By signing this document, I agree to abide by program rules and requirements, as described herein.

Print Name: ______________________________ Signature: __________________________ Date: __________
# Table of Contents

## I. OVERVIEW OF THE PROGRAM
- A. Nature of the program ............................................. 4
- B. Faculty ........................................................................ 4
- C. Qualifications of applicants and placements of graduates .......... 4
- D. Public disclosure of student information ............................ 5

## II. PROGRAM OF STUDY
- A. Curriculum and requirements: An overview ......................... 6
- B. Required coursework .................................................... 7
- C. Sample program plans .................................................. 8
- D. Exemption from courses ............................................... 10
- E. Continuous enrollment .................................................. 10
- F. Time limitation ............................................................ 10
- G. Disclosure of personal information .................................. 10
- H. Recording practicum/clinical hours ................................... 10
- I. Advising and registration issues ....................................... 11
- J. Form for selecting or changing advisors .............................. 12

## III. BEYOND COURSEWORK: REQUIREMENTS AND EXPECTATIONS
- A. Guidelines for research competence/masters thesis projects .......... 13
- B. Master’s thesis completed prior to enrollment in program .......... 15
- C. M.A. thesis evaluation form .......................................... 16
- D. Earning a masters degree .............................................. 17
- E. Externship ................................................................. 17
- F. Comprehensive examinations .......................................... 18
  - Faculty form for grading comps ......................................... 22
- E. Internship .................................................................... 23
- F. Dissertation .................................................................. 23
- I. Nomination of thesis or dissertation committee ...................... 23
- J. Admission to candidacy and other forms .............................. 24
- K. Petitions ..................................................................... 24
- L. Policy for students seeing clients or collecting clinical data from research participants ......................................................... 24
- M. Continuous Registration/Leave Policies Applicable to Post-Candidacy Doctoral Students ......................................................... 25

## IV. EVALUATION OF STUDENT'S ACADEMIC & CLINICAL PROGRESS
- A. Maintaining good academic standing .................................... 26
- B. Cumulative and Annual Report Form ................................... 27
  - Annual evaluation – Faculty form ....................................... 29
- C. Supervisor assessment of practicum student progress form ........ 30
- D. Use of evaluative data from training partners external to the program ........ 32

## V. ASPIRATIONAL MULTICULTURAL STATEMENT .......................... 32
VI FACULTY OF THE COUNSELING PSYCHOLOGY PROGRAM
A. Full-time faculty ................................................... 34
B. Affiliate faculty .................................................... 35
C. Adjunct faculty and part-time instructors ......................... 36
D. Emeritus Professors ................................................. 36

VII. MISCELLANEOUS NOTES
A. Student representatives to faculty ................................. 36
B. Student governance ................................................ 36
C. Collaboration on research ........................................ 37
D. Assistantships ...................................................... 37
E. Policy on missing classes ......................................... 37
F. Program rosters ..................................................... 37
G. Leave of absence policy .......................................... 37

Appendix I: DESCRIPTION OF COUNSELING PSYCHOLOGY COURSES 38
Appendix II: GRIEVANCE PROCEDURES .............................. 52
Appendix III: SEXUAL HARRASSMENT GUIDELINES ............. 53
TIMELINE .................................................................. 55

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

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

Counseling Psychology Website: http://www.bsos.umd.edu/psyc/counseling/counsel2.html
I. OVERVIEW OF THE PROGRAM

A. NATURE OF THE PROGRAM

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

B. FACULTY

The full-time counseling psychology faculty are from the Psychology Department (PSYC) and the Department of Counseling and Personnel Services (CAPS). The co-directors are Charles J. Gelso from Psychology and Mary Ann Hoffman from CAPS. Other full-time faculty are Charles J. Gelso, Clara E. Hill and Karen O’Brien from Psychology, and Dennis Kivlighan, Robert W. Lent, and Matt Miller from CAPS. The faculty is further augmented by teaching and supervisory services of part-time or affiliated faculty from the University’s Counseling Center: Vivian S. Boyd, David Petersen, Pepper E. Phillips, and Kathy P. Zamostny. Other counseling psychologists and adjunct faculty from the area provide periodic courses, workshops, and supervision.

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

C. QUALIFICATION OF APPLICANTS AND PLACEMENT OF GRADUATES

We usually accept eight to nine new students each year, from 150-200 applicants, to maintain our small student-faculty ratio. This ratio allows for high quality supervision of both research and professional training. Students are not required to come to the campus for an interview as part of the application process, although we sometimes interview finalists by phone. Our student body is diverse with respect to gender, age, cultural, educational, and geographic backgrounds. At present we have 32 women and 15 men in the program; 14 of these students are from visible racial/ethnic group minorities.

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

More than 90% of all students who have entered the program in recent years have completed or are currently completing their doctoral studies. Our most recent Ph.D.s have taken positions in academic departments, university counseling centers, or various practice settings.
These statistics have been calculated from graduates of the Counseling Psychology program within the last 7 years (2000 – 2007).

Program Completion Time:
Mean = 5.47 years
Median = 5 years

Percentage of students completing program in:
fewer than five years = 3%
five years = 50%
six years = 21%
seven years = 10%
more than seven years = 19%

percentage of students who failed to complete the program = 7.5% of students entering 2000 and beyond

percentage of students who successfully obtained internships = 96% of students entering 2000 and beyond
percentage of students who did not obtain internships = 4% of students (i.e., 1 student) entering 2000 and beyond

All accepted internships were paid and were APPIC members. All but one internship were APA or CPA members.

Most of our students have assistantships or fellowships that provide tuition remission and a stipend. In rare circumstances where students are not on assistantships or fellowships, this link provides information on tuition costs [http://www.umd.edu/bursar/t_ftgrd0607.html](http://www.umd.edu/bursar/t_ftgrd0607.html). To see fellowship, grants, and assistantship information, please click here: [http://www.gradschool.umd.edu](http://www.gradschool.umd.edu) and choose the category you wish to see on the drop-down menu under “Funding and Financing.”
II. PROGRAM OF STUDY

A. CURRICULUM AND REQUIREMENTS: AN OVERVIEW

Students are expected to enroll full-time for the first three years. Most also carry a 10-20 hour per week assistantship during the 9-month academic year. There are usually no summer courses for our graduate students. Formal coursework usually takes three to four years. Students typically use their fourth year to complete the comprehensive examination, dissertation, and any remaining classes. The internship is usually completed in the fifth or sixth year.

The curriculum provides for a set of courses and experiences oriented toward understanding patterns of human functioning and the development of strategies for fostering human effectiveness. In recognition of the diversity of program members, clients, and styles of effective functioning, the curriculum is arranged for students to develop a variety of competencies in scholarship, teaching, research, and counseling services.

A background in general psychology includes selections from biological, cognitive, social, or industrial/organizational, and individual differences psychology (developmental or personality), as well as history and systems of psychology. The courses in counseling psychology include courses in theories of counseling, career psychology, assessment, research methods, and didactic practica. A sequence of professional issues courses provides coverage of a broad range of topics, including the history and development of counseling, ethics and legal issues, and cultural diversity.

Counseling practica are offered in the program, at the Counseling Center, and sometimes at off-campus agencies. Students are required to take Pre-practicum (as a part of Counseling Theories), Basic Practicum, Advanced Practicum, Career Practicum, Consultation Practicum, Supervision Practicum, and Group Practicum. A practicum in family/couples therapy may be substituted for group practicum, with the Program Director’s approval. Students are also required to take at least one special seminar. This course can be chosen from anywhere as long as it is approved by the advisor.

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

During the first two years, all students who have not completed an approved master’s research thesis must complete a research project to demonstrate their mastery of basic research skills. A previously completed master’s thesis must be reviewed by a committee of three faculty from the Counseling Psychology Program to be approved for research competence. Approximately 60% of the empirical master’s theses completed elsewhere have been approved in the past.

Students take comprehensive exams after completing coursework and required research competence project. The comprehensives are typically taken at the beginning of the 7th semester in the program, at least one full year before the internship begins. The comprehensives, as described later in this handbook, provide for the major assessment of students' acquisition of the scientific and professional bases of counseling psychology, as well as the integration of these bases.
B. REQUIRED COURSEWORK

Counseling Psychology Courses

Counseling psychology program courses are listed below.

PSYC or EDCP 680 - Basic Didactic Practicum in Counseling Psychology (3 credits)*
PSYC or EDCP 682 - Didactic Practicum in Group Interventions (3 credits)
PSYC or EDCP 683 - Didactic Practicum in Couples and Family Interventions (3 credits)
PSYC or EDCP 684 - Didactic Practicum in Consultation (3 credits)
PSYC or EDCP 685 - Didactic Practicum in Counseling Supervision (3 credits)
PSYC or EDCP 686 - Didactic Practicum in Career Interventions (3 credits)*
PSYC or EDCP 689 - Seminar in Counseling Psychology (3 credits)
PSYC or EDCP 690 - Research in Counseling Psychology I (3 credits)
PSYC or EDCP 691 - Research in Counseling Psychology II (3 credits)*
PSYC or EDCP 692 - Assessment in Counseling Psychology I (3 credits)
PSYC or EDCP 693 - Assessment in Counseling Psychology II (3 credits)
PSYC or EDCP 695 – Ethics and Professional Issues in Counseling Psychology (3 credits)*
PSYC or EDCP 697 – Multicultural Issues in Counseling Psychology (3 credits)
PSYC or EDCP 698 - Advanced Didactic Practicum in Counseling Psychology (3 credits)*
PSYC or EDCP 700 - Theories and Strategies of Counseling Psychology (3 credits)*
EDCP 889 - Internship in Counseling Psychology (2 credits)

*The starred courses must be taken at the University of Maryland. If a student has had other courses in a previous master’s program, the student may petition the faculty to transfer that credit in. Transferring the credit will depend on whether the same material was covered in the previous course as is covered here in our course.

Core Courses in Basic Areas of Psychology

In addition to the required coursework in counseling psychology per se, students must take courses in the following five core areas.

1. Individual Differences: PSYC 611 (Development), 612 (Personality) or EDHD 720 (Development)*
2. Biological Bases of Behavior: PSYC 605 (Sensory and Perceptual Processes) or PSYC 606 (Human Biopsychology) or EDHD 601 (Biological Bases of Behavior)
3. Cognitive or Affective Bases of Behavior: PSYC 607 (Learning and Cognition) or EDHD 721 (Learning Theory and the Educative Process) or EDHD 760 (Advanced Educational Psychology).
4. Social Bases of Behavior: PSYC 604 (Social)
5. History and Systems: PSYC 610 or EDCP 789H

Students who enter through Psychology must take 3 of the 5 core courses in the UMCP Department of Psychology (two courses can be taken elsewhere, if approved). Students who enter through CAPS may take their 5 core courses in either Education or Psychology (two courses can be taken elsewhere, if approved). All substitutions (courses other than those listed above) must have the written approval of the Counseling Psychology Program faculty, indicating the course title and the core area (out of the five areas above) for which approval was granted.

*May be counted as a Psychology Department course

Statistics Courses

All students must take two semesters of statistics. Students who enter on the CAPS side are required to take EDMS 646 and 651; students who enter on the PSYC side are required to take PSYC 601 and 602. Students can exempt out of one or both statistics courses if they can demonstrate to the course instructor, advisor, and program co-director that they have satisfactorily passed a comparable graduate-level statistics course elsewhere. Students who exempt out of both statistics courses are advised (but not required) to take advanced statistics courses.
C.

1. For students entering without a master’s degree (approved 5-25-07):

<table>
<thead>
<tr>
<th>Fall, year 1</th>
<th>Spring, year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories and Strategies (3)(^a)</td>
<td>Basic Counseling Practicum (3)</td>
</tr>
<tr>
<td>Ethics/Professional Issues (3)</td>
<td>Research in Counseling Psychology I (3)</td>
</tr>
<tr>
<td>Statistics (3-4)</td>
<td>Statistics (3-4)</td>
</tr>
<tr>
<td>M.A. Thesis/Research Competence (0-1)</td>
<td>M.A. Thesis/Research Competence (0-1)</td>
</tr>
<tr>
<td><strong>Total 10 hrs</strong></td>
<td><strong>Total 10 hrs</strong></td>
</tr>
</tbody>
</table>

Summer: M.A. Thesis/Research Competence (0-2)

<table>
<thead>
<tr>
<th>Fall, year 2</th>
<th>Spring, year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment I (3)</td>
<td>Assessment II (3)</td>
</tr>
<tr>
<td>Advanced Counseling Practicum (3)</td>
<td>Career Counseling Practicum (3)</td>
</tr>
<tr>
<td>Multicultural (3)</td>
<td>Core Psychology (3)</td>
</tr>
<tr>
<td>M.A. Thesis/Research Competence (1)</td>
<td>M.A. Thesis/Research Competence (1)</td>
</tr>
<tr>
<td><strong>Total 10 hrs</strong></td>
<td><strong>Total 10 hrs</strong></td>
</tr>
</tbody>
</table>

Summer: M.A. Thesis/Research Competence (0-2)

<table>
<thead>
<tr>
<th>Fall, year 3</th>
<th>Spring, year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems (3)</td>
<td>Research in Counseling Psychology II (3)(^b)</td>
</tr>
<tr>
<td>Core Psychology (3)</td>
<td>Core Psychology (3)</td>
</tr>
<tr>
<td>Core Psychology (3)</td>
<td>Seminar/Elective (3)(^c)</td>
</tr>
<tr>
<td>Externship (optional)</td>
<td>Externship (optional)</td>
</tr>
<tr>
<td><strong>Total 9-10 hrs</strong></td>
<td><strong>Total 9-10 hrs</strong></td>
</tr>
</tbody>
</table>

Summer: Comprehensive Exam\(^d\)

<table>
<thead>
<tr>
<th>Fall, year 4</th>
<th>Spring, year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Practicum (3)</td>
<td>Core Psychology (3)(^e)</td>
</tr>
<tr>
<td>Independent Study (Optional)</td>
<td>Candidacy Tuition(^f) (6)</td>
</tr>
<tr>
<td>Internship Credit (1)(^g)</td>
<td>Internship Credit (1)</td>
</tr>
<tr>
<td>Externship (optional)</td>
<td>Externship (optional)</td>
</tr>
<tr>
<td><strong>Total 9-10 hrs</strong></td>
<td><strong>Total 9-10 hrs</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall, year 5</th>
<th>Spring, year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidacy tuition (6)</td>
<td>Candidacy tuition (6)</td>
</tr>
</tbody>
</table>

\(^a\)Number of credit hours listed in parentheses to the right of each course

\(^b\) A completed research competence project is a prerequisite to taking this course. The final copy should be completed and sent to the committee members by February 1 and the oral exam must be completed prior to February 21 of the semester when Research II is taken.

\(^c\) The seminar can be a special seminar taught by one of the counseling psychology faculty or it can be any course outside the required counseling psychology and core courses that is approved by one’s advisor. The seminar can be taken after the comprehensive exam.

\(^d\) The comprehensive exam must be taken and passed a full year before the start of the internship

\(^e\) One core (only one, but it can be any of the 5 cores) can be taken after comps.

\(^f\) After advancing to candidacy, students must be continuously enrolled and pay candidacy tuition until graduation.

\(^g\) Students register for a total of two internship credits under the CAPS program director. These can be taken one per semester for two semesters or all at once, depending on the student’s preferences and funding situation. These credits can be taken prior to the internship but students must be registered for at least one credit their final semester.
2. FOR STUDENTS ENTERING WITH A MASTERS DEGREE

The second sample program assumes that a student is entering with a relevant masters degree, including completion of an acceptable research thesis, an acceptable substitute for Research I, two core psychology courses, two basic statistics courses, and no need for an externship. (Please note that each exception from the standard curriculum must be approved by the full faculty, with input from the student’s advisor.)

**Fall, year 1**
- Counseling Theories and Strategies (3)\(^a\)
- Ethics/Professional Issues (3)
- Core Psychology (3)
- **Total 10 hrs**

**Spring, year 1**
- Basic Counseling Practicum (3)
- Research in Counseling Psychology I (3)
- Core Psychology (3)
- **Total 10 hrs.**

**Fall, year 2**
- Assessment I (3)
- Advanced Counseling Practicum (3)
- Multicultural (3)
- **Total 10 hrs**

**Spring, year 2**
- Assessment II (3)
- Career Counseling Practicum (3)
- Core Psychology (3)
- **Total 10 hrs**

**Fall, year 3**
- Systems (3)
- Supervision Practicum (3)
- Internship Credit (1)\(^g\)
- **Total 9-10 hrs**

**Spring, year 3**
- Research in Counseling Psychology II (3)\(^b\)
- Internship Credit (1)
- Seminar/Elective (3)\(^c\)
- **Total 9-10 hrs**

**Summer: Comprehensive Exam**\(^d\)

**Fall, year 4**
- Candidacy tuition (6)

**Spring, year 4**
- Candidacy tuition (6)

\(^a\)Number of credit hours listed in parentheses to the right of each course

\(^b\)A completed research competence project is a prerequisite to taking this course. The final copy should be completed and sent to the committee members by February 1 and the oral exam must be completed prior to February 21 of the semester when Research II is taken.

\(^c\)The seminar can be a special seminar taught by one of the counseling psychology faculty or it can be any course outside the required counseling psychology and core courses that the advisor allows the student to take. The seminar can be taken after the comps.

\(^d\)The comprehensive exam must be taken and passed a full year before the start of the internship

\(^e\)One core (only one, but it can be any of the 5 cores) can be taken after comps.

\(^f\)After advancing to candidacy, students must be continuously enrolled and pay candidacy tuition until graduation.

\(^g\)Students register for a total of two internship credits under the CAPS program director. These can be taken one per semester for two semesters or all at once, depending on the student's preferences and funding situation. These credits can be taken prior to the internship but students must be registered for at least one credit their final semester.
D. EXEMPTION FROM COURSES

Students who begin the program having had doctoral-level courses at other universities may petition to have courses count in lieu of program-required courses (see chart on p. 7 for which counseling psychology courses must be taken at UM). Course waivers will be considered only where previously taken courses clearly replicate program-required courses and where students have earned satisfactory grades in prior courses. All petitions for course waiver must be submitted to the student's advisor by September 15 of the first year in the program. The faculty will review all requests at one time in a closed faculty meeting by October 15 each year.

E. NEED FOR CONTINUOUS ENROLLMENT

All doctoral students admitted to candidacy must register for six credits of 899 (under their advisor’s section) every semester until graduation.

F. TIME LIMITATION

Students must complete the entire program for the degree, including dissertation, during a four-year period after admission to candidacy, but no later than graduation. If a student fails to complete all degree requirements, the program may recommend, and the Graduate School may grant a 1-year extension to complete the remainder of the doctoral requirements. After this 1-year period, admission to the program terminates.

G. DISCLOSURE OF PERSONAL INFORMATION

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

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

H. RECORDING PRACTICUM/CLINICAL HOURS

Student are encouraged, from the very beginning of the program, to maintain detailed records of all time spent in clinical activities throughout practica, externships, and other placements. These records will are necessary for the internship application process. It is probably most convenient to adopt the categories of practicum activity that are used within APPIC’s standard internship application from (see APPIC’s website at http://www.appic.org). These categories include intervention and assessment experience, support activities (e.g., writing process notes), and supervision received (e.g. individual and group supervision, case discussions.) The total hours in these categories are then summed to provide a grand total of practicum hours. Using APPIC’s categories for ongoing recording of practicum hours will help later on when transferring this information to internship application forms. Forms and spreadsheets for tracking clinical hours are available on-line at the APPIC website. Another site for recording hours is available in an Excel file at http://www.uky.edu/Education/EDP/edpforms.html. Once you arrive at that page, please slide down to Practicum Hours Data Record is to be completed by the last practicum class for each semester. The rationale and an Excel spreadsheet for recording practicum hours is available.

Note that students are encouraged, but not required, to obtain a total of at least 300-600 hours of intervention and assessment experience (e.g., face-to-face client sessions, consultation, supervision of others) prior to applying for internship. This total may include hours accumulated through the program's practicum sequence as well as through externships, additional field placements, and previous masters-level practica. (The externship option is described in Section III of this handbook.)
I. ADVISING AND REGISTRATION ISSUES

Selecting an Advisor

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

Pre-registration

This time period each semester provides for selection of courses for the following semester. Though it is not mandatory that students enroll in courses during the pre-registration period, doing so increases the likelihood of students having their first choices for enrollment. Since practica have limited enrollments, the program directors send out questionnaires prior to pre-registration to obtain students’ first choices for the coming year. Students are assigned to courses based on seniority in the program and available openings. Prior to the pre-registration period, students are informed about those courses to which they can be guaranteed entry.

Requirements for Full-Time Status

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

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>GRADUATE UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>000-399</td>
<td>2 units/credit hour</td>
</tr>
<tr>
<td>400-499</td>
<td>4 units/credit hour</td>
</tr>
<tr>
<td>500-599</td>
<td>5 units/credit hour</td>
</tr>
<tr>
<td>600-898</td>
<td>6 units/credit hour</td>
</tr>
<tr>
<td>799</td>
<td>12 units/credit hour</td>
</tr>
<tr>
<td>899</td>
<td>18 units/credit hour</td>
</tr>
</tbody>
</table>

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

Registration for Research 2 course

All students must have demonstrated research competence (i.e., have passed the oral defense of their thesis/research competency) by Feb. 21th of the spring semester of their third year in order to remain in good standing and to take Research 2 (final copy of thesis must be completed and sent to committee by Feb 1). For students who enter without an approved empirical thesis, research competence is indicated by the completion of a committee-approved research project, conducted under the supervision of the student’s advisor. Students may wish to obtain a Masters degree as well as demonstrating research competence. Students planning only to demonstrate research competence must register for a minimum of 3 research credits in their advisor’s department. Those who want to obtain a masters degree must register for a minimum of 6 Masters thesis credits under the advisor’s number in the advisor’s department. Thus, the departmental affiliation of the student’s advisor (and associated departmental/university policies) and student goals determine what course number is used to register for research credits.
I. FORM FOR SELECTING OR CHANGING AN ADVISOR

Counseling Psychology Program
UNIVERSITY OF MARYLAND

SELECTING AN ADVISOR

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

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

Copies of this form will be made for both directors, appropriate department officials, your new advisor and you.

Your Name:___________________________________________________________

Signature:_________________________________________ Date:_____________________

Your New Advisor's Name:____________________________________________________

New Advisor's Signature:_________________________________________ Date:_____________________

Previous Advisor's Name:____________________________________________________

Previous Advisor’s Signature

*******************************************************************************

Received, copied and distributed: Date:_____________________

Program Director's Signature___________________________________________
III. BEYOND COURSEWORK: REQUIREMENTS AND EXPECTATIONS

A. Guidelines for Research Competence/Masters Thesis Projects

During the first two years of the program, each student is required to demonstrate research competency by proposing and completing an independent research project. This research competency project may also be used as a master's thesis, if the student wishes to earn a master’s degree. The main difference between a research competency project and a master's thesis is that students must register for 6 hours of credit for a thesis and turn the project into the graduate school in the appropriate format. Students who enter the program with a completed M.A. thesis may have the thesis reviewed by a three-person committee to determine whether it adequately meets these guidelines. (The procedure for evaluating theses from other institutions is discussed in Part B of this section.)

Appropriate Topics and Methods for Research

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

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

1. **Measurement Research**
   Research concerning instrument development that could be applicable in descriptive, experimental, or evaluation research. This would include both validity and reliability studies.

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

3. **Experimental Research**
   Research in which some experimental manipulation takes place. This includes N of 1 studies as well as the more traditional experimental methods.

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

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

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

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

There may be variations in format based on discussion with your advisor, but this is the basic outline for the thesis proposal.

Chapter 1. Introduction to the Problem

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

Chapter 2. Review of the Literature

A. Introduce this section by providing a description of the Review section in terms of scope and topics to be covered.

B. Review the key literature by way of descriptive summaries and critiques of relevant research, theoretical papers, and the like. Organize the Review according to appropriate section headings. Make sure to provide an overview of the literature pertaining to your independent and dependent variables.

C. Summarize the most relevant aspects of the literature and your critical observations as they pertain to the proposed study. This section provides a transition between the literature and your research questions.

Chapter 3. Statement of the Problem

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

Chapter 4. Method

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

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

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

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

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

Chapter 5. Data Analysis

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

References

Provide complete references in APA style.

Appendices

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

NOTES

1. APA style is to be followed in all aspects of the written proposal. See the APA Publications Manual for style and as a general resource for organizing a research project.
2. In general, the Review of Literature and discussion of past studies is written in the past tense; all discussions of your proposed study should be in future tense.

Guidelines for Final Write-up of Thesis or Research Competency

After you have conducted your study, you will change the proposal in several ways:

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

2. Your Data Analysis section becomes your Results. It is usually helpful to repeat the hypotheses right before the corresponding analyses.

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

B. MASTER’S THESIS COMPLETED PRIOR TO ENROLLMENT IN PROGRAM

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

If after discussion with her or his advisor, the student decides to submit the thesis for approval, the advisor will form a three-person evaluation committee consisting of a faculty member from PSYC, a faculty member from CAPS, and the student’s advisor. The committee is chosen and invited by the advisor based on faculty members’ interests in the thesis topic. The three-person committee will read the thesis and vote on its acceptability as a research competence project.

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

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

COUNSELING PSYCHOLOGY PROGRAM
(For Theses done outside of the University of Maryland Counseling Psychology Program)

Name of Student:________________________

Abbreviated Thesis Title:_____________________________________________

University Where Completed: ____________________________ Date of completion________

Faculty Reviewer:

I. Please rate the 6 items about the thesis using the following scale:
1= below passing standard
2= meets minimal standards for pass
3= significantly surpasses minimal standards
4= outstanding
5= insufficient evidence for judgment

1. ___ Competence in conceptualizing a researchable problem

2. ___ Competence in choosing an appropriate design

3. ___ Skills in organizing and executing data collection

4. ___ Competence in data analysis

5. ___ Competence in interpreting data with appropriate recognition of limitations

6. ___ Quality of writing

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

III. Global Rating (circle one):
(Note - if all three committee members rate the thesis 3 or 4 on the scale below, the thesis passes without revisions). If all rate as A1", the thesis does not pass, and another research project must be completed. If ratings are mixed or the thesis is given all ratings of 2, an oral meeting must be scheduled.

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

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

RETURN THIS FORM WITH THESIS TO PROGRAM DIRECTOR ON SIDE OF ENTRY
D. EARNING A MASTERS DEGREE

The program does not offer a terminal masters degree but students may earn a masters degree along the way toward the Ph.D. In order to do so, students must complete an approved program of studies for the Master of Arts. This requires 30 credits: the research thesis (6 credit hours) and 24 course credit hours, including two courses in statistics. The 24 course credit hours would typically involve the first 24 credit hours that students earn toward the Ph.D. For example:

PSYC or EDCP 700 - Theories and Strategies of Counseling Psychology (3 credits)
PSYC or EDCP 680 - Basic Didactic Practicum in Counseling Psychology (3 credits)
PSYC or EDCP 698 - Advanced Didactic Practicum in Counseling Psychology (3 credits)
PSYC or EDCP 692 - Assessment in Counseling Psychology I (3 credits)
PSYC or EDCP 690 - Research in Counseling Psychology I (3 credits)
PSYC or EDCP 695 - Professional Issues in Counseling Psychology I (2 credits)
PSYC or EDCP 696 - Professional Issues in Counseling Psychology II/III (2 credits)
EDMS 646 or PSYC 601 – Statistics I (3 credits)
EDMS 651 or PSYC 602 – Statistics II (3 credits)

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

E. EXTERNSHIPS

An externship is an optional extra-curricular field placement that provides an opportunity to accrue additional intervention experience and documented clinical hours. As noted earlier, students are encouraged, but not required, to obtain a total of at least 300-600 face-to-face hours of intervention and assessment experience (including hours accumulated both through the program’s practicum sequence and before program entry) prior to applying for internships. Those who have had masters-level practica before entering the program typically have no problem meeting or exceeding this target. Therefore, students in this category may not need an externship. However, a formal externship (or a series of less formal placements) may be useful for students who have not had documented counseling experience beyond the program’s formal practicum sequence. For these students, an externship during the third year of study may enhance one’s internship application.

In addition to UMCP’s Counseling Center, several local counseling centers (e.g., Towson, Catholic, American), clinics, and hospitals offer externships, usually on a 2-3 day a week basis for no to minimal pay. The UMCP Counseling Center also sometimes offers Creative Counseling experiences for advanced students. Greenbelt Cares offers experience doing family therapy one evening (Wednesday) a week.

Students who pursue an externship are strongly encouraged to select a site that has reasonable hour requirements (e.g., 8-12 hours per week), so as not to conflict with their academic coursework, research training, assistantships, or other professional development experiences.

Note that externship sites require their own application process, and many adhere to a uniform notification date of April 15th. Application during the second year would be necessary to obtain an externship for the third year. The program maintains an externship file in CAPS.

Note: Students must have advisor approval for all counseling experiences completed outside the program. In addition, upon completion of an externship, students should request that their site supervisor (or training director) send an evaluation letter to the CAPS-side program director.
F. COMPREHENSIVE EXAMINATION (version approved 2/21/07)

Purpose and Timing

The purpose of these examinations is to assist students in developing integrative and evaluative scholarship in the scientific knowledge, research, and professional service aspects of counseling psychology. Exams are given near the beginning of each Fall semester. These exams may be taken as soon as the student has satisfactorily completed all required courses (with the exception of supervision practicum, the seminar requirement, and one core (only one, but it can be any of the 5 cores)—these courses must be taken but can be taken after comps. Students typically take comps at the beginning of the 7th semester and must take them by the beginning of the 9th semester. The faculty recommends that students plan to complete the comprehensives as early as possible in their careers so that they may move on to internships and dissertations.

Students must satisfactorily complete all sections of comps before the training director will sign off on internship readiness forms.

Exam Content and Process

There are seven basic parts to the exam:

1. Theory articulation paper (3 copies are due the morning of the formal exam)
2. Case conceptualization
3. Core question
4. Professional issues
5. Ethics
6. Research methods
7. Counseling psychology

(1) Theory Articulation Paper

This portion of the exam consists of a 10-page (plus references) theory articulation paper prepared prior to exam day and due the morning of the formal exam (3 copies needed). This paper will provide a foundation for the case conceptualization response (see below).

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

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

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

The development of this theory is expected to be based on theoretical readings, empirical research, one's own style and sense of theoretical "fit," and the deliberate integration of client diversity. The intent is not to create a wholly novel theory that is devoid of empirical grounding, but rather to demonstrate awareness/adaptation of existing approaches.
We expect students to develop their theory independently (not in collaboration with peers or by copying papers from previous years). This theory should reflect who you are and what you believe, but it should also be substantiated from previous literature. Although the substance of the ideas presented in the paper should be developed by the student alone, he or she may seek consultation from anyone other than UMD counseling psychology faculty.

(2) **Case Conceptualization**

Students will be given a mixed emotional/social/vocational case to conceptualize according to the theory they have presented in the theory articulation paper. Assessment data will be included as appropriate to the case. Such data might include information from some combination of the SII, MBTI, MMPI-2, or WAIS-III.

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

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

(3) **Core Question**

The core question is aimed at enabling students to integrate their knowledge of core areas of psychology (individual differences, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, history and systems) with the knowledge base specific to counseling psychology.

Students will be expected to know the five core areas of psychology. In addition, faculty will provide citations for up to 7 articles addressing current cutting edge issues related to the core areas of psychology. Students will be asked to study these articles and be prepared to answer a question assessing knowledge of and critical thinking related to the material presented in these articles, as well as relate the material in these articles to counseling psychology. The articles and questions will vary from year to year. It is expected that students will provide literature citations in support of their responses.

(4) **Counseling Psychology Question**

Students will be expected to demonstrate their knowledge of counseling psychology from among the following five broad domains: (a) counseling process and outcome; (b) supervision and training; (c) career development and counseling; (d) diversity issues; and (e) prevention and health. Students are expected to read material corresponding to these six domains in the current edition of the *Handbook of Counseling Psychology* and in the issues for the last three years of the *Journal of Counseling Psychology* and *The Counseling Psychologist*. It is expected that students will provide literature citations in support of their responses.

(5) **Professional Issues and (6) Ethics**

These parts of the exam focus on students’ understanding of current professional issues and ethics related to counseling psychology. To prepare for this part of the exam, students are expected to read ethics and professional issues-oriented chapters from the *Handbook of Counseling Psychology* and articles from the past two years in the *APA Monitor, The Counseling Psychologist, and Professional Psychology*. Students are also expected to be familiar with the APA Ethical Code and with current Professional Standards documents (e.g., regarding counseling of women, racial/ethnic minorities, and LGBT clients). Readings from the professional issues courses also should be consulted. Students are expected to be familiar with larger trends and to be able to cite particular journal articles or chapters in support of their responses; however, it is not necessary to cite specific *APA Monitor* articles.
(7) Research Methods

We expect students to be knowledgeable about the research methods used in counseling psychology research. To prepare for this part of the exam, students are expected to be familiar with the research methods and psychometric issues covered in Research I and II, Assessment I, the Heppner, Kivlighan, & Wampold and Leong & Austin books, and the most recent three years of JCP and TCP.

This question could include definitions and application of research knowledge. For example, although these examples are not inclusive, students could be asked to define research terms and critique or design a study or parts of a study that might relate to the defined terms. Students might be given an article to read 1 week ahead of time with the stipulation that students could not discuss the article with anyone else (and can not bring the article with them into the exam).

To aid in studying, students should be familiar with for the following topics:

1. Philosophical issues underlying research
2. Role of theory in research
3. Strengths and weakness (e.g., sources of invalidity) of various experimental and non-experimental designs
4. Quantitative versus qualitative approaches to research
5. Relevance versus rigor in research
6. Cultural variables in research design and interpretation
7. Statistical inference guidelines
8. Sampling considerations
9. Narrative literature reviews versus meta-analysis
10. Qualitative methodology, specifically grounded theory & CQR
11. Statistical assumptions – normality, range restriction, outliers, independence of observations.
12. Effect sizes for correlations, t-tests, ANOVAS, regression
13. Clinical significance
14. Power analysis
15. Main effect, interactions, mediators, moderators
16. Dyadic and group data analysis
17. Multi-trait multi-method matrix
18. Psychometric validity
19. Psychometric reliability
20. Nomological net

Exam Administration Issues

Comps will be given only once per year, on a Thursday and Friday in July or August—the exact dates will be decided in collaboration with the faculty and students. The timed, written portion of the exam will be structured as follows:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case conceptualization (3 hrs): 9-12AM</td>
<td>Core question (2 hrs): 9-11AM</td>
</tr>
<tr>
<td>Lunch Break: 12–1PM</td>
<td>Professional Issues (1 ½ hrs): 11:15 – 12:45PM</td>
</tr>
<tr>
<td>Ethics (1 ½ hr): 1-2:30</td>
<td>Lunch Break: 12:45-2PM</td>
</tr>
<tr>
<td>Research Methods (2 hrs): 2:45-4:45PM</td>
<td>Counseling Psychology (2 hrs): 2-4PM</td>
</tr>
</tbody>
</table>

International students for whom English is not their native language can have up to time and a half for each question if they ask the coordinating training director well in advance for this time and provide a rationale for it.

Comps Question Preparation and Grading

1. Questions will be written by a faculty team. This responsibility will rotate among the faculty from year-to-year.

2. Three faculty members will independently read and rate all exam responses for a particular set of questions. Assuming adequate faculty staffing, one set of faculty members will read the theory articulation, case conceptualization, and ethics responses; a second set will read the core, professional issues, counseling psychology, and research methods questions. If staffing levels do not allow for such an arrangement, each set of responses will be read by two faculty members (in cases of
rater disagreements, a third reader will be asked to read a randomly selected set of student responses in which the disputed response(s) are embedded). Each of the seven sections will receive a separate grade.

3. Students will be asked to place their university ID numbers on their exams so that answers can be graded anonymously.

4. A set of faculty members will assign a grade of "no pass" or "pass" to each exam response. To receive a passing grade on a given question, a student would need to receive a "pass" from at least two of the three faculty raters. In addition, evaluation forms will include space for rater comments. These written comments will be given to students by their advisors.

5. In general, students are expected to provide (properly formatted) reference citations in support of all of their responses. Neither the number of citations or the number of pages devoted to answering each question can be prescribed in an absolute sense; both should be sufficient to document adequate knowledge in each exam area. Exam responses are also expected to be well-organized. Students are encouraged to use an outline and (where appropriate) headings to structure their responses. Responses should be proofread for spelling, punctuation, and grammar before the exam is turned in.

6. All judgments by faculty member readers will be communicated to the Co-TD responsible for comps in a timely manner (to be determined each year depending on when the exam is). The Co-TD will tabulate the evaluations and inform advisors of the outcome. The advisors will communicate the results to the students.

**Exam Retake Procedures**

1. If a student does not pass the theory articulation paper, he or she will be permitted to submit a revised paper for the chance to earn a passing grade; up to two revisions will be permitted. The first revision is due on the oral exam date (see below). The deadline for a second revision, if necessary, will be set by the advisor, in consultation with the co-TDs.

2. If a student does not pass one or two of the timed written exam items (i.e., case conceptualization, core, professional issues, ethics), he or she will take an oral exam covering these questions in the same semester (no later than the third Friday in October).

3. If a student does not pass three or more of the timed, written exam items (i.e., case conceptualization, core, professional issue, ethics), he or she will have the option of (a) taking an oral exam covering these questions in the same semester, or (b) taking the entire new written exam during the following academic year. The student will consult with his or her advisor before making this decision.

4. The purpose of the oral exam questioning is to assess the student’s knowledge in the exam area that is being re-attempted. The oral exam will focus on the specific question(s) being re-attempted and material that extends beyond, yet is related to, the specific question(s). For example, in retaking the core question, the student may be examined on any material related to the area of counseling psychology inquiry and the core area of psychology that were the basis of the student’s written exam response.

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

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

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

**General Issues**

We encourage students to study together for this exam, but we want to see individualized answers.

We recommend that you practice writing responses to questions from previous years in the time allotted.

When taking the exam, we recommend that you be constantly cognizant of the time, outline your answers before you begin, and make sure that you cover every topic in the questions (do not assume that a expanded answer for one section will compensate for lack of knowledge in another section of an answer).
Faculty Form for Grading Comps

Date: ______________________________            Faculty Name: ___________________________

Student Code Number: ________________________

Circle the section of the comps that you read:

A. Research critique paper
B. Theory paper
C. Case application
D. Core question
E. Professional Issues
F. Ethics

Circle the Grade that you recommend:

PASS
FAIL

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

PLEASE RETURN THIS FORM TO PROGRAM DIRECTOR IN CHARGE OF COMPS WITHIN ONE WEEK OF RECEIVING THE ANSWERS. REMEMBER THAT SPEEDY RESPONSE IS CRUCIAL FOR STUDENTS PLANNING THE REST OF THEIR LIVES.
G. INTERNSHIP

Following the completion of comprehensive exams and coursework, students may proceed either to an internship or to the dissertation or to a combination of the two. Comprehensive exams must be completed and passed a full year before the start of the internship (e.g., for a student who completes comps in the fall of the 4th year of the program, applications may be made later that fall for an internship that would begin the following year.

An internship must be completed on a full-time one-year basis or on a half-time basis over a two-year period. The internship must be in a service agency with an organized training program providing supervision by psychologists. Internship sites should be APA-accredited. At the time the student is eligible for applying for internships, consultation with both an advisor and a program co-director assists the student in identifying qualified internship agencies appropriate to student interests. Most students in recent years have completed their internships either in counseling centers or VA hospitals.

In preparing for internship, the student should attend carefully to the expectations of internship sites regarding client contact and total practicum hours. To find forms to calculate hours access website http://www.appic.org

H. DISSERTATION

The dissertation represents the student's major research contribution during the graduate program. It must be a piece of original research pertinent to counseling psychology. Students are urged to review faculty research interests described in a later section and to choose research problems for which knowledgeable faculty advisors are available. The same format as described earlier for the thesis proposal can be followed for the dissertation proposal.

It is strongly recommended, but not required at present, that students complete their dissertation proposals prior to going on internship. Actually, the faculty encourages students to have their entire dissertation completed before departing for internship. By doing so, students will be able to make the most of their internship year and will avoid falling into the ABD trap afterward.

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

I. NOMINATION OF THESIS OR DISSERTATION COMMITTEE

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

A: For the Master's thesis/research competence project, both the proposal and final written product are to be reviewed by at least a three-person committee. The committee should be constituted of at least one full-time or affiliate faculty member from Psychology, one full-time or affiliate faculty member from CAPS, and a third person who is either a faculty member from any department at UMCP or who is an adjunct of the program. If an adjunct is included on the committee, the person must submit a vita so that the advisor can prepare a letter justifying the appointment to the Graduate School (who must approve the committee). If the student wishes, more than three members may be placed on the committee, including non-faculty doctoral level professionals, to provide additional expertise and assistance. Committee meetings are to be scheduled by the student at both the proposal stage and for the final defense.

B: For the dissertation, the Graduate School requires a minimum of a five-person committee including at least three full members of the graduate faculty (tenured faculty at the associate and full professor level are usually full members of the graduate faculty). The Chairperson must be a full member of the Graduate Faculty. The Graduate School also requires that at least one of the five persons be a full member of the graduate faculty from a department other than the department in which the student will be receiving the degree (CAPS or PSYC) and be other than the advisor. Additional committee requirements are as follows:

1. The Counseling Psychology Program requires that at least two of the five members be faculty from the Program, one from the CAPS Department (full-time or affiliate faculty) and one from the PSYC Department (full-time or affiliate). This can meet the Graduate School requirement that one of the five members be from a department other than the student’s.
2. Students from the Psychology Department must have a faculty member from Psychology who is not on the Counseling Psychology faculty; students from the CAPS Department must have a member on the Committee who is in the CAPS Department or the College of Education and who is not on the Counseling Psychology faculty.

Other members of the dissertation committee can be any doctoral-level persons, including faculty from other universities and practicing psychologists who are not faculty. Such persons must be willing to submit a Vita so that the advisor can prepare a letter clarifying to the Graduate School the appropriateness of the appointment to the dissertation committee. The Graduate School has final approval over masters and doctoral committees.

**NOTE:** When seeking to schedule thesis or dissertation proposal or oral exam meetings, it is important that the student try to arrange the meeting between 4 and 6 weeks in advance. It is best to solicit faculty’s free times during a 3-week span. Faculty try to accommodate the student’s needs as much as possible if given this degree of advanced notice.

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

**J. ADMISSION TO CANDIDACY AND OTHER FORMS**

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

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

Please note that students entering through CAPS must complete a Program of Coursework form prior to finishing 21 credits.

**K. PETITIONS**

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

**L. POLICY FOR STUDENTS SEEING CLIENTS OR COLLECTING DATA AT THE UNIVERSITY OF MARYLAND.**

a. We strongly advise CP students to see clients or collect research data involving clinical situations during regular working hours at the university (M-F 8-5) because there are many people around in case of crises. If students are seeing clients (either for clinical work or research purposes) during regular working hours, there must be a licensed psychologist physically present in the building. It is up to the student to ensure that this back-up is in place ahead of time. Please note that if the university is closed during a weekday, the same rules as for weekends (see #3) apply.

b. If CP students must see clients or collect research data after hours, we strongly recommend that they only do so between 5-8PM in the evenings Monday to Thursday. We require that at least two other students be present in the same suite of rooms, and that a licensed psychologist be physically present in the building. It is up to the student to ensure that this back-up is in place ahead of time.

c. We strongly discourage CP students from using the building for the purposes of seeing clients or conducting research on weekends. If they absolutely must, we recommend that it be between 10AM to 2PM. A licensed psychologist must be physically present in the building, and at least two other students should be present in the same suite of rooms. It is up to the student to ensure that this back-up is in place ahead of time.

d. Should an emergency arise (e.g., questions concerning client safety), the "on-duty" psychologist should be contacted immediately for consultation.
M. Continuous Registration/Leave Policies Applicable to Post-Candidacy Doctoral Students

Dissertation Credits (899): 12 credits minimum

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

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

The 899s are registered in a block of 6 credits. The tuition is not based on a per credit charge for the 899s. The candidacy tuition rate is equivalent to 1.6 credits for the 6 credits of the 899. The candidacy tuition rate for the Fall 2008 semester is:
- Resident - $707.00 tuition and $317.25 mandatory fees.
- Non-Resident - $1348.00 tuition and $317.25 mandatory fees.

There are no exceptions to the number of 899 credits for the semester.

A waiver of Mandatory Fees may be granted to any graduate student, including Doctoral Candidates, if the student will be away from the University for a semester or a year. An application for waiver of Mandatory Fees must be submitted to the Graduate School 30 days before the beginning of the semester for which the waiver is sought. The waiver may be granted for a semester or a year.
IV. EVALUATION OF STUDENTS' ACADEMIC AND CLINICAL PROGRESS

A. MAINTAINING GOOD ACADEMIC STANDING

Student progress is evaluated annually. First year students are evaluated in the spring of their first year. All other students turn in a self-evaluation (see Annual Report Form next page), and then faculty complete the evaluation process, which includes providing all students with written feedback (see form, below).

In every practicum and externship, supervisors evaluate students’ clinical progress using a structured feedback form (below).

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

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

Students submitting a thesis from another institution must submit their thesis to their advisor by September 15 of their first year. If the thesis is not approved, the student must follow the same schedule as students who enter without a completed thesis.

By March 1 of the fourth semester, students who entered without an approved thesis need to have a committee-approved research competence proposal to remain in good standing. If the proposal is not approved, or a research competence plan is not in place, students will not be permitted to pre-register for didactic-practica for the following semester. Research II, which is offered in the spring of the third year, cannot be taken until the research competence project is completed (i.e., defense of thesis must take place by Feb. 20 of that semester). Delaying practica or Research II can add significantly to the time required for degree completion. If the student does not demonstrate research competence in a reasonable amount of time according to program requirements, the Counseling Psychology faculty will meet to determine whether the student should be terminated from the program.

Satisfactory completion of the comprehensives, along with the satisfactory completion of all the required didactic-practica, at least a "B" average in all required course work, and demonstration of research competence are the basis for the final pre-internship evaluation of a student. Final evaluation of students is based on completion of an internship and a dissertation. The internship supervisor(s) provides evaluations at midpoint and at completion of the internship; the student’s dissertation committee evaluates the student’s dissertation.
B. CUMULATIVE AND ANNUAL REPORT FORM

This form provides students with a systematic procedure for documenting academic and professional development as a doctoral level counseling psychologist. Download this form and keep a running summary of your progress in the program, focusing on your achievements for the past year. On the basis of this report and other information, your advisor will write a review, share it with the faculty during fall semester, and then give you a written summary statement of your progress.

Please take your time and complete this form thoroughly.

THIS FORM IS DUE TO YOUR ADVISOR AND PROGRAM CO-DIRECTOR 9/30.

Student Name:__________________________     Advisor: ____________

Report Covers: Sept 200____ through August 200____

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Course #</th>
<th>Semester</th>
<th>Grade</th>
<th>Core Courses</th>
<th>Course #</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Statistics I</td>
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<td>Learning Core</td>
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<td>Statistics II</td>
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<td>Biological Core</td>
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<td>History Core</td>
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GPA for all completed core courses: _____

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<thead>
<tr>
<th>Counseling Courses</th>
<th>Course #</th>
<th>Semester</th>
<th>Grade</th>
<th>Direct Hrs</th>
<th>Indirect Hrs</th>
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<tbody>
<tr>
<td>Co. Theory/Strategies</td>
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<td>Prof. Issues I</td>
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<td>Prof. Issues II</td>
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<td>Prof. Issues III</td>
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<tr>
<td>Research I</td>
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<td>Research II</td>
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<td>Assessment I</td>
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<td>Assessment II</td>
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<td>Couns. Seminar</td>
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<tr>
<td>Basic DlPrac</td>
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<td>Advanced Prac</td>
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<tr>
<td>Career DlPrac</td>
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<tr>
<td>Family/Group DlPrac</td>
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<tr>
<td>Supervisor Practicum</td>
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</table>

GPA for all completed counseling courses: _____

<table>
<thead>
<tr>
<th>Other Courses</th>
<th>Course #</th>
<th>Semester</th>
<th>Grade</th>
<th>Direct Hrs</th>
<th>Indirect Hrs</th>
</tr>
</thead>
</table>

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

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

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

________________________________________________________________________________

Other clinical hours:

<table>
<thead>
<tr>
<th>Placement Site</th>
<th>Dates</th>
<th>Direct Hrs</th>
<th>Indirect Hrs</th>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

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

Important Deadlines:
Date of Thesis Proposal ___________ Date of Thesis Defense: ___________
Thesis Title: _______________________________________________________________
Date of Comprehensive Exams: ___________
Date of Filing Candidacy Papers: ___________
Date of Dissertation Proposal: ___________
Dissertation Title: _________________________________________________________

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

Convention Presentations (give full citation):
Publications (give full citations):

List the professional organizations of which you are a member:

Evaluate yourself: Below Expectations Meets expectations Exceeds Expectations

Development as a scientist 1 2 3
Development as a practitioner 1 2 3
Progress in the program 1 2 3

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

Student: ______________________________  Year in Program: _________________
Advisor: ____________________________

Core GPA: _____  Counseling GPA: _____  Overall GPA: _____

Evaluate your student on the following two scales:

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development as a scientist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Development as a practitioner</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Progress in the program</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Write a paragraph describing this student’s progress in the program:
C. SUPERVISOR ASSESSMENT OF PRACTICUM AND EXTERNSHIP STUDENT PROGRESS

Student: _________________________ Supervisor: _________________________________ Date: ______

Type of Practicum: _______________ Total number of Sessions: ________________

Description of Clients and Client Contact (to be completed by trainee):

(1) Client Demographics:

(2) Presenting Concerns:

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

I. Counselor Attitudes, Openness to Learning, and Professional Behavior: THE TRAINEE:

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expected level</th>
<th>Meets Expected level</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates a personal commitment to developing the professional competencies related to this practicum.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates an understanding of strengths and areas where growth is needed.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Actively works to improve competencies and skills.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Incorporates feedback into future counseling sessions.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Prepares for client/supervisee sessions.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Prepares for sessions with supervisor.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Conducts self ethically and professionally.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Completes administrative tasks in timely and comprehensive manner (turns in tapes, writes case notes).</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II  Case Conceptualization Skills: THE TRAINEE:

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expected level</th>
<th>Meets Expected level</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Bases decisions on a theoretically sound and consistent rationale of human behavior.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Clearly conceptualizes relevant client, supervisee, or consultee issues.</td>
<td>5 4 3 2 1 NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Involves the client, supervisee, or consultee in delineating central issue(s).  

|   | 5 | 4 | 3 | 2 | 1 | NA |

12. Helps client, supervisee, or consultee set meaningful goals.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

13. Evaluates the effectiveness of interventions.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

14. Shows awareness of client’s, supervisee’s, or consultee’s culture and it’s implications.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

III  Counseling Skills or Interventions: THE TRAINEE:

15. Communicates interest in and acceptance of the client, supervisee, or consultee.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

16. Explains the nature and objectives of interventions:  

|   | 5 | 4 | 3 | 2 | 1 | NA |

17. Keeps sessions “on track” and focused..  

|   | 5 | 4 | 3 | 2 | 1 | NA |

18. Facilitates exploration of thoughts, feelings, actions, and/or relationships.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

19. Facilitates client’s, supervisee’s, or consultee’s concerns at a deep level.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

20. Responds with the best intervention depending on what is needed at a given moment.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

21. Is able to convey an empathic understanding to the client, supervisee, or consultee.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

22. Effectively engages in the termination process.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

23. Works effectively with clients, supervisees, and consultees from diverse cultural backgrounds.  

|   | 5 | 4 | 3 | 2 | 1 | NA |

IV Global Evaluation of counseling effectiveness of trainee in this practicum:  

<table>
<thead>
<tr>
<th>Exceeds Expected level</th>
<th>Meets Expected level</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

|   | 2 | 1 | NA |

V OVERALL COMMENTS: Please write a brief summary of the trainee’s major strengths and areas to be addressed in future supervised clinical, supervisory, and consultation work. In addition, you may want to elaborate on some of the items that were previously rated on this form.
D. USE OF EVALUATIVE DATA FROM TRAINING PARTNERS EXTERNAL TO THE PROGRAM

Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular communication about students’ performance and progress must occur between the program faculty and other training partners, and that the content of this communication will contribute to regular evaluation of the students’ progress.

V. ASPIRATIONAL MULTICULTURAL STATEMENT

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

Diversity of Faculty and Student Body

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

Student Recruitment and Selection

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

Retention and Graduation

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

Research

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

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

Coursework and Ongoing Training Opportunities

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

Clinical Experience

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

Professional Involvement

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

Evaluation

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

Multiculturalism in Coursework

The following statement is included in all counseling psychology course syllabi:

“The Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where individuals and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.”
VI. FACULTY OF THE COUNSELING PSYCHOLOGY PROGRAM

A. FULL-TIME FACULTY

**Charles J. Gelso** (Professor) received his Ph.D. in Counseling Psychology from The Ohio State University in 1970. His interests include the client-therapist relationship and its effect on therapy process and outcome; the causes and effects of therapist emotional factors (countertransference) during psychotherapy; and the research training environment in graduate education, with an emphasis on how the environment influences student attitudes toward research. He is a licensed psychologist in Maryland, and maintains a part-time practice of psychotherapy. He is a past Editor of the *Journal of Counseling Psychology* and current editor of *Psychotherapy: Theory, Research, Practice & Training*. He has written *Exploration in Time-Limited Counseling and Psychotherapy* (1983, with Deborah Johnson), *The Psychotherapy Relationship* (1998, with Jeff Hayes), *Counseling Psychology* (1992, 2001 2nd ed., with Bruce Fretz), and *Countertransference and the therapist’s inner experience* (2007, with Jeff Hayes).


**Mary Ann Hoffman** (Professor) received her Ph.D. in Counseling Psychology from the University of Minnesota in 1975. Her current research interests are in the areas of psychosocial issues related to health and wellness, counseling process and outcome, and counselor supervision and training, with an emphasis on the application of social psychological principles to these areas. She is associate editor of *The Counseling Psychologist* and is the author of *Counseling Clients with HIV Disease: Assessment, Intervention, and Prevention* (1996). She is a licensed psychologist in Maryland and the District of Columbia and is listed in the National Register of Health Service Providers in Psychology. She maintains a part-time practice of consultation and psychotherapy.

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

**Robert W. Lent** (Professor and Co-Director) received his Ph.D. in Counseling Psychology from The Ohio State University in 1979. His research interests include the application of social cognitive career theory to career development, academic achievement, counselor supervision, psychological well-being, and the psychosocial adjustment process. He is co-editor of the *Handbook of Counseling Psychology*. In addition, Dr. Lent is a Fellow of the American Psychological Association (Division 17), a recipient of the John Holland Award for Outstanding Achievement in Career and Personality Research, and past Chair of the Council of Counseling Psychology Training Program.

**Matthew J. Miller** (Assistant Professor) received his Ph.D. in Counseling Psychology from Loyola University Chicago. Dr. Miller’s research examines the multiple ways in which race, ethnicity and culture impact behavior across a number of life domains typically represented in multicultural psychology, vocational psychology, and social justice psychology. His work has appeared in the *Journal of Counseling Psychology, Journal of Vocational Behavior*, and *Journal of Career Development*. He is currently on the Editorial Board of the *Journal of Counseling Psychology* and is an ad hoc reviewer for The *Counseling Psychologist, Cultural Diversity and Ethnic Minority Psychology*, and *Training and Education in Professional Psychology*. He is also on the Board of Directors of the Asian American Psychological Association.
Karen O’Brien (Full Professor) received her doctorate from Loyola University Chicago in 1993 and was an assistant professor at the University of Kansas from 1992 to 1994. Dr. O’Brien joined the counseling psychology faculty at the University of Maryland in August, 1994. Her research interests include the career development of women and minorities with special attention to the influence of psychodynamic (e.g., attachment) and social-cognitive (e.g., self-efficacy) variables. She also studies healthy functioning in adoptive families and training students to serve as advocates for victims of domestic violence. She is an associate editor for the Journal of Counseling Psychology and previously served as the associate editor for the Career Development Quarterly. Dr. O’Brien is a licensed psychologist in Maryland and maintains a part-time private practice.

B. AFFILIATED FACULTY

Vivian Boyd (Associate Professor) received her Ph.D. in Counseling Psychology from the University of Maryland. Since 1989, she has been the Director of the Counseling Center. Her professional and research interests include: retention of college students, vocational identity development of college students, administrative aspects of the delivery of mental health services, and accreditation issues for counseling services in institutions of higher education. She is licensed as a psychologist in Maryland and the District of Columbia, she has served as President of the only accreditation body for counseling services in this country and abroad (the International Association of Counseling Services, IACS), and she has maintained a national Data Bank for mental health professionals of color employed in university/college counseling centers since 1976.

David A. Petersen (Assistant Professor) received his Ph.D. in Counseling Psychology from the University of Maryland in 1998. He is a staff psychologist at the Counseling Center, where he coordinates the externship program and is active with the Training Committee, Research Committee, and Staff Development Committee. His clinical interests include international student issues and individual and group therapy. He is currently involved in research that examines outcome variables among university clients in short-term counseling.

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

Kathy P. Zamostny (Assistant Professor) received her Ph.D. in Counseling Psychology from The Ohio State University in 1978. She is a staff psychologist at the University of Maryland Counseling Center. Her professional interests include training and supervision of interns and practicum students, problems in identity development, adoption adjustment, and adult children from dysfunctional families. Her research interests include the impact of adoption, identity/self development, college student mental health, career and identity development, and counseling center research. She is licensed as a psychologist in Maryland and maintains a part-time private practice of psychotherapy.
C. ADJUNCT FACULTY AND PART-TIME INSTRUCTORS

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

Dr. Bradley Brenner, Washington DC
Dr. Jean A. Carter, Washington, DC
Dr. Connie Cannon, Silver Spring, MD
Dr. David Fago, College Park, MD
Dr. Suzanne Friedman, College Park, MD
Dr. James Gormally, Silver Spring, MD
Dr. Deborah Hazel Johnson, Silver Spring, MD
Dr. Ellen Lent, Olney, MD
Dr. Anne Regan, Silver Spring, MD
Dr. Georgia Royalty, Ellicott City, MD
Dr. Damon Silvers, Washington, D.C.
Dr. Sharon B. Spiegel, Bethesda, MD
Dr. Barbara Thompson, Edgewater, MD
Dr. Steve Van Wagoner, Silver Spring, MD

D. EMERITUS PROFESSORS

Dr. Janice E. Birk
Dr. Bruce R. Fretz

VII. MISCELLANEOUS NOTES

A. STUDENT REPRESENTATIVES TO FACULTY

A student representative from each of the first four levels of the program is expected to attend all faculty meetings (except during consideration of confidential matters). These student representatives are selected by their peers in Levels I through IV each Fall semester. Student representatives are considered full participants in faculty meetings. Typical activities include presenting class concerns or opinions to faculty, and apprising classmates of ongoing program issues. Representatives ensure that discussions are informed by student input. Additionally, each year one student from Psychology and one student from CAPS serve on the Admissions Committee. The selection of those students is coordinated by the student representatives to the faculty meetings.

B. STUDENT GOVERNANCE

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

At any one time, several faculty and advanced level graduate students have ongoing projects that would benefit from the involvement and contributions of current graduate students. While faculty will often initiate invitations to students to work with them, especially if they know that the student has an interest in a particular area, opportunities for collaboration are greatly increased by students who become knowledgeable about opportunities for involvement. Such collaborative participation, although highly recommended, is not required. Students involved in collaborative research projects typically become coauthors or co-presenters at the culmination of the project.

D. ASSISTANTSHIP GUIDE

Unfortunately, we cannot provide full funding for all students, which means that students often have to find assistantships. The CAPS Department provides a list each Spring of on-campus assistantship opportunities.

E. POLICY ON MISSING CLASSES

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

F. PROGRAM ROSTERS

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

G. LEAVE OF ABSENCE POLICY

Students can petition the faculty to request a leave of absence (LOA) for one semester or for one year under the following conditions:
1. they are in good standing (e.g., passing all courses, on time with program requirements; see Timetable elsewhere in this Handbook)
2. they complete the current semester that they are in
3. they fulfill all current obligations (assistantship, clients)
4. they have the support of their advisor
5. the LOA fits in the Graduate School time deadlines (i.e., the LOA cannot be used to "stop the clock" regarding Graduate School requirements).

Students should be aware that if the faculty does not grant the LOA, they would have to reapply to the program.
APPENDIX I: DESCRIPTION OF COUNSELING PSYCHOLOGY COURSES

A. **Program Course Title:** Counseling Theories and Strategies

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

**Objectives:**

1. To gain an understanding of four major theories of counseling and psychotherapy (psychodynamic, cognitive-behavioral, humanistic, and systems) and be able to apply the theories to clients from diverse populations.
2. To become familiar with the counseling experience both to learn about counseling skills and one’s impact on clients.

**Format:**

1. Class meets each week to discuss assigned readings.
2. Additionally, students will hold weekly sessions with clients, which will be videotaped and supervised by teaching assistants. Appropriate research instruments will be used to evaluate counseling sessions.
3. Each student will prepare a research report describing process and outcome of interventions with at least one client.
4. A final exam will be given integrating theories and counseling experiences.

**Illustrative Readings:**


B. **Program Course Title:** Research Methods I

**Course Number:** EDCP or PSYC 690 (3 cr.)

**Objectives:**

1. To help class members develop a research proposal of thesis (or research competence) quality.
2. To familiarize students with the general content area of research design for psychologists in general and counseling psychologists specifically.
3. To develop class members' abilities to identify and formulate good research questions.
4. To develop class members' ability to analyze research designs for internal and external validity.
5. To learn how to search for and analyze literature relevant to a specific research topic.
6. To examine the effects of cultural variables on research design.
7. To learn the guidelines for ethical psychological research.

**Prerequisite:** EDCP 789 or PSYC 700

**Format:**

1. Class meets to discuss assigned readings and progress on individual research projects.
2. Each person selects and meets on a regular basis with a research advisor to discuss design manageability and implementation.
3. Class members carry out other research tasks as assigned by the instructor on a weekly basis.

**Illustrative Readings:**


C. **Program Course Title:** Research in Methods II

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

**Objectives:**

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

**Prerequisites:**

1. Research in Methods I.
2. A completed master's thesis or research competence project.

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

**NOTE:** Research Competence must be completed before this course can be taken. By completed, we mean that orals must be passed before February 21th (thesis manuscript must be completed and sent to the committee by Feb 1).

**Format:**

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

**Illustrative Readings:**


D. **Program Course Title:** Professional Issues and Ethics in Counseling Psychology

**Course Number:** EDCP or PSYC 695 (3 credits)

**Objectives:**

In the Fall semester: (a) familiarize students with the profession of counseling psychology, including its history, major journals and professional organizations, professional, (b) familiarize students with ethical and legal issues, and (c) help students establish professional development perspective through discussions with, and presentations by, program faculty and more advanced students so that they are prepared for the opportunities available during the years of graduate study. In the Spring semester, students will not meet weekly as a class but will attend workshops on topics such as utilizing library and computer resources, obtaining assistantships and other professional experiences, and attending colloquia.

**Illustrative Readings:**


E. **Program Course Title:** Multicultural Issues in Counseling Psychology

**Course Number:** EDCP or PSYC 697 (3 credits)

**Objectives:**

For the Fall semester, the objective is to provide a concentrated exploration of ethical standards and issues (odd years), or knowledge, attitude and skills for providing psychological services to culturally diverse populations (even years). For the Spring semester, the objective is to provide an opportunity for students to learn about procedures and explore resources for preparing for comprehensives, selecting internships, writing dissertations, and establishing a personal professional development program for a career as a scientist-practitioner counseling psychologist.

**Prerequisite:** Professional Issues and Ethics in Counseling Psychology

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

**Illustrative readings:**

Primarily selections from journals may include *Professional Psychology: Research Theory and Practice*, *The Counseling Psychologist* and *Journal of Counseling Psychology*.

F. **Program Course Title:** Assessment I

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

**Objectives:**

The purpose of this course is to provide an overview of test construction and an examination of the historical, legal, ethical, and cultural diversity issues surrounding the assessment process. The selection, use, and interpretation of tests with healthy populations will be addressed. At the completion of this course, students are expected to: (a) apply a hypothesis-building approach to assessment with specific knowledge of various tests currently used in counseling healthy populations; (b) use that knowledge in the appropriate evaluation, selection, administration and interpretation of assessment/appraisal information in counseling; (c) discriminate sound assessment procedures from weak ones; (d) integrate information gained from assessment in a clear and concise testing report; and (e) understand the ethical issues related to test use, especially with regard to different genders and visible racial and ethnic groups.

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

**Format:**

Class will meet weekly to discuss readings. In addition to completing assigned readings, students will be asked to (a) develop a measure of some construct they are interested in and determine preliminary reliability and validity information, (b) take a battery of tests including cognitive, personality, and interest measures and write an evaluative report, (c) evaluate and critique a published standardized test, and (d) take a final integrative exam.

**Illustrative Readings:**


G. **Program Course Title:** Assessment II

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

**Objectives:**

The primary goals of this course are to develop a hypothesis-testing approach to assessment and to administer, score, and interpret five psychodiagnostic instruments. Emphasis will also be placed on using the clinical interview as an assessment tool and writing integrative reports. Students will receive an introduction to the use of the DSM-IV and an overview of current instruments used to evaluate treatment outcome with short-term psychotherapy clients. We will also apply ethical standards to assessment, with an emphasis on evaluating the reliability and validity of these tests with diverse populations.

**Prerequisites:** Assessment I

**Format:**

Each class will consist of a lecture, discussion, and lab exercise. Initially, students will administer the WAIS-R to two Psychology 100 students. After receiving approval from the instructor, students will administer five tests to a practice client recruited from undergraduate psychology courses. Finally, students will administer an assessment battery to a client who is receiving treatment at the Counseling Center. The tests will be scored and interpreted and a final integrative report will be written. Interpretation sessions will be held with the practice and Counseling Center clients.

**Illustrative Readings:**


H. **Program Course Title:** Basic Individual Didactic Practicum

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

**Objectives:**

1. To further enhance counseling skill development and theoretical conceptualization ability in the areas of psychodynamic, cognitive/behavioral, humanistic, and systems.
2. To promote understanding of case management strategies and issues for individual counseling with a diverse clientele.
3. To explore professional issues of importance to the practice of counseling/psychotherapy.

**Prerequisites:** PSYC 700 or EDCP 700

**Format:**

The format consists of 2-hour weekly group seminars, individual counseling contacts, and one-hour of weekly individual supervision. Each section of the di-prac is limited to a maximum of five persons. The weekly seminars are conducted around assigned readings and special topical issues. Also included in these seminars are students' case presentations; each student presents at least one case described from one of the four theoretical perspectives. Each student is expected to have at least 20 hours of client contact during the semester. Individual supervision utilizes audio/or video tapes, as well as relevant client materials, and is one hour per week. Supervisors conduct end-of-semester individual performance evaluations for each student.

**Illustrative Readings:**


*Additional readings will reflect the four theoretical perspectives*
I. **Program Course Title:** Advanced Individual Didactic Practicum

**Course Number:** EDCP or PSYC 698 (3 cr.)

**Objectives:**

1. To further enhance counseling skill development and theoretical conceptualization ability in the areas of psychodynamic, cognitive/behavioral, humanistic, and systems.
2. To promote understanding of case management strategies and issues for individual counseling with a diverse clientele.
3. To explore professional issues of importance to the practice of counseling/psychotherapy.

**Prerequisites:** Basic Practicum (PSYC 680 or EDCP 680)

**Format:**

The format consists of 2-hour weekly group seminars, individual counseling contacts, and one-hour of weekly individual supervision. Each section of the di-prac is limited to a maximum of five persons. The weekly seminars are conducted around assigned readings. Also included in these seminars are students' case presentations; each student presents at least one case described from one of the four theoretical perspectives. Each student is expected to have 30-40 hours of client contact during the semester. Individual supervision utilizes audio/or video tapes, as well as relevant client materials, and is one hour per week. Supervisors conduct end-of-semester individual performance evaluations for each student. Readings to be assigned by the individual instructor.
J. **Program Course Title:** Didactic-Practicum in Career Counseling

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

**Objectives:**

1. To learn and evaluate critically the primary theoretical approaches to career development and career intervention.
2. To develop skills in career assessment and career counseling with clients from diverse populations.
3. To begin to develop one's own theoretical approach to career counseling.

**Prerequisite:** PSYC 680 or EDCP 680

**Format:**

A weekly seminar for discussion of readings and case material; two direct service hours per week; and one hour of individual counseling supervision per week. Weekly seminar meetings include students' review and evaluation of the major theories of career development and career counseling, including life-span and cultural factors. Students also make case presentations based on the clients they are currently counseling. Students are expected to conduct at least 30 hours of individual career counseling; an effort is made to provide students with counseling experiences with both traditional college age (18-22) and older clients. Supervision occurs for one hour per week and ordinarily involves the use of tape recordings of the student's counseling sessions.

**Illustrative Readings:**


K. **Program Course Title:** Didactic Practicum in Consultation

**Course Numbers:** EDCP or PSYC 684 (3 cr.)

**Objectives:**

1. Students will become familiar with the four major approaches to consultation (behavioral, clinical/mental health, educational, systems/organizational), as well as the steps involved in the consultation process and tasks/issues at each step.
2. Students will develop consultation skills, and will assess their own style, strengths, limitations, and preferences in the consultant role across a variety of settings and diverse "client" populations.

**Prerequisite:** EDCP or PSYC 680

**Format:**

Class will meet in a 2-hour seminar each week for discussion, lecture, and experimental activities; students will meet in pairs for 1 hour of supervision each week with the instructor. Students will be assigned to an individual consultation project (on or off campus), which will involve regular meetings with the consultee, as well as 6-8 hours per week of activities related to the project. Projects are designed to be completed in one semester. Each student will prepare a consultation case presentation (including needs assessment, program/workshop design, outcome evaluation). Each student will prepare a written final consultation report, submitted to both the instructor and the consultee.

**Illustrative Readings:**


L. **Program Course Title:** Didactic Practicum in Group Counseling

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

**Objectives:**

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

**Prerequisite:** PSYC 680 or EDCP 680

**Format:**

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

**Illustrative readings:**


M. **Program Course Title:** Didactic Practicum in Couples/Family Therapy

**Course Number:** EDCP or PSYC 683 (3 cr.)

**Objectives:**

1. To learn about major theoretical systems used in family therapy applied to diverse family settings.
2. To gain experience in doing family therapy in a co-therapy dyad.
3. To observe and give feedback to another co-therapy dyad.
4. To learn about the research in family therapy.

**Prerequisite:** PSYC 680 or EDCP 680

**Format:**

Students will be expected to read required books before seeing families. During the semester, we will also read and discuss major review articles on research in family therapy. Each student will be assigned to a co-therapy team to see a family, and will also regularly observe one other family counseling session. In addition to observing and conducting family therapy, students will meet weekly to discuss readings and receive group supervision for the cases.

**Illustrative Readings:**


**N. Program Course Title:** Didactic-Practicum in Counseling Supervision

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

**Objectives:**

At the completion of this course, students are expected to demonstrate:
(1) an understanding of the process of supervision and the complexities inherent in supervision,
(2) knowledge regarding ethical issues and supervision with diverse populations,
(3) effective supervisory skills with beginning counseling trainees,
(4) a personal model of supervision based on theory, research, and practice, and
(5) the ability to apply critical thinking and the scientific method to supervision.

**Prerequisites:** PSYC 680 or EDCP 680

Admission to Course: Ideally, students should be in their 4th year when taking the supervision course offered on the Psyc side. Preference for enrollment will be given to students in the 4th year over students in other years.

**Format:**

Weekly group meetings for two hours. During the first hour of class, students will discuss the assigned readings and apply them to their experiences as supervisors. Group supervision will occur during the second hour of class and all students will have the opportunity to provide a formal case presentation. Each student will supervise one to two beginning trainees and will be responsible for observing the students’ counseling sessions with undergraduate volunteers. Students will also provide one hour of individual supervision to their trainees each week.

**Illustrative Readings:**


APPENDIX II. GRIEVANCE PROCEDURES

STUDENT GRIEVANCE PROCEDURES
(Adopted, March 1990)

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

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

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

2. If number 1 is unsuccessful or the student(s) feel dismissed or intimidated, the student(s) may discuss the problem with his/her advisor in the hope that his/her input will be effective in communicating the nature of the concern and in initiating an appropriate remedial process. Alternatively, the student(s) can bring the matter to the attention of the program directors, or the psychology and CAPS department chairs as appropriate.

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

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

5. If the issue cannot be resolved at the department level, then a number of appeal options described in the graduate catalog are available. Because different issues may have different appeal routes, the concerned student(s) should meet with the department chair, who will identify the appropriate appeal mechanisms.
APPENDIX III. SEXUAL HARASSMENT GUIDELINES

WHAT IS SEXUAL HARASSMENT?

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

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

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

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

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

WHO ARE THE PARTICIPANTS?

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

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

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

WHAT CAN THE UMCP COMMUNITY DO ABOUT SEXUAL HARASSMENT?

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

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

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

**WHERE TO GO FOR HELP?**

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

**FORMAL COMPLAINTS**

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

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

**Off-Campus Resources**


*Sexual harassment by University Faculty, Staff, and Student is prohibited*
COUNSELING PSYCHOLOGY PROGRAM TIMELINE CHECKLIST

YEAR 1:  
End of First Semester  
Have research idea

End of Second Semester  
File Change of Advisor form (if appropriate) by March 1.  
Draft of research competence proposal should be completed.  
(CAPS) File Approved Program of Study (before 21 credits are completed).

YEAR 2:  
Beginning of Third Semester  
Submit annual report form to advisor and program co-directors.  
Have committee-approved proposal for research competence.  
Discuss externship plans with advisor

YEAR 3:  
Beginning of Fifth Semester  
Submit annual report form.  
Have oral defense of research competence completed (If going for an M.A., must submit request for committee 4 weeks before defense).  
Discuss plans for taking comprehensives after fifth or sixth semester (may be taken after seventh or eighth if special circumstances have been encountered).  
Begin work on specialty paper.

Beginning of Sixth Semester  
If oral defense for research competence has not been held by Feb. 20, Research II must be deferred  
Discuss internship plans with advisor.

YEAR 4:  
Beginning of Seventh Semester  
Take comprehensive examination  
Submit annual report form.  
File "Request for appointment of Doctoral examining committee" as soon as advisor has approved dissertation proposal.  
File internship placement form with program co-director (or in later semester if internship is deferred).  
File Advancement to Candidacy form when comprehensives have been completed

Beginning of each subsequent fall semester if still enrolled  
Submit annual report form.

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

At end of internship  
Arrange for internship agency to send final evaluation to program co-director.