, this answer evidences clear flaws. This response quality suggests limited understanding of the area as represented by the prompt. A typical answer of this quality is characterized by:
- a vague or limited development of a position on the issue
- uses very few examples from the literature
- is poorly focused and/or limited organization
- struggles to clearly express ideas
- contains some error of fact

Score 2 – Seriously Flawed
This answer displays weakness analytical thinking. This response quality suggests a tenuous understanding of the area as represented by the prompt. A typical answer of this quality is characterized by:
- unclear or severely limited development of a position on the issue
- failure to provide relevant examples from the literature
- poorly focused and poor organization
- contains significant errors of fact or in the inappropriate use of terminology

Score 1 – Fundamentally Deficient
This answer demonstrated fundamental deficiencies in analytical thinking ability. This response quality suggests a lack of knowledge base appropriate to the question. A typical answer of this quality is characterized by the inability to develop or organize a coherent response to the question.

Score 0
This answer is completely off-topic or only restates the issue/issues or prompt.

Doctoral Dissertation: One of the core components of the doctoral program in Counseling Psychology is the successful completion of a dissertation. The dissertation is an integral part of the doctoral program and demonstrates that students have successfully acquired and mastered the fundamental components of conducting independent empirical research. The dissertation consists of original empirical research conducted under the direction of a Dissertation Chair and Dissertation Committee. A student must enroll in a minimum of 6 semester hours total credit for dissertation. A student may begin work on the dissertation once the QRP is formally approved.

It is recommended that the student complete the doctoral dissertation prior to departure for internship. Time constraints and limited accessibility to resources make the completion of the dissertation during internship difficult. Furthermore, postponing the dissertation until after internship can result in a loss of continuity in research and may increase the likelihood that the student fails to complete the dissertation. **Completion of an approved dissertation proposal prior to applying for internship is required.**

Dissertation committees consist of a minimum of three (3) members. One of the members may be a reader from outside the Department. At least one of the members of the Dissertation Committee must be a core faculty member. The composition of the Dissertation Committee must be approved by the Core Committee. The dissertation committee form is filed with the Director of Clinical Training (available for download on the "Psychology Doctoral Program" Moodle page as well as Appendix K) after approval. The approval of the Louisiana Tech University Human Subjects Committee must be met before data collection can begin for the dissertation. Dissertations must adhere to APA guidelines for research.

Prior to the initiation of the study, the Dissertation Committee must formally approve the written dissertation proposal. It should be noted that some dissertation proposals might require a pilot study. Approval of the dissertation proposal requires: (1) a public presentation of the proposal to the academic community (see announcement guidelines immediately below). After the doctoral candidate has presented the proposal and responded to questions, the Dissertation Committee decides whether the proposal is acceptable, acceptable with revisions, or unacceptable. The vote must be unanimous. Failed proposals require the student to make necessary corrections and complete a second proposal defense that must follow the guidelines outlined in this document. The Dissertation Chair is responsible for initiating the progression of the Dissertation Proposal Form through the appropriate channels.

After completion of the dissertation the defense date is set, and the University community must be notified of the defense date and invited to attend (see announcement guidelines). At the defense, the doctoral candidate presents his or her dissertation research findings and invites questions. When the dissertation defense is concluded, the doctoral candidate leaves the room and the Dissertation Chair and Dissertation Committee deliberate and determines whether the Dissertation is acceptable, acceptable with revisions, or unacceptable. Acceptance must be unanimous. An unacceptable outcome results in the student making necessary corrections and defending the dissertation a second time following the guidelines outlined in this document. The progression of the Dissertation Defense Form through appropriate channels is the responsibility of the student.

Dissertation Proposal and Defense Announcement Guidelines

Prior to the dissertation proposal and the dissertation defense, the student is responsible for notifying the general academic community and faculty members in the Department of Psychology and Behavioral Sciences of the proposal or defense date. The appropriate announcement forms must be posted at various locations throughout the College of Education, as well as on the Department of Psychology and Behavioral Sciences Announcement Board, **at least two weeks prior** to the date of the proposal or defense. Additionally, students are required to e-mail the

dissertation proposal and defense announcements to all faculty in the Department of Psychology and Behavioral Sciences **at least two weeks prior** to the defense date. The announcement email must include a copy of the dissertation proposal or defense documents as an attachment. Students may be asked to produce raw data and/or the original articles from their literature review for review by interested faculty. Please note that typically defenses should not be conducted during finals week or over university breaks.

If for any reason the date and time of the proposal or dissertation defense must be changed, it must be set for a later date that allows for following the above procedures (at least a two week notice of new date). No exceptions are allowed. Failure to follow these announcement guidelines can lead to the proposal or dissertation defense being considered invalid, which would necessitate that the student conduct the defense again in its entirety.

Note: Departmental and College Forms for the Dissertation Proposal and Defense can be found on the "Psychology Doctoral Program" Moodle page, as well as Appendices M. Official signature pages for the final defense of the dissertation can be obtained from the Office of University Research.

The following are **GENERAL GUIDELINES** for the preparation of a dissertation. The nature of each dissertation may necessitate additional sections. The following is a general outline only.

Students should obtain a copy of the University Guidelines for Dissertation from the Office of University Research, available online at http://www.latech.edu/graduateschool.

The Counseling Psychology program requires four (4) chapters for a dissertation. Typically, the dissertation proposal produces the first two (2) chapters of the final dissertation.

Prior to Chapter 1 of the dissertation the following format should be used:
Title Page
Signature Page
Abstract
Table of Contents
List of Figures List
of Tables
Acknowledgments/Dedication

Dissertation Outline

Chapter 1   INTRODUCTION

-Brief introduction of the research area to set the stage for the dissertation
-Statement of the purpose or problem (why/how does the dissertation add to the field)
-Justification/purpose/rationale for conducting the dissertation
-Comprehensive literature review of the area
-Hypotheses
-Summary

Chapter 2   METHODS

-Participants (Describe in detail sample demographics such as: gender, age, education, ethnicity/race, reasons for selection, etc.)
-Instruments (What they measure, psychometric properties, and rationale for use)
-Procedures for data collection and rationale for use
-Procedures for hypotheses testing and data analyses
-Summary

Chapter 3   RESULTS

 -Descriptive statistics of sample
 -Descriptive statistics of instruments (means, standard deviations, reliability, etc.)
 -Correlations of study variables if appropriate
-Report the actual statistical/qualitative findings as they relate to each hypothesis or question
-Appropriate use of tables or figures for each hypothesis
-Summary

Chapter 4   DISCUSSION

-Explain results in general

-Relate discussion back to original hypotheses or research questions

-Explain how findings add to current knowledge and how they relate to theory
-Describe the overall implication of the findings for the field
-Limitations of findings (e.g., problems with generalizability)
-Suggestions for future research
-Summary

REFERENCES

-References in appropriate format

APPENDICES

-Copy of HUC Approval, informed consent, and all relevant forms
-Copy of all instruments and any other material pertinent/requested by the committee (e.g., letter of permission to use each instrument)
-Vita (if requested by Doctoral Committee Chair)

  Alternative Dissertation Format

In addition to the traditional dissertation publication format described above, students may instead choose to present their findings in a publication format more suitable to submission to a scholarly journal. This approach may be particularly useful for students who intend to pursue careers in research or academia.

Any student who wishes to adopt a non-traditional publication format must obtain approval from his or her dissertation chair as well as the Department Chair in advance. By way of example, an alternative format that is likely to be approved would consist of the following: The first chapter would be a thorough review of the relevant literature, similar in scope and style to articles found in APA's *Psychology Bulletin.* Subsequent chapters would consist of an article or a series of

articles of publication quality describing related scientific inquiries. Each article would be of standalone quality, such as would be (or may have been) submitted to a peer-reviewed publication, consisting of its own Introduction, Methods, Results, and Discussion sections. A final chapter may be a global summary of the research which may focus on speculative discussion of potential future research and which goes much beyond the conciseness of a typical article conclusion.

Assistantships and Training

In addition to completion of coursework, students are expected to perform ancillary teaching, research, administrative, or professional duties that contribute to their professional development. Frequently, these activities are undertaken in conjunction with an assistantship or fellowship; however, such activities are expected regardless of one's source of funding.

The assistantship-training program begins in the first year of the doctoral program. As part of the first-year assistantship, each student is *matched with* a faculty research mentor according to interests, abilities, and departmental needs. The faculty mentor works with the student in a variety of areas which includes but is not limited to: 1) research training and activities; 2) professional development/identity; 3) professional issues; 4) socialization as a doctoral student; and 5) adjustment issues. To promote the development of students, the faculty mentor works closely with each student, serving as a role model and providing training experiences consistent with his/her development, while at the same time fostering growth and development. Additionally, during the first year in the Psych 600 course, students will work on preparing to become instructors in the second year.

During the second year of doctoral training, students on departmental assistantship typically are assigned to teach an undergraduate course in psychology, usually *General Psychology*. This part of the training sequence focuses on helping students develop instructional skills and learning the roles and responsibilities of an instructor. To facilitate this process, students are required to participate in a weekly teaching seminar (PSYC 600: Issues in Academic Psychology and Teaching) under the direction of a faculty member. The weekly seminar is designed to teach, assist, and mentor students in the teaching and educational process of other students. Through weekly participation in this course students are exposed to and learn: 1) basic presentation skills, 2) course preparation skills, 3) syllabus development, 4) assignment development, 5) test construction, 6) grading procedures, 7) technology in the classroom, 8) laws and policies regarding teaching, and 9) professional development as an instructor.

Change of Research Mentor: At the end of any quarter, faculty and students are permitted to petition for a change in the faculty-mentor assignment. The petition to switch mentors must be signed by the student, the original mentor, the new mentor, and the Department Head. It must be approved by the Core Committee. A copy of the Change of Research Mentor Form can be found in Appendix M.

Practicum Training

<u>Professional Liability Insurance</u>:

The Program requires students enrolled in practicum, internship, or other field placement experiences to purchase professional liability insurance. Students are required to provide practicum instructors, site supervisors, and the Director of Clinical Training proof of professional liability insurance *prior to* seeing clients or working with practicum, field placement, or internship site clientele, to keep the liability insurance current, and to document the currency of the coverage for as long as they are working in a clinical setting. This proof is typically in the form of a certificate of insurance issued with the policy.

Professional liability insurance can be purchased at a discounted rate for student members of the American Psychological Association via APA's homepage. Student membership applications may require the signature of a faculty member who is also a member of the professional organization. Faculty who are members of the organization may be willing to endorse student applications. Because the membership application process can be lengthy, students should begin the application process at least 3 months prior to the time they plan to enroll in practicum. As a professional-in-training, membership in one or more professional associations is strongly encouraged. (Student membership fees are considerably less than the regular membership fees.)

<u>Practicum Experience</u>: During their first year in the program, students enroll in a sequence of classes in which they are given didactic instruction in, and exposure to, counseling theories, techniques, groups, and psychopathology. Once students complete this sequence of courses, they are eligible to request approval to begin practicum training. Students must be formally approved by the Core Committee before beginning practicum training.

Practicum serves to ensure the competence of students in both the science and practice of Counseling Psychology. That is, throughout their practica experiences, students are expected to integrate relevant research findings into clinical practice. Students typically begin practicum during the Summer quarter after their first year in the program. A twelve-month beginning practicum experience, which involves a supervised practicum placement at the Psychological Services Clinic (PSC), is followed by a more advanced twelve-month experience in another setting. Following these two practica experiences (beginning and advanced), students typically continue receiving supervised clinical experiences through field placements.

Practicum students are required to audiotape and/or videotape all counseling sessions with appropriate consent from the client(s). The tapes are reviewed either during individual or group supervision. Individual supervision is provided by an on-site supervisor and group supervision is provided by a faculty member in the practicum class. The PSC provides various training opportunities. Supervised training within the PSC involves providing intakes; individual, couple, family and group therapy; and various assessment experiences. Students receive supervision in the PSC from the Director of the PSC, as well as individually from faculty members. Supervision assignments during the first year of practicum typically rotate after two quarters with a particular faculty member. This arrangement allows for exposure to various styles of counseling, supervision, and expertise.

Students are encouraged to seek a variety of practicum placement sites after working at the PSC.

At such sites, students may receive supervision from licensed psychologists who have been approved by the Counseling Psychology core faculty, and who work in various community settings (a list of available sites is found in Appendix I). It is required that each student meet weekly with a program-approved supervisor. The program strives to be flexible so that if a student requests a specific type of training experience or a supervisor with skills in a particular relevant area, arrangements may be made to tailor the experience, provided that the basic quality and integrity of the supervision relationship remains intact.

The Director of Clinical Training serves as the primary contact person between the program and practicum site supervisors. A progress evaluation and a practicum hour log are completed by each student's practicum site supervisor and practicum instructor at the end of each quarter for beginning practicum students and every other quarter for advanced practicum students (Counseling Psychology Ph.D. Student Practicum Evaluation Form can be found in Appendix XXXXX, but student may also submit summary hours from Time2Track). Please note that for field placement, evaluations should also be conducted by the supervisor on an every-other-quarter basis. It is the student's responsibility to ensure that the evaluation form is completed by the supervising psychologist and to document and log practicum hours.

Goals of Practicum Training: The practicum sequence provided by the program is designed to help students develop skills and competencies relevant to the field of Counseling Psychology. These include (but are not limited to): 1) an understanding of and commitment to professional and social responsibility; 2) the ability to accurately conceptualize presenting problems; 3) an awareness of human diversity; 4) an understanding of one's own personality, biases, limitations and strengths, and how such factors may impact others within professional interactions; 5) relevant skills in professional interactions, such as systematic observation of behavior, interviewing, psychological assessment, counseling, and consultation; 6) an ability to contribute to current knowledge and practice; 7) demonstrated competence in individual and cultural diversity; 8) an integration of research and clinical practice; 9) mastery of techniques relevant to ones chosen theoretical orientation; 10) demonstrated competence in differential diagnosis; 11) an ability to demonstrate skills in writing case notes, developing appropriate treatment plans, and writing integrative reports; and 12) an understanding of relevant ethical and legal issues. The skill and competency levels of students involved in practicum training are evaluated quarterly by both the practicum instructor and on-site supervisor.

Throughout practicum training, students are encouraged to view their clinical experiences from a research, as well as a service, perspective. Students are encouraged to work with clients whose racial, ethnic, socioeconomic, cultural, and/or individual experiential backgrounds differ from their own. Training in multicultural counseling is provided in supervision, through special topics addressed in a doctoral seminar, and through formal coursework.

Hours of Practicum Training: The two-year practicum sequence requires that beginning practicum students have a minimum of 10 hours per week on-site, or as required by the particular site. Students may elect to do more hours per week or do the minimum hours per designated by the training site. No more than 50% of hours should be direct client contact hours. A minimum of 1000 hours, with 400 hours of direct service, is required before a student may be considered eligible to apply for a pre-doctoral internship. Additionally, as part of the 400 hours of direct client contact, it is recommended that students obtain the following hours in various experiences: 170

hours of individual therapy, 75 hours of group therapy, 50 hours of intakes/interviews, and 55 hours of direct psychometric experience (see Appendix H). During the first year of practicum, one hour of individual and three hours of group supervision, at minimum, are provided weekly. During subsequent years, at least one hour per week of individual supervision, and usually more depending on individual need, is provided for each student in practicum. Additionally, students in the second year of practicum (Advanced Practicum and beyond) receive at minimum two hours of group supervision per week.

Content of Practicum Training Courses: The nature of practicum experiences that students receive depends upon their level of experience, interests, and background as well as the supervisor's style and orientation. Within this framework, however, students are provided with specific guidelines for training experiences that are deemed necessary for training in Counseling Psychology.

All practicum courses include a group supervision piece. Additional components vary according to the level of training of the course. For example, beginning practicum courses may involve specific activities designed to foster development of basic counseling skills, such as gathering relevant information and establishing rapport. While such activities may also be a component of higher-level practicum training courses, additional components may become more prominent, such as report writing and activities designed to promote the integration of theory and research.

In addition, and in keeping with the focus of Counseling Psychology, students learn to use a variety of educational resources to help empower clients and advocate the view that counseling is an educational activity. This is accomplished through the implementation of proactive counseling interventions such as teaching positive social and coping skills, working with clients to develop career goals, and referring clients to learning opportunities offered at various institutions in the surrounding area.

Sequence of Practicum Training: The following is a description of the graded and sequential practicum training model available at Louisiana Tech. Further elaboration about practicum sites currently available to students is contained in Appendix I.

First Practicum Year/Second Year Doctoral Students (8 credit hours minimum). All approved second year students in the program register for two (2) credit hours of PSYC 650 (Practicum in Counseling Psychology) each quarter, typically during the Summer, Fall, Winter, and Spring quarters. While training in the PSC, students receive, at minimum, one hour of individual and three hours of group supervision weekly. At the end of the practicum year, students are formally evaluated by an on-site supervisor and core faculty to determine whether level of skill development and level of professional development are indicative of a progression to advanced practicum.

Typically, approved students begin practicum during the second year of training in the doctoral program in Counseling Psychology. Students in the second year of doctoral training enter what is referred to as the "beginning phase" of practicum training. The beginning phase of practicum training initially involves training in basic counseling skills and progresses to a more complex level. Basic skills are developed in a variety of ways, such as through readings, discussion, modeling, role-playing, observation of supervisors in clinical sessions, feedback on case notes, and

audio- and videotape review of students' sessions.

Development of basic skills involves: 1) making telephone contacts with prospective clients; 2) making appropriate referrals if the PSC is not the most appropriate site for the client's needs; 3) establishing rapport in initial sessions and demonstrating empathic understanding; 4) crisis intervention, such as assessing and responding to potential risk of suicide, knowledge of emergency procedures, and handling mandatory reporting situations in an appropriate manner (e.g., abuse, suicidal or homicidal gestures/threats); 5) gathering information about the client, his or her current level of functioning, the presenting problem, and the context of the presenting problem; 6) awareness of and appropriate response to issues of race, culture, ethnicity, socioeconomic status, gender-sexual orientation, religion, and ability/disability or other diversity issues; 7) formulating a hypothesis about a client's presenting problems; 8) educating clients about the counseling process; 9) formulating goals for counseling in a collaborative manner; 10) identifying possible barriers to change; 11) considering possible interventions and developing a treatment plan; 12) implementing treatment plans; 13) assessing progress; 14) identifying transference and countertransference issues, and formulating appropriate responses; 15) planning and implementing techniques for maintaining treatment goals; 16) planning and implementing strategies for helping a client generalize newly-acquired skills across relevant settings and life situations; 17) preparing for and conducting termination in an appropriate manner; and 18) planning for and conducting follow-up contacts.

Additionally, students in the beginning practicum must complete at a minimum at least two full psychological batteries under the supervision of their supervisors during the beginning practicum experience.

Second Practicum Year/Third Year Doctoral Students (4 credit hours minimum). In order to satisfy the minimum credit hour requirements for the advanced practicum sequence, students typically register for one (1) credit hour of PSYC 651 (Advanced Practicum in Counseling Psychology) during the summer, fall, winter, and spring quarters. Students receive, at minimum, one hour of individual and two hours of group supervision per week. Student competency and professional development levels are formally evaluated at the end of the practicum year.

During this more advanced stage of training, students arrange for practicum work in settings that provide further appropriate challenges and opportunities to increase the breadth and depth of their skills. Students might, for example, arrange to conduct supervised counseling groups in educational or community settings, or may choose to work with clients or client groups whose problems may require considerable skill to ameliorate. A list of practicum sites is found in Appendix I of this document. Building on previous training experiences, third-year students are encouraged to continue developing skills and competencies in working with multicultural and diverse populations.

Development of advanced skills involves a continuation of previously learned skills as well as incorporation of higher-level skills. Additionally, students are expected in the advanced practicum to further develop and enhance assessment skills acquired during the first and second years of the program. For example, it is expected that students in advanced practicum continue developing competencies in case conceptualization, assessment, and report-writing. Additional skills

development occurs in the integration of research and practice, the ability to make accurate differential diagnoses, and the application of appropriate multicultural skills when serving clients of various racial/ethnic backgrounds.

Optional Third Year Practicum/Fourth Year (and Beyond) Doctoral Students (No minimum requirement). Although technically optional, in order to be competitive in internship placements, fourth-year students typically register for 1-3 credit hours of PSYC 652 (Field Placement) each quarter until they begin internship. Additionally, students who have completed the second and third year of practicum training but have not completed all of their coursework, and students who elect to complete a dissertation before beginning a pre-doctoral internship, are encouraged to continue practicum work during the fifth year of studies in the doctoral program. At this point in training, students are encouraged to pursue even greater depth and breadth of practicum experiences, and specialized interests may be further pursued in a more advanced manner. Students who desire specific areas of specialized professional expertise might, for example, arrange to apply relevant counseling skills in educational, legal, or business settings, among others.

In general, field placement practicum training focuses on helping students improve and expand a set of counseling skills, both in terms of technique and in terms of the range of problems and populations addressed. How best to structure experiences that facilitate achievement of this goal depends in part on the level of experience and skills with which given students entered the program, but primarily on the competencies and interests students develop during the second and third years of doctoral training in practica. Supervision for fourth-year students may be provided by core or consulting faculty, or by supervisors in approved community settings.

Specific Goals & Objectives: Practicum training is expected to facilitate the development of the following skills pertinent to Counseling Psychology:

A. Skills and Abilities

Practicum students are expected to:
- Demonstrate appropriate judgments, affective responses, and behaviors during the counseling or psychotherapy session and in their assessment work.
- Openly give and receive feedback to and from clients, peers, and supervisors.
- Recognize personal and socio-cultural limitations.
- Demonstrate an awareness of the need for and willingness to seek out and initiate supervision/consultation.

B. Philosophical Foundations

Practicum students are expected to:
- State clearly their theoretical framework, including a description of the cognitive, behavioral, and affective processes that take place in the counseling process.
- Identify maladaptive symptomatology present and offer accurate diagnostic impressions using a generally accepted framework (e.g., *Diagnostic and Statistical Manual of Mental Disorders – 5-TR)*.

- Identify cognitions, behaviors, and feelings in the client important in making an accurate diagnostic impression according to a generally accepted framework (e.g. *Diagnostic and Statistical Manual of Mental Disorders – 5-TR).*
- State their assumptions about individuals, human behavior, and the process of change in counseling.
- Assist clients in prioritizing problems or concerns when more than one problem is present.
- Provide the client with an explanation for, and relationships between, behaviors, cognitions, and/or feelings.
- Describe client-therapist interactions consistently and systematically within a selected theoretical framework.
- Adequately select, administer, and interpret appropriate assessment instruments in the counseling process.

C. Basic Counseling Skills/Communication Skills.

Practicum students must demonstrate understanding and appropriate use of the following basic skills:
- Use of open-ended questions, genuineness, positive regard, clarification, paraphrasing, summarizing, restatement, empathic understanding, reflection, confrontation, attending, and probing.
- Appropriate procedures for opening and closing therapy sessions.
- Appropriate eye-contact, body posture, and voice quality.
- Obtain factual information that assists in formulating a treatment plan for the client.
- Process termination issues and facilitate the client's ownership of the therapeutic work.
- Self-disclose when, and only when, appropriate and therapeutic.
- Awareness and sufficient control of personal feelings so as to not interfere with the counseling process.
- Awareness of personal values without imposing these values on the client.
- Ability to identify and tolerate personal anxiety.
- Recognize and handle transference and countertransference in an appropriate fashion.
- Awareness of socioeconomic, cultural, and diversity issues and personal factors that might affect the client's progress and outcome in therapy.
- Model feedback, as necessary and appropriate, to challenge a client's distorted perceptions of self and environment.
- Help clients become more aware of their cognitive, behavioral, and affective processes.
- Structure ongoing counseling sessions to assure continuity from session to session based on a theoretical framework.
- Detect, communicate, and explore inconsistencies in the client's cognitions, behaviors, and affects.
- Help the client establish short and long-term goals that are within the client's potential.
- Appropriately assign homework to the client.
- Assist clients, when appropriate, in developing methods for problem solving.
- Model immediacy.
- Awareness of the ways in which a client's values, beliefs and behaviors are shaped by cultural backgrounds.

☐ An awareness of and appreciation for the circumstances of rural clients.

D. <u>Other Expected Outcomes.</u>

Practicum students are expected to:
☐ Communicate in writing in clear, accurate, and concise manner initial, ongoing, and summary case notes.
☐ Be on time for their appointments with clients, peers, and supervisors.
☐ Effectively organize and complete assigned work within the time prescribed by the setting.
☐ Be appropriately dressed for the setting and client population.

☐ Develop an awareness of their limitations and do not go beyond their counseling abilities and competencies.
☐ Demonstrate knowledge of the procedures for reporting child abuse and suicidality/ homicidality.
☐ Follow all APA ethical guidelines.

Additionally, all students enrolled in practicum are required to document their practicum hours. The program has adopted the Time2track software package for documenting practicum hours. Students are to continually update their practicum hours and experiences on at least a quarterly basis, but it is recommended that students continuously update their experiences as they occur. The program will be using Time2Track to document and verify practicum hours. The documentation includes the number of direct client contact hours, supervision hours, and support hours (case notes, reports, etc.). Types of Counseling Psychology services performed (i.e., individual, group, family) also are delineated. The Time2track software is designed to closely reflect the official application for internship used by APPIC, and keeping it up to date as the student progresses is highly advantageous when time comes to apply for internship. Students are required to document whenever they participate in projects involving direct client contact (even if outside of the practicum course) as the hours may be counted toward experience for internship (upon approval of the Counseling Psychology Director of Clinical Training). A printout or copy of the updated practicum hour's documentation (log) should be given to the Director of Training on a quarterly basis.

APA guidelines do not require a specific number of hours within the various categories of counseling or psychotherapy. However, they do emphasize the importance of students' receiving a broad range of training consistent with the goals and objectives of the training program. In this spirit, the program has developed minimum requirements for several broad categories of clinical experience. These requirements are outlined in <u>Appendix H</u>.

Internship

Counseling Psychology doctoral students are required to complete a pre-doctoral internship (PSYC 624), which must equate to one calendar year of full-time supervised Counseling Psychology experience. Ideally, internship sites are APA-approved, however, at minimum the site must conform to APPIC (Association of Psychology Postdoctoral and Internship Centers) standards and be reviewed and approved by the Director of Clinical Training and the Core Committee at least

one quarter prior to commencing the internship. Before applying to a pre-doctoral internship, the student must be in good academic standing as certified by the Director of Clinical Training and must have received specific permission to accept the internship from the Core Committee.

The American Psychological Association, APPIC guidelines (See APPIC Directory at www.appic.org), and the Counseling Psychology Program require that all students complete a full-time 12-month pre-doctoral internship prior to receiving a Ph.D. in Counseling Psychology. Under extremely rare circumstances, a student may elect to complete a half-time internship (20 hours a week) for two years. This arrangement requires the approval of the Director of Clinical Training and the Core Committee.

The internship is an essential component of doctoral training programs in Counseling Psychology. Internships should provide the trainee with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervision support, professional role modeling, and awareness of administrative structures. Students apply for and obtain an internship after completion of relevant didactic and practicum work, the Doctoral Comprehensive Examination, and a successfully defended dissertation proposal. In addition, students are strongly encouraged to complete and defend the Dissertation prior to beginning internship.

The internship experience is crucial preparation for functioning as an independent professional Counseling Psychologist. It should be an intensive and extensive experience related to the graduate program's training objectives and should further the development of the knowledge, skills, and clinical sensitivities of the trainee.

Internship Procedures: Students should confer with their advisor/mentor as to their readiness to apply for the pre-doctoral Counseling Psychology internship. This procedure typically starts in the Spring quarter of the third year and final approval is obtained in the Fall quarter of the student's fourth year. Students also participate in a PSYC 600 course sequence in Spring, Summer and Fall of the third/fourth year to assist with internship readiness and applying for internship. The Counseling Psychology program adheres to APPIC policies regarding internships (see APPIC Directory for APPIC policies). See the APPIC website at www.appic.org for complete information about the procedures and process for selecting, applying, interviewing, and matching to an internship site.

Internship Prerequisites: To be approved by the Core Committee for internship, all of the following conditions must be met. Students must:

1. Be in good academic standing with the program, with a minimum GPA of 3.0.
2. Meet program standards for professional growth, personal growth, and growth as a scientist and as a practitioner. This information is obtained from the advisor, from faculty and practica supervisors knowledgeable of the student's performance, and from the yearly student evaluations.
3. Have completed the minimum on-campus residency requirements (unless an official exception has been made).
4. Have passed the Doctoral Comprehensive Examination (prior to beginning the internship application process).

5. Have successfully defended the Dissertation prospectus.

Students must apply to APA-accredited or APPIC-approved sites. At least half the sites applied to must be APA-accredited. Students who do not match with an internship site on their first application must reapply the following year. If a student fails to match on his or her second application, he or she may petition the Core Committee for consideration of an alternative internship experience; however, in all cases the requirements described in the preceding and following sections must be met by the proposed non-APA-accredited/APPIC approved internship site.

Other Internship Requirements:

Maintaining Contact: Before students begin an internship, they must inform the Director of Clinical Training of the name and address of the contact person at the internship site, usually the Director of Internship Training, and of the specific requirements of the internship site.

Evaluation: The Director of Internship Training provides a formal evaluation of the intern's work at the end of the internship. During the course of the internship year the Program's Director of Clinical Training may communicate with the internship site to evaluate the progress of the intern.

Grade: Students must be continually enrolled in the internship course (Psychology 624) at Louisiana Tech University throughout the internship. Students receive an Incomplete ("I") grade for all quarters until the internship is completed. Upon completion of the internship, students receive a grade of "pass" or "fail" for the course.

Acquiring an Internship: Prior to applying for internship, eligible students are required to participate in an Orientation to Internship course. This course is normally conducted by the Director of Clinical Training as part of Psychology 600 and focuses on assisting students in obtaining an appropriate internship. Because the application process can be extremely lengthy and involved, students are encouraged to keep both their curriculum vitae and documentation of practicum experiences and hours up to date each quarter.

The primary reference source for internship information, including available internship sites, the standardized form for internship application, internship and match regulations, and additional resources, is the APPIC *Directory of Internship Programs*, available at www.appic.org. Information regarding internship programs also is available directly from internship.

Other Programmatic Issues

Multicultural Diversity: Students must demonstrate their competence with a variety of cultures and have made an effort to become aware of their own culturally-based values and attitudes. Although such awareness may be enhanced by course work (e.g. in multiculturalism and diversity, students also should seek and work with diverse clientele.)

Foreign Language Proficiency: Students must demonstrate knowledge of a foreign language that meets graduate school proficiency requirements. The program has adopted a policy that all students must demonstrate mastery of statistical and computer software contained in a graduate research course. The satisfactory completion of the statistical/research sequence in the Counseling Psychology doctoral curriculum satisfies the foreign language requirement.

Student Employment: It is required that students attend the doctoral program on a full-time basis. Full-time basis means a minimum enrollment of six semester hours per quarter, adequate performance of assistantship tasks, and participation in other professional development activities. Students may request an exception to this requirement under certain circumstances (medical reasons, etc.)

Incomplete Grades: The Program follows the University Policy for incomplete grades. Students have until the fourth week of the quarter following an incomplete grade to complete all coursework. If after four weeks the coursework is not completed, the instructor assigns an F to the student. This does not apply to dissertation or internship courses, as students receive "I" grades in the courses until the dissertation or internship is successfully completed.

Social Networking: Students who use social networking sites (e.g., Facebook, Instagram, Twitter, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, students, 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 psychologist or instructor. 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 or that of the program. 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 disciplinary action, up to and including dismissal from the program.

Policies and Procedures for Dismissal of Students: Each student's academic performance, degree progression, and professional performance is reviewed at least annually. Reviews may occur more frequently, if judged appropriate or necessary by a vote of the Core Committee. A student that does not meet the minimal grade point average requirements specified by the Graduate School and Department (a minimum grade point average of 3.0; no grade lower than "C"; no more than six semester hours of "C" grades in the program) may be academically dismissed from the Counseling Psychology program. Please note that the program has a requirement that students who receive a "C" in course must repeat that course and obtain at least a "B" for that course to count in the program. Other reasons for dismissal (in addition to inadequate academic performance) include, but are not limited to: academic dishonesty, violations of the APA *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002), certain legal violations, and failure to enroll continuously in accordance with the Graduate School's regulations.

Leave of Absence: If a student needs to take a leave of absence from the program due to illness, financial needs, etc., the intent to take the leave must be given to the Program Director in writing and must include the expected time period the student will be gone. Leaves of absence must be approved by the core faculty. If extra time is needed, the extended leave of absence must also be requested in writing through the Program Director and approved by the core faculty.

Students are also reminded that they are employees of the University through their assistantship and must follow all appropriate university policies. Thus, students who will be missing work hours; classes, etc. for any reason (conferences, training, funerals, etc.) must follow university policy to obtain permission to miss work requirements. This requires that students complete a travel authorization and leave form, which can be found on the University Website or through Workday. The completion of these forms must be done at least two weeks prior to actual travel.

Students are not allowed to take trips (vacations, etc.) during the quarter without prior approval from the core training committee, the Department Head, and all other appropriate administrators. It should be noted that the quarter starts with the day of general registration (day before actual classes start) and ends the last day that grades are due. It is the student's responsibility to be aware of the dates. For these types of leave, the student must request in writing at least 3 weeks ahead of actual travel date for approval from the training committee and Department head. Again, all appropriate paperwork must be completed and approved prior to actual travel.

Ethical Violations: Any student or faculty member in the Department, client, or practicum supervisor has an obligation to report a perceived violation of APA ethical standards. Departmental, university, college procedures, and APA guidelines for handling allegations of ethical violations must be followed.

Certain ethical violations may be sufficiently serious to warrant immediate dismissal from the Program. They include, but are not limited to violation of the following ethical principles: (1) mistreatment of human research participants; (2) unethical student-teacher relationships;
(3) unethical therapist-client relationships, and (4) falsification of research data. The Program adheres to all University policies concerning sexual intimacies between faculty (including teaching assistants) and students.

Meetings, Trainings, and Events: All students are expected to attend all program sanctioned meetings, trainings, events, etc. Two weeks prior to the scheduled event, a formal request to be excused from the event must be submitted. The Core Training Committee will review requests and determine the appropriateness of the request on a case-by-case basis. Failure to obtain permission or missing the training without approval may be reflected on Annual Evaluations and may lead to a remediation plan.

Supplemental Practicum Supervision and Training: At times, students may be involved in experiences that are appropriate for training and education in professional psychology that are outside the required practicum training experiences. In these circumstances, the student may petition the core training committee to count these hours as supplemental training hours that are approved by the program. In all instances, the training and supervision must be provided by an appropriate supervisor that is approved by the core training committee. To obtain approval students must complete the Supplemental Practicum Supervision and Training Form and give to the

Director of Training for review by the core counseling psychology training committee. Under no circumstances can a student count these hours as program-sanctioned hours until approval is granted by the core training committee.

Student Feedback Procedures

Good standing in the Counseling Psychology program is defined as continuous enrollment, satisfactory assistantship/fellowship performance, acceptable academic performance, appropriate professional competence for level of training, appropriate research competence for level of training, ethical behavior, collegiality, demonstrated commitment and contribution to the profession, and knowledge of personal issues that may impede satisfactory progress. Students are evaluated in these areas by the Core Committee and by knowledgeable faculty in the Department. Students are expected to demonstrate behavior consistent with the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*, state laws governing the conduct of psychologists, and the university's academic integrity guidelines.

Formal student evaluations are initiated annually by the student's advisor. Additional evaluations may be initiated if circumstances dictate. For the annual evaluation, the Core Committee meets to determine whether students meet or do not meet program expectations and discuss feedback for each student in the Program. All feedback is based on the consensus of the Core Committee in each of the defined areas. As part of the feedback process, the Core Committee solicits feedback from faculty familiar with the student. Upon completion of the student feedback, the Director of Clinical Training provides each student with feedback. In this feedback session, a copy of the final evaluation is signed by the student (showing evidence that the student has seen and read the form, not necessarily that the student agrees with the ratings) and the Director of Clinical Training and placed in the student's file. Finally, students who wish for further feedback may request a meeting with the Core Committee to obtain more specific feedback. A copy of the Student Feedback Forms can be found on the "Psychology Doctoral Program" Moodle page and in Appendix E. Students should become familiar with these forms and the areas that students will be evaluated on during their time in the program.

Students who fall below the rating "meets standards" or "appropriate level" within any area may be required to correct any deficiencies within a specified period of time that is noted on the Annual Student Evaluation and Feedback form or a separate memorandum, if appropriate. The outcome of a student's evaluation may be any of the following:
>   Continue in the program with no conditions
>   Continue in the program with conditions (as noted)
>   Continue in the program with conditions (as noted), on probation
>   Dismissed from the program

The core faculty committee provides students with identified areas for improvement via specific written feedback to clarify the course(s) of remediation and expectations. This feedback outlines the difficulties or areas for improvement identified by the core counseling psychology training committee. Additionally, the committee provides the student with a remediation plan that outlines what the Core Committee believes would be actions that would result in remedying the deficiencies. Once this plan is developed it is initiated and overseen by the Director of Training and the student's advisor/mentor. The advisor/mentor works closely with the student to ensure that the plan is followed and reports regularly to the Core Training Committee on the student's

progress. Additionally, a formal evaluation is conducted on a quarterly basis by the Core Counseling Psychology Training Committee to review performance of the student and to evaluate if the remediation plan is working or needs to be modified. After every quarterly evaluation, the student is provided with written feedback on his or her performance and also meets with the Director of Training, their advisor/mentor, and the Department Head to review progress. During the quarterly evaluation, modifications may be made to the remediation plan based on feedback from faculty members and the student. These procedures and quarterly evaluations will continue until the program deems that the student has corrected the deficiency or the training committee deems that the deficiencies cannot be corrected and the student will be dismissed from the program.

Appeal Procedures

A systematic and orderly procedure is followed to consider grievances and appeals of Counseling Psychology doctoral students. Please consult the Louisiana Tech University catalog for specific procedures. The following procedure is consistent with the procedures established by Louisiana Tech University.

1. Departmental Level. The student is encouraged to discuss a problem with the principal(s) at the departmental level, whether these principals are fellow students, faculty, staff, or administrators.

2. If Step (1) has been carried out and the problem not resolved, the student may discuss the problem with the Department Head.

3. If steps above have been carried out and the problem is not resolved, the student may present the problem to the Grievance Committee of the Department of Psychology and Behavioral Sciences.

4. If steps above have been carried out and the problem is not resolved, the student may address the problem at the College level. In this case, the appropriate chain of command is first, the College of Education Graduate Committee, and next the Dean of the College of Education. At this level, the student must submit a written statement of the problem with appropriate documentation and the resolution that is sought.

5. If steps above have been carried out and the problem is not resolved, the problem may be presented at the University level to the University Graduate Council.

6. If steps above have been carried out and the problem is not resolved, the problem may be presented to the Council of Academic Deans.

7. If steps above have been carried out and the problem is not resolved, the problem may be presented to the Vice-President of Academic Affairs.

8. If steps above have been carried out and the problem is not resolved, the problem may be presented to the President.

9. If all of the above steps have not resulted in resolution of the problem, the problem may be presented to the Governing Board.

This appeal/grievance procedure must be strictly adhered to. A problem is not addressed at a higher level until an appeal has been addressed at all appropriate lower levels.

*Other relevant links adventurous to students

Appendix F (Doctoral student self-evaluation)

Appendix J (Dissertation committee form)

Appendix L (Counseling Psychology Doctoral Program Announcement of Dissertation Defense)

Appendix N (Supplemental Practicum Supervision and Training Form)