

**PH.D. PROGRAM
IN COUNSELING PSYCHOLOGY
AN A.P.A ACCREDITED PROGRAM¹

STUDENT HANDBOOK
ACADEMIC YEAR 2025-2026**

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Preparing people to lead extraordinary lives

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Rights Reserved. The president and officers of Loyola University of Chicago reserve the right to change the requirements for admission or graduation announced in this program description, and to change the arrangement, scheduling, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit and to dismiss any student at any time, should it be deemed to be required in the interest of the student or of the university to do so.

IT IS THE PERSONAL RESPONSIBILITY OF EACH STUDENT TO ACQUIRE AN ACTIVE KNOWLEDGE OF ALL REGULATIONS SET FORTH ON THE GRADUATE SCHOOL WEBSITE. WITHIN THE GRADUATE SCHOOL, THE ONLY OFFICIAL INTERPRETATIONS OF ACADEMIC REGULATIONS ARE THOSE WHICH ARE MADE IN WRITING BY THE DEAN OF THE GRADUATE SCHOOL.

Introduction

This handbook is designed to assist you through your doctoral studies. Please learn to rely on it, especially as you move on to new stages in your academic program. The program often finds itself changing policies, procedures, and requirements as it attempts to remain current with changing training guidelines and evolving societal needs. Therefore, it is important that you keep yourself updated as to these changes because they may affect your program of studies.

Existing regulations and requirements of the program, The Graduate School, and the University, will be followed. Of course, these are subjects to review and change. Students often suggest better ways of meeting objectives. Any changes, however, must be accomplished through established channels. ***Changes for all students must start with your advisor.***

Individual exceptions may be sought on the basis that in a given situation, the exception will enhance the educational experience of a given student. In the case of an individual exception, the student must make the request (in writing) to their advisor. If the advisor supports the exception, then the advisor will forward it to the Program Chair. The Program Chair will review the proposed exception and forward it to The Graduate School with a recommendation for approval.

STUDENTS ARE RESPONSIBLE FOR SEEING THAT ALL REQUIREMENTS ARE MET AND RECORDED ON THEIR RECORDS. IT IS ALSO THEIR RESPONSIBILITY TO SEE THAT ANY PROPOSED EXCEPTION TO THE STANDARD OF PROCEDURES IS PROPERLY DOCUMENTED, AND THE EXCEPTION IS SECURED IN ADVANCE AND IN WRITING.

General Outline of Doctoral Procedures for the Graduate School

- Step 1 Admission and Enrollment.
- Step 2 Course sequence planning with advisor.

Note: A student admitted to the program with a completed master's degree is admitted to advanced standing during their first semester. The Graduate School will notify the student by letter concerning the action taken on the advanced standing recommendation. A student matriculating on the condition of successfully completing a master's degree must provide an official transcript indicating the awarding of the master's degree. All requirements for the master's degree must be met by the beginning of the student's second semester of doctoral studies. In the event that a student has not completed the requirements for the master's degree by this time, the student may be blocked from taking further courses in the doctoral program until such time as the requirements for the master's degree have been completed.

- Step 3 Student completes The Graduate School's non-credit Responsible Conduct in Research and Scholarship (UNIV 370) course early in their program of study.
- Step 4 Prior to the Comprehensive Examinations, the student must meet the Research Tool requirement (see section below on the various ways of fulfilling this requirement).
- Step 5 Student informs the program that they will be taking the Comprehensive Examinations. This typically occurs during the third year in the program.
- Step 6 Once the student is ready to begin the dissertation process, they should look at the self-managed submission guidelines on The Graduate School's website. This packet will have all the information needed throughout the process of completing the dissertation.
- Step 7 Student is admitted to candidacy upon successful completion of all course work, Comprehensive Examination and approval of the dissertation proposal.
- Step 8* All students apply for internships in the fall semester for the following year, typically the fourth year in the program. All students must meet with the Coordinator of Clinical Training and must have an approved dissertation proposal before leaving for the pre-doctoral internship.
- Step 9 Student completes Culminating Portfolio prior to going on internship. Students must have a passing score on all portions of the Culminating Portfolio to participate in the pre- doctoral internship.
- Step 10 Student completes a pre-doctoral internship. This typically occurs in the fifth year.
- Step 11 Student completes dissertation. Students must be very attentive to Graduate School deadlines for submitting the necessary documentation for a dissertation defense and application for graduation. These may vary each semester and/or academic year.
- IT IS THE STUDENT'S RESPONSIBILITY TO MEET ALL RELEVANT DEADLINES FOR DISSERTATION DEFENSE AND GRADUATION.**
- Step 12 Student should submit an electronic copy of their public defense announcement of dissertation to the program office approximately 10-14 days prior to the oral defense.
- Step 13 The Graduate School sends letters to prospective graduates after the Associate Dean has accepted the final copy of the dissertation.

*Students must have filed an approved dissertation proposal with The Graduate School before applying to pre-doctoral internship. The dissertation itself may be completed prior to, or during, internship.

Program Mission, Philosophy, Aims, Curriculum, and Requirements

Mission and Philosophy

The mission of the Ph.D. program in counseling psychology at Loyola University Chicago is to graduate scientist-practitioner-oriented health service psychologists who identify with the field of counseling psychology and who are committed to promoting social justice in all their professional activities.

The philosophical model of the Counseling Psychology Doctoral Program at Loyola University Chicago reflects a commitment to the Scientist-Practitioner tradition. Hence, the program is committed to teaching our students how to (a) think scientifically about human development, (b) make contributions to the field through research and scholarship, and (c) provide psychological services that adhere to the highest ethical and professional standards and that are empirically grounded.

Within this scientist-practitioner tradition, we emphasize the development of a professional identity in our students that is grounded in health service psychology and in counseling psychology's core tenants. As such, our program attempts to produce students who focus on client assets and strengths, and who are committed to fostering optimal development in clients across the lifespan. While we recognize that the identification and treatment of abnormality is a necessary skill set, students are exposed to theory and intervention approaches that are preventive, developmental, and remedial.

Our program also embodies a commitment to social justice and that emphasis runs throughout our training program. Our commitment to social justice emphasizes both the importance of understanding a person's development within a larger cultural context and an acknowledgement that the interaction between people and their larger contexts is essential to the conceptualization of normal and abnormal development. Because each individual's relationship to the socio-cultural context is unique, our program is grounded in a commitment to diversity that is found throughout our coursework, practice, and research opportunities.

Finally, we are committed to providing training for our students that is of the highest quality that follows a sequential, comprehensive plan. Coursework, practicum opportunities, and research experiences are designed to promote a graduated series of learning tasks. While our students are trained in a generalist model that prepares them to function as health service psychologists in a variety of employment settings, we expect them to gain a firm grounding in counseling psychology and in our areas of specialization – vocational psychology, prevention and psychoeducational interventions, and multicultural and international psychology.

We have three overall aims that are a direct reflection of our mission and philosophy:

AIM 1: To graduate scientist-practitioner-oriented generalists in health service psychology who, as competent scientist-practitioners, display effective communication and interpersonal skills as well as professional behaviors, and apply the knowledge base of the discipline in a scientifically based, theoretically driven, ethical, and culturally responsive manner. Thus, students are expected by graduation to demonstrate that they have acquired:

- Discipline-Specific Knowledge in the history and systems of psychology, the psychological sciences, measurement, research methods, and statistics.

- Profession-Wide Competencies as health service psychologists, including knowledge and skills in (a) research, (b) ethical and legal standards, (c) individual and cultural diversity, (d) professional values and attitudes, (e) communication and interpersonal skills, (f) assessment, (g) intervention, (h) supervision, (i) consultation and inter-professional/inter-disciplinary knowledge and skills.

AIM 2: To graduate counseling psychologists who understand the philosophy and history of counseling psychology, can conceptualize clinical practice and research questions from a counseling psychology perspective, demonstrate the ability to engage in independent scholarship on questions important to counseling psychology, and demonstrate knowledgeable of the literature in the following core areas of counseling psychology: (a) vocational psychology, (b) prevention and outreach, and (c) multicultural and international psychology. Thus, students are expected by graduation to demonstrate that they have acquired:

- Knowledge of (a) the history and philosophy of counseling psychology and current professional issues and trends, (b) theories and research on normal human development, and (c) major theories and research in vocational psychology, prevention and outreach, and multicultural and international psychology.
- Competencies to (a) conceptualize clinical cases from a counseling psychology perspective, and (b) develop and evaluate interventions to promote positive human development.

AIM 3: To graduate counseling psychologists who are committed to social justice in all professional roles, who are aware of how injustices affect human functioning, and who demonstrate the ability to design, implement, and evaluate interventions that address social justice issues. Thus, students are expected by graduation to demonstrate that they have acquired:

- Knowledge of theories and models of social justice and research that has emanated from these theories and models, and an understanding of how social injustice affects human functioning.
- Competencies to develop, implement, and evaluate interventions that address issues of social justice.

The Counseling Psychology doctoral program is fully accredited by the American Psychological Association.¹ Drawing its faculty and resources primarily from Counseling Psychology, the program also depends on the Department of Psychology and other areas of the School of Education (e.g., Research Methodology, School Psychology) to provide additional coursework relevant to our aims. It is the intent of the program to educate and train health service psychologists who are well grounded in psychological science and counseling psychology, and who have special expertise in multicultural, preventive, and vocational psychology. To this end, we also subscribe to the following:

1. The student is the program's highest priority. We are committed to providing students with high quality education and training. The program focuses on health service psychology as a science and a profession. We promote mentoring relationships between faculty and students aimed at developing professional and scientific responsibility and integrity.
2. We share in the University's mission and vision. We are committed to the Jesuit mandate to apply knowledge and human experience to an understanding of important social and world

problems. Social responsibility and respect for cultural and individual differences are values communicated to students and reflected in all aspects of the program.

3. We are committed to excellence in what we do. To attain consistent superior performance, we demonstrate professional dedication beyond teaching, research, and supervision, providing students a strong identification with professional aspects of the field. To these ends, we foster an attitude of independent and critical thinking, permitting a diversity of philosophies, goals, and practices. We promote research as a method of formulating and solving human problems as well as a means by which new knowledge is produced and practices evaluated. We facilitate students' development of professional identification and skills as practicing professionals and promote a commitment to lifelong professional development.
4. Teamwork is our mode of operation. We are committed to working together as faculty, students, and staff to sustain the quality of the program. We work together to achieve our goals by anticipating and making use of social and economic changes as well as technological advances.

Curriculum and Requirements

Prerequisites (33 semester hours of graduate courses in the following areas should be completed, with a grade of B or higher, before beginning doctoral study. Missing course work must be completed early in doctoral study).

Counseling Skills (e.g., CPSY 420)
Counseling Theories (e.g., CPSY 423)
Tests and Assessment (e.g., CPSY 425)
Group Counseling (e.g., CPSY 426)
Multicultural Counseling (e.g., CPSY 433)
Family Therapy (e.g., CPSY 444)
Human Development (e.g., CPSY 454)
Diagnostic Appraisal and Treatment Planning (e.g., CPSY 528)
Practicum in Counseling (e.g., CPSY 440)
Quantitative Methods/Statistics (e.g., RMTD 404)
Research Methods (e.g., RMTD 400)

Doctoral Coursework (69 semester hours)

1. *Counseling Psychology Core* (18 semester hours; must be taken at LUC*)
 - a. CPSY 424: Career Development and Counseling (3 semester hours)
 - b. CPSY 435: Seminar in Multicultural Psychology and Social Justice (3 semester hours)
 - c. CPSY 527: Prevention, Outreach, and Social Advocacy (3 semester hours)
 - d. CPSY 529: Psychology of Immigration (3 semester hours)
 - e. CPSY 530: Research Seminar in Counseling Psychology (3 semester hours)
 - f. CPSY 531: Ethical and Legal Issues in Counseling Psychology (3 semester hours)

*Note: Students may petition the program chair(s) to transfer in an equivalent course if it has been taken at another institution. The syllabus for the course must be submitted with a request to transfer in the course.

2. *Psychology Core* (12 semester hours; Can be transferred)
 - a. *Biological Basis of Behavior* (3 semester hours)

- CPSY 461: Neuropsychology, PSYC 552: Neuropsychology or PSYC 435: Cognitive Neuroscience
- b. *Cognitive Basis of Behavior* (3 semester hours)
PSYC 435: Cognitive Neuroscience, PSYC 475: Cognitive Development or PSYC 462: Cognitive Social Psychology
 - c. *Affective Basis of Behavior* (3 semester hours; Neuropsychology and Human Development fulfill this requirement)
 - d. *Social Basis of Behavior* (3 semester hours)
CIEP 466: Social Bases, PSYC 462: Cognitive Social Psychology, PSYC 460: Social Psychology Theories or PSYC 473: Social Development
 - e. *Individual Differences* (3 semester hours; Human Development fulfills this requirement)
 - f. *History and Systems in Psychology* (3 semester hours)
CPSY 435: History and Systems in Psychology
 - g. *Advanced Integrative Knowledge* (3 semester hours)
PSYC 435: Cognitive Neuroscience, PSYC 462: Cognitive Social Psychology, PSYC 475: Cognitive Development, or PSYC 473: Social Development
3. Measurement and Statistics Core (12 semester hours)
- a. RMTD 430: Psychological Measurement (Must be taken at LUC; 3 semester hours)
 - b. CPSY 450: Research in Counseling Psychology (Must be taken at LUC; 3 semester hours)
 - c. *Advanced Measurement, Research Methods, and Statistics* (6 semester hours; Can be transferred).
RMTD 403: Design of Survey Research (3 semester hours)
RMTD 406: Evaluation Research (3 semester hours)
RMTD 407: Introduction to Evaluation
RMTD 420: Educational Research I: Building a Body of Evidence with Qualitative Methods (3 semester hours)
RMTD 421: Educational Research II: Building a Body of Evidence with Quantitative Methods (3 semester hours)
RMTD 422: Single Subject Research Design (3 semester hours)
RMTD 432: Item-Response Theory (3 semester hours)
RMTD 440: Mixed Methods Research (3 semester hours)
RMTD 482: Introduction to Linear Models (3 semester hours)
RMTD 483: Multivariate Statistics (3 semester hours)
RMTD 484: Hierarchical Linear Models (3 semester hours)
RMTD 488: Meta-Analysis (3 semester hours)
PSYC 493: Structural Equation Modeling (3 semester hours)
4. Practice Core (18 semester hours; Must be taken at LUC)
- a. CPSY 442: Doctoral Practicum (6 semester hours; to be taken in fall and spring semesters of the second year in the program)
 - b. CPSY 443: Clerkship (0 semester hours; first year clerkship and one Diagnostic or Combined Therapy and Diagnostic Clerkship are required)
 - c. CPSY 482: Intellectual and Personality Assessment (3 semester hours)
 - d. CPSY 532: Advanced Psychotherapy Theories (3 semester hours)

- e. CPSY 535: Seminar in Supervision and Consultation (3 semester hours; to be taken in the spring semester of the second year in the program)
- f. CPSY 536: Supervision Practicum (3 semester hours; to be taken in the fall semester of third year in the program).
- g. CPSY 615: Internship: Counseling Psychology (0 semester hours)

5. Advanced Electives (9 semester hours; Can be transferred)

Research Training

Doctoral students are continually involved in developing research competencies throughout their graduate program. These competencies develop in formal and informal ways. The formal approaches are represented by coursework in measurement, research methods, and statistics (4 courses are required in the Program). In addition, each of the Counseling Psychology Core courses focuses extensively on research pertaining to the topics and requires written research proposals as part of course requirements. Finally, the Research Seminar in Counseling Psychology covers methodological issues particularly related to counseling psychology research and focuses on helping students to develop a dissertation proposal.

Much of the research activity also occurs outside of formal classes by new students joining on-going faculty research projects. **Students are required to be involved with a faculty member's research from the first semester of their first year in the program through approval of a dissertation proposal.**

Students are required to present at a professional conference and/or submit a manuscript for publication before graduation.

Protection of Human Subjects in Research

A graduate student preparing to conduct research involving the use of human subjects, whether or not this is done in connection with a thesis or dissertation, must secure approval of the Institutional Review Board for the Protection of Human Subjects (IRB) prior to undertaking the research. Further information may be secured from the Office of Research Services and online.

Before completing research, particularly the dissertation, students need to complete the Collaborative IRB Training Initiative (CITI) course. The CITI course is an online tutorial regarding ethical concerns in research. It should be taken during the first semester as it is required for research participation and IRB proposals. Information on CITI may be found at http://www.luc.edu/irb/irb_XIX.shtml.

Clinical Training

Clinical training is generally graded in intensity and responsibility and is offered sequentially through the following experiences.

1. First-Year Clerkship Service Experience

Students are required to engage in a first-year service experience as an initial exposure to social justice work. The experience typically involves approximately five hours per week. Students need to be registered for CPSY 443 (Clerkship) in both fall and spring semesters to document their first-year experience. More details about the service experience for AY 2025-2026 will be provided at orientation.

2. Practicum

All practicum placements are in field settings with on-site supervision supplemented by a weekly seminar conducted by a faculty member. Students, in consultation with the Coordinator of Clinical Training, choose programs and client populations most relevant to their background, interests, and career goals.

Students must accumulate a minimum of 600 clock hours* of practicum experience during their second year in the program with a minimum of 240 clock hours* in direct client contact and 36 clock hours in individual face-to face supervision with a licensed psychologist. An average of 20 hours per week is spent at practicum sites during the academic year. Regardless of the number of practica a student has had at the master's level, they must take at least two semesters (CPSY 442) of practicum in the doctoral program.

* If students do not obtain the minimum number of required hours, they may accrue the remaining hours during their next clinical training experience, as long as they obtain a minimum total of 1200 clock hours with 480 clock hours of direct service across all of their practicum and clerkship experiences.

3. Clerkships

Except for the First-Year Service Experience Clerkship, clerkships are taken after practicum and are field-based clinical experience where all supervision is provided on site. One Diagnostic or Combined Therapy and Diagnostic Clerkship is required, also for 600 clock hours* with 240 clock hours* of direct service and 36 hours of individual face to face supervision with a licensed psychologist. Students must enroll in Clerkship (CPSY 443) every semester in which they are on clerkship, including summer sessions.

4. Internships

Following the completion of comprehensive exams, the submission of an approved dissertation proposal, and completion of the culminating portfolio, students proceed to a pre-doctoral internship. An internship of one calendar year full-time or two years half-time is required. This amounts to a minimum of 1,750 clock hours. As some states require 2,000 internship hours for licensure, students are recommended to accrue 2,000 hours during their pre-doctoral internship.

Students elect the internship settings to which they wish to apply in consultation with their advisor and the Coordinator of Clinical Training. The internship site must be a service agency with an organized training program supervised by psychologists. The internship should follow all AAPIC standards and preferably be APA accredited and be approved by the Coordinator of Clinical Training. Finally, this capstone experience should be pertinent to each student's professional objectives.

Clinical Training Progress

Students will be evaluated with regard to their clinical skill development three times during each clinical training experience. There are seven broad clinical training skill domains that they are expected to master during their time in the program. These domains are: Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, and Consultation and Interprofessional/ Interdisciplinary skills. Each domain will consist of multiple specific skills. Students will additionally develop their own individual training goals for any given year. On site supervisors will evaluate the level of competence that the student behaviorally displays for each broad domain, each individual skill and for the individually developed training goals.

Students will be evaluated developmentally, and they are expected to acquire more complex mastery of each skill and domain over the course of their progress in the program. If at the end of a clinical training experience the student does not meet the developmentally expected level of competence for any of the broad domains or specific skills, they will be required to remediate these competencies in their next clinical training experience. If a student needs to remediate a skill, they will be required to develop a written plan with their subsequent on-site supervisor that will allow the student to pay particular attention to the competencies that need remediation. This plan should be included in the Training Agreement they develop with their supervisor as part of the individual training goals for the year. Students will be required to obtain a competency level of “High/Intermediate Doctoral Trainee (4)” on all domains for which they have been rated in their most recent clinical training evaluation before they are eligible to participate in a pre-doctoral internship.

Liability Insurance

Students are covered under the university liability insurance, but they are required to purchase their own insurance as well. As a mental health professional, you will need to become familiar with liability insurance as part of your clinical practice, so now is a good time to begin exploring how liability insurance functions and what options are available to you. You may consult with the Coordinator of Clinical Training or your advisor if you have questions about liability insurance.

5. Other Supervised Experiences

Each student is also expected to do most of the following options:

- present at conferences
- work on department and program projects when needed
- become active in a local or national professional organization

Professional Organizations

Students are urged to participate in the following groups:

- *American Psychological Association (APA)*: APAGS and Division 17 Student Affiliate
- Illinois Psychological Association (IPA)
- Midwestern Psychological Association (MPA)
- *American Counseling Association (ACA)*
- Illinois Counseling Association (ICA)
- Illinois Counselor Educators and Supervisors (ICES)
- *Association for Psychological Science (APS)*

These are the major organizations representing Counseling Psychologists. They, and their state and regional branches, are open to students at reduced membership rates.

Students are encouraged to attend conferences and conventions offered by these groups, to present programs at such meetings, perhaps with faculty and/or other students, and to read and contribute to the journals published by these organizations.

Proseminar

Students and faculty in the doctoral Counseling Psychology program will participate in a Proseminar 3-4 times per semester. **Students are required to be registered for the Proseminar**

each semester during their first three years in the program. During the first meeting of the academic year, the faculty and students will work to develop the yearlong agenda with the goal of covering topics relevant to counseling psychology training and professional development. The meetings are considered essential for your smooth progress through the program. They also offer the opportunity to network and socialize with the faculty and the other students. In addition to proseminar meetings, students participate in **Doctoral Advisory Committee (DAC)**, a student-led organization. Students meet as needed throughout the year and share useful training information (e.g., course work, clinical training, research collaboration), build community (e.g., organize social events), and discuss program issues and student concerns. Students with program funded will be able to use one hour of their funded time on proseminar activities (e.g., planning an alum panel or DAC work).

Special Courses

All students who have completed ALL their required doctoral coursework **must register for CPSY 600 (Dissertation Supervision) each semester while working on their dissertations.** Students who are on internship **must register for CPSY 615, Internship: Counseling Psychology.** Students who have completed required doctoral coursework but are not actively working on a dissertation and are not on internship, **must register for CPSY 610 (Doctoral Study)** to be maintained as an “active” student in the University’s database. Failure to maintain continuous registration has two potential consequences. First, The Graduate School may elect to drop you from the program if you have not maintained continuous enrollment for multiple semesters. Second, when you apply for graduation, if the Graduate School’s audit reveals that you did not maintain continuous registration, The Graduate School will require you to pay back CPSY 600 or CPSY 610 fees before you will be allowed to graduate.

Research Tool

The Graduate School requires that all doctoral students demonstrate competency in research methods, design, and appropriate statistical analyses. Although all our students must demonstrate this competency, students fulfill this Graduate School requirement through successful completion of CPSY 450 (Research in Counseling Psychology) and RMTD 430 (Psychological Measurement), with a B or better. This requirement must be met before the student will be allowed by The Graduate School to take the Comprehensive Exams. The program coordinator will process the research tool before students sit for the Comprehensive Examinations.

Comprehensive Examination and Culminating Portfolio

Comprehensive Examination

The comprehensive examination is an oral exam that provides students an opportunity to integrate all course work, individual reading, research, and applied training. These are different from other exams (e.g., finals) in that they are intended to evaluate the integrative, comprehensive, and current knowledge of the student as well as their critical thinking and speaking abilities. Thus, no specific set of courses, textbooks, or instructors is intended to provide adequate preparation for the exam and students are expected to keep abreast of current literature through personal reading and study.

Each year, one faculty member will be assigned to oversee the comprehensive examination process. Students should direct all questions about comprehensive examinations to this faculty

member. The comprehensive examination, scheduled for approximately two hours, should be taken by **September 15** of the student's third year. If re-examination is needed, it should be taken by September 30 of the same year. The comprehensive examination committee will be composed of the student's advisor (who will chair the exam) and two counseling psychology faculty members. Comprehensive examination performance will be evaluated by the committee using the rubric in Appendix G. In Appendix H are the profession wide competencies and program competencies that will be evaluated during the student's time in the program.

1. Students should prepare brief introductory comments for the orals that (a) discuss the student's background, current interests, and future career plans, (b) articulate the student's identity as a health service and counseling psychologist, and (c) present the student's views on social justice, including any theories and models that inform their views of social justice and relevant research.

Subsequent to the introductory comments, students should be prepared to address the following:

2. Clinical cases seen in practicum or clerkship with respect to (a) theories used to conceptualize the case, including relevant theories from the basic psychological sciences and normal development, (b) diversity issues relevant to this case and how they were addressed, (c) assessment strategies employed and diagnosis (if appropriate), (d) intervention strategies employed and the evidential basis for chosen strategies, (e) how outcomes were assessed and why these methods were chosen, (f) client outcomes, and/or (g) how your counseling perspective influenced your work with this client.
3. Knowledge of quantitative methodologies that interest you including considerations of how to make decisions about the most appropriate design for a study, and issues related to sampling and measurement considerations.
4. Application of a model of ethical decision making: Students should be prepared to use the model to respond to an ethical dilemma provided to you during the exam.

Students who receive a "Did Not Pass" rating on any of the comprehensive exam areas (i.e., professional identity, clinical case, research, and ethical decision-making) will retake the oral or complete a remedial task on the area(s) that they did not pass as requested by the committee. All areas must be passed at the completion of the second oral exam or the remedial task.

Culminating Portfolio

The culminating portfolio represents the final pre-internship opportunity for students to demonstrate their integrative knowledge of health service and counseling psychology. The portfolio must be completed and submitted electronically to the faculty member overseeing comps and portfolios by **April 30th of the year prior to the student applying for internship.** Successful completion of this portfolio is required before leaving for internship.

The following documents are required:

1. Approved Dissertation Proposal: Students must submit a Dissertation Committee form in the Graduate School Progress System (GSPS). Once the student has successfully proposed their dissertation, they (with GPD assistance) must also submit a Dissertation Proposal form in GSPS. Please note that faculty are not available for dissertation proposal meetings during the summer.

2. Approved Clinical Case Study: You are expected to write up a case study of one of your therapy clients. **This cannot be the same client discussed in the comprehensive examination.** The Clinical Case Study will be reviewed by the Coordinator of Clinical Training and the student's academic advisor using the rubrics in Appendix G. Each section of the CCS must be rated as "Pass" by both reviewers. Faculty members must include comments in any section they rate as "Did Not Pass". If ratings by the two faculty members disagree, a third faculty member will be asked to rate the CCS. If any section receives two "Did Not Pass" ratings, the student must revise and resubmit the paper to the coordinator of the culminating portfolio. The two faculty members (i.e., Coordinator of Clinical Training, academic advisor) will read the revised CCS. Upon approval of the faculty, the paper will be uploaded to the student's portfolio.

The paper should be 15-18 pages in length and written in APA format, excluding references. You must cite and use evidence-based practice references that helped inform your clinical decision-making processes (sections a and c). You should also site and discuss relevant Counseling Psychology literature (section e). The case study needs to attend to all of the following (**note: client's identity must be masked to preserve confidentiality**):

- a. Give a theoretically relevant case conceptualization. Include major theories of psychological change (e.g., humanism/existentialism, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, short-term psychodynamic therapy) as well as relevant theories from the basic psychological sciences (e.g., developmental psychology, biological bases of behavior) and normal human development.
 - b. Discuss assessment strategies used, diagnosis (if appropriate) and how these fit with the theoretical perspectives discussed above.
 - c. Describe the course of treatment over time, including how you used both clinical judgement and evidence-based practice to guide decision making. Be sure to discuss where the course of treatment was consistent with and deviated from your theoretical conceptualization.
 - d. Discuss client outcomes, your mode of assessing these outcomes, the plan of action that was developed at the end of the therapeutic relationship (if you reached a planned termination) and recommendations for future service.
 - e. Separately, discuss how issues of social justice/multiculturalism, vocational psychology and prevention have influenced your client's presenting concern, course of treatment and therapy outcomes. If one or more of these issues have already been presented, you may briefly highlight them again, rather than thoroughly discuss them.
3. Approved Assessment Report: This report should be completed during the student's Diagnostic or Combined Diagnostic and Therapy clerkship and requires clerkship supervisor's approval before being submitted to the program. **Any identifiable information on the client must be masked.**
 4. Integrative Paper: This paper will be graded independently by two program faculty members (including your academic advisor) using the rubrics in Appendix G. The paper should select theories, models, or bodies of research from two or more areas of the basic psychological sciences (e.g., biological, cognitive, affective, social, developmental basis of behavior) and address how these theories, models, or bodies of evidence can be integrated to inform:
 - a. Your approach to working with clients

- b. Research questions of interest to you
 - c. The design of preventive or social justice interventions
5. Social Justice Intervention: This paper should be completed during the student's CPSY 435: Seminar in Multicultural Psychology and Social Justice. This paper should demonstrate your competencies in conceptualizing social justice and creating intervention strategies to combat injustice and requires CPSY 435 instructor's approval before being submitted to the program.

Post Comprehensive Enrollment

Upon passing comprehensive examinations and culminating portfolio, and after finishing all course work, your enrollment in **CPSY 600 (Dissertation Supervision)** shall be **continuous until the final oral dissertation defense is passed**. This includes enrollment during the semester in which the final oral examination (the defense of the dissertation) is administered. Enrollment in 600 entitles the student to take University insurance, use of the library, as well as all University facilities. Most importantly, student loans will have to be recalled if enrollment, through 600, is not continuous.

NOTE: ALL STUDENTS WHO HAVE COMPLETED ALL COURSEWORK MUST ENROLL IN CPSY 600 WHETHER THEY HAVE BEEN ADMITTED TO CANDIDACY OR NOT. If you are on internship, you should register for CPSY 615 and do not need to be registered for CPSY 600.

Dissertations

As you wind your way through the program, you should be constantly narrowing your research interests to the point where you have submitted an approved dissertation proposal before applying for pre-doctoral internship. You will have many opportunities to define an area of research interest, develop dissertation ideas, and prepare researchable proposals as you progress through doctoral studies. One way is obviously through your research team involvement. The curriculum is also designed to aid you in this process. Specifically, you will be required to develop research proposals in most of the five counseling psychology core classes that you will take during your first or second year in the program and to develop at least one of these more fully in the Research Seminar in Counseling Psychology (CPSY 530). You should have identified a potential committee chair and members and completed a preliminary dissertation proposal draft when you complete this seminar.

Getting the Dissertation Proposal Ready

Before preparing a dissertation proposal, each student should obtain the self-managed information packet for preparing the proposal outline, dissertation committee, and A Guide to the Preparation of Theses and Dissertations from The Graduate School website. All information needed for writing the dissertation, deadline dates, etc. are in the self-managed packet and the Guide on the website.

Composition of the Dissertation Committee

From early in your doctoral education, you should be thinking about a possible dissertation topic and someone to direct you in your research efforts. By joining a faculty research team, as well as actively participating in the Counseling Psychology Core courses, you can become better acquainted with the faculty you most identify with professionally. It is wise to tentatively discuss your proposal with prospective committee members, since it's easier to ask someone "on" than to get them "off" your committee. Talk to them informally, to see if they get excited about what's exciting you, and if they have good, concrete ideas and suggestions as to how to execute your work--then, and only then, should you ask if they would be interested. Committee members may come from the Program, School of Education and the University at large, as well as from other institutions.

In order to be on a committee, the Loyola faculty person has to be a member of the graduate faculty. If the person is from another institution, a vita is requested. The student will be advised through email by the Graduate School if the committee is officially established. The committee may be formally selected any time you wish, but it must be selected before you submit the proposal.

The committee is composed of three to five members with the director being a member of the program area. A three- or four-member committee should have two people from the program; a five-member committee must have three. No proposal will be accepted by the Dean of The Graduate School until there is a committee organized and approved.

Procedures for Recommending a Non-Loyola Member for Dissertation Committee

The Graduate School appreciates the service on dissertation boards of scholars who are not members of Loyola's faculty. The expertise they bring to the student's work and the scholarly associations they establish or enhance with our faculty and students are, of course, quite

desirable. Students are encouraged to invite such scholars as committee members whenever appropriate. At the same time, however, we do not wish to see our own procedures compromised. For that reason, we ask that you enforce the following procedures:

1. These procedures assume that all committee members will read the drafts and final versions of dissertations, will make appropriate written and oral comments and assessments, and will be reasonably available for consultation by the student. The one issue which may cause some practical problems for a scholar who is distant from the city is attendance at committee meetings and especially at the final oral defense (virtual meetings can be an option).
2. The Graduate School reaffirms its policy that all official members of a dissertation committee are to be present at the final oral defense.
3. In the case of non-Loyola scholars who reasonably can be foreseen not to be able to attend the final oral defense, they should be included on the committee as extra, non-voting members, over-and-above the number of voting members required for the particular committee. Thus, their input can be sought and acknowledged without requiring their attendance at the defense.

Submitting the Proposal

The candidate, after the oral approval of each committee member, submits the dissertation proposal to each member of the committee and schedules a proposal review meeting that is attended by the student and all committee members. **Please note that the dissertation proposal meeting should be scheduled during the academic year and NOT during the summer.** The committee has a minimum of two weeks to review the proposal before the scheduled review meeting. Should any voting member of the committee not approve the proposal as submitted, the student must make all necessary revisions. All committee members must approve the proposal at the proposal review meeting for the students to be allowed to proceed with their dissertation study.

Institutional Review Board

Your proposal, if it involves human subjects, has to be read and approved by the Loyola Institutional Review Board for the Protection of Human Subjects (IRB) before it will be approved by the Graduate School.

Writing the Dissertation

Each dissertation director operates somewhat differently. The procedures below, therefore, give you only a general idea of how to proceed.

In writing the dissertation, the candidate will submit dissertation drafts to their dissertation director. After receiving the dissertation director's approval that the dissertation is ready to be read by the committee, the candidate will submit the dissertation to each committee member. The committee has two weeks to review the text. The dissertation is written in APA style, with some modifications as required by the Graduate School Guide.

All readers' copies must be finished with products good enough to be printed and bound. An abstract of a maximum of 350 words shall accompany the final reader's copy. Unanimous approval is needed when there are three or four members on the committee. In larger committees, one dissenting vote is permitted.

Defense of the Dissertation (The Oral)

The dissertation oral shall be scheduled after committee approval of the final reader's copy. Exceptions to the scheduling of defense, before reader's copies are approved may be granted only with the permission of the Dean of The Graduate School. The candidate and dissertation director schedule the defense. **Please note that the dissertation defense meeting should be scheduled during the academic year and NOT during the summer.** The student should see the Guide for the Preparation of Theses and Dissertations on how to notify the Graduate School.

The candidate should submit an electronic copy of the announcement of the dissertation defense **to the program coordinator** (Elizabeth Los, elos@luc.edu) **at least 10 days prior to the defense.** The defense date shall be agreeable to all committee members. A sample copy can be obtained from the program coordinator or on the Graduate School website.

The dissertation defense is, by tradition, a public affair. You should, therefore, attend the orals of other students before you attempt your own in order to get a clear picture of the standard procedures. Some students invite their family and friends. Remember that this is your time of glory, and you should be looking forward to the experience.

Submitting Final Copies

After the defense of the dissertation and after the candidate has completed whatever revisions the committee may have suggested at the oral, the final copies, signed by the dissertation director, are submitted electronically to The Graduate School via its website at <http://www.etdadmin.com/luc>. A Formatting Manual and submission process link is provided at <https://www.luc.edu/gradschool/academics/dissertationandthesis/formattingexamples/>. FAQs are also available at this link. There is a strict deadline, usually one month before commencement. The dates are listed on the Graduate School website.

Evaluation of Students

Each year, during the spring semester, program faculty meets to conduct a performance assessment of all doctoral students. This assessment is based on multiple aspects of student development, including course work, research involvement, clinical experiences, and dispositions. Prior to the meeting students will complete and submit electronically to the Program Coordinator an Annual Report Form (see Appendix F) to be used as part of the annual evaluation. Each student will meet individually with their advisor after the annual performance assessment meeting to discuss the annual evaluation and to establish goals for the following year. The student will also receive a letter summarizing the annual evaluation, a copy of which will also be placed in the student's electronic file.

Of particular importance is the quality of the student's responsible and ethical conduct and dispositions. Programs that educate and train health service psychologists have ethical, and potentially legal obligation to protect the public. Thus, students should be aware that the annual evaluations will include attention to each student's (a) interpersonal competence and emotional well-being, (b) self-awareness and openness and responsiveness to feedback, (c) integrity and accountability, and (d) ability to manage training-related relationships, including those involving colleagues, supervisors, supervisees, clients, the public, and professionals from other health services professions.

If it is determined during the annual evaluation or at any time within the program, that a student is not meeting proficiency in one or more areas, faculty may mandate additional coursework, counseling, assessment, or other applied didactic/experiential experiences to resolve the concerns. Substantial under performance or unethical conduct can eventuate in a student's dismissal from the program. (See Appendix C)

The annual student evaluation form is also filed in the student's electronic portfolio folder. Among other uses, they are helpful in writing letters of recommendation and choosing outstanding students each year for the department nomination to Alpha Sigma Nu, the honor fraternity.

Assistantships

The program is usually granted a limited number of graduate assistantships each year. A student is awarded full tuition remission (typically 24 credit hours/eight courses per) plus a stipend. Only full-time students are eligible for these awards, and they require 18 hours of work per week. The majority of hours are devoted to assisting in the teaching of master's level courses or conducting assigned research or related duties. **Assistantship duties take precedent over all other activities. Thus, assistants need to schedule classes, practicum duties, etc. around assistantship hours – remember, as an assistant, you are being paid by the University over \$50,000 in stipend and tuition to attend graduate school and you should treat the assistantship as you would any other job.** The financial aid office also has a statement on student rights and responsibilities at the following: <https://www.luc.edu/finaid/aid-process/responsibilities/>.

The Graduate School also offers a number of programs that provide financial support to students at various stages in the program. Examples of these programs include the Schmidt Dissertation Fellowship, Teaching Scholars Fellowship, Interdisciplinary Research Assistantships, and Child and Family Research Fellowships. The Graduate School Website has detailed information on funding opportunities provided through The Graduate School. Upon enrolling in the program, you should make yourself familiar with these programs and decide at what point you may wish to apply for such opportunities.

A variety of other competitive graduate assistantships from other units of the University are available to students in our program and after the second year, students are required to seek out such positions to provide financial support. Loyola University Chicago's Division of Student Affairs has a number of assistantships in Arrupe College, student housing, recreation, multicultural affairs, women's programs, learning assistance, and other student services.

All awards provided by the Program are for one academic year; incumbents are encouraged to reapply for subsequent years. Students may hold an assistantship for a maximum of three years and must be enrolled full time to receive an assistantship. Graduate assistants who hold stipends are paid in eight installments between September and April. The stipends are available on the 15th of each month and directly deposited in the assistant's account. Tuition remission is granted only for those courses in which the assistant is completing degree requirements.

In cases of resignation, the student should write a formal letter to the Program Chair as soon as possible so that a replacement may be found.

University Policies

Time Limits for the Completion of the Degree, Extensions, and Leave of Absences

Time Limits

Students must complete all Ph.D. degree requirements, including the dissertation, within eight years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. However, students who completed a relevant master's degree (or a significant amount of relevant graduate coursework) at another institution prior to entering the doctoral program must complete all Ph.D. requirements, including the dissertation, within six years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree.

In addition to these limits, Ph.D. students must also make good progress at the dissertation stage. If a doctoral candidate does not successfully defend and submit the dissertation within five years after becoming a doctoral candidate (by approval of the dissertation proposal), the student will be dropped from candidacy. The student must then pass a second comprehensive examination or program-specific equivalent to be reinstated as a doctoral candidate, and the time limit for submitting the dissertation will be determined by the Dean of the Graduate School and the candidate's committee. Exceptions to the five- year time limit require a petition to the dissertation chair, who forwards the petition to the Program Chair and then The Graduate School.

A student may request an extension of the time limit for completion of degree requirements due to special circumstances (e.g., medical, personal, professional, or research related reasons). However, an extension that is requested after all program requirements have been met other than the dissertation will only be granted if a student has a defended proposal. A student requesting an extension shall complete an Extension of Time form (located on The Graduate School website), attach required information, and contact the dissertation/thesis director (if applicable) and the Program Chair. These faculty members are to then make a recommendation on the student's behalf to The Graduate School. Decisions regarding the approval of extensions rest with The Graduate School; when reviewing requests for an extension, The Graduate School may require additional information or documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition The Graduate School to consider their request.

Extensions

Extensions are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year; in such cases, the graduate program and The Graduate School will review the student's record and future plans to determine whether an additional extension is in the best interests of the student, the program and The Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

Leaves of Absences

Official leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). Students who are on a leave of absence may not use University resources, including faculty time. A leave of absence postpones all deadlines concerning completion of degree requirements for the

duration of the leave of absence. A student requesting a leave of absence is to complete a Leave of Absence form (located on The Graduate School website) and contact the program's Program Chair. The Program Chair is to then make a recommendation on the student's behalf to The Graduate School. Decisions regarding the approval of leaves of absence rest with The Graduate School; when reviewing requests for a leave of absence, The Graduate School may require additional information or documentation from the student and the Program Chair. In cases where the Program Chair recommends that the leave of absence not be granted, the student may petition The Graduate School to consider their request. International students admitted to the United States on temporary visas must also receive approval from the University's Office of International Programs for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one year; in such cases, the Program Chair and The Graduate School will review the student's record and future plans to determine whether an additional leave is in the best interests of the student, the program and The Graduate School.

In order to be reinstated to active status, the student must notify The Graduate School in writing upon returning from a leave of absence. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, they must complete an application for re-admission to the program.

Academic Advising and Registration

You are encouraged to become acquainted with your advisor, the program coordinator, and as many of the faculty and other students as soon as possible. Each faculty advisor has a preferred way of operating. Some want to spend a great deal of time with their advisees, others less. The relationship you have with your advisor will depend on their style and your own needs, and you are encouraged to take the initiative in this area.

Registration

In order to be certified as active students and to have access to university resources, both new and continuing students are to register before each term in which they are taking courses, working on a thesis or dissertation, completing a practicum or internship or otherwise engaged in graduate study. Applicants must be officially admitted to The Graduate School before they will be permitted to register. Students are responsible for registering for courses in a timely manner through the University's registration system. Registration is required for the proseminar (CPSY 533) each semester during the first three years of doctoral study. Registration is also required for Clerkship (CPSY 443) during all semesters in which the student is engaged in clerkship experiences. CPSY 615 is required while the student is on the pre-doctoral internship.

No one is permitted to attend a class without first officially registering for that class. Students may not register for classes after the late registration period. A fee is charged for late registration. Registration at Loyola University Chicago is done through the LOCUS on-line registration system. For specific information on registration, please check the website.

The maximum course load per semester for full-time graduate students is nine semester hours (fall and spring semesters) and six in the summer session. Permission to enroll in 12 or more hours (an overload) can be given by the Program Chair and/or the student's advisor.

Registration for Independent Research and Independent Study

Individual programs/departments may require students to receive approval prior to registering for these types of courses. Students may request notation of a specific title on the transcript by submitting to the Graduate School a completed Request for Course Title form (located on the website). The form should be signed by the faculty member and submitted to the Senior Program Coordinator before registration is allowed.

Cross-Registration

Students intending to take a course outside the academic unit that includes their program must obtain approval from the course instructor and the "host" unit. Students should contact the host unit for information about registration procedures. They should also consult with their home program to see if these courses will count toward the degree.

Advanced Standing (Transfer Credit) and Program Plan

During the first semester each student meets with their advisor to arrange for the transfer of any graduate credit from their completed master's program into the doctoral program, when applicable.

This is also the time when the student and advisor **fill out the program plan and forward it to the Program Chair along with the transfer credit and appropriate documentation.** These must be completed during the first semester of doctoral studies. The program plan records the prerequisites the student has completed, required courses, and general sequence of study. Some of this may change as the student discovers new interests or needs. All changes must, however, be documented on the program plan and The Graduate School must be notified of such changes. Graduate School notification is critical for two reasons. First, tuition remission is only four courses required as part of the student's program plan. Failure to notify the Graduate School may result in newly added courses not covered by tuition remission. Second, upon application for graduation, The Graduate School conducts an audit of the student's program plan to ensure that the required number of semester hours was completed. Failure to notify The Graduate School about a reduction in required semester hours, for example, may delay graduation.

If a student is still completing requirements for a master's degree, the student may not receive "Advanced Standing" in the doctoral program until a formal transcript has been received indicating that the master's degree has been awarded.

It is always possible, and a norm in academia, to change your advisor if you feel that another member of the faculty would be more appropriate for you. To initiate the change, make the request in writing to your current advisor, with copies to the new advisor and the program chair. We expect to receive such requests since, when you are first accepted to the program, we don't know you well enough to determine a "best" fit.

Grades

Incomplete Grades

The Graduate School expects all students to complete coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies.

The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.

Withdrawal from Courses

If a student withdraws from a course before the published withdrawal deadline, their transcript will show no record of the course. If a student withdraws after the withdrawal deadline, but before the WF deadline, their transcript will show a W for the course. If a student withdraws after the University's WF deadline, they will receive a WF for the course. The WF is a penalty grade and is figured into students' GPAs.

Credit

Dissertation Supervision (600), Doctoral Study (#610) and certain other graduate courses (e.g., Clerkship and Proseminar) are graded on a credit/no credit basis. A grade of P (pass) indicates that the student made satisfactory progress toward completion of course or degree requirements. A grade of NP (no pass) indicates that the student did not make satisfactory progress toward completion of course or degree requirements. Students must register for these classes.

Audit

Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance requirement will receive a grade of W. Auditors are assessed one-half tuition.

Change of Grades

Any request to alter the record of grades must be filed with the Graduate School by using LOCUS or "Change of Grade" form and is to be signed by the instructor of the course. Changes from I or X or filing a grade when previously there was "No Grade Submitted" may be initiated by the instructor at any time within the limits as prescribed in the catalog by filling out the appropriate Graduate School forms.

There are two situations that come under the heading "requests for exception to the established policy" and for that reason need a written explanation to accompany the Change of Grade card:

1. requests to change an "I" to a letter grade after one semester from date of the end of the term in which the "I" was given;

2. requests to change one letter grade to another letter grade (e.g., B to A or A to C).

When an "I" is changed to a letter grade, the change is posted on the transcript as follows: "I/A" or "I/B", etc. Occasionally a student will request that the "I" be removed entirely from the records. This request is not granted for any instance where the student did not complete the coursework within the semester immediately following the one in which the work was assigned. When accompanied by appropriate documentation and a positive recommendation for the Program Chair, requests for removing an "I" may be reviewed in instances such as the following:

1. a course that continues for more than one term in which a student's paper is completed on time but (for reasons of schedule) is not presented until the following term;
2. a course in which a student's work is completed on time but which is not graded by the teacher because of factors beyond their control;
3. certain practica which because of current scheduling practices are recorded in one term but not completed until another.

Transcripts and Student Records

Information Kept and Accessibility

The Graduate School maintains electronic files of all students. The file includes the student's application to Loyola, the transcripts submitted to Loyola at the student's request, any correspondence from the school to the student, copies of change of grade forms, name and address changes, and standardized test scores.

Confidentiality

No information from student files or transcripts will be provided to any outside source without the student's written consent. All credentials submitted for admissions consideration may not be used for any other purpose. They become part of the student's permanent file.

If personally identifiable information is allowed by law to be released to an outside entity, that entity is required to state, in writing, the purpose of the request, and to promise that the information will not be disclosed to a third party. Information other than directory information will be provided to parents claiming a student as a tax dependent after the Graduate School receives a letter so stating. In addition, the university does not need the prior agreement nor the student's consent from schools to which the student is seeking admission, and from agencies from which financial aid is sought

Right to File Complaints

Students have a right to file complaints concerning alleged failures by the university to comply with the Buckley Amendment and the corresponding regulations. All such inquiries should be directed to the appropriate Associate Dean who will provide the student with the appropriate name and address of the agency to which the complaint may be forwarded.

Transcripts

Students wishing for transcripts should apply online to the Office of Registration and Records. If an unofficial transcript is needed, students can print them from LOCUS. Transcripts will be issued only after students have met all their financial obligations to the university. Original copies of records submitted upon entering Loyola University will not be released nor will copies

be made of such records for purposes of transfer. Comprehensive Examination results, advancement to candidacy, advisor, degrees awarded, and other relevant information are posted on the transcripts as they are completed.

Change of Name and Address

Change of name and address *must* be done online with LOCUS, the Graduate School, and the department. **IT IS THE STUDENT'S RESPONSIBILITY TO MAKE SURE THAT ALL SUCH INFORMATION IS CURRENT AND ACCURATE.**

Residency

University regulations include a residency requirement for part-time students. This is interpreted as full-time study for two consecutive semesters beginning in the fall semester. Students register for nine or more semester hours each of these semesters. Students are expected to spend a considerable amount of time on campus, participating in whatever events are offered by the university that are relevant to their program of study. The residency requirement should be met as early in the student's program as possible.

Graduation

Application for Graduation

It is the exclusive responsibility of all doctoral candidates to inform The Graduate School of their intention to graduate. If you wish to apply for degree conferral, you need to follow the following steps:

1. Go to LOCUS.
2. Click on the Graduation Application Checklist and read all pertinent information relating to Graduate School graduation.
3. Update, if necessary, your address(es) in LOCUS. There are two addresses that should concern you - the address where you want your diploma mailed and your current mailing address where you wish to receive pre-graduation mailings. We will be using the addresses in LOCUS for all mailed contact with you, so you need to be sure that those addresses are not out of date.

The graduation application is kept on file in the Graduate School Office and the Program Chair is notified approximately three months prior to the deadline date. Lists of potential graduates are sent to the program director for concurrence. Students are deleted from the graduation lists if they have not turned in their final dissertation copies and completed all program requirements by the deadline date.

Students who do not complete requirements in time for commencement get a letter informing them that they must submit a new application; or that they are over the time limit and must seek an extension.

After Graduation

It is crucial that you keep us notified of changes of addresses, employment, etc., so that we may send you newsletters and announcements of special programs and social events. We also need to keep communication open for our annual APA report.

We have a good mentoring system. The strong network among graduates, faculty and current students furthers the professional development of each individual and the profession. Our

graduates have been especially helpful in placing students in part-time positions while going through their programs, and of course, aiding in the hunt for that first, postdoctoral position.

Job Placement

The University maintains a Placement Center where you should open your professional file. When you are ready to look for part-time or full-time work, here is where you start. (See the University catalog for further information.) Students are encouraged to participate in as many activities offered by the program, the school, and the university as feasible.

APPENDIX A: The Faculty

Zakary Clements, Ph.D. (he/they)

Loyola University Chicago (2025)

Assistant Professor, 1147 Lewis Towers

zclements@luc.edu

Teaching Interests: Counseling Techniques and Theories, Ethics, Group Counseling, LGBTQ+ Affirming Treatment

Research Interests: Strengths-based interventions for LGBTQ+ individuals; Transgender and nonbinary (TNB) authenticity, resilience, and well-being; socio-political impact on LGBTQ+ individuals and communities; and social biases.

Rufus Gonzales, Ph.D. (he/him)

Loyola University Chicago (2006)

Clinical Associate Professor and Coordinator of Clinical Training, 1033 Lewis Towers

(312) 915-6378, rgonzal1@luc.edu

Teaching Interests: Clinical Training, Clinical Supervision, Group Counseling, Multicultural Counseling
Clinical Interests: Group Psychotherapy, LGBTQ Identity Development, Latinx Mental Health, College Student Development, Mindfulness and Meditation, Trauma and Anxiety Disorders

Research Interests: Clinical Supervision, Microaggressions

Matthew J. Miller, Ph.D. (he/him)

Loyola University Chicago (2005)

Professor and Co-Program Chair, 1034 Lewis Towers

(312) 915-7087, mmill11@luc.edu

Teaching Interests: Assessment, Research Methods, Multicultural Psychology, Vocational Psychology

Research Interests: Evidence based culturally responsive and ecologically valid mental health and outreach; the role of cultural and racial factors in health and health disparities, and the measurement of cultural and racial constructs

Elizabeth M. Vera, Ph.D. (she/her)

The Ohio State University (1993)

Professor and Co-Program Chair, 1145 Lewis Towers

(312) 915-6958, evera@luc.edu

Teaching Interests: Prevention and Outreach, Adolescence, Human Development, Family Therapy, Supervision

Research Interests: Social and emotional well-being of culturally and linguistically diverse youth; social justice and prevention in Counseling Psychology; promoting culturally affirming school communities

Eunju Yoon, Ph.D. (she/her)

University of Minnesota (2005)

Professor, 1036 Lewis Towers

(312) 915-6461, eyoon@luc.edu

Teaching Interests: Professional Issues/Ethics, Research Seminar, Psychology of Immigration, Family Therapy

Research Interests: Acculturation/Enculturation, immigrant experiences, contextualized social relationships, spirituality/religiosity

CONTRIBUTING FACULTY

Lincoln Hill, Ph.D., (Adjunct Faculty in Counseling Psychology)

Leanne Kallemeyn, Ph.D., Meng-Jia Wu, Ph.D., and Ken Fujimoto, Ph.D. (Research Methodology faculty)

APPENDIX B: Grievance Procedures

Whenever a student has a grievance which they have not been able to resolve with the individual faculty member the student should contact the program director to attempt to resolve the grievance. If the grievance is not able to be resolved with the student, faculty member, and program director, the student should then follow the Graduate School Grievance Procedure below.

The Graduate School

Students, faculty members, and administrators are strongly encouraged to attempt to resolve informally problems arising from academic matters. The Graduate School hopes that open communication between all parties and mutual confidence in each other's goodwill will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of academic grievances involving students of The Graduate School is to proceed according to the formal procedures set forth below.

Academic Grievance Procedure

Students, faculty members, and administrators are strongly encouraged to attempt to resolve informally problems arising from academic matters. The Graduate School hopes that open communication between all parties and mutual confidence in one another's goodwill will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of academic grievances involving students of the Graduate School is to proceed according to the formal procedures set forth below.

Jurisdiction

Students, faculty members, or administrators may invoke the following procedures when academic grievances arise. Academic grievances include dismissal from a program as well as those that arise from matters involving scholarly competence and ethical scholarly behavior; thus, questions regarding evaluation of students, cheating on examinations, falsification or misrepresentation of research data and plagiarism are included within the meaning of "academic." Allegations of misconduct in the design, conduct or reporting of research supported by federal funds shall be handled through the procedures described in the university's policy concerning misconduct in scholarship (published by the Office of University Research Services at <http://www.luc.edu/ors/misconductscholar.shtml>). Problems arising from clearly non-academic matters fall within the jurisdiction of the university's Division of Student Development <http://www.luc.edu/osccr/index.shtml> . In cases in which the jurisdiction is unclear or mixed, the Dean of the Graduate School and the vice president for student development will determine the appropriate jurisdiction.

Regarding evaluation of students, the academic grievance procedure applies only to those cases in which the evaluation of the student is alleged to be capricious, in significant violation of clearly established written school policies or a result of improper procedures. An evaluation of a student is capricious if the evaluation is: 1) based partially or entirely on criteria other than the student's performance; 2) based on standards different from those standards of evaluation applied to other students; or 3) based on a substantial departure from announced standards of evaluation. In cases other than those noted above, an evaluation of a student is not a basis for an academic grievance.

Department/Program Grievance Hearing

When informal efforts at grievance resolution fail, students must first address the issue at the departmental or programmatic level. Each University unit has a grievance procedure, and this procedure guides the process. If a complainant wishes to appeal the decision reached at the departmental/programmatic level, the complainant can request a Graduate School hearing.

Graduate School Request for a Hearing: The grievant is to make a **written request** for a hearing to the Dean of the Graduate School. The request must specify the nature of the grievance and prior attempts to resolve the matter. The request must be made within **thirty days** of a decision reached at the departmental/programmatic level. Once such a request is received, the Graduate School will request copies of all materials generated at the departmental/programmatic level.

Hearing Board

The Graduate School has a standing hearing board, appointed by the Dean, consisting of at least three members, including one student; in addition, alternate members are available should a member of the standing board be involved in the grievance or otherwise unable to participate. Only members of the Graduate School faculty or Graduate School students are eligible to serve on the hearing board. The hearing board is to have a chairperson, appointed by the Dean, who is responsible for managing all procedures related to the hearing.

Hearing Procedure

The purpose of the hearing is to ensure that all parties have full opportunity to present their views to the hearing board and to allow the hearing board to assure itself that it fully understands the parties' views. The conduct of the hearing is informal. It is not bound by rules of evidence or court procedures. All matters of procedure are to be decided by the chairperson of the hearing board in accordance with the following guidelines.

The chairperson of the hearing board is to set the date, time, and location of the hearing. The hearing is to take place within 30 days of the request for a hearing, if practicable. All involved parties are to receive a timely written notice of the hearing and the matters to be considered. All supporting documentation relating to the matter is to be submitted to the Associate Dean of the Graduate School at least three weeks prior to the hearing. The Associate Dean will distribute it in a timely manner to all involved parties prior to the hearing.

The hearing and material submitted to the hearing board are private and all parties involved in the grievance are to consider their contents confidential. However, if a party disseminates their contents, the party's interest in confidentiality is deemed waived. Electronic recording of the hearing is prohibited.

A party may obtain the assistance of members of the university community in preparing written documentation or in presenting information to the hearing board, provided that the assistants are not attorneys. Individuals from outside the university, including attorneys, are not permitted to serve as assistants. The party must notify the chairperson of the hearing board of the names of the assistants at least one day prior to the hearing.

Each party may present information, both orally and in writing, to the hearing board. All parties are to be available throughout the hearing. Two formats for the hearing exist and are determined by the chairperson of the hearing board: all parties are present together during the hearing or the parties are heard separately at the hearing. Each party may call witnesses at the hearing. The party is to submit to the chairperson of the hearing board the witnesses' names at least one week prior to the hearing; the hearing board will notify all parties of the names of witnesses in a timely manner prior to the hearing. The board may direct questions to any party or witness. All individuals presenting information to the hearing board have the responsibility of presenting truthful information.

After the hearing board has gathered all information necessary to understand fully the parties' views, the board will deliberate in private. In reaching its decision, the board will examine all documents and other exhibits and consider fully the statements of all parties and witnesses. The decision of the board will be determined by a majority vote of participating board members. The Associate Dean of the Graduate School will notify the parties in writing of the board's decision within two weeks of the hearing.

Appeal

A party may appeal the decision of the hearing board to the Dean of the Graduate School. The party is to request an appeal in writing within 30 days of notification of the hearing board's decision. The request must include an explanation of the basis for the appeal. The Dean will notify all parties of the request for an appeal and will provide an opportunity for a response. The Dean will obtain from the parties and the hearing board information necessary to consider fully the parties' views and the hearing board's decision.

The Dean may affirm, modify or reverse the hearing board's decision. The Dean will notify the parties of the disposition of the appeal within 30 days of receiving the appeal, if practicable. The Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the university (i.e., a permanent prohibition of enrollment at the university); the penalty of expulsion may be imposed only by the university's provost or senior vice president for health sciences.

The Graduate School retains copies of all documentation related to the management of grievances under its jurisdiction.

APPENDIX C: Impairment Policy

COUNSELING PSYCHOLOGY PROGRAM POLICIES AND PROCEDURES FOR ADDRESSING CONCERNS REGARDING STUDENT ACADEMIC AND CLINICAL COMPETENCE AND/OR PERSONAL ATTRIBUTES AND DISPOSITIONS

Overview

Part of the mission of Loyola University Chicago, embraced by the Counseling Psychology Program, is the preparation of professionals who are intellectually mature and who give of themselves in the service of others. The Program strives to promote in all its members a capacity for critical and ethical judgment, a commitment to using psychological science in assisting individuals and society, and a respect for the dignity of all individuals and cultural groups. The Program emphasizes, through classroom experience, field work, and collaborative experiences between faculty and students, the need for students to develop the intellectual and interpersonal skills appropriate for their professional activities.

To realize this mission, the Counseling Psychology Program strives to train competent, culturally sensitive professionals who are capable of critical thinking, and whose professional activities are consistent with methods of scholarly inquiry. The Program's faculty recognizes that the realization of these goals occurs within the context of the personal development of the Program's students. Therefore, they commit themselves to the support of student development, and to the identification and remediation of problems which may impair a student's performance. The program faculty has responsibility for monitoring the implementation of this policy.

Academic and Clinical Competence

Doctoral training involves the development of both academic and clinical competence. One is not sufficient without the other. To monitor students' progress and development, periodic assessment of their knowledge and understanding, clinical skills, technical skills, problem solving and clinical judgment, and personal attributes will be conducted.

Knowledge and Understanding: Students will operate from a base of knowledge that includes information about basic psychological processes, psychotherapy theory, the dynamics and mechanisms for change, and ethics. This knowledge is assessed in both academic as well as in clinical settings, where students' ability to apply knowledge to practice is evaluated.

Students are expected to maintain at least a 3.0 average for all course work taken at Loyola. Courses in which a student earns less than a grade of C will not be counted towards the completion of a graduate degree. Students will have to retake the course if it is a major course. All earned grades, however, will be included in the computation of a student's graduate G.P.A.

Along with successful completion of didactic course work, students are expected to demonstrate competency in appropriate clinical skills and competency in using and/or conducting scholarly research. The ability to conduct independent, scholarly research is expected of all students seeking the Ph.D. (Doctor of Philosophy) degree.

Detailed information concerning degree requirements may be found on the Graduate School or the School of Education website. Students should familiarize themselves with the policies and procedures appropriate for their degree program and School.

Clinical Skills: Clinical skills are necessary to develop appropriate professional working relationships with individuals or groups. Throughout the students' academic career, opportunities

will be provided to supervise the development of both basic and specific skills appropriate to their professional practice.

Problem Solving and Clinical Judgment: Students will be able to apply their professional knowledge to appropriate assessment, treatment and/or referral. Students' case conceptualization and treatment plans will be reflective of their ability to implement their knowledge with a sensitivity to clients. Further, students will be able to respond to crisis situations that require immediate decisions and action.

Personal Attributes and Dispositions

The faculty considers the student as a whole person and realizes that a student may have difficulty developing in the areas stated above. In so far as such difficulties reflect the student's qualifications or potential to become a competent and ethical counseling psychologist, these difficulties will be reviewed by the faculty. Concerns about a student may come from the student, staff, faculty, clinical field training supervisors and/or other students, and be reported through grades and/or written or verbal evaluations. A student's personal characteristics, interpersonal manner, social skills, and emotional makeup may interfere with their ability to function ethically and responsibly and will be addressed in both academic and clinical settings.

Evaluation Criteria and Methods:

Criteria: Students are expected to demonstrate:

1. An ability to complete successfully the coursework essential to developing the required knowledge base appropriate for a student's profession.
2. An ability to use and/or conduct scholarly research consistent with appropriate degree and program requirements.
3. An ability to develop the appropriate clinical skills necessary to develop a working relationship with a client.
4. An ability to develop the technical expertise to perform specialized assessment or treatment procedures.
5. An ability to identify their areas of competence, and to know when and how to refer to another professional if the services required are beyond those which they are able to provide.
6. An ability to respond in a mature manner in areas of interpersonal sensitivity and clinical judgment.
7. An ability to recognize appropriate boundaries and to refrain from any inappropriate conduct in connection with the delivery of services as a counseling psychologist.

Evaluation Methods:

At times students will experience difficulties which detract from the development and/or judgment related to their ethical and responsible behavior. In keeping with the goals of the department, students will be evaluated on their critical and ethical judgments. Consistent patterns of skewed judgment raise doubts about an individual's ability to deliver competent and ethical service in educational and clinical settings. Further, consistent prejudicial attitudes against others based on sex, race, or cultural diversity also raises concerns about the potential delivery of service. Allegations of violence, aggression, sexual harassment, and criminal activity against the university's students, personnel, or associated professional field placement personnel and clients, constitute grounds for evaluation of a student's standing in the program.

In keeping with the above goals, the faculty will monitor the well-being of its students and intervene when problems impair a student from functioning. Such review will be conducted by program faculty on a yearly basis, or more frequently if warranted. In the event that the faculty becomes aware that a student may be impaired, either academically, clinically, and/or personally (as outlined above), it will take prudent measures to aid the student's continued development.

When the program faculty becomes aware that there is concern about a student's academic, clinical, and/or personal development or performance, the faculty will conduct an appropriate review of the circumstances generating the concern. On the basis of its review, the faculty will make a determination of the validity of the concern. This determination will be made in a timely fashion. The students' rights to a thorough, objective review, including representation of their own perspective, will be given. If the concern is deemed to be valid, the faculty will initiate an assessment of the student.

The assessment may include but is not necessarily limited to:

1. The opinions of experts on the academic faculty, field supervisors, and/or consultants to the faculty;
2. The student's willingness to accept responsibility for the concerns in question, including the student's willingness to meaningfully engage in a remediation process;
3. The extent to which continued enrollment of the student will place unreasonable or excessive demands upon other students or faculty of the program;
4. The student's ability to function with clients as a trainee;
5. An evaluation submitted to the faculty by the student's own consultant and/or outside consultant as requested by the faculty.

Intervention

Remedial Intervention:

Interventions may include a recommendation of individual and/or group counseling. In addition to such a recommendation, the faculty may recommend other appropriate educational, clinical, or field experience which may assist the student. A remediation plan will be developed and implemented for the student which may include, in extreme cases, disciplinary action. Continuance of the student's enrollment in the program in either a full-time or part-time basis will be closely monitored by the faculty.

A decision whether to allow a student to continue in their program of study will be determined, in part, by the student's response to remediation procedures. In the event that a student makes use of a suggested intervention, and the student does not demonstrate sufficient improvement in the area(s) of concern, the faculty may elect to recommend additional remediation.

A student may refuse the program faculty's attempt at remediation. In this case, the student's advisor will bring the concern to the program. The program may review the concern and again encourage the student to accept the remediation. If the student refuses to accept the program's suggestion for remediation, the student may appeal to the appropriate Dean.

Should a student refuse to cooperate in addressing the academic, clinical, and/or personal concerns raised, the faculty may elect to take action consistent with its ethical responsibility to protect current students, faculty and staff, as well as current and future clients and coworkers. Examples of such actions may include, but are not limited to, temporarily removing the student

from contact with clients and/or a field placement, or a mandatory leave of absence from the student's academic program.

Disciplinary Action: In the event that a student refuses to accept a remediation recommended by the program and supported by the Dean or fails to make adequate progress in addressing their impairment, the program may initiate formal disciplinary action either in conjunction or independent of further attempts at remediation. While every attempt will be made to present the faculty's actions as educational rather than punitive, the faculty must take actions consistent with its ethical responsibilities. Examples of such actions may include, but are not limited to:

1. Counseling the student to withdraw from their program of studies.
2. Placing the student on probation with academic continuation contingent on progress in remediation.
3. Placing the student on a required leave of absence from their program.
4. Permanently removing the student from contact with clients; and/or
5. Dismissing the student from their program of study.

APPENDIX D: Counseling Psychology Program Plan

Student: _____

Semester and Year Entered: _____

Advisor: _____

1. Prerequisites (33 Semester Hours)

<u>Course Title and Number</u>	<u>Completed – Course and Date</u>
Counseling Skills (e.g., CPSY 420)	_____
Counseling Theories (e.g., CPSY 423)	_____
Tests and Assessment (e.g., CPSY 425)	_____
Group Counseling (e.g., CPSY 426)	_____
Multicultural Counseling (e.g., CPSY 433)	_____
Family Therapy (e.g., CPSY 444)	_____
Human Development (e.g., CPSY 454)	_____
Psychodiagnostics (e.g., CPSY 528)	_____
Practicum (e.g., CPSY 440)	_____
Research Methods (e.g., RMTD 400)	_____
Statistics (e.g., RMTD 404)	_____

2. Counseling Psychology Core (18 Semester Hours to be Taken at LUC or transferred with permission)

CPSY 424 (Career Development and Counseling)	_____
CPSY 435 (Multicultural Psychology and Social Justice)	_____
CPSY 527 (Prevention, Outreach, and Advocacy)	_____
CPSY 529 (Psychology of Immigration)	_____
CPSY 530 (Seminar in Counseling Psychology)	_____
CPSY 531 (Ethical and Legal Issues)	_____

3. Psychology Core (12 Semester Hours) *

Biological Basis of Behavior	_____
Cognitive Basis of Behavior	_____
Affective Basis of Behavior	_____
Social Basis of Behavior	_____
Individual Differences	_____
History and Systems of Psychology	_____
Advanced Integration	_____

*12 semester hours for the psychology core assumes that the student completed the human development prerequisite and an advanced integrative course (e.g., PSYC 435, 462, 473, 475).

4. Measurement and Statistics Core (12 Semester Hours)

RMTD 430 (Psychological Measurement)*	_____
CPSY 450 (Research Methods in Counseling)*	_____
Elective	_____
Elective	_____

*These courses are research tool requirements and must be completed at LUC with a B or better before a student sits for their comprehensive exams.

5. Practice Core (18 Semester Hours to be Taken at LUC)

CPSY 442 (Doctoral Practicum)	_____
CPSY 442 (Doctoral Practicum)	_____
CPSY 535 (Seminar in Supervision & Consultation)	_____
CPSY 536 (Supervision Practicum)	_____
CPSY 532 (Advanced Theories in Psychotherapy)	_____
CPSY 482 (Intellectual and Personality Assessment)	_____
CPSY 443 (Diagnostic or Combined Clerkship)*	_____
CPSY 615 (Internship: Counseling Psychology)*	_____

*These are zero semester hour courses.

6. Advanced Electives (9 Semester Hours)

TOTAL HOURS OF DOCTORAL COURSE WORK: 69

Summary:

Number of Prerequisite Hours Completed: _____

Number of Transfer Hours: _____

Number of Hours to be Taken during Doctoral Study: _____

Notes:

1. Career Development and Counseling (CPSY 424), Multicultural Psychology and Social Justice (CPSY 435), Psychology of Immigration (CPSY 529), Prevention, Outreach, and Advocacy (CPSY 527), Ethical and Legal Issues (CPSY 531), Advanced Theories in Psychotherapy (CPSY 532), Research Methods in Counseling Psychology (CPSY 450), and Psychological Measurement (RMTD 430) should be completed in the first or second year of doctoral study.
2. Research Seminar in Counseling Psychology (CPSY 530) should be completed in the third year of doctoral study.
3. Seminar in Supervision & Consultation (CPSY 535) should be completed in the spring of the second year of doctoral study; Supervision Practicum (CPSY 536) should be completed in the fall of the third year of doctoral study.
4. Practicum (CPSY 442) should be taken in the second year of doctoral study.

APPENDIX E: Example Sequence of Courses

Year 1		
Fall 2025	Spring 2026	Summer 2026
CPSY 450: Research Methods in Counseling Psychology	CPSY 529: Psychology of Immigration	CPSY 435: History and Systems of Psychology OR CPSY 424: Career Development and Counseling OR Psychology Core/Research Elective
CPSY 435: Seminar in Multicultural Psychology and Social Justice	CPSY 527: Prevention, Outreach and Advocacy	
CPSY 532: Advanced Theories in Psychotherapy	Psychology Core Course	
Psychology Core Course	Research/Statistics Elective	
CPSY 443: Clerkship – First Year Experience	CPSY 443: Clerkship -- First Year Experience	
CPSY 533: Proseminar	CPSY 533: Proseminar	

Year 2		
Fall 2026	Spring 2027	Summer 2027
CPSY 442: Doctoral Practicum	CPSY 442: Doctoral Practicum	CPSY 435: History and Systems of Psychology OR CPSY 424: Career Development and Counseling OR Psychology Core/Research Elective
RMTD 430: Psychological Measurement	CPSY 535: Seminar in Supervision and Consultation	
CPSY 531: Ethical and Legal Issues in Counseling Psychology	Psychology Core Course	
CPSY 482: Personality and Intellectual Assessment	Research/Statistics Elective	
CPSY 533: Proseminar	CPSY 533: Proseminar	

Year 3	
Fall 2027	Spring 2028
<i>Comprehensive Examinations</i>	<i>Culminating Portfolio</i>
CPSY 530: Research Seminar in Counseling Psychology	Research/Statistics Elective
CPSY 536: Supervision Practicum	Psychology Core Course
Psychology Core Course	Research/Statistics Elective
Research/Statistics Elective	CPSY 443: Clerkship
CPSY 443: Clerkship	CPSY 533: Proseminar
CPSY 533: Proseminar	

Year 4 and Year 5 (Fall 2028- Spring 2029)	
<i>Dissertation</i>	<i>Pre-Doctoral Internship</i>

APPENDIX F: Annual Report Form

ANNUAL REPORT FORM

COUNSELING PSYCHOLOGY PROGRAM

LOYOLA UNIVERSITY CHICAGO

This form provides students with a systematic procedure for documenting academic, clinical, and personal progress. This form will be used by the faculty as part of the annual student evaluations. Please fill this form out for the current academic year and submit it electronically to the Program Coordinator at elos@luc.edu by April 15. Please take your time and complete the form thoroughly.

Student Name: _____ Advisor: _____

Report Covers: May 1, 2025 through May 1, 2026

<u>Program Milestones</u>	<u>Date</u>
Advanced Standing Achieved	_____
Coursework Completed	_____
Research Tool Completed	_____
Comprehensive Examination Passed	_____
Dissertation Proposal Accepted	_____
Culminating Portfolio Passed	_____
Internship Application Submitted	_____
Internship Completed	_____
Dissertation Defended	_____

Number of Semester Hours Taken:

Cumulative GPA:

Number of Semester Hours Remaining:

Clinical Experiences:

Therapy _____ Diagnostic _____ Combined: _____

Setting: _____

Total Hours: _____

Client Contact Hours: _____

Convention Presentations (give full citations)

Publications (give full citations)

Evaluate your development as a: Below Expectations Meets Expectations Exceeds Expectations

Researcher/Scientist	1	2	3
Clinician/Practitioner	1	2	3
Progress in Program	1	2	3

APPENDIX G: Comprehensive Exam and Portfolio Rubrics

Faculty Reviewer: _____ **Student:** _____ **Date:** _____

Professional Identity

Students should prepare introductory comments for the orals that

- (a) discuss the student's background, current interests, and future career plans,
- (b) articulate the student's identity as a health service and counseling psychologist, and
- (c) present the student's views on social justice, including theories and models that inform their views of social justice and relevant research.

Clinical Case Presentation

Present a clinical case seen in practicum or clerkship attending to

- (a) theories used to conceptualize the case, including relevant theories from the basic psychological sciences and normal development,
- (b) diversity issues relevant to this case and how they were addressed,
- (c) assessment strategies employed and diagnosis (if appropriate),
- (d) intervention strategies employed and the evidential basis for chosen strategies,
- (e) how outcomes were assessed and why these methods were chosen,
- (f) client outcomes, and
- (g) how your counseling perspective influenced your work with this client.

Quantitative Research Methodology

Present a research question requiring quantitative methodology that interests you and then

- (a) Describe the most appropriate design for a study to address this question being sure to attend to important sampling and measurement considerations and
- (b) discuss the potential theoretical, applied, and social justice implications of the study.

Ethical Decision Making

Present a model of ethical decision making and then be prepared to use the model to respond to an ethical dilemma provided to you during the exam.

Comprehensive Exam Decision Rules

Each exam question will be graded by the three faculty members in attendance that includes your advisor. If a student receives 2 or more "Did Not Pass" ratings on any of the comprehensive exam areas (i.e., identity, clinical case, research, and ethical decision-making), they will retake the oral or complete a remedial task on the area(s) that they did not pass as requested by the committee. All areas must be passed at the completion of the second oral exam or the remedial task.

Comprehensive Exam Ratings

	Pass	Did Not Pass
Professional Identity (based on three faculty ratings)	Candidate accurately describes scope of health service psychology, identifies hallmarks of counseling psychology as a specialty, and is able to discuss how a social justice orientation shapes their professional behavior in clinical, research, and training settings. Responses to questions reflect sufficient depth of knowledge. Information was clear and organized and followed a clear outline. Citations used to support positions are appropriate and up to date.	Candidate provides inaccurate or incomplete information about the scope of health service psychology, hallmarks of counseling psychology are incorrect, incomplete, and cannot effectively integrate or articulate how social justice shapes behavior in clinical, research, and/or training settings. Responses to questions lack sufficient depth of knowledge. Information was somewhat unclear and/or disorganized. Citations were not up-to-date, not scholarly; or candidate could not reference literature to support responses.
Clinical Case Presentation (based on three faculty ratings)	Candidate discusses case with accurate application of evidence-base practice standards, is able to apply theories (psychotherapeutic, normal development) appropriately; is able to apply scholarship from core psychology to the case; assessment and diagnosis provided are measures; multicultural and social justice issues germane to the case are identified and integrated into conceptualization and treatment planning. Information was clear and organized. Followed a clear outline. References cited in exam are up-to-date and scholarly.	Articulation of case is incomplete; conceptualization is not sufficiently based on scholarly literature; applications of psychotherapeutic or normal developmental theories are partial, incomplete, or incorrect in one or more components. Diagnosis and /or outcome measures; social justice and multicultural issues are not considered or considered superficially. Lacks sufficient depth of knowledge. Information was somewhat unclear and/or disorganized. Citations used were not up-to-date, not scholarly; overreliance on anecdotal information.
Quantitative Research Methodology (based on three faculty ratings)	Research question stated is clear, well-reasoned and supported with appropriate literature. Rationale demonstrates sufficient knowledge of the topic. Study design is adequate and appropriate; sample and measurement issues are addressed sufficiently; implications of findings for theory development, clinical practice, and future research are articulated; social justice issues and limitations/generalizability of findings are discussed with sufficient depth. Information was clear and organized. Followed a clear outline. Citations referenced are up-to-date and scholarly.	Research question stated is not sufficiently based on scholarly literature; knowledge of scholarship on the topic is insufficient in depth. Study design is not appropriate to research question; discussion of sample and measurement issues is partial, incomplete, or incorrect; implications for theory development, practice, and future research are not clearly articulated; social justice issues and generalizability/other limitations are not well understood. Information was somewhat unclear and/or disorganized. Citations were not up-to-date, not scholarly.
Ethical Decision Making (based on three faculty ratings)	Ethical standards are discussed and applied appropriately; ethical decision making model applied is supported by existing scholarship; process used for resolving dilemma is sound, decision is logical. Candidate demonstrates satisfactory competencies of ethical decision making. Information was clear and organized. Followed a clear outline. Citations are up-to-date and scholarly.	Candidate cannot identify ethical standards or does not apply them to case appropriately. Model applied is not supported by existing scholarship, process used is not logical, decision made contradicts standards or fails to follow model accurately. Information was somewhat unclear and/or disorganized. Citations were not up-to-date, not scholarly; contains errors.

Faculty Reviewer Decision:

Pass

Did Not Pass

Faculty Signature

Date:

Faculty Name

Portfolio Grading Rubrics: Integrative Paper

	High Pass	Pass	Did Not Pass
Content	Candidate demonstrates all criteria for pass and: addresses each component of the question in great detail Generates multiple implications for clinical work, social justice intervention, and research. Demonstrates sophistication in thinking and ability to integrate and apply knowledge.	Candidate demonstrates sufficient knowledge of basic psychological theories and can integrate areas effectively. Justification for integration is logical, well-reasoned and supported with appropriate citations. Demonstrates sufficient knowledge of the domain areas. Demonstrates the ability to articulate clinical applications of integration, research ideas, and integrate ideas for social justice application. Addresses each component of the question adequately.	Candidate's knowledge of basic psychological theories is not sufficiently based on scholarly literature; justification for integration is inadequate; Knowledge of domains is partial, incomplete, or incorrect in one or more components; Insufficient ability to articulate clinical applications, research implications, or social justice application. Lacks sufficient depth of knowledge.
Writing style	Demonstrates superior writing skills. Few or no APA errors	Clearly written and well organized. Followed APA style	Poorly written. Lacks attention to APA style; overly personal or anecdotal
Quality of Organization	Information was exceptionally clear and well organized.	Information was clear and organized. Followed a clear outline	Information was somewhat unclear and/or disorganized.
Citations	Citations are up-to-date, and scholarly, error free. Demonstrates broad knowledge.	Citations are up-to-date and scholarly; few errors	Citations were not up-to- date, not scholarly; contains errors
Overall Rating	High Pass	Pass	Did Not Pass

Portfolio Decision Rules

High Pass = High Pass ratings in Content and Citations without any ratings of Did Not Pass in other categories

Pass = At least a rating of Pass in Content and Citations and a maximum of one Did Not Pass rating in other categories

Did Not Pass = Did Not Pass rating in Content or Citations and/or rating of Did Not Pass in two or more categories.

COMMENTS:

Faculty: _____ Date: _____

Portfolio Grading Rubrics: Clinical Case Study Paper

	Pass	Did Not Pass	Reviewer Comments (must include comments for all “Did Not Pass” ratings.
Theoretical Case Conceptualization	Candidate should: Give a theoretically relevant case conceptualization. Include major theories of psychological change (e.g., humanism/existentialism, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, short-term psychodynamic therapy) as well as relevant theories from the basic psychological sciences (e.g., developmental psychology, biological bases of behavior) and normal human development.	Candidate was lacking in their conceptualization of the client or neglected to include theories from all three required areas (theories of psychological change, theories from basic psychological science or theories of normal human development).	
Assessment and Diagnosis	Candidate should: Discuss assessment strategies used, diagnosis (if appropriate) and how this fits with the theoretical perspectives discussed above.	Candidate did not thoroughly discuss their assessment strategies and diagnoses, or were inaccurate in their assessment or interpretation of assessments.	
Course of Treatment	Candidate should: Describe the course of treatment over time, including how they used both clinical judgement and evidence-based practice to guide decision making. They discussed were the course of treatment.	Candidate did not adequately discuss use of evidenced based treatment and clinical judgement; or the candidate did not adequately show how the course of treatment was consistent with or	

Faculty: _____ Date: _____

APPENDIX H: Profession Wide and Program Wide Competencies

Profession-Wide Competencies

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:		
Competency:	(i) Research	
Elements associated with this competency from IR C-8 D	- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. - Conduct research or other scholarly activities. - Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	
Program-defined elements associated with this competency (if applicable; see table description above)	N/A	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	- RMED 430 (Psychological Measurement), CPSY 450 (Research in Counseling Psychology), and two advanced electives (see list in narrative). - Research Team Involvement - Dissertation	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: - Course Grades - Number of presentations and publications (in progress, under review, in press, in print) - Comprehensive Examination Rubric - Approved Dissertation Proposal in the Culminating Portfolio	Evaluation tool and self-study location: - Annual Student Evaluation Form and Annual Student Report Form - Comprehensive Examination - Approved Dissertation Proposal - Dissertation
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Courses: Grade of at least a B - One presentation at a professional conference and one article in the publication pipeline. - Pass or High Pass on the Comprehensive Examination Research Question - Successful defense of dissertation	

<i>(ii) Ethical and legal standards</i>		
Competency: Elements associated with this competency from IR C-8 D	- Be knowledgeable of and act in accordance with each of the following: - the current version of the APA Ethical Principles of Psychologists and Code of Conduct; - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and - Relevant professional standards and guidelines. - Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. - Conduct self in an ethical manner in all professional activities. - N/A	
Program-defined elements associated with this competency (if applicable) Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	- CPSY 531 (Ethical and Legal Issues in Counseling Psychology) - Practicum (CPSY 442) and Clerkships (CPSY 443)	
How outcomes are measured for each training/experiential activity listed above: List where in the self-study all associated evaluation tools are located.	How outcomes are measured: - Course Grades - Ethical and Legal Standards section of the Semester Trainee Evaluation—Doctoral - Question on ethical decision making models and applications on the Comprehensive Examination	Evaluation tool and self-study location: - Semester Trainee Evaluation—Doctoral - Comprehensive Exam
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Courses: Minimum grade of B - Acceptable supervisor ratings for level of training on Ethical and Legal Standards section of Semester Trainee Evaluation—Doctoral (see narrative for explanation). Ratings of 4 before pre-doctoral internships - Pass or High Pass on the comprehensive examination ethical decision-making question.	

Competency:	(iii) Individual and cultural diversity						
Elements associated with this competency from IR C-8 D	- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. - Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. - The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. - Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. - N/A						
Program-defined elements associated with this competency (if applicable)							
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	- CPSY 424 (Career Development and Counseling—see classes on topics of gender, race/ethnicity, social class, and sexual orientation in career development), CPSY 435 (Seminar in Multiculturalism and Social Justice), CPSY 527 (Prevention, Outreach, and Advocacy), CPSY 529 (Psychology off Immigration), RMTD 430 (Psychological Measurement—see class topics on culture fairness and measurement invariance) - Practicum (CPSY 442) and Clerkships (CPSY 443)						
How outcomes are measured for each training/experiential activity listed above: List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td data-bbox="980 877 1013 1402">How outcomes are measured:</td><td data-bbox="980 352 1013 877">Evaluation tool and self-study location:</td></tr> <tr> <td data-bbox="1013 877 1045 1402"> - Courses grades </td><td data-bbox="1013 352 1045 877">Semester Trainee Evaluation—Doctoral</td></tr> <tr> <td data-bbox="1045 877 1127 1402"> - Individual and Cultural Diversity section of the Semester Trainee Evaluation—Doctoral </td><td data-bbox="1045 352 1127 877"></td></tr> </table>	How outcomes are measured:	Evaluation tool and self-study location:	Courses grades	Semester Trainee Evaluation—Doctoral	Individual and Cultural Diversity section of the Semester Trainee Evaluation—Doctoral	
How outcomes are measured:	Evaluation tool and self-study location:						
Courses grades	Semester Trainee Evaluation—Doctoral						
Individual and Cultural Diversity section of the Semester Trainee Evaluation—Doctoral							
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Courses: Minimum grade of B - Acceptable supervisor ratings for level of training on the Individual and Cultural Diversity section of the Semester Trainee Evaluation—Doctoral (see narrative for explanation). Ratings of 4 before pre-doctoral internship						

Competency:			
<i>(iv) Professional values, attitudes, and behaviors</i>			
Elements associated with this competency from IR C-8 D	- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others - Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. - Actively seek and demonstrate openness and responsiveness to feedback and supervision. - Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. - N/A		
Program-defined elements associated with this competency (if applicable)	N/A		
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	- Proseminar - CPSY 531 (Ethical and Legal Issues in Counseling Psychology) - Practicum (CPSY 442) and Clerkships (CPSY 443)		
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured:	Evaluation tool and self-study location:	
	- Grade in CPSY 531 - Professional Values and Attitudes section of Semester Trainee Evaluation—Doctoral	Semester Trainee Evaluation—Doctoral	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Grade in CPSY 531: Minimum of B - Acceptable supervisor ratings for level of training on the Professional Values and Attitudes section of the Semester Trainee Evaluation—Doctoral (see narrative for explanation). Ratings of 4 before pre-doctoral internship.		

Competency:		
Elements associated with this competency from IR C-8 D		
<i>(v) Communications and interpersonal skills</i>		
	- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. - Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. - Demonstrate effective interpersonal skills and the ability to manage difficult communication well. - N/A	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	- Proseminar - CPSY 531 (Ethical and Legal Issues in Counseling Psychology) - Practicum (CPSY 442) and Clerkships (CPSY 443)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: - Grade in CPSY 531 - Communication and Interpersonal Skills section of the Semester Trainee Evaluation—Doctoral	Evaluation tool and self-study location: Semester Trainee Evaluation—Doctoral
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	- Course Grade: Minimum of a B - Acceptable supervisor ratings for level of training on the Communication and Interpersonal Skills section of the Semester Trainee Evaluation—Doctoral (see narrative for explanation). Ratings of 4 before pre-doctoral internship.	

Competency:		(vi) Assessment
Elements associated with this competency from <u>IR C-8 D</u>		- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. - Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. - Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)		N/A
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.		- CPSY 482 (Intellectual and Personality Assessment - Diagnostic (or combined Diagnostic and Therapy) Clerkship (CPSY 443)
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured:	Evaluation tool and self-study location:
	- Course Grades - Culminating Portfolio	Culminating Portfolio
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.		- Courses: Minimum grade of B - Approved Assessment Report in the Culminating Portfolio

Competency:		(vii) Intervention	
Elements associated with this competency from <u>IR C-8 D</u>		• Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. • N/A	
Program-defined elements associated with this competency (if applicable)		• CPSY 532 (Advanced Psychotherapy Theories) • Practicum (CPSY 442) and Clerkships (CPSY 443)	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.			
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Course Grades • Intervention Section of the Semester Trainee Evaluation-Doctoral • Performance on the clinical case study question on the comprehensive exam • Clinical case study in culminating portfolio	Evaluation tool and self-study location: • Semester Trainee Evaluation—Doctoral • Comprehensive Exam Rubric • Culminating Portfolio	
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Courses: Minimum grade of B • Acceptable supervisor ratings on the Intervention section of the Semester Trainee Evaluation—Doctoral. Ratings of 4 before pre-doctoral internship • Pass or High Pass on the clinical case study question on the comprehensive exams • Approved clinical case study in Culminating Portfolio		

Competency:		
Elements associated with this competency from IR C-8 D	(viii) Supervision	
Program-defined elements associated with this competency	Demonstrate knowledge of supervision models and practices.	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	N/A	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	CPSY 535 (Seminar in Supervision and Consultation)	Evaluation tool and self-study location: Course grade
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Course: Minimum grade of B	

Competency:		
Elements associated with this competency from IR C-8 D	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
Program-defined elements associated with this competency (if applicable)	• Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. • N/A	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• CPSY 535 (Seminar in Supervision and Consultation) • Practicum (CPSY 442) and Clerkships (CPSY 443)	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Consultation and Professional/Interdisciplinary section of Semester Trainee Evaluation—Doctoral	Evaluation tool and self-study location: • Consultation and Professional/Interdisciplinary section of Semester Trainee Evaluation—Doctoral
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Course: Minimum grade of B • Acceptable supervisor ratings for level of training on the Consultation and Professional/Interprofessional section of the Semester Trainee Evaluation—Doctoral (see narrative for explanation). Ratings of 4 before internship.	

Program-Specific Competencies

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in any program-specific competencies:		
Program-Specific Competency 1:		
Students must demonstrate profession-specific knowledge of counseling psychology.		
Elements associated with this competency:	(i) the history and philosophy of counseling psychology and current professional issues and trend, (ii) theories and research on normal human development, and (iii) theories and research in vocational psychology, prevention and outreach, and multicultural and international psychology.	
Required training/ experiential activities used to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• CPSY 531 (Ethical and Legal Issues in Counseling Psychology, CPSY 424 (Career Development and Counseling), CPSY 435 (Seminar in Multiculturalism and Social Justice), CPSY 527 (Prevention, Outreach, and Advocacy), and CPSY 529 (Psychology of Immigration) • Proseminar	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Course Grades • Comprehensive Examination Introduction on professional identity	Evaluation tool and self-study location: Comprehensive Examination (see Appendix B)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Course Grades: Minimum grade of B • Pass or High Pass on the Comprehensive Examination Introduction on professional identity	
Program-Specific Competency 2:		
Students must demonstrate knowledge of social justice practice		
Elements associated with this competency:	(i) theories and models of social justice and research that emanates from these theories and models, and (ii) how injustices affect human functioning	
Required training/ experiential activities used to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• CPSY 435 (Seminar in Multiculturalism and Social Justice) • Proseminar	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Course Grade: Minimum grade of B • Social Justice Intervention paper in the Culminating Portfolio (see Appendix C): P or HP	Evaluation tool and self-study location: Culminating Portfolio (see Appendix C)

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Course Grades: Minimum grade of B • Social Justice Intervention paper in the Culminating Portfolio (see Appendix C): P or HP	
Program-Specific Competency 3:	Students must demonstrate competencies in social justice research	
Elements associated with this competency:	(i) to develop and evaluate interventions that address social justice issues and (ii) conduct and disseminate the results of research that addresses social justice issues.	
Required training/ experiential activities used to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	• CPSY 527 (Prevention, Outreach, and Advocacy), CPSY 435 (Seminar in Multiculturalism and Social Justice) • Research Team Involvement	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: • Course Grade: Minimum grade of B • Social Justice Intervention paper in the Culminating Portfolio (see Appendix C): P or HP	Evaluation tool and self-study location: Culminating Portfolio (see Appendix C)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	• Course Grades: Minimum grade of B • Social Justice Intervention paper in the Culminating Portfolio (see Appendix C): P or HP	

APPENDIX I: Student's Appeal to Change an Academic Record

A student's appeal to change an academic record (e.g., withdrawal date) must be submitted using the [Appeal for Change of Academic Record](#) form to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following calendar year.

APPENDIX J: Telesupervision Policy

For our practicum and internships, supervision is expected to be delivered in person except where sites are delivering telehealth exclusively. If your site is not providing in person supervision, this must be approved by Dr. Gonzales.