DOCTOR OF PHILOSOPHY (PhD) DEGREE

COUNSELING PSYCHOLOGY

DOCTORAL STUDENT HANDBOOK

Gannon University
Department of Psychology
109 University Square
Erie, PA 16541-0001

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GANNON UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
ERIE, PENNSYLVANIA

DOCTORAL STUDENT HANDBOOK
FOR
DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE

This handbook provides information about the policies and procedures for the management and completion of the program. The guidance provided here does not supplant that which is given in the Gannon University Graduate Catalog. Students are responsible for familiarizing themselves with all information in the graduate catalog and this handbook that may have relevance to their program. We, the faculty, hope this guide will serve you well in addressing frequently asked questions concerning the completion of a doctoral program in counseling psychology. Students need to read the handbook and sign the acknowledgement form (see Appendix G). The signed acknowledgement form is kept in the student's file in the psychology department office.

The degree in counseling psychology is a professional degree for those persons who are interested in the practice of psychology in private settings, mental health centers, college or university counseling services, or other institutional settings. The degree offers academic preparation in the core of scientific psychology, clinical supervision in direct services to clients, psychological evaluation and assessment, and preparation in research including a dissertation.

The policies and procedures in this manual are subject to change. Students are expected to adhere to the most current handbook unless otherwise notified. Most changes clarify the expectations and processes outlined in the handbook.

Welcome

Entrance into the doctoral program in counseling psychology is an achievement. You have been selected to pursue this degree above many other qualified applicants. The faculty gives you their full confidence and expects that you will maintain and enhance the reputation of our program through your excellence as a student and your future performance in the field.

Diversity Statement

An important component within our philosophy of training is the valuing of diversity. Because our program emphasizes the integration of multiculturalism into counseling psychology, we endorse the "Guidelines on Multicultural Education and Training, Research, Organizational Change, and Practice for Psychologists" and "Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients" of the American Psychological Association. These guidelines are based on the premise that, because the U.S. population is increasingly diverse, multiculturally appropriate services are necessary. In endorsing these guidelines, the faculty recognizes that these guidelines reflect current expert consensus based on theory and research.

We believe that diversity is recognized, accomplished, and respected through attention to, awareness, acknowledgment, and acceptance of differences across persons, cultures, ethnicities, sexual orientations, gender, age groups, abilities, ideas, values, beliefs, approaches, and needs. This is achieved in our program through flexibility of admissions, individual planning for learning experiences, and recognition of prior achievements.

As an integral part of our program, we have worked toward a dialogue of diversity. To realize this goal, we have designed a program that integrates a pluralistic education in all aspects of the curriculum and professional experience. Our infused curriculum operationalizes multicultural competencies through awareness, knowledge, and skills, as a part of our curriculum, training, special programming, research, and faculty-student dialogue. Students and faculty explore on an ongoing basis their own attitudes, understanding, and behaviors as they relate to cultural interactions and issues of sexism, racism, ageism, heterosexism, and discrimination.

Doctoral Program in Counseling Psychology

Accreditation. Gannon University is accredited by the Middle States accrediting body. The program does not currently hold accreditation by the American Psychological Association (APA).

Time Limits. Ph.D. students are expected to make steady and continuous progress toward the degree. Occasionally students must interrupt their studies for personal or professional reasons. If a student has been inactive in the program for two or more years, they must re-apply for admission to Graduate Studies. Students are limited to 7 years to complete the Ph.D. program starting with the first semester of enrollment after acceptance into the Ph.D. program. Students may request an extension when there are extenuating circumstances. Extensions may be granted only by program faculty and the Dean of Humanities, Business, and Education.

Residency Requirements. Each student must complete a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and an internship prior to awarding the doctoral degree. At least 2 of the 3 academic training years (or the equivalent thereof) must be at Gannon University. At least 1 academic year must be in full-time residence (a minimum of 9 credits completed during a consecutive fall and spring semester).

Academic Regulations

Ethical and Legal Behavior. Faculty and students are expected to demonstrate the highest level of ethical, legal, and professional behavior as set forth by the American Psychological Association (APA) Code of Ethics and the Pennsylvania Statutes regulating the practice of psychology. Substandard, impaired, unethical, illegal, and/or professionally unbecoming behavior on the part of a student at any time during the course of training will be considered by the Department of Psychology faculty and may be cause for dismissal from the program at any time during the student’s program.

Academic Conduct. Cheating on examinations, submitting work of other students as your own, or plagiarism in any form may result in penalties ranging from an "F" on an assignment to expulsion from the University. The university's academic integrity policy can be found in the Graduate Catalog (pp. 7-9) and the GU Student Handbook.

Grievance Procedures. Grievance procedures are outlined in the GU Student Handbook that is available through the Dean's Office or the department secretary. A copy is on permanent placement in the Graduate Student Resource Room and may also be obtained from the Director of Training.

Student Review and Retention

Comprehensive Assessments of Student Competencies. The following policy was adapted from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) on December 4, 2003 and is the governing policy for our training program in terms of the evaluation of student competencies:

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

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

(a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).
(b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).
(c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and

(d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

This policy is implemented in the Counseling Psychology Doctoral Training Program through a number of specific mechanisms, occurring at various points in a students training, which are described below.

Annual Review. In April or May of each year the counseling psychology faculty meet and assess each student's progress and performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, related program requirements, and the four evaluative areas outlined above. In addition, faculty will review and consider students' responses to the annual review form (see Appendix C for example of letter).

Students deemed to be performing at a satisfactory or exceptional level of competence will receive feedback in writing concerning their performance in coursework, seminars, scholarship, comprehensive examinations, assistantships, related program requirements, and/or the four evaluative areas outlined above.

If a student is deemed to be performing at an unsatisfactory level of competence, as determined by a 2/3 majority vote, the student may be placed on probation, and a remediation plan will be developed that details the actions needed to be taken off probation (see Appendix D for details of that process).

Criteria for Maintaining Satisfactory Status. Students are evaluated in each of these categories, and their progress is judged as exceptional, satisfactory, or unsatisfactory. Counseling Psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty looks for excellence in scholarship and professionalism.

Exceptional:

Student has completed course work in a timely manner with high grades (A or A-). Student has submitted articles for publication or proposals for presentations.

Student has presented at the annual Gannon University Graduate Research Day Conference.

Student has been actively involved with a research project in addition to his/her own dissertation project. Student's overall practicum competency evaluations are "exceeds expectations" as evaluated by practicum supervisors.

Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.

Student is an active member of Division 17 of the American Psychological Association and/or other related professional organization.

Student has attended a professional conference or meeting, and has participated with either joint or sole presentation.

Student has been actively involved in peer mentoring

Student has been actively involved in peer mentoring

Annual review statement is clear, specific, and purposeful.
Student performance in the four evaluative areas above is noted to be exceptional.

Satisfactory:

Student has completed course work in a timely manner with at least a B+ average.
Student's overall practicum competency evaluations are "meets expectations" as evaluated by practicum supervisors.
Student has participated on a research project.
Student has attended the annual Gannon University Graduate Research Day Conference.
Student has made adequate and timely progress on dissertation or exams (comprehensive exams or oral dissertation defense).
Student has attended a local, state, or national professional conference or meeting.
Student is a member of American Psychological Association (APA) Division 17 and/or other related professional organization.
Student has been a peer mentor
Student has submitted an Annual Review statement.
Student performance in the four evaluative areas above is noted to be without problem.

Unsatisfactory Progress:

Student has not maintained a B average (less than 3.0 on a 4.0 scale).
Student's overall practicum competency evaluations are "does not meet expectations" as evaluated by practicum supervisors.
Student has minimal or no participation on a research project.
Student has not submitted any proposal for presentations, or attended the Gannon University Graduate Research Day Conference.
Student is not a member of APA Division 17 and/or other related professional organization.
Student has not submitted an annual review statement.
Student has not made adequate progress on dissertation or exams (failed comprehensive exams or oral dissertation defense).
Student has not been involved in peer mentoring
Student has not been enrolled in her/his program of studies during the past semester.
Student performance in the four evaluative areas above is noted to be problematic.

Ongoing Evaluation. For the purposes of ongoing evaluation, the decisions and actions outlined in the second paragraph above under ***Annual Review*** (i.e., placing a student on probation due to concerns with performance and progress in coursework, seminars, scholarship, comprehensive examinations, related program requirements, and the four evaluative areas outlined above) may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Unacceptable Performance in Practica and Clinic. While rare, there are occasions when a student's performance in the practica and/or clinic is unacceptable or inadequate even though the student's academic course work may be acceptable or even exemplary.

The following policy is intended to cover all instances of unsatisfactory progress in the development, acquisition, and application of clinical counseling skills.

In response to unsatisfactory evaluations, the following steps will be followed:

STEP 1: The faculty course instructor or site supervisor will notify the Counseling Psychology Program Director.
STEP 2: The Counseling Psychology Program Director will notify the student in writing that a review is being conducted.
STEP 3: the student will be offered the opportunity to submit a written response to the unsatisfactory evaluation.
STEP 4: The Counseling Psychology Faculty will meet to discuss the problem and review written assessments.
STEP 5: One of the following actions is available:

a. Formal acknowledgment and awareness of the problem; no further action required.
b. Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.
c. Student is suspended from all clinical activities for a specified period of time. Written notification provided to student and Counseling Psychology faculty meets to review the situation. Remedial library research, course work, and reflection pieces may be required.
d. If no improvement by student is demonstrated, he/she may be continued on probation or suspension and/or removed from the program by a unanimous vote of the Counseling Psychology faculty and after a careful review of the student's materials.

Because probation or suspension are academic matters, students have the right to appeal the decisions of the Counseling Psychology faculty at any point by contacting the Ombudsperson, Dr. Michael DeSanctis (in PC 3212; 871-7509) or by utilizing the **Student Appeal/Grievance Procedure** described in the Academic Regulations section (pp 7-9) of the Graduate School Catalog.

Evaluation of Readiness for Internship. Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: a) dissertation proposal defense requirement; b) certification of internship eligibility and readiness on APPIC application; and c) ongoing monitoring and evaluation of readiness.

As per the policy of the Council of Counseling Psychology Training Programs, once a student has submitted a rank order list by the APPIC deadline, the program faculty will not prevent a student from going on internship unless a gross ethical violation has occurred and the internship site is notified.

Dissertation proposal defense requirement. In order to apply for internship, students must have scheduled or completed a dissertation proposal meeting by the

departmental deadline for committee meetings of the Fall semester in which they are applying.

In order to submit their final internship rank-order to APPIC, students must have successfully defended their dissertation proposal.

Approval for Predoctoral Internship. The APPIC Application for Psychology Internship (AAPI) Part 2 (Academic Program's Verification of Internship Eligibility and Readiness) contains an item which states, "The faculty agrees that this student is ready to apply for internship. Yes or No."

In the spring semester, students will be asked if they intend to apply for internship the following fall semester. Those students who indicate they intend to apply for internship will be evaluated for readiness at a special meeting for this purpose. At this meeting, the Counseling Faculty may either grant or deny permission to apply for internship (i.e., may either deem a student ready to apply for internship or not). The decision that a student is not ready to apply for internship will be determined by a 2/3 majority vote of all Counseling Faculty present at this meeting.

Readiness for application to internship will be made based on an evaluation of trainee's successful completion of all pre-requisite courses and requirements and the four evaluative areas outlined above.

If faculty deny application to internship they shall, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), or concerns about the four areas of competency outlined above. The student will also be placed on probation, and provided a letter detailing the actions needed to be taken off probation and to re-apply to internship. In this case, if deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty sub-committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty subcommittee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Ongoing Monitoring and Evaluation of Readiness for Internship. The faculty will engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student ready to apply for internship (see above) and the time the student submits his or her internship rank-order to APPIC. Thus, if any concerns surface during this time period regarding whether the student has met academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), or regarding the four areas of competency outlined above, the faculty may revoke approval to apply for or go on internship.

If the faculty revoke approval to apply for or go on internship, they shall provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), or concerns about the four areas of competency outlined above. The student will also be placed on probation, and provided a letter detailing the actions needed to be taken off probation and to re-apply to internship. In this case, if deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or a faculty sub-committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty subcommittee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, he or she must demonstrate what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Recommendation for Dismissal. While every effort is made to prevent problems from occurring, if student progress is not satisfactory, the Counseling Psychology program faculty may choose to recommend dismissal from the program.

Students may be recommended to be dropped from the Ph.D. program under the following conditions:

1. Student has received Unsatisfactory Student Evaluations for two years.
2. Student has failed to maintain continuous enrollment without prior approval.
3. Student has not maintained a B average.

Circumstances in Which Students will No Longer Be Allowed to Continue in the Program without the Opportunity for Remediation. Although it is the intent of the faculty to provide students the opportunity to resolve and/or remediate issues/problems identified at any of the four evaluation/decision points outlined above (yearly evaluation, ongoing evaluation, practicum readiness, internship readiness), there may be extreme circumstances (such as engagement in ethical violations as defined by the APA or ACA ethics codes, or criminal actions, including but not limited to hate crimes) under which the student will not be given such an opportunity for remediation, and will be dismissed from the program. This may occur at any of the evaluation/decision points outlined above or at any point during the student's enrollment in the program.

Courses or Requirements Which Cannot Be Repeated, Substituted, or Failed.

1. A grade of "U" in any practicum or clinic will result in a student no longer being allowed to continue in the program.

   It is also important to note that during any practicum or field placement course, if the instructor or supervisor has serious concerns about client welfare, the student may be barred from seeing clients. If this occurs, the instructor may choose to give the student an *Incomplete* grade for the course, which will result in

the student being placed on probation and a remediation plan will be developed. Details of that process can be found in Appendix D. The procedures used in this case will be the same as those used when a student is denied admission to practicum (see third and fourth paragraphs under ***Evaluation for Readiness to Enter Practicum or Field Placement*** above). Alternatively, the instructor may assign a grade of "U" for the course; as noted above, a grade of "U" in any practicum or field placement course will result in the student not being allowed to continue in the program.

2. A grade of "U" in GPSY 900 (Internship in Counseling Psychology) will result in a student no longer being allowed to continue in the program.

Important Note: If a student does not agree with any faculty decisions regarding dismissal outlined above, she or he may contact the Dr. Timothy Downs, Dean of Humanities, Business, and Education (PC 107; 871-7549) or use the existing Gannon University Graduate School policy on Student Appeals/Grievances. The Student Appeal/Grievance Procedure is described in the Academic Regulations section (pp 7-9) of the Graduate School Catalog.

C and F Grades. Students are limited to two grades below B-. Additional grades below B- require that students be placed on probation and the course be re-taken as part of a remediation plan. Failure in any course requires that the course be successfully retaken; students will be placed on probation and provided with a remediation plan. No student may graduate with a GPA below 3.0 (see Appendix D for the Review and Retention Policy). See the Gannon University Graduate Catalog for further information regarding the minimum GPA required for continuation in graduate studies.

Academic Advising

Initial Advisement. New doctoral students are required to register for GPSY 801 Professional Development Seminar: Counseling Psychology, which will assist in selecting courses and advising in the outline of the student's program of study. This seminar will address any questions new students may have. During the first semester, students will select a program adviser from among the Core Faculty in Counseling Psychology. It is important for new doctoral students to become acquainted with psychology faculty so that a permanent academic advisor may be selected and the course of study finalized.

Academic Advisor. After students have had the opportunity to become acquainted with the Core Faculty in Counseling Psychology, they are encouraged to select an academic advisor for the program. A faculty member must agree to serve as a student's academic adviser and be able to accept new advisees. The academic advisor is responsible for sending the proper forms to the Director of Training and the Graduate School for final appointment. Students obtain the form from the Department of Psychology office. The duties of the academic advisor include: (1) advising for course selection; (2) preparation of the course of study; (3) approval of transfer credit; (4) summarizing and presenting evaluation materials for the first letter of encouragement and providing feedback for Annual Reviews; and (5) approving requests for comprehensive examinations. The academic advisor follows the students' progress through the program.. The academic advisor's responsibilities end upon the student's successful completion of the comprehensive examinations or when the student is no longer a student at Gannon University.

If students wish to change advisors, we encourage them to discuss their concerns with their current advisor. If a student still wants to change advisors, they must first obtain a new advisor and then notify their original advisor of the change. To make the change official, the new academic advisor will complete all necessary paperwork for the university by contacting the HBE Dean's office.

Plan of Study. During the first semester of study in the doctoral program, the student is required to file an approved plan of study with the Director of Training. The plan of study lists all courses proposed for the doctoral program. The completed form is approved and signed by the student, academic advisor, and the Training Director before it is forwarded to the Dean of the College and the Dean of Graduate Studies. The form can be found in Appendix B or in the Department of Psychology Office.

Permission Courses. Some courses in the Counseling Psychology program are restricted in terms of the number of persons who can be enrolled or by prerequisite requirements. Enrollment in these courses is controlled by requiring students to preregister. If a class is labeled "permission of instructor," then students should contact that individual instructor for permission.

Registration. Dates for registration times are printed in the Class Schedule. In-person, telephone, and on-line registration are available.

Course Waivers. Waivers are permitted only with evidence of completion of equivalent courses. When students believe they have the requisite knowledge to waive a course in which they have not taken an equivalent course, they will be required to meet with the instructor of record to discuss the student's qualifications. If the instructor believes that the student has met requirements, they will be required to pass an examination developed by the instructor.

No class that was taken more than 5 years ago can be waived. Ethics cannot be waived if the course was taken more than 3 years prior to their start in the program and the course must have been focused only on ethics and ethical decision-making.

Colloquium. Students are required to register for 2 semesters of GPSY 805 Colloquium in Counseling Psychology. This course is graded Pass/Fail. A passing grade is contingent upon attendance at the scheduled colloquia during the semester. Students can expect 2-4 colloquia to be scheduled in any given semester.

Graduate Assistantships/Teaching Assistantships

A limited number of GA/TA's are available to doctoral students. These positions do not pay a stipend but consist of tuition remission in varying amounts depending on the responsibilities of the position. Applications can be obtained from the department secretary and are due by April 22.

Practicum and Psychological Services Clinic

Act 33/34 Clearances. These two clearances are required for all incoming doctoral students. Act 34 Clearance involves a background check of child abuse databases in Pennsylvania. Act 35 Clearance involves a criminal background check of Pennsylvania records and data bases. The cost of each submission for background check requires the completed form plus a money order for $10.00. Personal checks are not accepted. Completed forms and money orders are to be sent to the appropriate addresses which appear on the forms. Completion of these background checks takes 2-3 weeks for processing. Students may have had these background checks completed in the past as an employment requirement, but these need to be updated and completed again at the time students' start in the Doctoral Program in Counseling Psychology. Clearance information can be obtained at the following websites:

http://hr.web.cmu.edu/forms/statepolice-bkgd.pdf
http://www.dpw.state.pa.us/ocyf/pdf/dpwchildabuse.pdf

Out of State Clearances. This criminal background check is a requirement for all incoming doctoral students. The necessary forms may be obtained from a Pennsylvania State Police Barracks. The closest barracks is in Lawrence Park at 4320 Iroquois Avenue. When completed, these forms are used to search databases of the FBI. Personal checks are not accepted and the fee of $10.00 must accompany the required form. This process requires 2-3 weeks to complete. Students may have had these background checks completed in the past as an employment requirement, but it needs to be updated at the time students' start in the Doctoral Program in Counseling Psychology.

Liability Insurance: All students are required to maintain their own personal liability insurance when participating in practicum and clinic. Students may obtain insurance through any provider they wish; however, reasonably priced insurance specifically designed for graduate students in applied psychology is available through the American Psychological Association Insurance Trust. (http://www.apait.org/products/studentliability/) Students will not be permitted to provide services to clients in practicum or clinic settings until they show evidence of liability insurance.

Supervised Practicum. Doctoral level supervised practicum meetings begin the day on which they are noted in the Schedule of Classes. If an enrolled student does not attend the first class meeting, it is possible that the student will be dropped. Also, please note that many practica require more hours than are scheduled in the Schedule of Classes and times are arranged for client contact, supervision, and staffing. Students are expected begin the sequence of practicum by enrolling in the Introductory Practicum (GPSY 850) during their first semester. Changes to this schedule are made only by the recommendation of the faculty.

Psychological Services Clinic. The Psychological Services Clinic is a unit within the Counseling Psychology Program that provides psychological services to members of the community. Gannon students are seen in the Clinic only after it has been determined that services offered at the Gannon University Student Counseling Center are not appropriate. Appropriateness for treatment is determined by the Assessment Team, which is staffed by all students registered for clinic and is led by one of the core doctoral faculty. Students enrolled in clinic provide counseling services as well as complete a minimum of two assessments per semester as part of the Assessment Team. For each semester in clinic, students are expected to complete a minimum of 45 hours of direct service each semester for a total of 135 hours. To ensure students obtain the required hours, they are expected to maintain a caseload of 6-7 clients.

Students are required to successfully complete GPSY 626 – Legal and Ethical Issues or its equivalent before registering for the clinic. At least one doctoral practica must be successfully completed before students are permitted to register for clinic. Students must receive minimal scores of 3 on their Introductory Practicum evaluations and obtain consent from the faculty before being permitted to register for the clinic after a single practicum experience. It is expected that students will begin their year in clinic in January or May of their first year of classes. Changes to this schedule must be approved by a majority of the full faculty.

Each client requesting services is required to complete a full assessment before being assigned to a therapist. For those clients who are accepted into the clinic, therapy services are provided by doctoral students in Counseling Psychology who are supervised by faculty members who are licensed psychologists. Students are required to register for a minimum of one credit of GPSY 858 Psychological Services Clinic for three consecutive semesters, but are encouraged to spend as much time in clinic as possible. Detailed policies and procedures of the clinic can be found in the Psychological Services Clinic Manual.

Students may also choose to participate in an externship in order to broaden their clinical experiences. The externship experience may be in addition to clinic experience. Several externships are available and must be coordinated through the Director of the

Psychological Services Clinic. Externships may be started after the completion of all practicum and one year of clinic has been completed.

Dress Code. Services provided through practica and clinic are considered professional services within the doctoral learning environment. Therefore, students are expected to wear attire that is appropriate to professional psychology when providing therapy/supervision. Appropriate professional attire includes business casual wear that is understated, so as not to interfere with or impose upon the counseling/supervision process.

Examples of appropriate attire include khakis, dress pants, collared shirts, polo and henley-type shirts, blouses, jackets, sweaters, vests, ties, dress shoes, and, for women, skirts and dresses that reach at least to the knee when standing. Inappropriate attire includes, but is not limited to, athletic wear, athletic shoes, shorts, jeans, t-shirts, tank tops, clothing that exposes the midriff, tight-fitting or revealing tops, spike heels, flip-flops, and prominent jewelry. Facial piercings must be removed prior to therapy/supervision sessions; however, earrings may be worn, provided they are understated. Tattoos should not be prominently displayed. Hair color should be natural-looking.

In all instances, the faculty supervisor maintains responsibility for determining appropriate professional attire. Students are encouraged to discuss the dress code policy with their faculty supervisor before providing direct services. Students who fail to comply with the dress code may be prevented from providing services in practicum/clinic and may be sanctioned through the practicum/clinic evaluation process and/or the annual review.

Research Apprenticeship (GPSY 820). Every doctoral student must enroll for one semester hour of credit of Research Apprenticeship. Usually students register for Research Apprenticeship concurrent with Advanced Practicum in Individual Psychotherapy, GPSY 852. Students develop, design, and/or implement research projects related to therapy or supervision activities in the Psychological Services Clinic. This research is supervised by the practicum supervisor.

Comprehensive Examination

Each student must pass a written comprehensive examination that may not be taken until the student has: (a) filed an approved plan of study; (b) completed approximately 48 semester hours applicable toward the degree; (c) maintained a grade average of at least 3.00; (d) received the first letter of encouragement and had acceptable annual reviews; and (e) filed the appropriate request form approved by their academic advisor. Students are advised to take comprehensive examinations during the spring *before* they plan on applying for internship. The "Application for Comprehensive Examination" can be found in Appendix F. When completed it should be returned to the department secretary for distribution. It is strongly recommended that this form be filed the semester before one intends to take the examination.

Comprehensive Examinations will be administered two times per year, fall and spring. The fall examination will be held the third Friday and Saturday in September. The spring exam will be held on the third Friday and Saturday in April unless it falls on Easter weekend. In that case, comprehensive exams will be held the fourth Friday and

Saturday in April. Students would be well advised to review all relevant coursework and be aware of current topics in these areas in preparation for this examination process. Questions will be given from the four areas listed below:

Area I:	Professional Issues
Area II:	Personality and Counseling Theory
Area III:	Research and Statistical Methodology
Area IV:	Case Study

All questions will be evaluated independently by three psychology faculty or other university faculty who possess expertise in the cognate area. Evaluators are blind to the identity of the student. Two of the three faculty must pass the student to constitute a "pass" on any single question.

Students who started in the program during the fall 2005 are required to pass all four questions in order for the examination to be successful. A failure of any question will require that question to be retaken. The examination will be 12 hours in length. Two questions will be given each day. The first question will begin at 9am and end at noon. The second question will begin at 1pm and end at 4pm. Students will have three hours to complete each question.

Students who started in the program prior to the fall 2005 are required to pass three of the four questions in order for the examination to be successful. Students will have three hours to complete each question. The first question will begin at 9am and end at noon. The second question will begin at 1pm and end at 4pm.

If any questions are failed the second time, they will be retaken, but the student will be required to complete a structured remediation plan before the third and final retake. This plan will be developed by the student and their advisor and approved by the doctoral faculty. It may include, but will not be limited to, auditing one or more classes in which their work is graded and results reported by the instructor to the advisor, additional readings or directed research. The student will not be permitted the third retake until their readiness is determined by the doctoral faculty. Faculty reserve the right to require a remediation plan after the first failure. If a student fails to pass the examination on the third retake, he/she will be dismissed from the program.

Dissertation

A dissertation is required for all doctoral students in Counseling Psychology. The dissertation must conform to the requirements set forth in the current Publication Manual of the American Psychological Association, the Department of Psychology Dissertation Guidelines and the Gannon University Style and Form Manual. The Gannon manuals can be found on the website and are available in the Department of Psychology office.

Dissertation Chair. The dissertation chair is a faculty member from the Department of Psychology approved by the Graduate School as a Doctoral Dissertation Faculty member who agrees to chair the dissertation committee. The chair will work closely with the student in the selection of a topic, preparation of the dissertation

proposal, the administration of the proposal defense, preparation of the dissertation, and the final dissertation defense. The chair's responsibilities end when the student has been hooded at the graduation ceremony. In rare exceptions, a Dissertation Chair may be approved from outside the Department of Psychology.

Dissertation Committee. The dissertation committee consists of a minimum of three university faculty members eligible to sit on dissertation committees (see the dissertation manual for further details). Students select their own committee. All members of the committee must agree to serve. One member of the committee must be a counseling psychology core faculty member. The committee is responsible for all phases of the student's dissertation and conducts the proposal and dissertation defenses. The committee's responsibilities end when the student has successfully completed the dissertation defense or has withdrawn from the university.

Dissertation Credits. A minimum of nine Dissertation semester hours are required for all doctoral students. Students are permitted to register for dissertation credits when they have no more than 6 coursework hours remaining and they have permission from their academic advisor. Dissertation hours are usually taken over several semesters. Students must be enrolled in at least one credit of Dissertation during the semesters in which they defend their proposal and their defense of the final dissertation.

Dissertation Proposal Defense. A formal defense is required for the approval of a dissertation proposal. Once the committee approves the proposal, students may file the approved copy with the College Dean, the Graduate Dean, and submit the study to the Institutional Review Board.

Final Dissertation Defense. After the dissertation research has been completed and written, students must defend the study to the Dissertation Committee. Once the committee approves the dissertation, it can be filed with the Dean of the College. The final defense can be held at any time during the semester up to three weeks before Commencement if the student wishes to walk in that semester's graduation ceremony.

Institutional Review Board. All research conducted under the auspices of Gannon University must be approved by the Institutional Review Board (IRB). The review is to determine whether the rights of the subject in the study are being protected. No data may be collected until the IRB has approved the proposed study. All students intending to conduct a study using human subjects for their dissertation must obtain permission from the IRB. Forms may be obtained from the Graduate School. IRB forms must be signed by the dissertation chair and are usually submitted after the proposal has been accepted by the entire dissertation committee.

Predoctoral Internship

A 2000 hour predoctoral internship is required of all students in the Ph.D. program. It may be completed full time in 12 months or part time in no more than 24 months. The internship is taken after all course work is completed and the written comprehensive examinations are passed. Arrangements for the internship should begin by attending the Internship Meeting scheduled in March for all students planning on an

internship for the next year. During this meeting, an Internship Manual will be given to each student that provides detailed information on seeking and obtaining an internship. Additional meetings during September and December will help students through the internship application process.

Students register for one semester hour in the Fall, Spring, and Summer semesters. Students are strongly encouraged to apply for internships that are approved by the American Psychological Association or listed in the APPIC directory. In special circumstances the Director of Training may approve a site that is not APA or APPIC accredited. These are usually local sites that closely adhere to APA standards. All students are required to read and sign the Predoctoral Internship Acknowledgement form (see Appendix E) before applying for internship. Refer to the Guidelines for Predoctoral Internship for further information on this topic.

Continuous Registration during Internship and Dissertation

Unless excused by an official Leave of Absence (which in no case may exceed one year throughout the student's degree program), all doctoral students are subject to the Continuous Enrollment Policy and must pay tuition and fees in order to remain in the program. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission, to pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. No tuition or registration waivers will be applied retroactively.

This policy applies to students who started their doctoral studies prior to the fall 2005.

Students participating in full time internships that require 2000 hours in one calendar year will be considered full time for each semester. Students register for 1 credit in GPSY 900 Internship in Counseling Psychology for three consecutive semesters.

Students participating in part-time internships that require 2000 hours over more than one calendar year will register for consecutive semesters of GPSY 900 Internship in Counseling Psychology. Students will register for 1 credit the first three semesters, and then zero credits the subsequent semesters.

Students actively working on their doctoral dissertation will register for GPSY 899 Dissertation. They will be considered full time. Students must register for at least one credit of Dissertation until they have successfully defended their dissertation.

A student’s internship or dissertation status will be verified to the Registrar by the Training Director or the Chair of the student’s dissertation committee.

This policy applies to students who started their doctoral studies during or after the fall 2005.

Students admitted to the doctoral program must register each fall and spring semester for a minimum of 3 graduate credits from original matriculation until the completion of all course requirements, written and oral comprehensive exams, and 9 dissertation credits. When these requirements are met doctoral students must register for a minimum of 1 credit each semester until final copies of the dissertation are submitted and approved. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships or needing to maintain appropriate visa status may be required to register for more than 1 credit to meet full-time status requirements. These students should check with their program advisor regarding such requirements to ensure that they remain qualified for funding and/or in good standing. Doctoral students do not

have to register for graduate credits during summer sessions unless they plan to make use of University facilities or faculty time. If they plan to utilize facilities or faculty time they must enroll for 1 graduate credit. If degree requirements are completed during the summer term, the student must be registered for a minimum of 1 graduate credit during that term.

Letters of Recommendation

It is likely that you will need letters of recommendation during your program for such eventualities as scholarships, assistantships, jobs, and internship placement. Faculty members receive numerous requests for recommendations and need sufficient time to complete the letters. A two-week period before the letter is needed is both courteous and sufficient.

Record-Keeping

It is strongly suggested that students maintain records of all forms concerning their degree program. Such forms might include letters of encouragement, Annual Reviews, practica evaluations, documentation of practicum hours, plan of study, committee assignments, course syllabi, grade reports, dissertation proposal, and dissertation proposal approval page.

Leave of Absence

A leave of absence can be requested in case of severe illness, family emergency, or other extenuating circumstance causing significant hardship for the student. A leave of absence can be requested for up to one year. The request for leave of absence can be initiated by the faculty or student, but will be granted only with the agreement of the majority of the core doctoral faculty and the student. Return to active status will occur following a meeting with the Training Director. This policy is not intended to supercede the university's policy on academic withdrawal which can be found in the graduate catalog.

Graduate Student Resource Room

We are pleased to have a graduate student resource room available for study, social gatherings, relaxation, and information dissemination. Frequently, announcements are posted in the Resource Room and sign-ups are conducted in this area. Students are responsible for keeping the Resource Room clean and attractive. A telephone, computers, and desks are available in the Resource Room. It should be noted that the Psychology Office should not be used for informal social gatherings.

Student Development Funding

Student Development Funding provides for the professional and personal development of individual students, thus contributing to scholarship in general and the development of students. The types of expenditures that could be partially funded for student development include: (a) expenses associated with attendance at workshops, seminars, or conferences (e.g. travel, room and board, registration, fees or materials); and

(b) presentation at a professional conference. Expenses may be reimbursed up to 60% of the cost to the student. Funding is contingent on availability of funds in the doctoral budget. Applications for funding are due by September 20 for the fall semester; for the spring semester, applications are due by January 25. Applications can be found in the psychology office.

Admission to Doctoral Candidacy

To be eligible for admission to candidacy for a doctoral degree, each student must satisfy the following requirements: (a) have a GPA of at least 3.00, and (b) have passed the written comprehensive examination.

Students with Disabilities

Gannon University has a Student with Disabilities program and encourages eligible students to enroll in that program upon admission to the university. A disability is defined as "any physical or mental impairment which substantially limits one or more major life activities such as: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working" (New Student Services, Gannon University, 2005). New students should contact Mr. Gerard Meile, the 504/ADA Coordinator, upon admission to the university to request services at:

Mr. Gerard M. Meile
Director of New Student Services
Gannon University
Student Services Building
111 W. 5th Street
Erie, PA 16541
(814) 871-7596

Students with Leaning Disabilities (including that of Attention Deficit Disorder) may contact Sister Joyce by telephone at 814-871-5326. Students are required to have a desire to be in the Students with Learning Disabilities Program and provide appropriate documentation. There is a charge of $300 per semester to be enrolled in the program.

Information regarding Students with Disabilities is available on the Gannon University website at www.gannon.edu.

> Students with Disabilities: There are two website links:
> http://www.gannon.edu/depts/nss/accommodations.ihtml and
> http://www.gannon.edu/depts/nss/504.ihtml
> You can also locate the sites by going to Gannon Home Page at www.gannon.edu. Click on *Current Students*, scroll down and click on *New Student Services*, scroll down and look on the left to click *Programs and Services*, and then click on either *Accommodations for Students with Disabilities* and/or *504/ADA Compliance*
>
> The Information Concerning Disabilities Form can be located at the following website: http://www.gannon.edu/admiss/forms/Disabilities_Form.pdf

Learning Disabilities. The website is http://www.gannon.edu/resource/PSLD/ You can also locate the site by going to Gannon Home Page at www.gannon.edu Click *Current Students*, and then scroll down to either *Student Development or Academic Affairs*, and then click on *Learning Disabilities Program*.

Graduation

Application for Graduation. An application for graduation (obtained from the Registrar's Office) should be filed the semester before one intends to graduate. It is the student's responsibility to keep the Registrar and Training Director informed of any changes in graduation plans. The Training Director must conduct a graduation check of the course of study and approve graduation by signing the form.

Graduation Ceremonies. Gannon University recognizes the individual accomplishments of all graduating doctoral students. During the graduation ceremonies, the doctoral student's name is read to the audience along with the title of his or her dissertation and the research advisor's name. The student carries the doctoral hood to the graduation stage and is hooded by the chair of their dissertation committee. The Vice President for Academic Affairs and the President of the University offer their congratulations on the stage. This is an important ceremony and each graduate is expected to attend.

Licensure

The program in counseling psychology is designed to meet the licensing requirements in the various states. Upon the successful completion of the program, please remember that the faculty of the psychology program remains available for recommendations, advice, and suggestions as you prepare for licensing as a psychologist. It is expected that all students will pursue this license after graduation.

Appendix A

GANNON UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
DOCTOR OF PHILOSOPHY (PhD) PROGRAM
COUNSELING PSYCHOLOGY

(July 2003)

PLAN OF STUDY

NAME: _____ **ID#**_____
Last Middle First

ADDRESS: _____ **PH# (_____)**_____

CITY/STATE/ZIP _____ **Catalog Year** under which you will be completing program requirements _____

REQUIRED COURSE WORK: List only course work to be completed at Gannon University for the degree with prefix, course number, course title, and number of credits.

Prefix:	Course #	Course Title	Credits

PREVIOUS COURSE WORK CREDITED TO THE DOCTORAL DEGREE: List those courses previously completed that apply to the Ph.D. degree at Gannon University. List college or university where completed, prefix, number, title and credits with Gannon prefix and number which the course replaces.

University/College	Prefix, #, Title & (Credit	Gannon Prefix & #

Total number of hours at Gannon University _____
Total previous coursework credited to PhD _____
Total Program Credits _____

SUBSTITUTIONS:

_____

_____

_____

_____

APPROVALS: The Graduate School requires your signature, the signature of your academic advisor, and the signature of the Training Director. **Please keep a copy of this signed form for your records. Provide a copy for your Academic Advisor and submit a copy for your file.**

_____
(Student Signature) (Date)

_____
(Academic Advisor) (Date)

_____
(Training Director) (Date)

Appendix B

GANNON UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
DOCTOR OF PHILOSOPHY (PhD) PROGRAM
COUNSELING PSYCHOLOGY

ANNUAL REVIEW

<Name>
<Address>
<City, State Zip>

Dear

Each year the Counseling Psychology faculty evaluates the progress of the doctoral students in Counseling Psychology. Specifically, we would like to ask you to respond to the following questions, writing a paragraph on each.

1. Looking at this past year's activities, briefly outline your accomplishments in your academic coursework in the program.
2. Looking at this past year's activities, specify two events that outline your accomplishments in your skills as a practitioner.
3. Looking at this past year's activities, specify two events that outline your accomplishments in your skills in integrating professional practice and research.
4. Looking at this past year's activities, specify two events that outline your accomplishments in working with individuals from diverse populations.
5. Identify one to two goals for improvement for the next academic year:

Please attach your most current curriculum vita. Your vita should include participation in continuing education workshops, conferences attended, presentations at professional conferences, presentations in the community, and publications.

Please submit your answers to each question to your advisor by March 30. The faculty is planning to meet to discuss the progress of each student on xxxx. You are welcome to attend the meeting to discuss any aspect of your progress this year. Contact me to arrange for your participation in the meeting (871-7262).

Sincerely,

Linda M. Fleming, Ph.D.

Appendix C

Steps for Probation and Remediation

Department of Psychology
Counseling Psychology Program
Gannon University

If the program faculty determines the student can benefit from a period of remediation, the following steps will be taken:

1. The advisor will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the procedures that will be used during the probationary period.

2. The doctoral faculty will meet with the student and inform the student of the identified problem areas noted by the faculty.

3. The student, the student's advisor, and the doctoral faculty will develop a plan for remediation of the student's behavior. This plan will (a) behaviorally define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which could include personal counseling, group growth experiences, self-structured behavioral change, and/or additional academic course work or practica, field experiences, etc., (d) designate a way in which the goal attainments will be demonstrated, (e) designate a date for goal attainment or reevaluation.

4. The plan will be submitted to the program faculty for review, possible modification, and approval.

5. If the program faculty has modified the plan, the advisor and the student will meet to review the modified plan.

6. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file in the Psychology office. Both copies of the plan will be signed and dated by the student and the advisor.

7. Near the date for reevaluation, the student will request from the faculty with which the student has been working or has had classes, an evaluation of his or her progress on the Departmental review feedback forms. The completed forms will be returned to the advisor by the evaluating faculty.

8. Near the date for reevaluation, the student will present to his or her advisor any available documentation of the student's progress in relation to the remediation plan.

9. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the program faculty at a regularly scheduled faculty meeting. The

review will include a review of the faculty evaluations and any documentation provided to the advisor by the student.

10. At the faculty meeting in which the student's progress, or lack of it, is reviewed, the faculty has four options of recommendation:

    a. Continuation in the program: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.
    b. Continued probation and remediation: Progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
    c. Voluntary resignation: The faculty will recommend the student resign from the program.
    d. Dismissal from the program: If the student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future.

11. The student will be notified in writing, by the advisor, of the reevaluation decision and will request that the student make an appointment with the advisor for feedback concerning the decision.

12. The student will be requested to sign and date two copies of the reevaluation decision. One copy will retained by the student and one copy will be placed in the student file in the Psychology office.

13. Depending upon the reevaluation decision (as outlined in 10. a. b. c. and d. above) by the program faculty, the student and the advisor will review the options available to the student.

14. If the faculty recommends dismissal from the program, written notification will be given to the student. Three copies of the notification will be provided and the student will be requested to sign and date both copies. One copy will be provided to the student, one copy will be placed in the student's file in the Psychology office, and one copy will go to the Dean of Humanities, Business, and Education.

15. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year in which to (a) prepare and present to the faculty a written response to the notification, (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.

16. Upon receipt of a written request from the student regarding the termination recommendation, a faculty meeting will be held to provide the student with the opportunity to present his or her case to the faculty.

17. Following the student's presentation, the program faculty will meet to (a) review the student's progress in the program; (b) review the student's behaviors as related to expected professional and personal behaviors; (c) review the student's remediation

progress; and (d) render a decision as to whether the dismissal recommendation is to be upheld.

18. The Department Chair will provide written notification of the decision to the student.

19. If the dismissal decision is upheld, the Department Chair will forward a formal dismissal recommendation to the Gannon University Graduate School.

20. If the student is not satisfied with the program faculty's decision, the appeals procedures of Gannon University are available to the student.

1/2005

Appendix D

Predoctoral Internship Acknowledgment Form

Choosing a predoctoral internship site is an important consideration for one's training as a professional psychologist. The faculty of the Counseling Psychology program realizes that there are many factors to be considered in choosing the site that fits your needs. The program does not require that you select an accredited site; however, the faculty strongly encourages you to enter the APPIC matching process that may lead to you being matched to an internship site that is accredited by either the American Psychological Association or APPIC. You should be aware that if you are matched to a site it may not be your first choice, and will likely be in a geographical area outside the northwest Pennsylvania region.

In the event that you are successfully matched to an internship site, you are ethically bound to accept placement at that site except in the most extraordinary circumstances. If you refuse to accept the site to which you are matched it will likely significantly lower your chances of being matched to a site in the future. Since this will also be considered an ethical violation it could result in remediation, and/or, sanctions, or dismissal from the program.

I have read and understand the information presented above. If I had any questions about this information, I had the opportunity to discuss my questions with a core faculty member in the Counseling Psychology Program.

_____ _____

Signature of Student Date

Appendix E

Application for Comprehensive Examination

Gannon University - Counseling Psychology Program

I, _____ request permission to sit for the written comprehensive examination, believing I have met the following 5 criteria:

- ☐ Plan of study approved and filed
- ☐ GPA of 3.0 or higher
- ☐ Satisfactory or exceptional annual reviews
- ☐ 48 semester hours completed towards Ph.D. including the following

  Please indicate that you have successfully completed the following courses:

  ___ GPSY 602 Elements of Stats II
  ___ GPSY 603 Qualitative Research Methods
  ___ GPSY 607 Learning & Cognition
  ___ Course in Multicultural Issues _____
  ___GPSY 626 Legal/Ethical Issues in Counseling
  ___GPSY 802 Seminar in Counseling & Personality Theory
  ___GPSY 806 Social Psychology
  ___GPSY 807 Psychometric Theory
  ___GPSY 822 Research Methodology II
  ___GPSY 854 Practicum in Marital & Family Therapy
  ___GPSY 861 Advanced Psychopathology
  ___GPSY 871 Cognitive & Intellectual Assessment
  ___GPSY 873 Personality Assessment
  ___GPSY _____
  ___GPSY _____
  ___GPSY _____

- ☐ Approved for examination
- ☐ Not approved for the following reason(s):

_____

_____

_____

_____		_____
Student Signature	Date	Last 4 digits of Social Security Number

_____

Signature of Advisor Date

cc: student file
HBE dean
graduate dean
academic advisor

Appendix F

Student Handbook Acknowledgement Form

I have read and understand the contents of the Counseling Psychology Student Handbook. The contents of the handbook were explained to me in the course GPSY 801 – Professional Seminar. If I have any questions about the contents of the handbook they have been answered to my satisfaction by the course instructor or the training director of the program.

_____ _____

Signature of Student Date