



PhD in Counseling Psychology Graduate Student Handbook

Edition

2024-2025

2023-2024

2022-2023

2021-2022

2020-2021

2019-2020

2018-2019





Table of Contents

<i>Section</i>	<i>Location</i>	<i>Page</i>
<i>Counseling Psychology Handbook Confirmation Page</i>		V
INTRODUCTION		1
The University		1
Counseling Psychology Accreditation Status		2
FACULTY		3
COUNSELING PSYCHOLOGY PROGRAMS		6
Mission and Aims		6
Commitment to Diversity		7
ADMISSIONS		8
Academic Prerequisites		8
Important Dates		8
Canadian Applicants		9
Background Checks		9
Length of Study		9
Point of Entry for Applicants to PhD Program		10
UNIVERSITY RESOURCES		
Email Setup		11
Registration Overrides		11
WSU One-Card		11
Campus Life		12
Graduate Student Housing, Childcare Resources		12
Technology & University Resources		12
Student Disability Services (SDS)		12
Graduate School Policies & Forms		12
Financial Aid		13
COUNSELING PSYCHOLOGY PROGRAM		14
EXPECTATIONS		
College of Education Policies & Handbook		14
Ethical Practice & Professional Expectations		14
Liability Insurance		14
Professional & Student Associations		14
APA Style		15
Logging Clinical Training Hours		16
COUNSELING PSYCHOLOGY- ACADEMIC		16
POLICIES		
Overall GPA		16
Coursework and Minimum Level of Achievement		16

The Two Below B Policy	16
MASTER OF ARTS IN COUNSELING PSYCHOLOGY	
Program Overview	16
Program Timeline	17
Program Plan of Work	17
Courses	18
Graduation	18
Pre-Practicum, Practicum, and Evaluations	19
DOCTORATE in COUNSELING PSYCHOLOGY	20
Mission and Aims	20
Model Overview	20
Curricular Overview	21
Discipline Specific Knowledge (DSKs)	22
Profession-Wide Competencies (PWCs)	22
Courses in PhD Counseling Psychology	23
College of Education Methods/Stats Requirement	24
Dissertation Requirement	24
Length of Study Degree and Residency	24
PHD DEGREE REQUIREMENTS	25
Responsible Conduct of Research	25
Plan of Work	26
Transfer Credits Program Policy	26
Directed Study	26
Practicum & Advanced Practicum Overview	27
Qualifying Exams Overview	27
Dissertation Committee Overview	27
Candidacy & Dissertation Prospectus	28
Internship	29
PhD Time Limit	29
PHD CURRICULAR EXPERIENCES	29
Research, Teaching & Service Activities	30
Doctoral Committee Selection	31
QUALIFYING EXAMINATIONS SECTION	31
DOCTORAL CANDIDACY	36
ASSESSMENT OF STUDENT PROGRESS & EVALUATION	39
Doctoral Annual Evaluation & Review	39
Professional Behavior Expectations	41
Attendance Policies & Expectations	42
Academic Policies	42
Notification of Concern	42
Types of Problems or Concerns	43

Identification of Concerns & Process	44
STUDENT GRIEVANCE POLICY	45
Program Grievance Policy	45
Grievance Process	45
Dean of Students	46
Wayne State University Title IX	47
Wayne State University Anti-Discrimination	48
University Ombudsperson	48
GRADUATION & COMMENCEMENT	49
PROFESSIONAL LICENSURE	50
POST-GRADUATION PROGRAM REQUIREMENT	51
FOR PHD STUDENTS	
APPENDIX	52
Notification of Concern Forms	
Doctoral Annual Review Summary Form	
Student Annual Assessment & Feedback Form	



Counseling Psychology Program Handbook Confirmation

This handbook is intended to be a student resource and guide to program policies and procedures. This handbook should be kept in an accessible location as a source of information and guidance. In cases where our program policies and requirements are higher than the University policies and requirements, the policies and requirements in this handbook and our program hold precedence.

To continually strengthen the program and comply with state, national, and accreditation standards set forth by the American Psychological Association's Commission on Accreditation, we reserve the right to modify this document in any way. This includes making changes, amendments, updates, and removals of policies. Students will be notified of changes and will be expected to comply with any modified requirements as part of their current program, but this does not release students from their responsibility for being current with departmental and University policy.

The program requires you to sign and submit this form to the PROGRAM DIRECTOR during the first semester of your program.

I have thoroughly read, understood, and will comply with the entire Student Handbook. I understand that it is my responsibility to remain familiar with all aspects of this Handbook throughout the program.

Student's signature

Date

Student's printed name

A handwritten signature in black ink, appearing to read 'Fran Pernice', written over a horizontal line.

Francesca Pernice, PhD
Program Director

Date Received _____



WAYNE STATE UNIVERSITY

INTRODUCTION

The University

Welcome to the Wayne State University Counseling Psychology Program! Since 1864, Wayne State University has grown from the Detroit Normal Training School into a university currently composed of more than 2,700 faculty members and enrolls 33,000+ students annually. Wayne State University is one of the most diverse schools in Michigan, if not the country, primarily serving the Detroit Metropolitan area, while also attracting students from throughout the state, country, and the globe. With over six hundred fields of study or concentrations leading to more than three hundred different degrees at the bachelor's, master's and doctoral levels, Wayne State University is committed to high standards in research, education, and scholarship.

Wayne State University is one of the Nation's preeminent public research universities in an urban setting. Through its multidisciplinary approach to research and education, and its ongoing collaboration with government, industry, and other institutions, the University seeks to enhance economic growth and improve the quality of life in the city of Detroit, State of Michigan and throughout the world. Wayne State University is one of only three universities in Michigan to receive the Carnegie Classification of Institutions of Higher Education's classification as a *doctoral university with very high research activity*. Wayne State University is also recognized with the Carnegie Classification for *community engagement*.

<https://carnegieclassifications.acenet.edu/institution/wayne-state-university/>

Counseling Psychology in the College of Education aligns with the vision and mission of the University to educate a diverse student body and engage students in meaningful education, research, and scholarship with our community. The WSU mission and values reflect some of our core values in Counseling Psychology. <https://wayne.edu/about/mission/>

- **Collaboration:** When we work together, drawing upon various talents and perspectives, we achieve better results.
- **Integrity:** We keep our word, live up to our commitments and are accountable to ourselves and each other.
- **Innovation:** We are unafraid to try new things and learn by both failure and success.
- **Excellence:** We strive for the highest quality outcomes in everything we do.
- **Diversity, Equity, Inclusion, Access, & Justice:** We value all people and understand that their unique experiences, talents, and perspectives make us a stronger organization and better people.

The College of Education

The College of Education offers Counseling Psychology programs at Wayne State University. The College is home to several divisions that offer programs and career paths in Counseling and Educational Psychology, Teacher Education, Educational Leadership, Learning and Design Technology, Education and Evaluation Research, and Kinesiology, Health, and Sport Sciences.

The master's and PhD programs in Counseling Psychology reside in **Educational Psychology** (EDP), within the Division of Theoretical & Behavioral Foundations (TBF), in the College of Education (COE). Other graduate programs in Educational Psychology include an M.Ed. in Educational Psychology and Applied Behavioral Analysis. TBF is also home to programs in Counselor Education (CED) such as *Clinical Mental Health Counseling, School Counseling, Rehabilitation Counseling, and Art Therapy*. The Counseling Psychology programs are based on a cohort model and admit students in the fall of each year. Students matriculate through the program together through a sequence of coursework and clinical experiences.

The **Master of Arts in Counseling Psychology** provides foundational knowledge, skills, and philosophies in health service psychology designed to facilitate the development of academic, therapeutic, research, and interpersonal perspectives and competencies to work with individuals across the lifespan. The program prepares students to be eligible for a Limited License in Psychology in the State of Michigan.

The **Doctorate (PhD) in Counseling Psychology** is a health service psychology degree for those pursuing the highest level of practice in Counseling Psychology. Utilizing the Scholar-Practitioner training model, the PhD program provides discipline-specific knowledge (DSKs) and profession-wide competencies (PWCs) to ground the curriculum in education, clinical training, dissertation research, and scholarship. The PhD in Counseling Psychology is a full-time program and requires students to meet the requirements of program residency and identify an area of research with an advisor.

The PhD in Counseling Psychology curriculum does not ensure students will be license-eligible in all states. Licensing and credentialing requirements vary by state, province, or nation, are open to interpretations by those who review applications and sometimes change, even while enrolled in the program. For information on licensure requirements in other states, please refer to the following resources on mobility and licensure: <https://abpp.org/wp-content/uploads/2022/06/ABPP-Certification-and-Licensure-Mobility-in-North-America.pdf> ; <https://www.asppb.net/page/BdContactNewPG>

Counseling Psychology Accreditation Status

The PhD in Counseling Psychology is **not accredited** by the American Psychological Association's Commission on Accreditation. The program applied for accreditation on contingency with the Commission on Accreditation. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program

Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, DC 20002. Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

IMPORTANT NOTE REGARDING 2020, 2022, 2023 SITE VISITS: Due to the COVID-19 pandemic, site visits for most programs scheduled to be visited in 2020, 2021, 2022, and 2023 have been shifted. <https://www.apa.org/ed/accreditation/newsletter/2022/12/covid-19-updates>

FACULTY

Programs in Counseling and Educational Psychology are comprised of faculty, researchers, clinicians, and consultants. The faculty's research and clinical interests complement the emphasis of human development, assessment, and therapeutic interventions on strengths, multiculturalism, mental health recovery, and social justice.

The leadership team in Counseling Psychology consists of two doctoral-level psychologists who serve as the Program Director and the Director of Clinical Training and who are fully licensed as Psychologists (LP) in Michigan and may hold additional professional licensure and credentials. The Program Director oversees the administration, maintenance, and program improvement and works alongside the Graduate School and the College of Education's Graduate Director to ensure a stable educational environment. The Director of Clinical Training holds credentials in Counseling Psychology and oversees the education and training of clinical and profession-wide competencies through coursework, supervision, practicum, and internship preparation.

Core Faculty hold doctoral degrees and training in counseling psychology, developmental psychology, couple and family therapy, school psychology, and clinical psychology. This combination of professional expertise provides approaches that are clinically and culturally relevant to our students and the clients we serve in our training clinic. In addition to their faculty duties, all faculty are actively involved in professional and community organizations and serve in various capacities with local, state, and federal government organizations.

The PhD in Counseling Psychology also offers students opportunities to learn from expert faculty across the College and University that reflect our values. Our partnership with faculty in the College of Liberal Arts offers cross-disciplinary training in research methodology and statistics, and foundational knowledge in the science of psychology. Faculty affiliated with programs in Counseling Psychology are representative of our program's mission and philosophy and are represented in the following areas: Psychology (PSY), Sociology (SOC), Education and Evaluation Research (EER), and Counselor Education (CED).

Counseling Psychology Core Faculty, Associate and Affiliate Faculty

Title	Contact
Dean College of Education	Denise Taliaferro Baszile, PhD. https://education.wayne.edu/about/dean/staff
Assistant Dean Division: Theoretical & Behavioral Foundations TBF	Ben Pogodzinski, PhD. (Interim) William Hill, PhD. https://education.wayne.edu/profile/ad2107
Division Assistant	Lei Juan Stewart-Walker phone: 313-577-1613; fax: 313-577-5325; ab2628@wayne.edu
Division Program Specialist	Charles Boayue III Phone: 313-577-8223 Fb8887@wayne.edu
Program Director, Counseling Psychology Educational Psychology Core Faculty	Francesca Pernice, PhD., LP https://coe.wayne.edu/profile/bb3832 313-577-1718 Bb3832@wayne.edu
Director of Clinical Training Counseling Psychology Educational Psychology Core Faculty	Shannon Chávez-Korell, PhD., LP https://education.wayne.edu/profile/hp4658 313-577-8732 hp4658@wayne.edu
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Faculty Educational Psychology Counseling Psychology Core Faculty	Elizabeth Barton, PhD. https://education.wayne.edu/profile/ac2913 313-577-5342 ac2913@wayne.edu
Faculty Educational Psychology Counseling Psychology Associate Faculty	Bernie Les, PhD., LP ac3388@wayne.edu
Faculty Educational Psychology Counseling Psychology Associate Faculty	Lauren Sparks, PhD., LP lauren.sparks@wayne.edu

Faculty Educational Psychology Counseling Psychology Associate Faculty	Brian Littleton, PhD., LP 313-577-8283 aq6359@wayne.edu
Counselor Education Clinical Mental Health (CED) Affiliate Faculty	Rachel Evans, PhD. LPC https://education.wayne.edu/profile/ap4791 248-722-9300 ap4791@wayne.edu
Division of Educational Evaluation & Research (EER) Associate Faculty	Kim Do-Hong, PhD hg1601@wayne.edu Anita Welch, PhD gy8311@wayne.edu Kevin Carroll, PhD aa5375@wayne.edu
College of Liberal Arts & Science Associate Faculty	David Merolla, PhD Department Chair, Sociology en9483@wayne.edu
College of Liberal Arts & Science Associate Faculty	Margorie Beeghly, PhD Professor, Developmental Psychology dx4977@wayne.edu
College of Liberal Arts & Science Associate Faculty	Thomas Fischer, PhD Professor, Neuroscience ag7660@wayne.edu
Emeritus Faculty Educational Psychology	Stephen Hillman, PhD., LP Barry Markman, PhD., LP

COUNSELING PSYCHOLOGY

Counseling Psychology at Wayne State University adopts a **Scholar-Practitioner** training model in the education and practice of psychology. The program includes the broad psychological study of human development from diverse lenses such as developmental, biological, cognitive, behavioral, multicultural, ecological, and educational perspectives. Students receive coursework and experiences emphasizing multi-level perspectives that include the influences of the social context and the environment in relation to individual development and mental health. The program prepares students to address personal and interpersonal functioning across the lifespan with a focus on strengths and wellness. It encourages students to conceptualize self and others as holistically situated in multiple relational, sociocultural, and ecologically systemic contexts interacting with interpersonal experiences. Clinical preparation and training at WSU Counseling Psychology engages students as generalists and reflective practitioners, emphasizing theoretically and empirically informed methods that fit flexibly with individual, family, and community contexts and benefit clients through the healing effects of common factors of therapy.

Counseling Psychology at Wayne State strives to embed and integrate multiculturalism and issues addressing diversity, equity, inclusion, access, and justice throughout our training system. This includes coursework, research, and clinical practicum experiences. Practicum and research experiences are situated in diverse settings with children, families, and individuals, with a wide range of presenting concerns, and who represent a wide array of diversity across intersecting dimensions of race, ethnicity, religion, spirituality, ability status, age, sexual orientation, and gender identities as well as socioeconomic and geographic backgrounds.

Doctoral level research experience at Wayne State University with Counseling Psychology faculty prepares scholars through coursework, faculty labs and research projects, student-led research, and dissertation. Coursework in both qualitative and quantitative methods allow for the investigation of research interests couched in individual, social, and community contexts. The program encourages students to conceptualize topics and social issues from an integrated approach grounded in counseling psychology values of increasing our understanding of human behavior and improving quality of life.

Mission and Aims

The Mission of the Counseling Psychology programs align with the University's mission, which is to "create and advance knowledge, prepare a diverse student body to thrive and positively impact local and global communities". The Program is also supported by the College of Education's commitment to "community engagement, academic excellence, inclusion, and social justice."

Our mission embodies a multi-level perspective that includes the influences of the social context and the environment in relation to psychosocial development, mental health, and wellness. The faculty is committed to preparing psychologists with a multicultural lens capable of facilitating learning, growth, and adjustment of individuals experiencing various social-emotional, academic, vocational, and behavioral difficulties.

Our aim is to prepare and educate psychologists who are:

- scientifically informed, ethically mindful, and use empirically grounded approaches in their professional work.
- contributing to the knowledge base of Counseling Psychology.
- strength-based, holistic, and contextual with a broad perspective in understanding people
- prepared as inclusive, diversity-oriented, and advocates for social justice.
- able to share a communitarian perspective in engaging with colleagues, professionals, and others in the various roles as psychologists.

Commitment to Diversity

The Counseling Psychology programs strive to have an inclusive environment where diversity is valued broadly. This includes the appreciation of the ability of every person to *contribute to our diversity of thought*. We also support the assertion to improve the proportionate representation of groups that have been historically underrepresented in our field. In this, we recognize the importance of: (1) recruiting and retaining students, faculty, and staff from diverse underrepresented groups, and many diverse populations (e.g., racial, ethnic, gender, LGBT, people with disabilities, international, and veterans); and (2) promoting cultural humility and multicultural awareness, knowledge, skills, and understanding.

The Programs recognize the importance of ethnic, cultural, individual differences, and diversity in the training of Counseling Psychologists and social justice elements that support equity and humanity. The APA's Commission on Accreditation defines cultural and individual differences and diversity to include age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made consistent efforts to attract and retain students and faculty from diverse backgrounds into the program and cultivate a safe and encouraging learning environment and sense of community for all students.

These efforts are evidenced by our student body and the diverse range of learning opportunities for all students. Our graduate student body reflects diversity in gender, ability, ethnicity, race, age, religion, sexual orientation, and socioeconomic status as well as first generation college students/graduate students. Access to mentorship with a clinical and research advisor supports the success and time to completion for students. Building a sense of community among students and faculty is also key to maintaining accountability among peers and to help faculty track progress of the graduate students. Graduate students admitted into the doctoral program are immediately assigned a research and clinical advisor.

The Detroit Metropolitan area reflects a multicultural and diverse area of people with cultural roots in Europe, the Middle East, Asia, Africa, and Latin America. The community and urban setting at Wayne State University provides a rich environment of diverse students and community members. The urban setting also highlights challenges for community members associated with historical and institutionalized oppression in society.

Students are expected to develop cultural humility, awareness, knowledge, skills, and sensitivity beyond their own cultural background. The program recognizes the importance of ethnic and cultural diversity and individual differences in the education and training of Counseling Psychologists and elements of social justice that support equity and humanity.

ADMISSIONS

To apply to Counseling Psychology programs, go to graduate admissions to start the application process <https://gradschool.wayne.edu/admissions>. When selecting your Program Major, select “Counseling Psychology MA (Master of Arts) or Counseling Psychology Ph.D. (Doctoral)” Activate your Wayne State University email link in your application to begin receiving timely information about your application process and updates.

Academic Prerequisites

Applicants to the Counseling Psychology programs can apply following the completion of a degree in higher education from an accredited university and meet the admission pre-requisites. Applicants may apply following an earned bachelor's, master's, or doctorate. A minimum of 15 credit hours of psychology coursework and a minimum overall 3.0 GPA is required. It is suggested that students have courses in foundational areas of psychology, such as developmental psychology, abnormal psychology, personality, behavioral, social psychology, and research methods for the social sciences. Most applicants will have a bachelor's or a master's degree in psychology, or a closely related field.

Admission Requirements

Graduate admission to the program is based on the requirements of the Wayne State University Graduate School, College of Education, and the Counseling Psychology Program. Applications are submitted through the Graduate School. The number of applicants recommended for admission each year varies and is determined primarily by the availability of faculty advisors for incoming students. Applications to Counseling Psychology Programs require the following for a holistic review process.

- Graduate School application
- All academic transcripts and degrees
- Three letters of recommendations (one preferably from faculty from former institution)
- Counseling Psychology Program Area Application
- Personal Statement (1 page minimum)
- Writing sample
- Resume or Curriculum Vita
- **Optional-** Graduate Record Examination (GRE) or Psychology Subject Test

Important Dates

- PhD Applications, January 15th application due date for Fall consideration
- Mid-February Doctoral Interviews for selected candidates
- Mid-March Initial Decisions

- April 15th- Offers of admission must be accepted or declined.
- August – Orientation

Canadian Applicants

Canadian applicants are encouraged to review information through the Canadian Psychological Association <http://www.cpa.ca/practitioners/practiceregulation/>. This site provides information for those trained in psychology in Canada and who want to move to a Canadian jurisdiction to practice. Applicants wishing to practice in Canada may have additional pre-requisites to apply. Some jurisdictions require a bachelor's degree in psychology or majored in psychology from their undergraduate institution. Please see

<https://cpa.ca/public/whatisapsychologist/regulatorybodies/> and for Ontario applicants, the College of Psychologists of Ontario licensure regulations before applying. <https://cpo.on.ca/>.

Background Checks

Once you are recommended for admission to the Graduate School, information will be sent to you concerning how to complete the legal background check and associated fees incurred to you. Admission is contingent upon university and faculty review and approval; however, applicants concerned with this requirement are encouraged to apply and contact the Program Director.

Length of Study

The MA (Master of Arts) in counseling psychology is a two- and a half-year program with a final capstone of a 500-hour clinical practicum. Students matriculate through the program as a cohort and must complete the sequence of courses and experiences outlined in the plan of work.

The PhD in Counseling Psychology admits students directly from their undergraduate program (BA) or from a previously earned terminal master's degree in psychology or closely related field. The length of study is approximately five years with or without a previous master's degree. Program milestones include coursework, beginning practicum, advanced clinical practicums, qualifying exams, doctoral candidacy, prospectus, dissertation, and internship.

Applicants

Applicant to the PhD program may apply following an earned bachelors from an accredited university and meet the admission pre-requisites. Applicants applying while enrolled in a master's or doctorate program, or who have previously earned a graduate degree in counseling psychology or a closely related field from an accredited university and meet the admission pre-requisites are also eligible to apply. Applicants admitted to a clinical master's program in the Division of Theoretical and Behavioral Foundations or programs in Educational Psychology at Wayne State University (e.g., Counseling Psychology, School Psychology) can apply to the PhD program at any point in their matriculation or following their graduation.

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UNIVERSITY RESOURCES

REGISTRATION, CAMPUS LIFE, FINANCIAL AID

Email Setup

The Wayne State University Access ID is a unique identification code assigned to each applicant, student, and employee. When you apply to be admitted as a WSU student or when you are hired as a new employee, an Access ID is automatically assigned to you. The Access ID is two letters followed by four digits (e.g., xy5678). It is your key to WSU computing services and resources, including: Academica, Canvas, Wayne Connect and more. Students in the program are required to link their email address to one of the following formats: Carol.Smith@wayne.edu or Carolsmith@wayne.edu

If you do not know your WSU Access ID, you may find it on your WSU One Card (picture ID) or by searching your name in the [WSU Online Directory](#). For more information go to:

<https://tech.wayne.edu/kb/accessid-accounts/accessid/712>

Registration

All information needed for registering for courses and navigating the university system can be found at the following website link:

www.classschedule.wayne.edu/course_web/schedule/index.cfm.

Request Overrides for Restricted Clinical Courses

Clinical courses in Counseling Psychology are restricted for majors in a clinical graduate program and require departmental overrides before registration. These courses typically include practicum courses, assessment courses, and therapy courses. If you encounter problems registering, please contact the Division of Theoretical & Behavioral Foundations program specialist for the course overrides.

To request an override, send an email to the Program Specialist: charles.boayue@wayne.edu include the the following in the body of your email: name, Access ID, Course Title, Course Call No., Course CRN and Section number

Program Specialist: Charles Boyue III,

Phone: Office: 313-577-1613

Office Location: 3rd Floor, Education Bldg.

WSU One-Card

Students are required to obtain identification called “One Cards.” These cards are used for everything from parking to buying food in the restaurants <https://onecard.wayne.edu>

Campus Life

Looking for a unique college experience? Make yourself at home on our 200-acre main campus that is woven into the fabric of Detroit — a city that's never been afraid to disrupt the narrative. Here, you will connect with Warriors from all walks of life and experience everything you can expect from a major university, plus a lot more that might surprise you. Welcome to the best of both worlds <https://wayne.edu/campus>

Graduate Student Housing

Wayne State offers graduate and professional students a variety of living options in exclusive communities. Graduate Students are welcome in all our on-campus housing facilities and have access to living in graduate student only floors in the all-new Anthony Wayne Drive Apartments, Towers, and University Towers. <https://housing.wayne.edu/live/gradstudents>

Childcare Resources

The College of Education and Wayne State University offer resources for childcare and early childhood education. Please visit for resources for staff and students. <https://wayne.edu/childcare-resources>

Technology & University Resources

Students must become proficient in various forms of technology, which will enhance their ability to perform their professional roles. Campus resources can be found at <https://wayne.edu/advising/center/resources>

For information about campus, students may also go to the following <https://wayne.edu/campusweblink>

Student Disability Services (SDS)

Student Disability Services (SDS) serves as a resource for the Wayne State University community to ensure academic access and inclusion for students, supporting a view of disability guided by social, cultural, and political forces. SDS creates an inclusive academic environment by promoting universal design throughout the university. SDS provides academic accommodations, resources and training in assistive technology to foster self-advocacy and success for students with disabilities. For information call or visit: 313-577-185; <https://studentdisability.wayne.edu/>

If the limitations imposed by students' disability interfere with the ability to fulfill the requirements for the successful completion of the program, students are strongly encouraged to contact Educational Accessibility Services (EAS) to request an accommodation <https://studentdisability.wayne.edu>

Graduate School Policies & Forms

General Degree requirements for the PhD students can be found here: <https://gradschool.wayne.edu/students/phd/requirements> . PhD requirement must be completed

within 7 years of the student's admit date to the doctoral program. Please see the website for exceptions and time limitation policy. Students can find forms necessary to navigate the Wayne State University Graduate School on the following website. [WSU Graduate School Forms \(located on the Graduate School's website\)](#)

Financial Aid

Financial Aid is available through <https://wayne.edu/financial-aid>
Financial Aid and Assistance for International Students: <https://wayne.edu/financial-aid/applying/international>

Federal Work Study programs: A federal work-study award is offered to students with financial need who may contribute toward their educational expenses by working part time. Work-study funds are limited and not all eligible applicants will receive an award.

<https://wayne.edu/financial-aid/types/work-study>

Numerous scholarships are available to students in the Counseling Psychology programs through the Graduate School and College of Education at Wayne State University. These scholarships are awarded competitively based upon academic achievement. Information on available scholarships, requirements, and downloadable forms are available at the following websites:

- The Graduate School www.gradschool.wayne.edu
- College of Education www.coe.wayne.edu
- Resources of Low-Income Students at WSU. <https://wayne.edu/financial-aid/low-income-students/>
- Federal Student Aid <https://studentloans.gov/myDirectLoan/index.action>

Graduate Funding: Find support for research, assistantships, travel, and conferences in Detroit and beyond. Be sure to check with the Division or College of Education for specific application information and unique opportunities <https://gradschool.wayne.edu/students/funding>

Private Scholarships. We have scholarship opportunities available throughout the college. <https://wayne.edu/scholarships>

International Students <https://wayne.edu/scholarships/international>

Apply through Academic Works. Complete a general application to apply for multiple scholarships through <https://wayne.academicworks.com>. This will automatically match you for many scholarships, and outline what's needed to apply for others. Applications are accepted from October 1 - March 1 annually. To be considered for need based scholarships, students must have a FAFSA on file with WSU by the March 1 deadline. *If you have any questions or need assistance, please visit <https://wayne.edu/scholarships/> or email scholarships@wayne.edu.*

- 1 Go to <https://wayne.academicworks.com>
- 2 Click Sign In and then click WSU Scholarships
- 3 Log in with your Access ID and password.
- 4 Complete your general application. *

**Students in the College of Education will have an additional, simple application to complete to be considered for the maximum number of awards.*

COUNSELING PSYCHOLOGY PROGRAM EXPECTATIONS

College of Education Policies for Masters & Doctoral Students

Counseling Psychology programs reside in the College of Education at Wayne State University. The College of Education also maintain important policies for both master and doctoral students and can be located here: <https://education.wayne.edu/students/forms#gr-3a>

College of Education- Doctoral Handbook

Resources and doctoral processes in the college can also be located on the website and can be found here: <https://education.wayne.edu/students/doctoral-resources#definition-80638> Policies and procedures handbook for the college can also be accessed here. Program policies may differ from college policies, and program policies may require greater expectations. Please consult with the Program Director if there are discrepancies or questions.

https://education.wayne.edu/forms/revised_edd_phd_booklet_172_.pdf

Ethical Practice and Professional Expectations

The Counseling Psychology Doctoral Program at Wayne State University is aligned with the professional standards set forth by the American Psychological Association's (APA) Code of Ethics, and the training standards by the APA Commission on Accreditation. The program thoroughly teaches and expects high competence in all aspects of the APA Ethics Code (<http://www.apa.org/ethics/code/index.aspx>) and Michigan rules governing the practice of psychology ([Michigan Legislature](#)). Students in the program are held to the highest standards of ethical and professional behavior and must abide by the code set forth by the American Psychological Association (APA). Students are responsible for following every aspect of the code throughout their training and future practice.

Liability Insurance

The programs in Counseling Psychology require students to purchase professional liability insurance within the first semester of their program and remain insured throughout their matriculation and throughout clinical practice. Professional liability insurance for students is available through a variety of professional liability insurers (e.g., The TRUST) or through the American Psychological Association (see <https://www.apa.org/members/your-membership/benefits/insurance> for details). Failure to procure professional liability insurance coverage will result in delayed coursework experiences in assessment and clinical practicum. A copy of the Declaration Page must be submitted each year as proof of insurance. Instructions on how to submit your proof of insurance will be provided by your Program Director or the Director of Clinical Training (DCT).

Professional & Student Associations

Professional associations provide an invaluable service to the profession by informing governing bodies of issues of particular importance to the field, as well as providing educational opportunities. Graduate students are encouraged to seek the benefits of

membership and professional identity. Several professional organizations provide reduced membership fees for students.

- **American Psychological Association (APA)** - all students are required to purchase liability insurance through APA or another reliable carrier each year on a yearly cycle and can obtain membership at that time. www.apa.org
- **APA Division 17- Society of Counseling Psychology** - Doctoral students are required, and master's students are strongly encouraged, to join APA Division 17. Division membership serves to foster a professional identity as a Counseling Psychologist; helps members remain informed of current developments within counseling psychology and psychology more broadly; and allows for networking with counseling psychology students, programs, and professionals across the country. Students are also encouraged to join other APA divisions representing their professional interests. [APA Division 17.](#)
- **Wayne State University Student Affiliates in the Society of Counseling Psychology (SAS-CP)** - The Counseling Psychology program established a student affiliation to APA's Division-17 Society of Counseling Psychology. Students who are enrolled in Wayne State University's Counseling Psychology master's and doctoral programs automatically become members of SAS-CP. The purpose of SAS-CP is to provide a culturally responsive professional network for graduate students that integrates educational, social, supportive, and participatory opportunities as students within the WSU Counseling Psychology program.
- **Michigan Psychological Association (MPA)** – MPA's mission is to improve the health of the people of Michigan by advancing the science, education, and practice of psychology. MPA is an affiliate of the American Psychological Association. MPA offers membership to graduate students, Master's psychology professionals, and Doctoral psychology professionals. <https://www.michiganpsychologicalassociation.org/>
- **Michigan Association of Professional Psychologists (MAAP)**- The Michigan Association of Professional Psychologists' goal is to represent the professional and business interests of all master-level licensed psychologists in the state of Michigan. The organization advocates for the professional recognition of those individuals, as well as promote parity with other mental health professionals and ensure the people of Michigan receive the best quality mental health services available <https://emapp.org>

APA Style

Graduate students in Counseling Psychology are expected to be familiar with and proficient in the use of referencing based on the *Publication Manual of the American Psychological Association most current edition*. Students are encouraged to purchase a copy of the manual in their first semester. Unless otherwise specified, all papers submitted in any course are expected to conform to APA Style.

Logging Clinical Training Hours

All practicum and internship training hours must be documented via Time2Track, an online system used to formally document clinical training hours and supervisors' signatures (<https://time2track.com/>). All students enrolled in counseling psychology programs are required to purchase their own subscription by the beginning of practicum.

COUNSELING PSYCHOLOGY OVERVIEW OF ACADEMIC POLICIES

The following policies outline the academic and competency expectations set by the programs in Counseling Psychology. Minimum Level of Achievement is outlined for course grades, and Minimum Level of Competency is demonstrated in Clinical Practicum and Internship. In the event of withdrawal from any of the programs, the individual must reapply for admission.

Overall GPA

Students must maintain a 3.0 average (on a 4.0 scale) throughout their program of studies and throughout their enrollment.

Coursework Minimum Level of Achievement

The programs in Counseling Psychology have a minimum level of achievement (MLA) of "B or better" in course grades. Course grades in Clinical Practicum and Internship are evaluated as satisfactory or unsatisfactory (S or U) and students must receive a satisfactory evaluation to advance to the next level of clinical practicum experiences or courses. A minimum overall GPA of 3.0 must also be maintained throughout enrollment. Students who do not meet the minimum level of achievement may necessitate a Notification of Concern (NOC).

"The Two Below B Policy"

Any student obtaining less than a B in two or more courses or profession wide competencies (PWCs) will not be permitted to continue in the program. Students who obtain more than two Notification of Concern (NOC) during their program of study will be counseled out or not permitted to continue. NOCs are cumulative during a student's enrollment and will count toward the total number of NOCs allowed. A Notification of Concern is described in the later sections on Student Evaluations and designed to address issues that may arise and interfere with a student's academic or clinical progress. ⁰⁶¹

DOCTORATE (PH.D.) IN COUNSELING PSYCHOLOGY

Note: The PhD in Counseling Psychology is currently not accredited by the Commission on Accreditation of the American Psychological Association. Students desiring to practice psychology at the doctoral level in the State of Michigan post-graduation must graduate from an accredited PhD in a Health Service Psychology program to be eligible for licensure.

The PhD in Counseling Psychology is a health service psychology degree for those pursuing the highest level of practice in Counseling Psychology.

Mission and Aims

The Mission of the PhD in Counseling Psychology aligns with the institutional mission, which is to "create and advance knowledge, prepare a diverse student body to thrive and positively impact local and global communities". The program is also supported by the College of Education's commitment to "community engagement, academic excellence, inclusion, and social justice."

Our mission embodies a multi-level perspective that includes the influences of the social context and the environment in relation to psychosocial development, mental health, and wellness. The faculty is committed to preparing psychologists with a multicultural lens capable of facilitating learning, growth, and adjustment of individuals experiencing various social-emotional, academic, vocational, and behavioral difficulties.

Our aim is to prepare and educate professionals who are:

- scientifically informed, ethically mindful, and use empirically grounded approaches in their professional work.
- contribute to the knowledge base of Counseling Psychology
- strength-based, holistic, and contextual with a broad perspective in understanding people
- prepared as inclusive, diversity-oriented, and advocates for social justice.
- share a communitarian perspective in engaging with colleagues, professionals, and others in the various roles as psychologists.

Model Overview

Counseling Psychology at Wayne State University adopts a **Scholar-Practitioner** model in the education and practice of psychology. The program includes the broad psychological study of human development from diverse lenses such as developmental, biological, cognitive,

behavioral, multicultural, ecological, and educational perspectives. Students receive coursework and experiences emphasizing multi-level perspectives that include the influences of the social context and the environment in relation to individual development and mental health. The program prepares students to address personal and interpersonal functioning across the lifespan with a focus on strengths and wellness. It encourages students to conceptualize self and others as holistically situated in multiple relational, sociocultural, and ecologically systemic contexts interacting with interpersonal experiences. Clinical preparation and training at WSU Counseling Psychology engages students as generalists and reflective practitioners, emphasizing theoretically and empirically informed methods that fit flexibly with individual, family, and community contexts and benefit clients through the healing effects of common factors of therapy.

Counseling Psychology at Wayne State strives to embed and integrate multiculturalism and issues addressing diversity, equity, inclusion, access, and justice throughout our training system. This includes coursework, research, and clinical practicum experiences. Practicum and research experiences are situated in diverse settings with children, families, and individuals, with a wide range of presenting concerns, and who represent a wide array of diversity across intersecting dimensions of race, ethnicity, religion, spirituality, ability status, age, sexual orientation, and gender identities as well as socioeconomic and geographic backgrounds.

Doctoral level research experience at Wayne State University with Counseling Psychology faculty prepares scholars through coursework, faculty labs and research projects, student-led research, and dissertation. Coursework in both qualitative and quantitative methods allow for the investigation of research interests couched in individual, social, and community contexts. The program encourages students to conceptualize topics and social issues from an integrated approach grounded in counseling psychology values of increasing our understanding of human behavior and improving quality of life.

CURRICULAR OVERVIEW

The curriculum does not necessarily ensure students will be license-eligible in all states. Licensing and credentialing requirements vary by state, province, or nation, are open to interpretations by those who review applications and sometimes change, even while enrolled in the program. For information on licensure requirements in other states, please refer to the following resources on mobility and licensure:

<https://abpp.org/wp-content/uploads/2022/06/ABPP-Certification-and-Licensure-Mobility-in-North-America.pdf> ; <https://www.asppb.net/page/BdContactNewPG>

The PhD in Counseling Psychology is a full-time graduate program. Students should limit any outside employment to no more than 20 hours per week during the program's first year and graduate assistantship hours no more than 20 hours. The curriculum provides broad and general training in the science of psychology and in the foundations of practice in Counseling Psychology. The curriculum is comprised of coursework in the science of psychology and practice of Counseling Psychology as described by the program's aims and training mission. Courses reflecting the discipline and science of psychology in general serve as the cornerstone of

the field and foundation for further training. The curriculum is designed to provide students courses and experiences that are cohesive, sequential, and increasing in complexity over the course of a student's training. Discipline Specific Knowledge (DSK) serves as the foundation in attaining profession-wide competencies at the doctoral level.

Discipline Specific Knowledge (DSKs)

1. History
2. Basic Content Areas
3. Developmental Aspects of Behavior
4. Affective Aspects of Behavior
5. Cognitive Aspects of Behavior
6. Biological Aspects of Behavior
7. Social Aspects of Behavior
8. Advanced Integrative Knowledge in Scientific Psychology
9. Research Methods, Statistical Analysis, and Psychometrics

Profession-Wide Competencies reflect practice that is predicated on the current evidence-base in psychological science. Students who graduate from the PhD in Counseling Psychology must demonstrate competencies in the following areas listed below. As a student matriculates through the program, each area is critical but also builds toward increasing complexity and integration of knowledge and skills acquired throughout their education and training.

Profession-Wide Competencies

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

COUNSELING PSYCHOLOGY PHD
COURSE SEQUENCE
[EXAMPLE]

YEAR 1

Fall

Course Number	Course Name	Cr. Hrs.
EDP 7520	Professional Ethics and Standards for Psychologists	3
EDP 7410	Human Developmental Psychology	4
EDP 7370	Psychopathology & Diagnosis	3
EDP 9000	Seminar in Counseling Psychology (Offered every odd year)	3

Winter

Course Number	Course Name	Cr. Hrs.
EDP 7240	Systems of Psychotherapy	3
CED 6015	Diversity, Multicultural Competence and Social Justice	3
PSY 7440	Cognitive Development	3
SOC 7200	Research Methods	3

Spring -Summer (Electives in Child/Family)

Course Number	Course Name	Cr. Hrs.
EDP 7610	Child & Adolescent Psychopathology (Elective)	3
EDP 7220	Psychotherapy with Children and Adolescents (Elective)	4

YEAR 2

Fall

Course Number	Course Name	Cr. Hrs.
EDP 7561	Assessment of Cognitive Functioning (+ Lab)	4
EDP 7430	Foundations in Cognitive, Behavioral, and Affective Methods	3
SOC 6280	Social Statistics I	3
	<i>Select a second methods course</i>	
EER 7870	Qualitative Research Introduction	3
EER 7910	Qualitative Methods for Diversity & Inclusion	3

Winter

Course Number	Course Name	Cr. Hrs.
EDP 7562	Assessment of Personality and Social-Emotional Functioning	4
EDP 8319	Pre-Practicum in Psychotherapy	3
SOC 7290	Social Statistics II	3

YEAR 3

Fall

Milestones: Register and Take Qualifying Exams in fall semester of Year 3, File for MA Graduation, TLLP licensure, Defend dissertation prospectus by end of year 3.

Important to solidify dissertation topic by beginning of fall semester

Course Number	Course Name	Cr. Hrs.
EDP 8320	Practicum in Clinical Procedures II	3
EER 8992	Research & Experimental Design	3
EER 8760	Advanced Measurement I (Psychometrics)	3

Winter

Course Number	Course Name	Cr. Hrs.
EDP 9319	Advanced Clinical Practicum I	2
PSY 7120	Biological Basis of Behavior	3
ED 9991	Dissertation	7.5
EDP 7190	Couples & Family Therapy (Elective)	3
	Must select research methods or stats course (examples)	
EER 8840	Structural Equation Modeling	4
EER 8520	Qualitative Research II: Design & Data Collection	3

Spring-Summer

Course Number	Course Name	Cr. Hrs.
EDP 9319	Advanced Clinical Practicum II	2
ED 9992	Dissertation	7.5

YEAR 4

Fall

Milestones: Internship readiness determined by Oct 1; Apply for APPIC internships.

Course Number	Course Name	Cr. Hrs.
EDP 9319	Advanced Clinical Practicum III	2
CED 6095	Introduction to Counseling Groups	2
CED 6096	Group Counseling Lab (corequisite to CED 6095)	1
ED 9993	Dissertation	7.5

Winter

Course Number	Course Name	Cr. Hrs.
EDP 9319	Advanced Clinical Practicum IV	2
CED 9120	Seminar Supervision / Consultation	3
ED 9994	Dissertation	7.5

YEAR 5

Fall

Course Number	Course Name	Cr. Hrs.
*EDP 9320	Doctoral Internship	0

Winter

Course Number	Course Name	Cr. Hrs.
*EDP 9320	Doctoral Internship	0

Spring-Summer

Course Number	Course Name	Cr. Hrs.
*EDP 9320	Doctoral Internship	0

****Students enroll in Internship for 0 credit hours but register through maintenance credit***

Alternative Approved Research Methods and Statistics Courses and Program Electives		
EER 8800	Variance Covariance	3 cr.
PSY 7150	Quant Methods	3 cr.
PSY 8150	Multivariate Analysis	3 cr.
PSY 7470	Interdisciplinary Research Methods	3 cr.
EER 7640	Fundamentals of Quantitative Research	3 cr.
EER 8520	Qualitative Research II: Design & Data Collection	3 cr.
EER 8760	Advanced Measurement I	3 cr.
EER 7870	Qualitative Research Introduction	3 cr.
EER 7910	Qualitative Methods for Diversity & Inclusion	3 cr.
TED 8280	Intersectional and Critical Qualitative Methods in Education	
EER 8840	Structural Equation Modeling	4 cr.
ED 9995	Dissertation Maintenance*	0

Elective Clinical Courses		
CED 6065	Career Development and Employment Strategies	3 cr.
EDP 7200	Systemic Theories and Family Therapy	3 cr.
EDP 7190	Couples (and Family) Therapy	3 cr.
EDP 7610	Child & Adolescent Psychopathology (Elective)	3 cr.
EDP 7220	Psychotherapy with Children and Adolescents (Elective)	4 cr.

College of Education Research Methods & Statistics Requirement

The College of Education requires at least 15 credits of research methods and statistics that must be selected from a list of approved courses. This credit requirement is based on bylaws established in the College of Education to support rigorous training in methods and statistics. The College offers unique opportunities for students to select from mixed methods, qualitative, and quantitative courses to support basic research and epistemology, including social issues from a multicultural lens.

Dissertation Requirement

The Graduate School requires 30 hours of dissertation credits. The dissertation hours must be taken at the rate of 7.5 credits per semester over four consecutive semesters. The sequence may be started during any semester of the year. While taking the dissertation hours, the student has full-time graduate student status.

Length of Study Degree and Residency

The program's length of study and residency requirements allow students to learn from faculty, supervisors, peers, community partners, researchers, and others to promote their professional and ethical obligations throughout their education. It also ensures the faculty can evaluate the student's scholarly development and professional growth, direct their studies, and determine competency. The residence requirement also ensures students have an opportunity to be a part of a community of scholars, to get involved in research, teaching, and service activities and to take advantage of a university environment such as the library resources, laboratory, and other physical facilities on campus.

The program requires at least three academic years of full-time graduate study (eight credits or more per semester) plus an internship before receiving the doctoral degree. This requirement meets and exceeds the residency requirements for doctoral study at Wayne State University, which is one-year of full-time study (six graduate credits in coursework, exclusive of dissertation, in each of two successive semesters). For those applicants continuing from MA in Counseling Psychology from Wayne State University, two-years of full-time study in the master's program will be augmented by one year of full-time study for the Ph.D. in Counseling Psychology, totaling three years of full-time study.

DEGREE REQUIREMENTS

Credit Requirements

The degree requirements for a Ph.D. from Wayne State University are outlined by the Graduate School. Please see the website for information regarding procedures for registration, qualifying exams and orals, and dissertation registration requirements:

<https://bulletins.wayne.edu/graduate/general-information/degree-certificate-requirements/> The Graduate School also outlines policies (<https://gradschool.wayne.edu/phd/policies>) that are helpful to review as a student. The College of Education also has important doctoral policies and procedures pertaining to degree requirements
https://education.wayne.edu/documents/revised_edd_phd_booklet_172_.pdf

The PhD in Counseling Psychology is full-time, and students must meet the program requirements of residency and identify an area of research with a Major Advisor. Wayne State University requires PhD students to complete at least 90 credits of specific graduate-level coursework. The PhD in Counseling Psychology credit hours can range between 107-113 credit hours, depending on electives, and includes coursework, clinical practicums, dissertation credit hours, and internship. The credit hours may be higher than the university minimums due to licensure requirements, electives, and meeting the standards of training for Health Service Psychology.

Credit Load

The university considers a program of eight graduate credits per semester to be full-time study. A student with a strong academic record who is devoting full-time to graduate study and carrying no outside employment may register in a program not to exceed 16 credits per semester. Graduate assistants must register for at least six credits each semester.

Responsible Conduct of Research (RCR) Requirement for Doctoral Students

Responsible Conduct of Research (RCR) is an institution-wide comprehensive training program the Graduate School conducts for all new Ph.D. students and many postdocs. Students involved

in research with faculty at Wayne State University or conducting independent research under faculty supervision must complete required training on the responsible conduct of research.

This training is required of all new Ph.D. students in the first year of their program through a zero-credit course titled "**Essential Research Practices: Responsible Conduct of Research (GS-0900)**". The training aims to promote and sustain the highest standards of research integrity across all disciplines. For more information on GS-0900, prerequisites, and a syllabus, please click the link to the Graduate School for the training information <https://gradschool.wayne.edu/students/professional-development/responsible-conduct>

Plan of Work (POW)

The Plan of Work serves as the student's guide for completing the program. It reflects a systematic and organized series of courses, practicum experiences, program milestones, etc., designed to keep students on track and graduate in a timely manner. It should be planned with the counseling and guidance of the Major Advisor and approved by the Program Director and the Graduate Director. The Plan of Work should be completed as early as possible after acceptance into the program, and within the first year, or submitted prior to 40 credits of coursework being completed. This final version of the Plan of Work is completed through the Graduate School's platform. [Complete a Plan of Work](#)

Students' Plan of Work can be revised later if a student's interests and goals change. However, students must discuss any potential changes with his or her Major Advisor and Program Director before a substitution is made and before a student enrolls in an alternative course. A change to the POW form is found at http://www2.coe.wayne.edu/as/forms/doctoral_change_pow.pdf. Any changes to the plan once approved by the Graduate School are approved at the program level.

Transfer Credits Program Policies

Transferability of coursework from a previously earned degree from Wayne State or other institution is determined on a case-by-case basis. Program faculty evaluate the transferability of coursework based on equivalency standards set by the faculty and approved by the Program Director, Director of Clinical Training, the Graduate Director, and Graduate School. Transfer of credits or previous coursework or clinical experience is not guaranteed, and a review of eligible coursework will only be completed after the student is admitted to the program. An updated Plan of Work reflecting transferred coursework is completed with the Program Director and the Major Advisor during the first year of study.

A minimum grade of B is necessary for transfer credits. Courses that are graded as pass/fail, satisfactory/unsatisfactory are not eligible for university transfer credits. Earned course grades B- (minus) or below are also not eligible for transfer per university policy.

[Complete a Transfer of Credit](#)

Directed Study

Independent study may be authorized for areas of interest not covered by regular courses. Only advanced students should engage in directed study. The student should confer with their Major

Advisor to get permission for and to plan the study. The advisor typically serves as the instructor for the study. The plan for a directed study should indicate the outline of the study, its significance to the student's program and the evaluation method. The Major Advisor and the Graduate Director must approve the study before the student's registration for the course can be approved by the department.

[Complete a Directed Study Petition \(pdf\)](#)

Practicum and Advanced Practicum Experiences

PhD students will have supervised clinical training with psychological interventions throughout their doctoral studies through practicum experiences beginning with the appropriate level of training (e.g., EDP 8319, EDP 8320) and moving through a sequence of experiences with increasing complexity and training through EDP 9319 Advanced Practicum placements. PhD Students are required to stay clinically active and enroll in Advanced Practicum (EDP 9319) during their program.

Students must complete two years of Advanced Practicum. Each practicum year must occur at a different clinical site. During each year of Advanced Practicum, students must enroll in two consecutive semesters. For example, students beginning their first year of Advanced Practicum in the Fall semester, will register for EDP 9319 (3 credits) and again in the Winter semester (EDP 9319) for three credits. The Advanced Practicum hours accrued will go toward supporting their APPIC internship applications. Students are expected to accrue 500-800 hours per year at each respective clinical training site.

Qualifying Examinations

The Qualifying Examinations are a standard part of the doctoral programs and an educational milestone. The student must have the Plan of Work on file with the Graduate School before taking the Qualifying Exam. Successful completion of the Qualifying Exam is a requirement for Ph.D. candidacy. Students must take their qualifying exams during the fall of their third year in the program.

Dissertation Committee

The dissertation advisory committee is established prior to candidacy and is reported to the Graduate School via the Recommendation for Candidacy. Committee requirements:

- Must consist of at least four members. If there are co-chairs, the committee must consist of five members.
- At least two committee members must be from the students' home department.
- At least two members, including the chair, must hold graduate faculty appointments in the home department. If there are co-chairs, the one from the home unit must hold a graduate faculty appointment.

- The committee must have an external member who broadens the dissertation committee beyond the home program to represent a different perspective by virtue of their field, location or knowledge application. The external member cannot hold any salaried or contractual appointment, tenure line or retreat rights in the home unit and may be from within or outside Wayne State.

Prior to completion of the prospectus, any changes to the committee do not need to be reported to the Graduate School. Changes to the committee after the prospectus must be documented via a [Change of Committee form](#) and submitted to the Graduate School for approval.

Doctoral Candidacy

The requirements for advancement from Ph.D. applicant to degree candidate are

- Completion of at least 50 credit hours of didactic coursework
- Satisfactory completion of the Qualifying Exams (both written and oral exams)
- Establishment of the dissertation advisory committee

NOTE: Prior to Doctoral Candidate Status, registration in at least one graduate credit is required in all semesters in which the student uses university resources, including the semester in which the student registers and take Qualifying Exams.

Complete a Recommendation for Candidate Status

Dissertation Prospectus

Prior to initiating doctoral research, the Ph.D. student must prepare a prospectus of the proposed dissertation research describing the scope of the problem, review of the relevant literature, the materials or subjects used, and the method and design of the study. If human or animal subjects will be used, please view the [guidelines for research](#). When the prospectus is ready for presentation to the advisory committee, the student should complete the prospectus and record of approval form and submit it to the Graduate Director for verification of graduate faculty appointments.

The Prospectus (and dissertation) must include relevancy for advancing Counseling Psychology practice, research, and the contribution to the field. This can be included in the introduction and the conclusion/implication section.

PhD students in Counseling Psychology must defend their prospectus by October 1 to be eligible to apply for internship in the same year. Applications for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC <https://www.appic.org>) are due in November for internships starting in the following fall semester.

Conflict of Interest for Dissertation Research

All doctoral candidates will be required to submit the conflict-of-interest form in concurrence with the prospectus. The candidate and each member of the dissertation committee must disclose any potential conflicts and sign the form. Given the length of time required in the dissertation

process, students will be required to resubmit the conflict-of-interest form with the final report form prior to the dissertation defense.

[Complete a Conflict of Interest](#)

Final Dissertation Defense

All procedures related to filing for the dissertation defense must be finished by the completion deadline established by The Graduate School for the semester. The student in consultation with their Major Advisor and the committee will determine a defense date. Students in the College of Education must collaborate with the Graduate Director's office for additional procedures for the official announcement and room reservations.

Note: The Major Advisor must submit the dissertation plagiarism check report to the Graduate School before the defense. Students must be enrolled in at least 1 credit during the semester in which the Final Defense occurs, including spring/summer.

[Complete the Final Defense Report](#)

Internship

Doctoral students must apply for internship placement through the Association of Psychology Postdoctoral and Internship Centers (APPIC) and may match with internship sites located within and outside Michigan. Internship application is based on a timeline and the Director of Clinical Training will determine a student's readiness for internship. Students must register for 1 cr. of internship during each semester of internship (3 semesters total). It is required that students must successfully pass Qualifying Exams before applying for internship and defend their prospectus prior to applying or starting Internship. It is highly recommended that students complete their dissertation prior to starting internship.

All internship milestones must be met by October 1 for students to apply for internship in November of the same year. All internships start in the Fall semester of the following year.

Ph.D. Time Limit

Students have seven years plus one semester from the date of admission to complete their program. Delays in the program due to performance or competency do not stop a student's "seven-year clock." The WSU Graduate School, in consultation with program faculty, considers requests for an extension only when students have an approved dissertation proposal by the end of the seven-year limit. Students should submit their request for an extension in writing *prior* to the time limit. The request for an extension after the time limit will not be considered. With the approved extension, students have one year to complete the program. Please review the Graduate School Policy <https://gradschool.wayne.edu/students/phd>

CURRICULAR EXPERIENCES

Below is a general outline of curricular experiences a student can anticipate during their program.

1. Students directly admitted to the PhD in Counseling Psychology from their undergraduate degree will begin their course of study with foundational courses broadly based in psychology and continue through the sequence of courses to meet the requirements of a MA in Counseling Psychology with courses in psychopathology, psychological assessment, therapy, and practicum. Students entering the PhD with a previously earned terminal master's degree will begin their educational and training experiences with required coursework necessary to meet the standards of the program's curriculum and prepare for doctoral level courses and experiences.
2. Students are matched with a Major Advisor during their first year and engage in scholarly experiences throughout their graduate years. These activities support the development of a sense of community and necessary skills for scholarship. Students will continue to work closely with their Major Advisor and conduct independent scholarly activities, resulting in a doctoral dissertation.
3. Students will have supervised clinical experiences and training in psychological interventions. Supervised training begins with pre-practicum (EDP 8319), or beginning practicum (EDP 8320) the university training clinic, the Mental Health and Wellness Clinic. All doctoral students will complete 2-years of advanced practicum (EDP 9319).
4. Students will receive education and experiences in clinical supervision and consultation (CED 9120) and participate in a supervised supervisory experiences.
5. As part of the student's readiness for internship, a student must pass Qualifying Exams and defend the dissertation prospectus prior to starting internship.
6. Students will be assessed for their readiness for internship by the Director of Clinical Training. Doctoral students are expected to apply through the Association of Psychology Postdoctoral and Internship Centers (APPIC) for internships and may match with internship sites located within and outside Michigan.
7. Students must demonstrate adherence to high ethical standards throughout enrollment in the program. These expectations are outlined in various evaluations, reflections, and experiences designed throughout the education and training system. Performance in skill-based courses involving ethics, assessment, therapy, etc., are evaluated with a particular emphasis on the student's ability to apply skills with clinical populations, and collaborate with other practitioners, as these skills are critical to success in this field. Performance and activities related to professional development such as communications, interpersonal relationships, and consultation skills, etc. will also be evaluated.

Research, Teaching, and Service Activities

As an integral part of doctoral study, students are required to participate in teaching, research, and/or service activities to the profession or community. PhD students will work with their Major Advisor to select activities in one or more of the three areas (teaching, research, service) that align with their Plans of Work, and post-doctoral career goals.

Program faculty members engage in ongoing research projects throughout the year. Students can get involved in data collection and analyses, presentations at state and national conferences, and manuscript writing. For teaching experiences, students can receive mentoring in teaching experiences by teaching courses in Educational Psychology such as Child or Adolescent Psychology, Foundations of Educational Psychology, and the Psychology of Happiness. Following successful completion and competency in psychological assessment courses and practicum, advanced doctoral students can serve as teaching assistants for psychological assessment courses under the supervision of the instructor of record.

Students also have opportunities to serve as student representatives in state or national organizations, and college and department committees such as new student orientation, interviews, faculty search committees, and other college-wide committees. Students are also encouraged to join the WSU student organization, Student Affiliates in the Society of Counseling Psychology (SAS-CP).

Doctoral Committee Selection

Incoming students are typically matched with a Major Advisor in their first year, contingent upon a mutual agreement between the student and the faculty member. This mutual agreement is typically based on a common research interest. Faculty supervise dissertation topics that are within their general range of expertise and research area. Please see the Faculty Profiles to better understand the faculty's research interests and expertise.

The selection of the remaining members of the student's doctoral committee will be made in collaboration between the student and the major advisor sometime after the plan of work is filed and before students begin to prepare for qualifying examinations. The doctoral committee consists of an advisor and faculty member majoring from the program area, and external member from the program area or college and at least two of whom hold a Regular Graduate Faculty Appointment (RGFA). The major advisor must hold RGFA. Approval of external members will require a review by the College of Education Graduate Director and Graduate School.
<https://gradschool.wayne.edu/faculty/graduate-faculty-roster>

QUALIFYING EXAMS

Qualifying Examinations

The Qualifying Examinations are a standard part of the doctoral programs and an educational milestone. Qualifying Examinations for the PhD in Counseling Psychology are held during the fall semester of the student's **third year** of the program. This timeline is program specific and provides students with the ability to be evaluated for doctoral candidacy following completion of their initial coursework and clinical experiences.

Students are evaluated across four domains reflective of foundational knowledge and skills and the integration and application of these areas of which include history and research of the major field, psychotherapy theory and interventions, multicultural competency, etiological considerations and assessment of psychopathology, research methods and case conceptualization skills through an oral exam.

The student must have the Plan of Work on file with the Graduate School before taking the Qualifying Exam. Successful completion of the Qualifying Exam is a requirement for PhD candidacy. The College of Education (e.g., Graduate Officer) reviews the student's plan of work status, grants approval for testing, and confirms the student attended the required orientation for exam day.

Students preparing to register to take the Qualifying Exams must have approval from their Major Advisor and receive feedback from their annual review to determine readiness. PhD students in the Counseling Psychology program are required to take their exams at least one year prior to applying for internship. Students who fail to prepare and register for qualifying exams in that period risk delaying the start of the internship application process.

Neither the dissertation proposal nor coursework can be used to satisfy the written qualifying examination requirement.

Exam Formats

The College of Education Qualifying Exams require both a **written** and **oral** format. The Counseling Psychology program has adopted the **traditional format** of a sit-down written exam held in the College of Education, and an oral component consisting of a case conceptualization presentation held at least two weeks following the written exams.

Students in the PhD program will sit for the written Qualifying Exams (i.e., Traditional Format) in the Fall of their third year (no later than one year before applying for the APPIC internship). This timeline allows for the students to remain on track to meet program milestones and build on foundational knowledge and skills. The written format includes two consecutive days of testing in four domain areas.

Qualifying Exams are chaired by the PhD student's major advisor and protected and administered through the Division of Academic Services liaison to the Graduate School. Written Exams are proctored by the College's Graduate Officer and consist of two days of testing for 12 hours.

Students advance to the Oral Examination only after successfully passing the written exam. The Oral Examination requires students to share a complex clinical case conceptualization to the Qualifying Exam Committee. The Oral Examination offers a further opportunity for the student to demonstrate their integrated knowledge and clinical competence.

Exam Dates

The specific dates of each year's Qualifying Examinations are released each year by the College of Education. Assignment of examination questions to the faculty members who will write and grade a particular question typically does not occur until several weeks prior to the examination. Questions are reviewed by the Counseling Psychology faculty serving on the Qualifying Exam Committee and a grade is submitted by the faculty member with expertise in each domain area.

Examination Prerequisite

An approved Plan of Work must be on file and the appropriate number of credits/coursework must be completed before a student can take the Qualifying Examinations and approval from the Major Advisor, in consultation with and Core Faculty, Program and Clinical Training Directors.

- The Plan of Work is available through Dynamic Forms, found on the Graduate School website. [WSU Graduate School Forms](#).
- Successful completion of the Qualifying Examinations is a requirement for Ph.D. candidacy. PhD students are required to pass the Qualifying Examinations to continue in the program.

The student's Major Advisor and Core Faculty will also evaluate the student's readiness for completing the Qualifying Exams at the annual review meeting. If a student is judged as not having made acceptable progress, they are asked to wait for the following year's administration, or if there are substantial concerns about progress, students receive a Notice of Concern, placed on an academic remediation plan, or counseled out of the program without advancing to the Qualifying Exams.

Registration

All students must register for the Qualifying Examinations [Qualifying Examination Registration Form](#). Before the written exam date, the Major Advisor, and the student, in consultation with the committee, schedule a preferred date and time for the oral exam. The oral exam is to be administered within thirty (30) days following the written exam and the two-week grading period. The oral exam will proceed only if the written exam was successfully completed.

Committee Formation

In collaboration with the student's Major Advisor, the Major Advisor is responsible for coordinating the Qualifying Examination process for their student, collecting the grades, and submitting the report to the College of Education Graduate Officer and Graduate School.

For the College of Education and Graduate School, the committee who serves as a student's qualifying examination committee automatically get rolled over to serve as the dissertation committee. Students must file a **Change in Committee Membership** to change committee membership for the dissertation committee.

The Qualifying Exam Committee in Counseling Psychology consists of Core Faculty, one of whom is the student's Major Advisor. In the College of Education, a Qualifying Exam Committee must consist of a minimum of three faculty members in the major area (Counseling Psychology) with at least two of whom holds a Regular Graduate Faculty Appointment (RGFA)

valid through the completion of the Qualifying Examination period. Please review the roster to confirm graduate status of faculty: <https://gradschool.wayne.edu/faculty/graduate-faculty-roster>. The Major Advisor must be one of the two members with a valid RGFA.

- Additional committee members may be an approved external faculty member or a graduate faculty in one of the core examination areas (e.g., Research Methods, Statistics). The external member may be from a College of Education division outside of the Chair's appointment or a department outside the College of Education.
- Adjunct faculty may not serve on the Qualifying Examination Committee.
- Committees with co-chairs will have at least 5 members. *For example, the structure for committee membership for Qualifying Exams may have 4 members (3 members from Counseling Psychology/Educational Psychology and 1 additional member).*

Assessment Procedures

The committee prepares the questions and scores the written responses for their respective question(s). All committee members will review student responses and provide a score and feedback if needed to the student's Major Advisor and Chair. Per College of Education policy, a date for the Oral Examination is also determined at this time and must occur no sooner than 15 days (about 2 weeks) after the completion of the written exam and no later than 30 days after the completion of the written exam.

https://education.wayne.edu/qualifying_exams/traditional_exam_policy-2.pdf

Part I Grading Written Exam. The written portion of the Qualifying Exams are evaluated on rubrics established by the Core Faculty in Counseling Psychology and assesses knowledge and competencies across four domains. Written exams are scored as **High Pass, Pass, Acceptable Pass with Revisions, and No Pass**. *High Pass* score indicates exemplary quality and exceeds expectations. A score of *Pass* indicates consistently good quality and meets expectations. *Acceptable Pass with Revisions* indicates inconsistent quality with evidence of ability to meet expectations. A score of *No Pass* indicates poor quality with evidence of need for remedial work to gain additional skills. The Minimum Level of Achievement (MLA) for passing the written exam is a *Pass* across all four domains.

Any domain that receives *Acceptable Pass with Revisions* must be revised within 7 to 30 days, and prior to proceeding to the Oral Examination. The written exam is failed when the student receives a *No Pass* in one domain or more. The Major Advisor is responsible for notifying the student and conveying to the student the committee's specific recommendations concerning the second examination and any additional work to be completed prior to a second examination. A second examination may not be held until at least one term has elapsed (one semester), but must be held within one calendar year following the first examination. The second examination shall be considered final, per the policy set forth by the College of Education. It is important that students realize that these exams can only be failed once. A second failure results in discontinuation of the program.

Students must pass the Written Exam before proceeding to the Oral Exam of the Qualifying Exams.

Part II Grading Oral Exam. The oral component can only be completed upon passing the Written Examination. The oral component of your examination is evaluated by the Qualifying Exam Committee and graded as **High Pass, Pass, Acceptable Pass with Revisions, and No Pass.** *High Pass* score indicates exemplary quality and exceeds expectations. A score of *Pass* indicates consistently good quality and meets expectations. *Acceptable Pass with Revisions* indicates inconsistent quality with evidence of ability to meet expectations. A score of *No Pass* indicates poor quality with evidence of need for remedial work to gain additional skills.

The Minimum Level of Achievement (MLA) for passing the Oral Exam is *Pass*. The student “fails” the Oral Exam when they receive a “No Pass” from two or more committee members. Each committee member and the student must sign and date the Oral Examination Report form [[Complete a Report on Oral Examination](#)]

Preparing for "Quals"

Qualifying Examinations in the PhD in Counseling Psychology consist of two parts: written portion and oral component. The Written Examination consists of responding to questions across four domains that demonstrate integration and application across these areas:

- history and research of the major field
- psychotherapy theory and interventions
- etiological considerations and assessment of psychopathology
- research methods

Readiness to advance to the next milestone of doctoral studies is evidenced by providing thorough, insightful, and comprehensive written answers. Responses must address ethical, diversity, cultural, contextual, ecological/ systemic considerations in each of the domains.

The Oral Examination is a 90-minute meeting that includes a case conceptualization presentation with questions from the Qualifying Exam Committee. Students are asked to prepare and present a complex clinical case conceptualization to the Qualifying Exam Committee. Case conceptualization includes but is not limited to a biopsychosocial approach with developmental history, individual, family, and community strengths, diagnosis, and assessments, supporting evidence/differential diagnosis, possible etiological considerations, theoretical framework, clinical interventions and techniques used, and plan or recommendations for post therapeutic care or continued care.

Case conceptualizations must address pertinent ethical, cultural, and systemic considerations. The presentation may be executed in whatever modality appears most fitting (e.g., PowerPoint presentation, handouts, simulations, etc.). The meeting is scheduled for 90-minutes: approximately 50-to-60-minute case presentation by the student, immediately followed by 30-minutes of Q & A with committee members, committee review, and feedback.

Helpful Tips

- Read beyond what is required in courses- select key journals, books, or articles related to your clinical interests and training, research, or community work.
- Learning at the doctoral level is cumulative and integrative: we are looking for thoughtful integration of literature, training experiences, and coursework.
- Set aside time in advance to prepare and study for qualifying exams, typically several months. Form study groups and engage in intensive reading, thinking, writing, and ways to integrate your knowledge across topics.
- Key readings certainly include all the material from the relevant courses. In addition, we recommend that students read articles from leading journals (e.g., *American Psychologist*, *Journal of Counseling Psychology*, *The Counseling Psychologist*).

DOCTORAL CANDIDACY

“Candidacy” is defined as a student passing both the written and oral Qualifying Exams and advancing to the rank of “Ph.D. Candidate” by the Graduate School. By this milestone, the student must have an approved Plan of Work on file with the Graduate School, have identified a dissertation committee, and is permitted to continue toward completing doctoral coursework and experiences.

Please see the [WSU Graduate School Forms \(located on the Graduate School's website\)](#) forms.

- Ph.D. Annual Progress Report Form
- Ph.D. Plan of Work Form
- Ph.D. Transfer of Credit Form
- Ph.D. Change in Advisor and/or Committee Member Form
- Ph.D. Candidacy Form
- Ph.D. Conflict of Interest Form *Note: Each committee member must complete and sign the Conflict-of-Interest disclosure form, before submitting the form.*

Candidate Status Registration

After students are designated as Ph.D. Candidates, they are eligible to register for dissertation credits. This allows students to register for dissertation credits while also advancing toward their final years of coursework and clinical experiences. Students can register for credits when they are ready to complete the dissertation sequence within four consecutive semesters.

This is accomplished by registering for Doctoral Research and Dissertation I, II, III, and IV (ED 9991, 9992, 9993, and 9994 respectively) in four consecutive semesters. Each course designation is 7.5 credits per semester for 30 hours of credit. To schedule the four consecutive semesters (spring/summer optional) the student can enroll in dissertation hours in one of the following two patterns: Fall, Winter, Fall, Winter; or Fall, Winter, Spring/Summer, Fall.

Some students register for credits before completion of the dissertation. In that case, students can register for Candidate Maintenance Status (ED 9995) until they complete the dissertation. This fee is equivalent to the Registration Fee plus the Omnibus Fee for one graduate credit and gives students full-time registration status that allows such benefits as access to library resources.

Prospectus

After the successful completion of the Qualifying Examination, planning a dissertation proposal can begin and should be planned and developed with the Major Advisor's guidance. For a detailed description of conducting and authoring a dissertation, students can review resources such as *Dissertations and Theses from Start to Finish: Psychology and Related Fields* (ISBN: 978-1-59147-362-6).

After the Major Advisor's approval, the proposal is presented for examination to the student's Dissertation Committee during a formally convened meeting. At the student's discretion, other interested parties may also be invited to attend. A copy of the proposal should be submitted to the committee for review at least two weeks before the scheduled meeting. The Major Advisor can reserve a room through the College of Education Room Reservation system or coordinate through a virtual meeting with the Dissertation Committee.

The oral defense of the prospectus is required to advance to the final defense of the dissertation.

Questions about doctoral procedures in the College of Education and the Graduate School can be addressed to the Graduate Officer in the College of Education.

Prior to the approval of the prospectus by the student's Dissertation Committee, The Doctoral Dissertation: Prospectus and Record of Approval, and Conflict of Interest form should be completed through Dynamic Forms and can be found on the Graduate School Website <https://gradschool.wayne.edu/students/phd/forms>

All doctoral candidates must submit a Conflict-of-Interest Form with the Prospectus and Record of Approval Form. The candidate and each member of the Dissertation Committee must disclose any potential conflicts and sign the form. <https://gradschool.wayne.edu/students/phd/forms>

Summary of Requirements

- PhD Students file for Candidacy (establish the Dissertation Committee)
- Defense of the Dissertation Prospectus
- Internal Review Board approval (if required)
- Prospectus Approval
 - 1) A copy of the prospectus (the first 3 chapters of the dissertation)
 - 2) Record of Approval form
 - 3) Conflict of Interest form
 - 4) IRB signed Memorandum of Approval (if required)

Dissertation

Students are required to complete a dissertation. Students will work with their Dissertation Committee and Major Advisor to select a topic. Major Advisors will only agree to supervise topics within their areas of expertise. Thus, it is helpful to explore the faculty's research interests first. As explained earlier, students and the Major Advisor select their Dissertation Committee members. While most Dissertation Committee members serve for both the Qualifying Exams and the dissertation, members may be changed to gain specific research expertise from a different faculty member. This is discussed and decided with the student and the Major Advisor.

Federal regulations require that all research involving human participants must be reviewed and approved by an Institutional Review Board (IRB) before research activities can begin. The IRB is responsible for reviewing all research involving human participants, performed by faculty, students, or employees of WSU and its affiliated institutions. The authority of the IRB extends to biomedical research and behavioral/social science research, regardless of whether the research is funded by a federal agency, commercial companies, intramural entities, or supported by institutional resources. In addition, it includes research conducted on Wayne State University property or its affiliated medical institutions' property. Designation of research as exempt from IRB review requires approval of the IRB Chair or their designer. It is expected that students have completed *Responsible Conduct of Research* <https://research.wayne.edu/irb>.

The Institutional Review Board Administration Office information and the e-protocol submission portal are on the IRB website <https://research.wayne.edu/irb> The IRB Administrative Office is located at 87 E. Canfield, 2nd Floor, Detroit, MI 48201 Phone: 313-577-1628 (between John R. & Woodward).

Dissertation and Final Defense

Students complete the dissertation study, data analysis, and final chapters under the direction of their Major Advisor. When the Major Advisor indicates that the dissertation is complete and ready for the final defense, a copy of the dissertation is submitted to the Dissertation Committee at least two to four weeks before the planned defense date. The Dissertation Committee gives feedback and requests revisions during this time.

Two weeks before the Final Defense. After Major Advisor and Dissertation Committee have reviewed the final dissertation document and approve the student to proceed with the defense, the Final Defense and Conflict of Interest forms are signed by all Dissertation Committee members. The Dissertation Committee members' signatures attest to the following: "I have read the dissertation, approve its content and certify that it is ready for the Public Lecture Presentation and Defense." A final version of the dissertation undergoes a **Plagiarism Check** through the Graduate School and is completed by the Major Advisor. The Major Advisor must certify the check was completed by providing the report's score page to the College of Education Graduate Director and the Graduate School. The dissertation manuscript is then uploaded for a format check to meet the requirements of ProQuest upload.

<https://gradschool.wayne.edu/students/phd/forms>

- The Final Defense must be a public meeting and a notice must be posted regarding the presentation and the date, time, and location.
- The Final Defense must occur during normal business hours (weekdays from 8:30 a.m. to 5:00 p.m.) in a university owned building, or scheduled via a virtual meeting through Zoom, Teams, or other University platform.

Oral Defense

The dissertation defense involves a presentation of the study followed by questions and discussion. Students prepare a presentation to discuss the purpose of the study, theoretical approach and hypotheses, design, procedures, findings, and implications. Students should consult the Graduate School policy for any additional requirements with the Academic Services in the College of Education.

Summary of Steps for Dissertation

PhD Students

- Dissertation Title & List of Previous Degrees form (online)
- One original signed title page
- Survey of Earned Doctorates (online)
- The Ph.D. Exit Survey (online)
- Complete the permissions form to permanently archive and disseminate the published dissertation with WSU Libraries
- Final upload of the completed and corrected dissertation manuscript (the final copy for publication) <https://gradschool.wayne.edu/students/phd/deadlines>

ASSESSMENT OF STUDENT PROGRESS & EVALUATION IN COUNSELING PSYCHOLOGY

Doctoral Annual Evaluation

Students' progress through each stage of the program is reviewed each semester at Core Faculty meetings with a formal annual evaluation of each student occurring at the end of the Winter semester.

The following information is considered by the faculty when determining whether students are making satisfactory progress:

- a) overall GPA
- b) course grades in DSKs and PWCs
- c) course assignments grades aligned with DSKs and PWCs
- d) professional and interpersonal behavior
- e) ethical decision making
- f) awareness and development of cultural and diversity informed evidence-based practices
- g) academic and clinical skill development and competencies

- h) performance and competency development during practicum(s) and internship
- i) active involvement in research or faculty research labs
- j) scholarship (e.g., conference presentations, publications, workshops)
- k) progress on dissertation (if applicable)

However, because interpersonal effectiveness is critical for successful practice as a mental health professional, all professional and interpersonal behaviors, as rated on practicum experiences, internship forms, are expected to meet the minimum level of achievement for that domain before students may continue through the program. *Clinical, professional, and interpersonal behaviors and skills are equally critical to success in this field as are academic/coursework skills. Students will not be passed into the field with successful academic/coursework skills only.*

Additionally, low performance in classes involving profession-wide competencies (practical skills) are grounds for concern, and when concerns become apparent, they will be addressed directly with students (see Notification of Concern section).

The Graduate School requires the annual completion of the [Annual review/Individual development plan for Ph.D. students](#). This is a companion to the Plan of Work, which focuses on academic coursework and program milestones. Students initiate the process by engaging their Major Advisor to complete the Annual Review/Individual Development Plan. The Major Advisor and the student review academic and professional development, accomplishments, educational activities, areas of growth and goals. A copy of the review is filed with the Graduate School and a copy is submitted as part of the annual evaluation.

To complete the process of the annual review, students initiate a meeting with their Major Advisor and complete the **Doctoral Annual Review** (formerly referred to as Individual Development Plan for Ph.D. students) with their Major Advisor located the Graduate School's website: <https://gradschool.wayne.edu/students/phd/forms>

This plan is initiated by the student and completed annually with the student's Major Advisor and submitted to the Graduate School and Program Director each year as part of the Doctoral Annual Evaluation File. These annual evaluations are designed to support doctoral students in developing career plans and trajectories.

Doctoral Annual Review Materials

- ⓓ **PDF of the current [Annual review/Individual development plan for Ph.D. students](#).**
- ⓓ **Plan of Work** (located in Dynamic forms)
- ⓓ **Current CV or Resume**
- ⓓ **Current transcript**
- ⓓ **Complete and Submit the Counseling Psychology Doctoral Annual Review Summary Form**

- i. Publications/ works in Progress
- ii. Teaching experiences – course name, semester, year
- iii. Research experiences – projects, etc.
- iv. Presentations- name, location, year
- v. Name and Location of Practicum/Advanced Practicum Placements to Date

Submission Procedures

Step 1. Create a **One Drive Folder** in your One Drive for each academic year and label as follows: **Last name, First name_Annual Review (2023-2024)**. This folder will contain a copy of various academic materials necessary for the review.

Step 2. Prepare the Doctoral Annual Evaluation File. Students submit their materials to the Program Director during the end of each academic year (April). Share the **ONE DRIVE FOLDER** with the Program Director.

Evaluations

Faculty Holistic Evaluations. Faculty conduct holistic evaluations of the programs Discipline Specific Knowledge (DSKs) and performance of Profession Wide Competencies (PWCs). The evaluations are based on supporting documents and faculty observations (e.g., CVs, transcripts). Core faculty review each student's progress and arrive at consensus on the evaluation feedback.

Student Evaluation Feedback. Students may receive feedback from the Director of Clinical Training, Program Director, or their Major Advisor after the evaluation period through written feedback and individual meetings with the faculty or Major Advisor.

Professional Behavior Expectations

The program also places high value on the following six professional work characteristics, which are actively evaluated by faculty throughout all semesters of the program. Evaluations are based on students' performance and growth in these areas. These are examined in individual courses, program milestones, practica, internship, and other activities across the program, as well as in professional interpersonal interactions. Counseling Psychology Core Faculty meetings are often where core educational and clinical faculty discuss student progress, areas of growth, or emerging concerns. The goals are to monitor student progress through various program milestones and identify and address issues early to provide appropriate timely feedback, support, and resources to students.

1. Respect for Human Diversity
2. Communication
3. Effective Interpersonal Relations
4. Ethical Responsibility
5. Adaptability
6. Initiative and Dependability (e.g., *attendance and engagement in courses and experiences*)

The following policies outline the academic and competency expectations set by the programs

in Counseling Psychology. Minimum Level of Achievement is outlined for course grades and profession-wide competencies.

Attendance Policies & Expectations

Courses and practicum experiences in the program have class attendance, tardiness, and participation policies. Participation in class discussions, attendance at each class meeting, and active engagement are expected and highly valued. Course expectations are consistent with the program's values in student engagement and competency development. Attendance policies may differ across terms (academic year vs spring/summer terms). Consistent low performance in class attendance, participation, or tardiness can result in students receiving a Notification of Concern by the instructor of record for the course, experience, or practicum, in addition to course grade deductions as noted in the syllabus.

Students are always expected to attend all classes, arrive prepared, and on time for every class.

Academic Policies - Overall GPA

Students must maintain a 3.0 average (on a 4.0 scale) throughout their program of studies and throughout their enrollment.

Minimum Level of Achievement

The programs in Counseling Psychology have a Minimum Level of Achievement (MLA) of a "B or better" in final course grades. Course grades in Clinical Practicum and Internship are graded as Satisfactory or Unsatisfactory. Students must receive a "Satisfactory" to advance to the next sequence of practicum, assessment, or other doctoral requirements. A minimum overall GPA of 3.0 must also be maintained throughout a student's program enrollment.

Students who obtain less than a B in any given course or receive an "Unsatisfactory" in clinical practicum can necessitate a Notification of Concern, described in the next section. If a student receives a second grade below a B, a second Notification of Concern can be issued. Any student who obtains a third course grade below a B may not be permitted to continue in the program. These notifications are cumulative over the student's program.

Notification of Concern (NOC)

When students are experiencing academic, clinical, professional, interpersonal, or behavior difficulties interfering with academic, clinical, and professional development, performance, or progress, a **Notification of Concern (NOC)** is issued to the student and completed with the faculty. This may include the Major Advisor, a professor or instructor, and involve either the Program Director or Director of Clinical Training. NOCs are used to support student development and progress to meet competency requirements. This calls attention to problems or concerns that may arise at any time in the student's program. Any student receiving more than two NOCs will be dismissed from the program. Remediated NOCs still count toward the total number of NOCs documented.

The type and level of the concern determines whether the NOC requires one of the following responses: (1) Level 1: Action Plan; or (2) Level 2: Clinical or Educational Remediation Development Plan. A Notification of Concern has two levels of interventions to address the area and severity of the concern.

Levels of Notification of Concern

Level 1. An initial Notification of Concern is issued to the student by a faculty member indicating an area of concern is interfering with academic, clinical, interpersonal, and/or professional development and progress. The student and faculty along with appropriate faculty director, collaborate on identifying the problem and developing an Action Plan for the student to address the issues. If progress on the action plan is unsuccessful after two NOCs, the program will consider further action, including program dismissal.

Level 2. In circumstances in which a problem is assessed as an elevated level of concern that significantly interferes with academic, clinical, interpersonal and/or professional development, progress, or competency, a Level 2 plan will be implemented: Educational or Clinical Remediation Development Plan.

Types of Problems or Concerns

Types of problems that may arise for the NOC may include, but not limited to the following:

1. Difficulties interfering with Academic and/or Professional Development: (e.g., inadequate writing skills, poor class attendance, poor or lack of class participation, lack of collegiality, lack of initiative, nonresponsive to supervisors/faculty, issues with reliability, poor interpersonal skills, poor rapport building/empathy, lack of cultural conscientiousness).
2. Unsatisfactory Student Progress: (e.g., Unsatisfactory student evaluations, failure to maintain active student status without approval; failure to maintain 3.0 average during enrollment, failure to meet MLA for courses or clinical experiences). E.g., *Receiving a grade less than the Minimum level of achievement (MLA) will initiate a Notice of Concern, and the student and faculty in consultation with the student's Major Advisor, will determine steps to support proficiency and competency or determine steps toward satisfactory progress.*
3. Insufficient Professional Competence: (e.g., ethical violations per APA ethics or State of Michigan ethics for psychologists, lack of professionalism, inability to address intrapersonal or interpersonal difficulties interfering with performance or functioning, inability to meet minimum levels of competency across foundational areas such as coursework or clinical practicum/internship).
4. Academic Misconduct: (e.g., plagiarism, fabrication of data, falsification/forgery of academic or clinical documentation, complicity in engaging with other students in misconduct).

Identification of Concerns

Concerns may arise in several ways. They may arise in connection with formal evaluation(s) of each student's progress (e.g., annual doctoral review, pre-practicum evaluations) or at any time throughout the student's program. Faculty, fellow students, or supervisors may raise concerns about a student's progress, competency, performance, or behavior at any time. Fellow students should initially raise issues with their Major Advisor and/or Directors. Where possible, the confidentiality of the reporting students will be protected.

Note:

Practicum supervisors should initially discuss issues and concerns with the student and Practicum Instructor (EDP 8320 or EDP 9319).

1. When the concern is first identified, a faculty member will meet with the student and provide a description of the concern and specific examples of the concern. Depending on the nature of the concern(s), the student may be involved in goal setting and planning with faculty, which may consist of seeking appropriate support services, individualized supervision, or other actions to address the initial NOC. The faculty and the student discuss issues identifying and developing remediation efforts. (See NOC Form A)
2. In some circumstances, performance or behavioral concerns may be serious enough to warrant immediate actions to be taken and/or result in a remediation plan: Educational Development Plan and/or Clinical Development Plan. The faculty, consulting with the Program Director or Director of Clinical Training, will outline and develop appropriate recommendations for the student.
3. After a problem has been identified and described, faculty determine recommendations for the severity of the concerns outlined.
4. If the concern(s) are determined to be emergent academic, professional, or developmental, the student and faculty collaborate on recommendations and the student completes a Student Action Plan that is signed by the student, Major Advisor, and Program Director and/or Director of Clinical Training. Timelines for completion are established and monitored by the faculty overseeing the action plan. After a period of implementation, the student and faculty will follow-up with a review and evaluation of efforts.
 - a. If the faculty recommendations and/or Student Action Plan are unsuccessful, a second NOC will be written following the same procedures and may result in a higher level of remediation (e.g., development plan).
 - b. If the result of a 2nd NOC is unsuccessful, the program will consider further actions, including program dismissal.

- c. If there is a lack of progress or improvement based on the action plans, and following two NOCs, the faculty reserves the right to dismiss the student from the program.
5. If the NOC concerns are reviewed and faculty recommendation warrant a remediation plan (i.e., *Educational or Clinical Development Plan*) for more egregious issues, the Program Director and/or Director of Clinical Training and/or the student's Major Advisor will complete a remediation plan and establish a timeline. After a period of implementation, the student and faculty will follow-up with a review and evaluation of efforts.
6. Students have the right to appeal the outcome through the student grievance process.

NOTE: failure to successfully complete the remediation plan may result in dismissal from the program.

STUDENT GRIEVANCE POLICY

Program Grievance Policy

The Counseling Psychology programs have a student grievance process for students to follow when they wish to voice their concerns or address a matter causing dissatisfaction with a faculty member or the program. Students may contact a faculty member, Program Director, or the Assistant Dean to provide feedback and address their concerns.

If the student experiences concern(s) regarding discrimination, failure of recognition of disabilities, violation of University of College of Education policy, violation of program accreditation standards, or misconduct in research, etc. students can follow the guidelines listed below.

Grievance Process

If a grievance or concern is regarding grades or course placement, please refer to the College of Education academic grievance policy found here: <https://education.wayne.edu/students/grade-appeal-policy>

If a grievance or concern is regarding program policies, conflicts arising from Notification of Concern procedures or recommendations, please refer to the College of Education academic grievance policy above as well as here: <https://provost.wayne.edu/provostappealprocedure>

Several general guidelines apply to student grievances:

- Every effort should be made to resolve the concern or dispute at the earliest possible stage of the process.
- Grievances should be filed as soon as possible following the transgression of the action or decision which it was derived.

- Documentation should be included with all pertinent information surrounding and involving the grievance.

Students wishing to file a grievance about an action or decision regarding a College of Education faculty or staff member, or the program, can take the following steps:

1. The student should schedule an appointment with the faculty or staff member involved in the action in question after the incident in question. Most disputes should be resolved at this level following thorough discussion of the issues by those involved.
2. If the matter is not resolved through the actions taken in Step 1, or the student decides Step 1 is not appropriate for their grievance, the student should meet with the Program Director. If the conflict is not resolved by the meeting with the Program Director, the grievance should be taken to the Assistant Dean of the Division.
3. If Steps 1 or 2 do not resolve the issue(s), a meeting should be made with the Assistant Dean of the Division. This meeting should be scheduled. The Assistant Dean and the student(s) involved, after a thorough discussion and evaluation of the matter, will either resolve the issue/decision, or take further action by preparing a written appeal and/or scheduled meetings with the College Dean.

Dean of Students Grievance Procedure – University Process

Once a formal student complaint under this process is received by the Dean of Students, an attempt will be made to resolve the issue in a timely manner by working with the student and the appropriate university employees and/or offices to assure a fair process.

When appropriate, a complaint may be referred directly to the department involved. Complaints related to a specific academic college may be forwarded to the appropriate College Dean or their designee. Please note a student's complaint may be forwarded to the department it can best be addressed by. If the student making the complaint has not had any contact regarding the complaint within fifteen (15) business days of submitting a report, they should contact the Dean of Students Office at doso@wayne.edu. It is important to note that after a complaint has been reviewed and an outcome determined, a complaint may be deemed "resolved" even though a student may not be satisfied with the outcome.

In accordance with the Higher Learning Commission Policy FDCR.A.10.030 – Institutional Records of Student Complaints, Wayne State University has established the above outlined student complaint procedures. Wayne State University is required by law to share information about the complaints with its accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools; however, individual identities will not be revealed without the express permission of the complainant or as required by law.

The Dean of Students Office will annually review the data to identify any trends/issues that warrant further investigation, revision to existing policies, etc. Information on these issues shall

be compiled into the Annual Institutional Summary of Student Complaints and shared with the appropriate university office(s) for action. Link to file a complaint with the Dean of Students: https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=4

Wayne State University Title IX

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq. provides, in part, that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. For more information, a reporting form, updated reporting requirements, and support, visit: <https://titleix.wayne.edu/>

Title IX and other laws prohibit discrimination on the basis of sex in any phase of a university's educational or employment programs. Academic and employment decisions based upon sex and sex-based misconduct are forms of illegal discrimination prohibited under Title IX, as well as other state and federal laws.

Wayne State University (WSU) does not discriminate on the basis of sex in any phase of its educational or employment programs and does not tolerate sex-based misconduct. This policy applies to all conduct in any academic, educational, extra-curricular, athletic, or other University program and activity regardless of whether those programs and activities occur in WSU facilities, on or off campus.

If the University knows or reasonably should know of possible sex-based discrimination or sex-based misconduct, a thorough, impartial and confidential investigation will promptly be conducted to determine if there has been a violation of university policy. WSU will investigate all complaints alleging violation of university policy regardless of where the alleged conduct occurs. If it is determined that sex-based discrimination or misconduct has occurred, appropriate discipline will be imposed and the University will take steps to address and stop the misconduct, as well as remedy its effects. Accordingly, WSU will take appropriate action should the University become aware that any contractor, vendor, partner, or other affiliate engages in sex-based misconduct, up to and including termination of the business relationship or partnership.

Any University student, employee, or third party on any campus, or those acting on another's behalf such as parents or guardians, may file a complaint concerning sex-based discrimination or sex-based misconduct in the treatment of students, employees, or third parties. A complaint may also concern retaliation for filing a complaint or participating in an investigation. WSU expects that all complaints will be filed in good faith. You have the right and can expect that incidents of discrimination and misconduct will be taken seriously by the University when reported formally and that such incidents will be investigated and resolved properly through administrative procedures.

Title IX Coordinator

The following person has been designated by WSU to handle inquiries regarding policies and/or laws related to Title IX and sexual harassment:

Brandy Banks, Title IX Coordinator and Director
Faculty Administration Building, Suite 4249
656 W. Kirby
Detroit, MI 48202
[313-577-9999](tel:313-577-9999)
TitleIX@wayne.edu

Reporting misconduct can also be completed by phone, email or through online reporting form. Please visit <https://titleix.wayne.edu/>

Wayne State University: Anti-Discrimination and Harassment Policy

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or ability. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship.

Wayne State University is an equal opportunity institute that considers multiple aspects of one's life including adversity and systemic barriers and is committed to a policy of non-discrimination and equal opportunity in all its operations, employment opportunities, educational programs, and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status, or disability and expressly forbids sexual harassment and discrimination. Inquiries regarding equal opportunity and affirmative action policies or complaints may be directed to the Office of Equal Opportunity, Policy Development and Analysis, Wayne State University, Detroit, Michigan 48202, 313-577-2280.

Office of Equal Opportunity (OEO)

Location: 4324 Faculty Administration Building
Phone: [313-577-2280](tel:313-577-2280)
Email: oeo@wayne.edu

The Office of Equal Opportunity (OEO) is responsible for the implementation of the University's Non-Discrimination/Affirmative Action Policies. The OEO follows the procedures under the [Discrimination and Harassment Complaint Process](#) to ensure that employees and students are not discriminated against in employment, educational programs and activities on the basis of race, color, sex (including gender identity), national origin, sexual orientation, familial status, marital status, height, weight, disability or veteran status. Any member of the campus community, including students, staff, and faculty, may file a complaint with the OEO.

University Ombudsperson

The Ombuds Office provides a safe place to ask for help on campus. Students may contact the Office of the Ombudsperson when they need clarification on Wayne State policies and procedures, when they have a university-related problem that has not been resolved by regular

university procedures, or when they have university-related questions for which they cannot find an answer. The Ombudsperson strives to see that student needs are met and that students can focus on making academic progress at Wayne State.

Location: 301 Student Center Building

Phone: 313-577-3487

Email: ombudsoffice@wayne.edu

website: <https://wayne.edu/ombuds>

GRADUATION AND COMMENCEMENT CEREMONIES

Applying for Graduation

Both M.A. and Ph.D. candidates must file a graduation application. Graduation can only occur after all requirements are completed, this includes all coursework, practicum, and internship requirements. For Ph.D. students, this also includes the dissertation. Wayne State University confers degrees for fall, winter and spring/summer terms and honors its graduates by hosting commencement ceremonies in December and May. Each graduate will be allocated four tickets for the December ceremony. Detailed information about applying for the degree and commencement procedures is available on the [commencement website](#).

Masters in Counseling Psychology Candidates

Degree applications are available via [Academica](#) on the Student Tab- Self-Service menu.

Deadlines and dates for MA candidates can be found at

<https://gradschool.wayne.edu/students/masters/deadlines>

The College of Education Office of Academic Services conducts an audit of the candidate's Plan of Work and approves the application for degree. If there are missing courses or credits, you will be contacted by the Academic Services Officer to resolve the issue prior to applying or attending graduation.

Doctorate in Counseling Psychology Candidates

Degree applications are available via [Academica](#) on the **Student tab, Student Self Service menu**. Application deadlines vary by semester, however, the deadline for applying is the Friday of the fourth week of class in the semester in which graduation is anticipated.

<https://gradschool.wayne.edu/students/phd/deadlines>

Commencement Ceremonies

Information about **Commencement** announcements, caps and gowns, tickets, and other relevant information can be accessed here: <https://wayne.edu/commencement/contact>

Information may be emailed to the candidate by the Commencement Office before the event.

Please visit for more information and frequently asked questions about commencements:

<https://wayne.edu/commencement/faq>

PROFESSIONAL LICENSURE

The PhD in Counseling Psychology curriculum does not ensure students will be license-eligible in all states. Licensing and credentialing requirements vary by state, province, or nation, are open to interpretations by those who review applications and sometimes change, even while enrolled in the program. For information on licensure requirements in other states, please refer to the following resources on mobility and licensure:

<https://abpp.org/wp-content/uploads/2022/06/ABPP-Certification-and-Licensure-Mobility-in-North-America.pdf> ; <https://www.asppb.net/page/BdContactNewPG>

State of Michigan Professional Licensure

The State of Michigan recognizes a series of four different psychology licenses. The Temporary Limited License Psychologist (TLLP), the Limited License Psychologist (LLP), the Doctoral Limited License Psychologist (DLLP), and the Licensed Psychologist (LP).

MA Students: Students graduating with a MA in Counseling Psychology are eligible to apply for a Temporary Limited License to Practice Psychology (TLLP) in the State of Michigan. Graduates seeking to apply for licensure must complete the state licensing forms and submit the Certification for Education in Psychology to the Program Director for verification. The Program Director will verify and submit it to the State of Michigan licensing board. Graduates must also submit verification of supervision by having their practicum Clinical Supervisors sign off on practicum hours.

PhD Students: The TLLP is available to PhD students after a student has obtained their master's degree in health service psychology and completed a 500-hour practicum as part of their doctoral training. Many students apply for this license because it allows them to take certain external placements or allows them to be paid for some work. Some internships also require this license. Thus, you may consider applying for this license after receiving your master's degree.

EPPP National Psychology Examination

A final requirement for licensure is passing the Examination for Professional Practice of Psychology (EPPP) national exam. This is a State of Michigan requirement as part of the licensure process. The program prepares students to apply for licensure as psychologists in the State of Michigan. For more information pertaining to the EPPP exam and specific licensure requirements by state/province/territory, visit <https://www.asppb.net/page/EPPPSignup>

Credentials Bank



Students are encouraged to review the jurisdiction in which they plan to practice, as these may vary state to state. Additional coursework may be required based

on where one practices. Students are encouraged to retain all copies of syllabi, practicum, and internship hours to present these to various state licensing boards for additional reference. The ASPPB Credentials Bank provides an online management system to bank your credentials for the future and prepare for licensing and career needs. <https://www.asppb.net/page/TheBank>

POST-GRADUATION PROGRAM REQUIREMENTS

Alumni Survey of Graduates

Alternative Email and Contact Information

Before graduation, students must provide or verify an alternative email and contact information to receive post-graduation surveys as part of following up with graduates.

Alumni Survey

As part of the Counseling Psychology program, graduates must provide distal evidence of competencies and program effectiveness and must evaluate graduates' career paths in health service psychology after they have left the program. The program will follow graduates at the 2- and 5-year mark after graduation.

- Two years after graduation, the program will send you a survey on how well it prepared students in profession-wide competencies and job placements or career trajectories, as well as obtaining licensure.
- At 5 years post-graduation, the program will survey graduates again on licensure, and career trajectories and accomplishments.

Appendix



WAYNE STATE
College of Education

Educational Psychology
Division of Theoretical & Behavioral Foundations
College of Education
5425 Gullen Mall, 3 North
Detroit, Michigan 48202

COUNSELING PSYCHOLOGY
Notification of Concern

Date

Student Name:

Access ID

Semester

Cohort Year

Program

PhD in Counseling Psychology

Advisor

Recommending Faculty

Notice Number: 1st NOC NOC Level Level 1 NOC

Prior NOC date(s)

Description of Concern

Please check (all that apply) and describe the area(s) in which the student experiences difficulties that may interfere with his/her abilities to perform successfully in subsequent classes and/or in the profession of counseling psychology

- | | | |
|---|---|--|
| <input type="checkbox"/> Communication Competencies | <input type="checkbox"/> Initiative | <input type="checkbox"/> Content knowledge |
| <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Attendance/Engagement | <input type="checkbox"/> Clinical Insight | <input type="checkbox"/> Interpersonal Skills |
| <input type="checkbox"/> Collegiality | <input type="checkbox"/> Response to supervisors | <input type="checkbox"/> Rapport building Skills/Empathy |
| <input type="checkbox"/> Ethical Responsibility | <input type="checkbox"/> Reliability | <input type="checkbox"/> Cultural Conscientiousness |
| <input type="checkbox"/> Professional Responsive | <input type="checkbox"/> Respect for others/differences | <input type="checkbox"/> Other (describe below) |

Describe specific examples of concern(s):

Recommendations

Check all that apply:

- Continue in program with NOC Action Plan – Level 1
- Continue in program with Clinical Remediation Development Plan – Level 2 (please attach)
- Continue in program with Educational Remediation Development Plan- Level 2 (please attach)
- Other (specify)

Faculty (s):

Date: _____

Student Signature: _____

Date: _____

Note: Signatures indicate that concerns have been discussed with student

Wayne State University
Counseling Psychology Program
Notification of Concern

Student Action Plan

Student name: _____

Semester/year: _____ Today's Date: _____

Cohort Year (e.g., 2022) _____

Review Date: _____

Student's description of Action Plan to address identified concern(s).

Timeline for completion of Action Plan- enter completion date:

Student Signature: _____ Date: _____

Program Director: _____ Date: _____

Director of Clinical Training: _____ Date: _____

Faculty Advisor/Supervisor Signature(s): _____ Date: _____

Signatures indicate that Action Plan and Timeline have been discussed and agreed upon by student, faculty and appropriate director..

Original: Counseling Psychology Program Director
cc: Student
Faculty Advisor/ Supervisor (named above)

Action Plan Review of Date:
Review Team:

Action Plan Outcome (indicate)
 Satisfactory
 Unsatisfactory
 Other (specify)

Outcome (describe below)

**WSU Counseling Psychology Ph.D. Program
Student Annual Assessment and Feedback**

Student Name:

Access ID:

Date:

Year of Program Entry:

Hours earned:

Grade Point Average:

Academic standing:

**A rating of 1 in any area requires an Educational Development Plan.

Area of Evaluation: Academic Performance	Academic Performance Rating:
<i>Rating</i>	<i>Rating Criteria</i>
1 – Unsatisfactory	GPA <2.67 or 2 Cs or lower in current year
2 – Needs Improvement	GPA 2.68 – 2.99
3 – Meets Requirements	GPA 3.0 – 3.84
4 – Exceeds Requirements	GPA 3.85 or greater

Area of Evaluation: Clinical Skills Development	Clinical Skills Development Rating:
<i>Rating</i>	<i>Rating Criteria</i>
1 – Unsatisfactory	The student is deficient in clinical skills development.
2 – Needs Improvement	The student has shown some evidence of clinical skill, but performance is inconsistent; it is anticipated that performance will improve with further training, supervision, and effort.
3 – Meets Requirement	The student has shown basic mastery of clinical skills.
4 – Exceeds Requirement	The student has exceeded basic clinical skill mastery and is performing at an advanced level.
NA – Not Applicable	The student is not in clinical training at this time.

Area of Evaluation: Professionalism	Professionalism Rating:
<i>Rating</i>	<i>Rating Criteria</i>
1 – Unsatisfactory	The student has evidenced significant problems related to behavior and comportment.
2 – Needs Improvement	The student does not adhere to all WSU-CP expectations of behavior and comportment as outlined in the CP Program Handbook, which are adopted from the Council of Chairs of Training Councils.
3 – Meets Requirement	The student satisfactorily adheres to WSU-CP expectations of behavior and comportment as outlined in the CP Program Handbook.
4 – Exceeds Requirement	The student is viewed as a role model by consistently demonstrating respect toward others, awareness of self and openness to feedback.

Area of Evaluation: Dissertation Progress	Dissertation Progress Rating:
<i>Rating</i>	<i>Rating Criteria</i>
1 – Unsatisfactory	The student shows insufficient progress toward proposal/dissertation.
2 – Needs Improvement	The student demonstrates minimal evidence of dissertation progress.
3 – Meets Requirement	The student demonstrates dissertation research and scholarship commensurate with their level of academic matriculation.
4 – Exceeds Requirement	The student demonstrates excellence in dissertation work.
NA – Not Applicable	The student is not enrolled in dissertation.

Program Director, Date_____
Director of Clinical Training, Date_____
Student, Date_____
Supervisor/Academic Advisor, Date

See reverse side for narrative comments and any plans for remediation.

Narrative Comments:

Plans for remediation in any area(s) of improvement: