DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

COUNSELING PSYCHOLOGY

DOCTORAL STUDENT HANDBOOK

2026-2027

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COUNSELING PSYCHOLOGY: AN ORIENTATION

In the 4th edition of *The Handbook of Counseling Psychology*, Brown and Lent (2008) repeated the definition of the specialty developed by the Division of Counseling Psychology in 1985, "Counseling psychologists utilize scientific approaches in their development of solutions to the variety of human problems resulting from interactions of intrapersonal, interpersonal, and environmental forces. Counseling psychologists conduct research, apply interventions, and evaluate services in order to stimulate personal and group development, and prevent and remedy developmental, educational, emotional, health, organizational, social, and/or vocational problems." (p. 21). The field of counseling psychology has been significantly influenced by the following factors: vocational-guidance, mental health, psychometrics, a non-medical approach to counseling, and the social/economic climate following WW II (Whiteley, 1984). In 1952, the Veteran's Administration created the position of counseling psychologist to assist veterans in their readjustment to society and to help them train for future careers.

Counseling psychologists are both scientists and practitioners of psychology (Gelso, Williams, & Fretz, 2014). "The practice of Counseling Psychology encompasses a broad range of culturally sensitive practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives" (Div. 17 webpage). Counseling Psychologists are employed in a wide variety of service and research settings including university settings (either in academic programs or counseling centers), private practice, public schools, community mental health, prisons, businesses, employee assistance programs, drug and alcohol treatment centers, psychiatric hospitals and veterans' administration medical centers

It is expected that upon completing the Counseling Psychology program at NMSU, graduates will be involved in culturally competent research and practice which promote: 1) enhancement of optimal human development 2) prevention of personal and interpersonal problems through client education and training, and 3) assistance with the remediation of existing psychological problems. In addition to therapeutic functions, counseling psychologists make unique contributions to the research base of the field. To further clarify the professional socialization of the students in our program the following definition of Counseling Psychology, which appeared in *The Counseling Psychologist*, is shared below.

ARCHIVAL DESCRIPTION OF COUNSELING PSYCHOLOGY

Counseling psychology is a general practice and health service-provider specialty in health service psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Counseling psychology centers on typical or normal developmental issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in health service psychology provide assessment, diagnosis, and treatment of psychopathology. Within the context of life-span development, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situation influences (including the context of cultural, gender, and lifestyle issues), and the role of career and vocation on individual development and functioning.

Client populations served by counseling psychologists can be organized along the following three dimensions: individuals, groups (including couples and families), and organizations. Counseling psychologists work with individual clients of all ages such as children who have behavior problems; later adolescents with educational and career concerns or substance abuse problems; adults facing marital or family difficulties, career shifts, or overcoming disabilities; and older adults facing retirement. They work with groups in a variety of settings toward achieving solutions to many of these same problems as well as toward enhancement of personal and interpersonal functioning.

Counseling psychologists also consult with organizations and work groups to help provide a work environment conducive to human functioning and to enhance the ability of organizations to increase productivity and effectiveness. The problems addressed by the specialty of counseling psychology are varied and multifaceted. They are addressed from developmental (life span), environmental, and cultural perspectives. They include, but are not limited to:

- educational and vocational career/work adjustment concerns;
- vocational choice, and school/work/retirement transitions;
- relationship difficulties, including marital and family difficulties;
- substance abuse problems;
- learning and skill deficits;
- stress management and coping;
- organizational problems;
- adaptation to physical disabilities, disease, or injury;
- personal/social adjustment;
- personality dysfunction; and
- mental disorders.

The procedures and techniques used within counseling psychology include, but are not limited to, the following: individual, family, group, and systemic counseling; behavioral and psychotherapeutic intervention; crisis intervention; disaster and trauma management; psychodiagnostic assessment techniques; psychoeducational/preventive programming; organizational consulting; program evaluation and treatment outcome; training; clinical supervision; test construction and validation; and methodologies for quantitative and qualitative inquiry. Intervention procedures and techniques have as their focus change in client cognitions, feelings, and behavior and may be preventive, skill-enhancing, or remedial. The intervention procedures may range from short-term or time-specified to longer-term approaches.

Building on a core knowledge base of general psychology (i.e., the biological, cognitive, affective, social, and cultural bases of behavior, history, and systems of psychology) common to the other applied specialties within health service psychology, the competent and skillful practice of counseling psychology requires knowledge of career development and vocational behavior; individual differences (including racial, cultural, gender, lifestyle, and economic diversity); psychological measurement and principles of psychological/diagnostic and environmental assessment; social and organizational psychology; human life-span development, consultation, and supervision; psychopathology; learning (cognitive, behavioral); personality; methods of research and evaluation; and individual and group interventions (counseling/psychotherapy).

Professional preparation for the specialty of counseling psychology occurs at the doctoral and post-doctoral level. (American Psychological Association. "Archival description of counseling psychology." *The Counseling Psychologist, 27*, 589-592. Copyright © 1999 by Sage Publications. Reprinted by permission of Sage Publications.)

The Society of Counseling Psychology of the American Psychological Association (APA), the Society for Counseling Psychology, is the primary professional organization for Counseling Psychologists. *The Counseling Psychologist* and *The Journal of Counseling Psychology* are the two principal journals.

INSTITUTIONAL SETTING

New Mexico State University is a thriving center of higher education deeply rooted in the tri-cultural tradition of the Southwest. Situated at the gateway to Mexico, the university's 6,250-acre campus is among the largest in the world. The campus is located on the southern edge of Las Cruces, which has a population of 116,998 (2024). Total fall 2025

enrollment for NMSU main campus and community college campuses was 23,788. The main campus enrollment was 16,076.

The University was founded in 1888 (the first higher education institution in New Mexico), and since that time has become a dynamic force in education and research. New Mexico State University is accredited by the Higher Learning Commission. The University is designated as a Hispanic Serving Institution (HIS) under Title III and Title V programs of the U.S. Department of Education. Re-classified by the Carnegie Foundation as a R1 (Research 1-highest level of research activity) institution, NMSU research expenditures amounted to $140 million in 2024. With extension and research sites in every county, New Mexico State is developing distance-education capabilities to extend its reach to all the citizens of the state. New Mexico State University has been recognized as a top-tier university. INSIGHT into Diversity magazine presented NMSU with the Higher Education Excellence in Diversity award in 2012, 2013, and 2015. NMSU was also rated a Top 200 (ranked 190) School by Washington Monthly National University rankings.

In addition to the main campus, NMSU maintains community colleges at Alamogordo, Carlsbad, Grants, and Doña Ana, with two campuses located in Las Cruces. As of November 1, 2023, regular faculty members on the main campus number 845. The faculty/student ratio is about 1 to 16. The professional and classified staff total 2,081. NMSU offers 58 master's degree programs and 161 baccalaureate degree programs. The 29 doctoral programs are limited primarily to agriculture, education, engineering, and the sciences. The education doctorate degree is offered in 4 study areas.

Minority enrollment at the main campus is 70.23 percent (57.6 percent Hispanic or Latino, 5.9 percent Two or More Races, 2.65 percent Black or African American, 2.55 percent American Indian or Alaska Native, 1.37 percent Asian, and 0.162 percent Native Hawaiian or Other Pacific Islander). Many of these students come from the metropolitan areas of Albuquerque, New Mexico; El Paso, Texas; and Juarez, Mexico. The latter two cities have a combined population of approximately 2.5 million and are within 50 miles of the NMSU campus. The Counseling Psychology doctoral program is housed in the Department of Counseling and Educational Psychology within the College of Health Education and Social Transformation (HEST), which has an enrollment of 3,989 undergraduates and 1,212 graduate students (fall 2024). The College of Health, Education on Social Transformation offers graduate degrees in the Departments of Communication Disorders, Counseling and Educational Psychology, Kinesiology and Dance, Public Health Sciences and Sociology; as well as the Schools of Nursing, Social Work and Borderlands and Ethnic Studies, and Teacher Preparation Administration and Leadership,

HISTORY OF THE DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

The history of the Department of Counseling and Educational Psychology has been characterized by several changes in philosophy and in title reflecting the national evolution of the field of counseling psychology. In 1905, Psychology became a formal discipline at NMSU with the establishment of the Department of Political Economy and Psychology. In 1909, it was renamed The Department of Psychology and Pedagogy; in 1918, it became the Department of Vocational Education; and in 1925, the name changed to the Department of Agricultural Education. The Department of Education was established at NMSU in 1930. In 1936, the Department of Education & Psychology originated within the College of Education. In 1955 the College of Teacher Education was established. In 1963, two departments were created in the College of Education, the Department of Psychology and the Department of Guidance and Psychological Services. The Department of Guidance & Psychological Services had 4 faculty and offered a master's degree and a specialist in education degree. In 1967, the Department of Psychology moved to the College of Arts & Sciences and has evolved into a program which emphasizes engineering, cognitive, and social psychology. The Department of Guidance and Psychological Services, which had remained in the College of Education, added 2 faculty positions and a doctoral degree. In 1968, the College of Education relocated to O'Donnell Hall, where it is presently located, and the Department of Guidance and Psychological Services became the Department of Educational Psychology. In 1973, the Department became the Department of Counseling & Educational Psychology and offered both master's and doctoral degrees in counseling and guidance. The doctoral degree has always been based on the scientist-practitioner model. In 1983, the Department changed the degree title for the doctorate to Counseling Psychology. Currently the Department has 12 full-time faculty lines.

DEPARTMENT MISSION STATEMENT

The mission of the CEP Department is to promote social justice through the cultivation and preparation of professionals in clinical mental health counseling, clinical psychopharmacology, counseling psychology, school psychology, and paraprofessionals in counseling and community psychology. We are committed to promoting a just, equitable, and inclusive society, free of all structures of oppression that deprive marginalized individuals of well-being and their humanity. We create collaborative relationships with educational, health/mental health, and community settings to address health and educational disparities, conduct relevant high- quality research, and nurture active learners and critical thinkers.

OVERVIEW OF THE COUNSELING PSYCHOLOGY PROGRAM AT NMSU

The Counseling Psychology program at New Mexico State University has been accredited by the American Psychological Association since 1995. The program received a 7-year reaccreditation in 1998, 2005, and 2012, and a 10-year reaccreditation in 2021 (For more information on accreditation contact the Office of Program Consultation and Accreditation, APA, 750 First Street, NE, Washington, DC 20002, 202.336.5979, http://www.apa.org/ed/accreditation). Graduates may apply for state licensure as a psychologist. NMSU counseling psychology graduates are trained to hold academic positions at colleges and universities, work in counseling centers, medical settings, correctional facilities, and mental health agencies. Graduates are also qualified to enter private practice after obtaining licensure.

The program, housed within the College of Health, Education and Social Transformation, offers educational experiences in the discipline specific knowledge for health service psychology (history and systems of psychology; biological, cognitive, affective, and social aspects of behavior and the applied substantive area of counseling psychology). The program is based on the scientist-practitioner model and stresses integration of theory, research, and practice. Through course work and supervised practice, students develop profession-wide competencies in the following areas: ethics, assessment; diagnosis; interventions; cultural diversity; consultation; and supervision. Course work on research design and statistics, combined with supervised independent research projects and dissertations, refine students' research skills. As scientists, counseling psychologists possess the expertise to evaluate the degree to which clients are achieving their goals, and to conduct research increasing the body of knowledge on the theory and practice of counseling psychology.

The counseling psychology program at New Mexico State University fosters increased sensitivity to the sociocultural context within our work and the cultural diversity in our society. Culturally competence in theory, practice, and research are stressed in coursework, counseling experiences, and research opportunities. There are two courses that specifically focus on cultural competence, and such competencies are infused throughout the curriculum.

The ethics and standards of practice for psychologists are stressed throughout the program. All students in the counseling psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologist. A link to the most recent APA Ethical Standards and Code of Conduct for Psychologists can be found on the program's and the APA webpage**.** Students who are admitted to the counseling psychology doctoral program are expected to conform to these ethical codes. Students are encouraged and expected to consult with their advisors, other faculty and supervisors on issues of ethical and professional concern. **The Ethics document should be read before seeing any clients in the Beginning Practicum.**

Failure to conform to the APA ethical standards may result in remedial work, disciplinary action and/or termination from the program. Students are required to retain professional liability insurance throughout their time in the program to protect them as they engage in direct service to clients. Direct service to clients begins in their first year in the program and continues until completion of internship. Liability insurance can be secured by students through APA as Student Affiliates.

Self-reflection and evaluation through in-depth supervision and personal awareness activities are integral elements in classes and practica. Individuals admitted to the program are expected to maintain high standards of personal and professional conduct. Annual progress reviews for students in the program include not only consideration of academic performance, but also reviews of personal attributes that reflect upon students' ability to effectively and ethically function as health service psychologists. In particular, the training values of the NMSU counseling psychology program reflects the Model Training Program Values on Diversity that were approved by the counseling psychology training organizations. For a copy of the statement go to: http://www.ccptp.org/ccptp-model-training-vales-statement-addressing-diversity**.** In addition, the NMSU program reflects APA's statement on "Preparing Professional Psychologists to Serve a Diverse Public: A Core Requirement in Doctoral Education and Training." For a copy of this statement go to: http://www.apa.org/ed/graduate/diversity-preparation.aspx. **If you believe you would have difficulty aspiring to the values espoused and competencies in these documents please discuss this with the training director immediately.**

COUNSELING PSYCHOLOGY PROGRAM MISSION STATEMENT

The NMSU doctoral program in Counseling Psychology is based on the Model Training Program in Counseling Psychology (Scheel, Stabb, Cohn, Duan, & Sauer, 2018). Our philosophy in implementing this scientist-practitioner model stresses an integration of theory, research, and practice in a pluralistic society. The faculty are role models of health service psychology professionals who are actively involved in the integration of science and service. The program produces well-trained generalists who will meet the needs of the citizens of NM and the United States, through the use of thorough assessment, a variety of intervention modalities, and the dissemination of psychological knowledge from a developmental and multiculturally-sensitive perspective. Training occurs via a developmentally sequenced, multiculturally-focused curriculum of didactic coursework, experiential training, and graduate assistantships that expose the students to basic psychological foundations and specialized training in Counseling Psychology. Throughout all aspects of the program two qualities are instilled in our students: self-reflection and critical thinking (e.g. application of theory and hypothesis generation), particularly as these qualities relate to greater multicultural awareness and competence, and to optimal ethical decision-making and professional behavior.

AIMS OF NMSU COUNSELING PSYCHOLOGY PROGRAM

1: To prepare entry level counseling psychologists who are self-reflective and competent in both the practice and science of the profession.

2: To prepare counseling psychologists who critically think about the sociocultural context of their work and promote social justice.

PROFESSION-WIDE COMPETENCIES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Competency 1: Research

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

Competency 2: Ethics and legal standards

- 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.

Competency 3: Individual and cultural diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability 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.

Competency 4: Professional values and attitudes

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

Competency 5: Communication and interpersonal skills

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

Competency 6: Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention

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

- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

- Demonstrate knowledge of supervision models and practices.
- Demonstrate a variety of appropriately used supervision interventions
- Accurately assess supervisee's abilities and developmental level

Competency 9: Consultation and interprofessional/interdisciplinary skills

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

PROGRAM-SPECIFIC COMPETENCY OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Competency 10: Social Justice

- Identify disparities and demonstrate an understanding of how they impact individuals and communities.
- Identify potential actions that can be taken to ameliorate disparities**.**

DOCTORAL STUDENT ORIENTATION

Each year, the program faculty and the Doctoral Student Association hosts a general orientation to the university and program for doctoral students before the fall semester begins. The program's website contents are discussed during orientation. The meetings provide an opportunity for faculty and students to provide an overview of the program, to introduce their research interests, and to answer student questions. The Director of Training also alerts students about important time markers during the first year of study. The Doctoral Handbook is updated as needed and uploaded to the program website.

STUDENT REPRESENTATIVE TO COUNSELING PSYCHOLOGY TRAINING COMMITTEE MEETING

The doctoral students in the counseling psychology program select 1-3 student representative(s) to attend the bi-weekly Counseling Psychology Training Committee (CPTC) meetings. By having a student representative(s) attend these meetings, students have a direct voice in the functioning of the program. This process encourages an open dialogue between faculty and students. It also provides the student representative with a unique, first-hand view of the process involved in being a faculty member at the university.

Along with the student representatives, all doctoral students in the Counseling Psychology program are invited to attend a student/faculty "town hall" meeting. These meetings generally occur once a year after a program evaluation has been completed or when other issues need to be addressed. Additional meetings can be requested anytime there is an issue students feel need to be addressed by the program community. Students and faculty are both encouraged to submit items for the meeting agenda. Faculty use this time to gather feedback from the students which allows them to hear the students' perspective as they make decisions regarding the doctoral program.

In preparation for a town hall meeting, the Student Representative(s) and/or the President of the Doctoral Student Association should survey all the students about any issues they want to address so that the meeting can be data driven. The purpose is to allow students to address any programmatic issues so that faculty can explain the reason for such policy or curriculum or consider changing such policy if it is found to be problematic. The student issues will be addressed by the Student Representative(s) and/or the President of the Doctoral Student Association with as many students in attendance as possible.

DOCTORAL STUDENT ASSOCIATION

The Doctoral Student Association (DSA) is one of the official bodies entitled to work within the NMSU student government (Associated Students NMSU or ASNMSU). CEPY doctoral student needs are conveyed through representation to the Graduate Student Council (GSC), a subgroup of ASNMSU. The stated purpose of the DSA is to enlarge and broaden the Counseling Psychology expertise of CEPY doctoral students. A second purpose is advocacy, including representation at GSC meetings and electing students to serve as representatives on faculty committees and thereby convey student needs. The DSA surveys doctoral students each year to identity concerns that can be addressed by the program and the department.

Most importantly the DSA is an association, a community, and a fellowship of doctoral students all seeking the same goal: expertise in counseling psychology, personal and professional connections with others on this same path, and identity within a group of like-minded individuals.

The Doctoral Student Association is open to all doctoral students in the program. The membership elects officers on an annual basis and one of the CEPY faculty serves as advisor to the organization. The Doctoral Student Association, in coordination with the faculty, works to sponsor lectures or colloquia, meets with and interviews prospective new faculty and student applicants, and provides a means for graduate student networking, improvement of facilities and/or equipment available for doctoral student use, and provision of financial support for doctoral student research and travel.

PROFESSIONAL ASSOCIATIONS

A significant part of developing the professionalism of incoming students relates to encouraging active involvement in professional organizations at the state, regional, and national level. The major professional organizations are as follows:

American Psychological Association
750 First Street, NE
Washington, D.C. 20002-4242
(800) 374-2721
http://www.apa.org

The American Indian and Alaska Native Society of Indian Psychologists (SIP)
https://www.nativepsychs.org/

American Arab, Middle Eastern, and North African Psychological Association (AMENA-PSY)
https://www.amenapsy.org

Asian American Psychological Association
http://aapaonline.org/

Association of Black Psychologists
http://www.abpsi.org/

National Latina/o Psychological Association
http://www.nlpa.ws

NM Psychological Association
8205 Spain N.E., Suite 202
Albuquerque, NM 87109
(505) 883-7376
http://www.nmpsychology.org/

Most of the professional organizations provide reduced membership fees for students. The departmental listserv is used to post upcoming professional meetings and calls for proposals.

STUDENT AFFILIATE GROUP: THE SOCIETY OF COUNSELING PSYCHOLOGY

Students in the CEPY Department are **required** to become members of the Student Affiliates of Division 17 (SAS) of the Society of Counseling Psychology (SCP). SAS provides an avenue for students to become actively involved in SCP. Members receive **The Counseling Psychologist** and a newsletter that contains information regarding current professional and training issues. The newsletter also provides an opportunity to publish articles. Relevant topics include professional development, current research, ideas for future research, and issues related to being a psychologist-in-training. For more information go to: https://www.div17.org/student-affiliates-of-seventeen--sas-

LICENSURE

Each state has established requirements for licensure as a psychologist and, in some cases, there may be reciprocity between states. Students can obtain current information about New Mexico licensure by going to the New Mexico State Board of Psychologist Examiners' website at: https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/psychologist-examiners/statutes-rules-and-rule-hearings/. For information regarding other states licensure requirements go to: https://asppbcentre.org/additional-resources/survey-questions-and- answers/. The Examination for Professional Practice in Psychology (EPPP), which is required for licensure, is given in testing centers throughout the country. Licensure is not the province of the department.

FACULTY AND STAFF RESPONSIBILITIES

ROLE OF DEPARTMENT HEAD

The Counseling and Educational Psychology Department Head is responsible for the administration of the Department, including ensuring the Department provides an environment which promotes excellence in teaching, research and service. The Department Head advocates for the Department and the Counseling Psychology program within the College and the University.

ROLE OF DIRECTOR OF TRAINING

The Director of Training is the chair of the Counseling Psychology Training Committee and is responsible for:

1. Maintaining contact with APA regarding accreditation, including completing the annual report.
2. Maintaining documentation of student's records, practicum evaluations, and hour logs.
3. Chairing the accreditation process and serving as the representative to the APA accreditation site team.
4. Coordinating training policies and providing information to students and faculty regarding national trends in counseling psychology.

RELATIONAL GOALS FOR THE FACULTY IN OUR WORK WITH STUDENTS

1. Honor contractual agreements/syllabi/programs/GA
2. Interact respectfully
3. Encourage students' freedom of expression
4. Provide clear and concise information
5. Provide reasonable access to faculty
6. Provide constructive feedback and be open to the same
7. Create a supportive environment
8. Keep our knowledge base current
9. Provide quality instruction in clinical and research skills
10. Network and mentor students into the profession
11. Announce milestones well in advance
12. Provide attentive advising
13. Be committed to student recruitment, retention, and graduation
14. Treat students as individuals.
15. Be sensitive to special circumstances
16. Treat students equitability
17. Be aware of and assist with due process
18. Be knowledgeable of, and assist with, appeals process

CEPY FACILITIES AND STAFF

The Department of Counseling and Educational Psychology is located in O'Donnell Hall, where most of the classes are taught. The main office is 222 O'Donnell Hall. The office is staffed by a Departmental Administrative Assistant and a Program Coordinator and several work-study students.

THE CEP CLINIC

The CEP Clinic is the Counseling and Educational Psychology (CEPY) Department's initial training site. We provide a wide range of counseling, therapy, and other mental health-related services for NMSU students. Trainees (PhD, MA, and EdS students from the CEPY programs) and professional staff (including several New Mexico licensed psychologists) offer the benefits of their training in providing skilled and compassionate assistance to persons in need. The CEP Clinic consists of rooms used for counseling, paperwork and consultation, supervision/observation rooms, testing, and research. Four of the rooms are set up for digital recording. These rooms have one-way mirrors, microphone-speakers for live supervision and headsets for supervisors to listen-in on sessions. One room is designed for group work and as a small seminar room. The Electronic Health Record for the clinic is Titanium. **A onetime lab fee of $50 will be assessed** when doctoral students take their first practicum in the clinic to help defray the costs of equipment upkeep over the span of their time in the graduate program.

GRADUATE STUDENT LOUNGE

The Graduate Student Lounge is located in O'Donnell Hall 223. It is open to all graduate students as a place to congregate. It offers a public lounge area with a couch, lockers, and a table. It also contains a work area with computers and monitors. Graduate students gather here to discuss classes and study. One of the benefits of the lounge is in providing an open environment for students to work and socialize. Lockers are available to students for secure storage of books and other materials.

CONFERENCE ROOMS

The department has three conference rooms that can be used for smaller classes and doctoral committee meetings (e.g., comprehensive exam, dissertation proposal). To reserve these rooms, contact the departmental administrative assistant or one of the student workers in the main office.

CEPY DOCTORAL STUDENT PROGRAM INFORMATION

REGISTRATION/FINANCIAL RESPONSIBILITY

Students can register on-line, however, if they have trouble registering, they may need to obtain Registration Overrides or memos from their advisor. Doctoral students are expected to complete a minimum of 6 credits in the Summer, 12 credits in the Fall semester and 12 credits in the Spring semester of the first year of doctoral study. Students must stay enrolled for a minimum of 3 credits during the Fall & Spring semesters until they graduate.

All charges are payable at registration unless arrangements for deferred payment are made with the Business Office. Carrying charges will be made on deferred payments. **Registration is not complete until all charges are paid, or until arrangements for payment have been made in the Business Office**.

GRADUATE ASSISTANTSHIPS

The CEPY department awards half-time graduate assistantships (GA's) with opportunities for additional GAs when funding is available. These GAs are 10 hours per week, and the current stipend is listed on the university Human Resources webpage. Graduate Assistantships involve varied assignments such as assisting with courses, teaching a course, research assignments, assisting with counselor supervision, and graduate program administration. Graduate assistantships typically are developmentally sequenced as follows: First year - assisting an experienced instructor in undergraduate teaching and participating in a faculty led research team; Second year-independent teaching of an undergraduate course and assisting in administration of a graduate program or the counseling and school psychology training and research Center; third-year supervision of Master's level counseling practicum while being supervised by a faculty member. (See the Graduate School's Graduate Assistant Handbook for further details on assistantship responsibilities). All students with graduate assistantships are required to attend a Graduate Assistant orientation by the Graduate School and a Teaching of Teaching seminar in the Department. For more information visit: https://gradschool.nmsu.edu/ga-and-union/graduate-assistant-resources.html.

In addition to the guaranteed departmental assistantships, students routinely acquire additional assistantships outside of the CEPY Department, including in the School of Teacher Preparation Administration and Leadership, the Student Success Center, and other student services offices on campus. The Department also consistently applies for additional funding from the Graduate School in the form of Diversity Awards, Commission on Higher Education Fellowships, McNair Fellowships, and Tuition Fellowships.

It is expected that all doctoral students will be involved in a ten-hour graduate assistantship or a ten-hour teaching assignment during their first three years in the program. In addition to a stipend, the "out-of-state" portion of tuition fees is waived. Graduate assistants may authorize the business office to deduct all fees and tuition directly from their paychecks on a monthly basis. This procedure enables graduate assistants to enroll without making a down payment. In addition to CEPY departmental assistantships, students are eligible for assistantships available from other academic departments and facilities on campus.

By accepting a graduate assistantship, the student is required to enroll for at least 9 credits of graduate work each fall and spring semester. If students take any incompletes that would drop the number of earned credits below 9 hours for that semester, their assistantships will have to be relinquished.

GRADUATE STUDENT COLLECTIVE BARGAINING AGREEMENT

More information on the Collective Bargaining Agreement between NMSU and UE can be found at this link: https://gradschool.nmsu.edu/ga-and-union/collective-bargaining-agreement.html

GRADUATE SCHOOL RESIDENCY REQUIREMENT

All doctoral students in the Ph.D. program in Counseling Psychology must satisfy the residency requirement of the Graduate School. The minimum campus residency requirements for the doctoral degree include enrollment in a minimum of 9 credit hours of program course work, including a minimum of 3 credit hours of dissertation, in at least two semesters of classes taught at NMSU. In some cases, the minimum credit hour enrollment for the two semesters required to establish residency may vary based on the instructional delivery of the program, and must have prior approval from the Dean of the Graduate School

IN-STATE STATUS

Out-of-state students may apply for NM residency after one year in the Program. **It is important that students coming from outside the state establish residency in New Mexico so that they will not be charged out-of-state tuition, particularly when on internship.** Information on how to apply for out-of-state tuition waivers is available from the Registrar's Office in the Educational Services Building Suite 200.

RESEARCH

Students take five courses specifically aimed at the development of research skills. A student desirous of rapid progress through the doctoral program should begin dissertation planning at the earliest possible date. Students begin background research in support of their dissertations by working with their adviser or a research team during their first year in the program. This work culminates in students contributing to a research project, which is completed by the end of their second Fall semester in the program. Students also present this research at a Multicultural Research Symposium that the Department sponsors each year. Completion of this project, creating a PowerPoint presentation, offering the presentation at the symposium, and presenting a research poster is required for completion of the Qualifying Procedure.

First year students have several options in completing a research project during their first year in the program that fulfills the requirement of the Qualifying Project. Students may submit for publication a master's on undergraduate thesis, they may complete a research project that is a part of a class assignment (e.g. CEPY 6550 or CEPY 6425), they may work on a research team or complete an independent project under the supervision of a faculty member. Generally, this supervision is provided by the student's advisor, but students may work with other faculty. Ideally this project will help solidify the direction of the student's dissertation study.

The following steps should be completed when meeting with one's research supervisor for the Qualifying Project:

1. The project on which the student will be working should be clearly identified by the student and the faculty;
2. The project must have some socio-cultural or Social Justice focus;
3. The student should outline their expected contribution to the research project;
4. Authorship credit should be concretely discussed and an initial agreement reached with the faculty.

Authorship credit will be guided by the Ethical Principles of Psychologists and Code of Conduct. At times it may be necessary to revisit authorship credit and renegotiation of authorship credit decisions is encouraged in cases where the level or quality of the contribution has changed over time. In cases where disputes may arise related to authorship credit, the student is encouraged to follow the standard university grievance procedures, which are referenced in this handbook.

Students are encouraged to begin formal planning of the dissertation proposal early. Most students and advisors work

efficiently by pursuing some modification of the following model: First, the student identifies some broad area of research interest in common with the advisor. It is important that students choose dissertation topics which fall within their advisor's areas of interest and expertise. The student and advisor begin to develop a research question (this phase may consist of relatively informal conversation, and "brainstorming"). At some point, the advisor will request written document; for example, a brief Dissertation Proposal (two pages or so) which consists of an abstract, a specific question, and an outline of a relevant design. Oral and written feedback from the advisor is provided to sharpen both the question and design. The end point of this interchange between student and advisor is a formal Dissertation Proposal that both the student and the advisor agree is suitable for presentation to the Doctoral Committee. For all research papers students are required to use the most recent edition of the Publication Manual of the American Psychological Association.

Please refer to Qualifying Project Section and the Dissertation Sections for more information on Research Mentorship.

PRACTICA

Six practica (18 credits) are required of doctoral students. Students take practica in the following sequence: CEPY 6550 Counseling Psychology Theory/Practicum, CEPY 6560 Group Work Theory/Practicum, CEPY 6570 Advanced Counseling Psychology Practicum (two semesters at an approved training site), CEPY 6580 Supervision Theory/Practicum, and CEPY 6590 Behavioral Health Practicum. Development of professional skills in practica is of critical importance in the program. If students need additional time to develop competencies in any one of the practica, faculty may recommend they prolong or repeat that practicum before progressing to the next practicum in the sequence. Because of the extensive clinical involvement **students are required to have liability insurance throughout the program.** Student insurance is available through APA Trust for a nominal fee.

Each practicum involves students in a minimum of 150 hours on site, resulting in students completing 900 hours of supervised experience prior to beginning internship, this includes both direct and indirect clinical activities. To ensure that students accrue an adequate number of direct Intervention & Assessment hours for internship applications, students are also required to complete CEPY 6996: Special Topics - Field Experience in Counseling Psychology in order to have an adequate number of Intervention & Assessment Hours for their internship application. Students must have a minimum of 500 Intervention & Assessment hours before applying for internship. CEPY 6996 can be taken to fulfill elective requirements for students who need additional clinical hours beyond those accrued through required practica. Students may waive the CEPY 6996 requirement if (1) they have transferred a minimum of 150 intervention hours from their masters-level training program or (2) have demonstrated that they have completed or on track to complete a minimum of 500 Intervention & Assessment hours by October 1 of the year they apply for internship.

PRACTICA ACTIVITIES

The purpose of the following information is to give students an understanding of the **minimum time commitment** required for each of the practica (some sites require additional time). This chart does not include outside assignments, but rather it reflects the minimum hours required on-site/face to face time.

INDIVIDUAL PRACTICUM (CEPY 6550)

- Group seminar; 2.5 hr/wk
- Individual supervision; 2 hr/wk
- 3-5 clients for 8, one-hour sessions each

GROUP PRACTICUM (CEPY 6560)

- Individual supervision; 1 hr/wk
- Group seminar; 2.5 hr/wk
- 10 hours of leading or co-leading a group on campus or in the community

ADVANCED PRACTICUM (CEPY 6570 - FALL)

- Individual & group supervision on-site; 2 hr/wk
- Group seminar/supervision; 2 hr/wk

- 14 hours a week needs to be scheduled for the following:
    - (7-8 client and 3-4 paperwork hours plus area of emphasis)
    - Observe triage and 1 outreach presentation
    - Attending staff meetings and/or group supervision
- Minimum number of direct service hours for course is 60 hr/semester

ADVANCED PRACTICUM (CEPY 6570 - SPRING)

- Same as Fall Semester

SUPERVISION PRACTICUM (CEPY 6580- FALL)

- Individual or group supervision; 1 hr/wk
- Group seminar; 2.5 hr/wk
- Supervision of CEPY 5985/6550 student: 2.5 hrs/wk
- Supervision & training labs of CEPY 5230/5235 student: 2.5 hrs/wk

BEHAVIORAL HEALTH PRACTICUM (CEPY 6590 - SPRING)

- Direct service at community site – 12 hours a week
- Individual supervision; 1 hr/wk
- Group seminar; 2.5 hr/wk

ADVANCED PRACTICUM PLACEMENT SITE APPROVAL

There are currently two approved placements for Advanced Practicum: NMSU's Counseling Center and UTEP's Counseling Center. Students must enroll for a minimum of 3 credits during Fall and Spring Semester.

The following list of criteria is needed for the CPTC to approve other Advanced Practicum sites. These criteria are marked as N = necessary, P = preferred. April 1st is the deadline for students to submit new sites for review.

N	1 licensed psychologist
P	2 licensed psychologists
N	Demonstrated commitment to in-service training via orientation day or series of workshops
N	Minimum of 45 direct service hours
N	1 hr. of face to face supervision per week with a licensed psychologist or a staff working under a licensed psychologist.
N	1 hr. of tape review by supervisor outside of the face to face time
N	Some sessions can be taped (audio or video)
P	All sessions can be taped
N	A variety of services with on-going individual counseling as the predominant modality (20 hrs.) and some exposure to assessment
P	A variety of other activities such as career clients, outreach, couples, families, children, group, geriatrics, and intakes
P	Some form of accreditation
N	case material can be presented to other doctoral students enrolled in the Advanced Practicum
P	Not a place where they've been employed
N	Not a place where they're currently employed

FIELD EXPERIENCE IN COUNSELING PSYCHOLOGY

Additional direct service hours can be obtained by students who elect to gain further applied experience under the course CEPY 6996: Special Topics - Field Experience in Counseling Psychology. Students completing five or fewer hours of outreach/community-based hours per semester do not need to enroll in CEPY 6996.
In order for a site to be approved for CEPY 6996, it must meet the following criteria:

- The site must have a licensed mental health professional (Psychologist, LISW, LPCC, LMFT, psychiatrist) **OR**
- Other non-licensed helping professionals may be approved as the on-site supervisors if a credentialed faculty member provides the weekly supervision.

- There must be weekly supervision.
- The site must provide some form of training activities beyond weekly supervision.
- Faculty of record must have some form of formal communication with the site supervisor and the student at mid-semester.
- Written evaluations of the site/site supervisor and the student must occur at the end of each semester.

New sites must be approved by the training committee prior to the semester the student will begin the Field Experience with October 15 and April 1 deadlines. It is recommended that students speak with the clinical coordinator to learn about potential sites.

Generally, the clinical coordinator of the program should be listed as the instructor of record for CEPY 6996, but other faculty can serve in this capacity. The clinical coordinator with the student must draw up a formal contract with the on-site supervisor to assure that adequate hours and supervised experiences are attained. The student must have liability insurance. Copies of the contract and an evaluation form are also available via the "Forms" link on the Program website.

MINIMUM REQUIRED HOURS PER CREDIT FOR FIELD EXPERIENCES TAKEN UNDER "SPECIAL TOPICS":

1 Credit
50 hours total
Direct Service = 15 hours
Individual Supervision = 1 hour per week

2 Credits
100 hours total/6.7 hrs/wk
Direct Service = 30 hours
Individual Supervision = 1 hour per week

3 Credits
150 hours total/10 hrs/wk
Direct Service = 45 hours
Individual Supervision = 1 hour per week

4 Credits
200 hours total 13hrs/wk
Direct Service = 60 hours
Individual Supervision = 1 hour per week

BACKGROUND CLEARANCE FOR STUDENTS

Certain training sites will require background clearance for field-based or research experience as part of their site requirements for any trainee. Examples of such organizations include, but are not limited to, the following: civic organizations, religious organizations, youth and family service agencies, social/support groups, schools, medical and residential settings. Sites may require students to provide a written letter of intent, driver's license record, fingerprints for a background check via CYFD, and recommendation letters. Certain placements require additional certifications and/or training to be completed prior to starting. Examples may be, but are not limited to: CPI Training, CPR Training, "NEO" Training, and RELIAS Training as conducted by the sites or offered elsewhere. Certain sites will also require medical clearances for students provides services at those sites. Medical clearances commonly include, but are not limited to: TB tests, drug tests, and evidence of vaccines (MMR, Hep B, Influenza, and Varicella). If students do not have vaccine records, blood titers may be required. Sites may also require verification of student's health insurance. These clearance requirements are in addition to C EP requirements and may require additional costs or fees to the student. For example, fingerprints via CYFD cost $43 and Caregivers Background Check, NMDOH costs $73.30. Individual programs and/or child-focused settings may set more stringent clearance requirements. It is strongly advised that students verify specific site requirements in order to plan ahead for having clearances met.

DOCUMENTING SUPERVISED HOURS

Students should use the "Practicum Hours Semester Summary" form for documenting practicum and field experience hours. This form is available on the Doctoral Program's webpage: https://cep.nmsu.edu/academic-programs/counseling-psych-phd/student-forms-cepy-phd.html. A series of forms in an Excel spreadsheet will help you keep track of practicum hours on a weekly basis, and summarized for the semester. These forms must be submitted to the Training Director at the end of each semester after obtaining your supervisor's signature on the form.

DOCTORAL QUALIFYING PROCEDURE

The purpose of the doctoral qualifying procedure is the assessment of student competencies in practice and research. Early in students' programs they document their knowledge in foundational areas in counseling psychology. These areas include: Human Development, Psychology of Multiculturalism, Professional Issues, Research & Statistics, Diagnosis & Treatment Planning, Counseling Theory & Technique, and Group Work. The program assesses students' strengths and areas in which students have potential deficits. Recommendations for additional study in foundational areas (potentially including additional course work) may be based on this assessment.

In the first year of doctoral study students complete the *practice* portion of the qualifying procedure through the following courses: CEPY 6550: Counseling Psychology Theory/Practicum (3 credits) and CEPY 6560: Group Work Theory/Practicum (3 credits). The *research* portion of the procedure includes CEPY 6420: Psychometrics, CEP 6410: Qualitative Research, CEPY 6430: Advanced Educational Measurements & Statistics (an experimental statistics courses may be substituted) and CEPY 6425: Research Seminar in Counseling Psychology.

In addition to successfully completing research course work, students are involved with a multiculturally-focused research project that is supervised by their academic advisor and/or other faculty members throughout their first year of study. This research mentor is expected to meet at least monthly with their mentee during their first year.

As a part of their involvement in this research project, students contribute to a presentation or manuscript. This manuscript or presentation will be disseminated at a multicultural research symposium sponsored by the Department, and typically it is also submitted to APA for possible presentation at the National Convention and subsequently submitted for publication in a professional journal. **The product (manuscript or PowerPoint presentation) is submitted to the advisor by the first day of spring semester in their second year of study**. The "Contributions to Research" form is to be used to document students' contributions to a research manuscript or presentation. This is available on the Doctoral Program's webpage: https://cep.nmsu.edu/academic-programs/counseling-psych-phd/student-forms-cepy-phd.html. **The student's contribution should be a minimum of 20% of the total project for it to count as the qualifying research project.** The faculty research supervisor determines the acceptability of the manuscript or presentation and then submits it to the Training Director for it to be placed in the student's file.

A student's master's thesis may be submitted for the qualifying research project if it was an empirical study where data was collected. If students take this option, they must produce a manuscript from their thesis with an updated literature review completed. It is up to the student's advisor to determine if the thesis is of an acceptable quality, particularly regarding how well **it addresses sociocultural factors** in some way.

In order to receive a pass on the qualifying procedure, the student must:

- Successfully complete any remedial work needed in foundational areas of Counseling Psychology
- Complete all course work required in the first year of study, achieving a minimum grade of B in the identified practice and research courses
- Achieve a minimum G.P.A. of 3.0, and
- Submit a research project for review and acceptance by their faculty research supervisor.

The student will be notified in writing of the result of their performance on this procedure when their advisor completes the Doctoral Qualifying Examination form that is signed by the research supervisor and the Training Director. This form can be found at: https://gradschool.nmsu.edu/current-students/graduate-forms.html.The following three options are possible:

- Admit the student to further work toward the doctorate
- Recommend a reevaluation of the student's progress after the lapse of one semester; or
- Recommend a discontinuation of graduate work

An inability to meet the criteria established for the doctoral qualifying examination (including not meeting the deadline may result in a selective review meeting at which time a remedial plan, or termination from the program will be discussed

Because the focus of the Departmental research symposium is on multicultural issues, and because this is an overall emphasis of the department, the Qualifying Project must address multiculturalism or social justice in some way. The following statement was approved by the CPTC to help direct faculty and students in this matter:

DEFINING MULTICULTURALISM, MULTICULTURAL RESEARCH, AND SOCIAL JUSTICE

Multiculturalism attempts to understand people within their context (Leach & Carlton, 1997). Arredondo (1999) offered a conceptualization of identity that takes into account cultural, historical, familial, and social contexts across three domains. Dimension A, includes race, ethnicity, culture, gender, language, physical disability, sexual orientation, and social class. Dimension B includes individuals' educational background, geographic location, income, marital status, religion, work experience, citizenship status, military experience, and hobbies. Dimension C accounts for historical moments and eras. Arredondo's dimensions illustrate that there are several layers of cultural identities that intersect (Constantine, 2001).

The goals for multicultural research should be to create useful knowledge that can help inform social policies and multicultural practices, evaluate and refine multicultural theories; identify and describe cultural processes and differences; and promote social justice (Quintana et al., 2001).

Cross-cultural research specifically addresses (a) research that investigates psychological constructs, measures, and theories that developed within one culture and extended to other cultural groups, and (b) research that attempts to compare one culture to another (Quintana et al., 2001).

On social justice: Being aware of one's own privileges and contributions to the cultural contexts of others is a condition for understanding culturally diverse people who have suffered from explicit and implicit social and cultural marginalization, as well as respecting cultural norms and worldviews that are different from those of the mainstream culture (Scheel et al., 2018).

FACULTY ADVISOR

Doctoral students are assigned a faculty advisor as soon as they are admitted to the program. The advisor's role is to provide support and encouragement throughout the program, and to chair the student's comprehensive exam committee, and dissertation committee. The faculty advisor is assigned based on faculty availability and similar research interests with the student. Students should meet with their faculty advisor at the start of each semester to discuss the student's course schedule and planned practicum hours.

A student may choose to switch advisors at any point in the program. To initiate this change process students should consult with the faculty member they would like as their new advisor, in order to determine their availability and fit. This discussion should be followed by talking with their current advisor to explain why they would like to make the change.

DEGREE PROCESS AND DOCTORAL COMMITTEE

Your Degree Process (or Program of Study) must be reviewed annually with your program advisor and reviewed through Star Audit. A listing of required courses is located at the end of this handbook. If you are declaring a Graduate Minor (e.g., Spanish Counseling or Integrated Behavioral Healthcare) then you will need to verify with the appropriate faculty that requirements have been met. Courses required for these minors can found on the departmental website using the "Graduate Minors" link: https://cep.nmsu.edu/academic-programs/gradaute-minors.html. If a student makes any modifications to the program of study, they will need to consult with their program advisor and training

director for approval. Please contact the Training Director is you have any questions about your Program of Study.

Before students can schedule their comprehensive exams or their dissertation proposal, they must meet with their advisor to create a Doctoral Committee which may consist of either four or five members. This committee must have at least three CEPY faculty to represent the major (CEPY) area plus one other faculty member, not from CEPY, to serve as the Graduate School Dean's Representative. **It is a requirement that at least one of member of the student's dissertation committee needs to be a counseling psychologist.**

When students schedule the comprehensive examination they must complete the "Doctorate of Philosophy Examination" form with the Graduate Student Services, which can be found on the Graduate School forms website: https://gradschool.nmsu.edu/current-students/graduate-forms.html on which they will indicate their committee members. This form must be signed by the advisor, the minor faculty (if applicable), and Department Head and the Dean. Occasionally, students may need to replace doctoral committee members or may elect to change advisors. Such changes will be recorded on the "Doctorate of Philosophy Examination" form when it is submitted for the either the Comprehensive Exam or the Dissertation defense. This form must be submitted 2 weeks before the scheduled date of these events.

COMPREHENSIVE PORTFOLIO AND EXAMINATION

COMPREHENSIVE EXAM STATEMENT OF PURPOSE

The comprehensive examination is an opportunity for the student to demonstrate an ability to integrate broad and specific knowledge of the field of counseling psychology from a scientist-practitioner perspective. This knowledge is derived from coursework, professional activities (e.g., organizational membership, conference attendance), reading in health service psychology journals, and practical experience (e.g., providing therapy/assessment, conducting research, receiving/providing supervision).

Integration involves reasoned synthesis, application, and communication – from a scientist-practitioner perspective -- of knowledge gained from empirical research, theory, practical experience, and ethical and multicultural considerations in the field of counseling psychology. The comprehensive exam is an outcomes measure of the training program's curriculum. Specifically, the exam assesses the degree to which you can demonstrate: content knowledge in your specialty, thinking grounded in theory, effective and reflective practice/application, and critical thinking about all of this learning. Students will have the opportunity to demonstrate such abilities in their portfolio submission and discussion of the portfolio with their committee.

COMPREHENSIVE EXAM PROCESS

Students should meet with their academic advisor and/or the training director to discuss the portfolio procedure and their plans for completing comprehensive examinations. At the end of Spring semester or the beginning of Summer semester the training director and clinical coordinator provide a comprehensive exam preparation workshop that explains the exam process.

Students should work closely with their academic advisor to assemble their portfolio and submit a completed version to their advisor at least 10 working days before meeting with their committee during the Comprehensive Exam. The portfolio should be comprised of:

- Comprehensive Case Conceptualization (de-identified & password protected)
- Assessment Report (de-identified & password protected) – minimum of two instruments
- Dissertation Proposal (Minimally Ch. 1 & 3)
- Curriculum Vita, Internship Essays and a Cover Letter (no word limit)
- Qualifying Research Project PowerPoint or Manuscript
- Social Justice Project

The student will distribute the portfolio to each committee member, and CEPY committee members will judge the level of competency achieved on the following Profession-Wide Competencies:

- Ethical and Legal Standards
- Individual & Cultural Diversity
- Professional Values & Attitudes
- Communication & Interpersonal Skills
- Assessment
- Intervention

A minimum rating of "3 - Satisfactory" on each competency is required for a passing score.

After each CEPY committee member has reviewed the student's portfolio, a meeting will be held with the committee and the student to allow for discussion of each section of the portfolio. This meeting will constitute the Comprehensive Oral Exam for the Graduate School. In addition to discussing the portfolio the student will be given a client case vignette that they will need to discuss in order to demonstrate an adequate ability to apply concepts from their coursework to the client situation. Therefore, the majority of coursework that fulfills the Counseling Psychology Curriculum should be completed at the time of Comprehensive Exams (the exceptions are CEPY 5280, 6590, & 6580). **Successful completion of comprehensive examinations must be achieved by October 30th of the year in which the student is applying for pre-doctoral internship.** To promote fairness, the case vignettes will be assigned numbers; the training director will select a number randomly and then provide the vignette to the appropriate advisor.

Special Instructions Concerning Inclusion of Case Material/Case Write-Ups:
Students are required to use clinical case material in the portfolio. When doing so, it is imperative that this is done in a manner that protects and disguises the identity of the client. For example, the case presentation must not include any information that could easily identify the client. This may entail removing some identifying/demographic data and other details about the client contained in the write-up. In short, it is the students' responsibility to adhere to all legal and ethical guidelines ensuring that confidential material is not released and that case material be discussed only in a way in which the identity of the client is not revealed. In addition, you must password-protect the electronic files of these reports and give them to your committee members on a password-protected device. Also, you may not include in this portfolio any clinical documents that are part of a client's official record/file from any agency. Finally, clients must provide written permission for their case to be used for this educational purpose.

COMPREHENSIVE EXAM PERFORMANCE INDICATORS FOR PROFESSION-WIDE COMPETENCIES AND DOCTORAL PROGRAM COMPETENCY

The following information outlines the profession-wide competencies assessed by the comprehensive exam and the associated products this measure is based on. Each committee member within the Department will complete a form evaluating the student's performance for each of these competencies. Please see Appendix A for a copy of the form that is used.

Ethical and Legal Standards
2b: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
Basis for assessment: Advanced Practicum Case Conceptualization and Comps case vignette answer

Individual and Cultural Diversity
3a: Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
Basis for assessment: Advanced Practicum Case Conceptualization and Comps case vignette answer
3c: Demonstrate 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.
***Basis for assessment*:** Advanced Practicum Case Conceptualization and Comps case vignette answer
3d: 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.
***Basis for assessment*:** Advanced Practicum Case Conceptualization, AAPI Diversity Essay and Comps case vignette answer

Professional Values and Attitudes
4b: Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
***Basis for assessment*:** AAPI Autobiography Essay, Cover Letter and Comps case vignette answer
4d: Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
***Basis for assessment*:** Comprehensive Oral Exam

Communication and Interpersonal Skills
5b: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
***Basis for assessment*: All of Comprehensive Exam Portfolio & Oral Exam**
5c: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
***Basis for assessment*:** Comprehensive Oral Exam

Assessment
6a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
***Basis for assessment*:** Advanced Practicum Case Conceptualization and Comps case vignette answer
6b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)
***Basis for assessment*:** Advanced Practicum Case Conceptualization, Comps case vignette answer, AAPI Theoretical Orientation Essay
6c: Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
***Basis for assessment*:** Integrated Assessment Report and Comps case vignette answer
6d: 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. Collects 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.

***Basis for assessment*:** Integrated Assessment Report
6e: 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.
***Basis for assessment*:** Integrated Assessment Report
6f: 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.
***Basis for assessment*:** Integrated Assessment Report

Intervention
7b: Develop evidence-based intervention plans specific to the service delivery goals.
***Basis for assessment*:** Advanced Practicum Case Conceptualization, Comps case vignette answer, AAPI Theoretical Orientation Essay
7c: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
***Basis for assessment*:** Advanced Practicum Case Conceptualization
7d: Demonstrate the ability to apply the relevant research literature to clinical decision making.
***Basis for assessment*:** Advanced Practicum Case Conceptualization and Comps case vignette answers
7f: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
***Basis for assessment*:** Advanced Practicum Case Conceptualization

EVALUATION OF COMPREHENSIVE PORTFOLIO AND ORAL EXAMINATION

You will work with your committee to set a date for your Oral Exam of your Portfolio. Your committee has at least one Counseling Psychology faculty, two other CEPY department faculty, and a faculty member in another department (Graduate School Dean's Representative). If you have a graduate minor you will also need to have a minor faculty on your committee (sometimes one of your regular committee members may serve in this capacity). Make sure you have at least two weeks between when you submit your portfolio and you schedule your oral exam (and no more than 1 month).

You will need to submit a "Comprehensive Oral Exam" form to the Graduate School 2 weeks before the exam date. An electronic copy of your portfolio must be submitted to your committee at least 2 weeks before your oral defense date. The Oral Examination Process is approximately 2 hours long. The first part of the oral exam allows committee members to ask follow-up questions to assess your understanding of the topics covered in your portfolio and coursework. This is usually the first hour of the exam. The second part of the oral exam will focus on your ability to apply your learning to a specific case vignette. Questions will be drawn from coursework, practica, and fieldwork experiences. It is important to demonstrate during your orals your ability to accurately describe theoretical constructs and apply them to the vignette. Your advisor's role is to facilitate the oral exam by making sure all committee members have time to ask questions.

Your CEPY committee members rate your portfolio sections and your performance on the oral exam using the scoring rubric shown in the previous section (the Grad School Dean's Rep does **not** use the rating form but **does** vote on whether or not you have passed the oral exam). Your CEPY committee members will then submit their ratings on your competency to your advisor at the end of exam or within one week of the exam. These ratings and your portfolio are kept in your student file.

At the end of the oral exam, all committee members vote on whether or not you passed your comprehensive exam, using the Graduate School paperwork. There are three possible outcomes: Pass, Adjourn or Fail (please see the rating form above for the criteria for each outcome). Success admits the student to doctoral candidacy (you can now call yourself a doctoral candidate)! An adjournment will require that you revise your written work and/or further prepare for any oral exam questions that address the unsatisfactory competencies before reconvening the committee later in

the semester (usually after 2 weeks). Two outcomes are possible in the case of failure: (1) a second examination after the lapse of at least one semester or (2) termination from the doctoral program. In all cases, there needs to be at least 16 weeks (preferably one year) between passing the comprehensive examination and **defending** your dissertation.

INTERNSHIP IN COUNSELING PSYCHOLOGY

Preparation for internship placement should begin in the summer before the Fall semester in which one is applying for internship. Students are advised to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory and website (http://www.appic.org/) and meet with their advisor and the Training Director to prepare for the application process. During the summer, the CEPY department offers a workshop that describes the internship application process and helps the students to prepare for the various aspects of this process. Students are strongly encouraged to attend this workshop, and if unable to attend, it is recommended that they meet with their adviser about it. If their adviser is not one of the core faculty in counseling psychology, the student should arrange to meet with one of the core faculty to review the process.

The program expectation is that students complete all required course work, pass their comprehensive examinations, and successfully complete their proposal defense before they may go on internship. In addition, the Counseling Psychology Training Committee Faculty must certify the students are ready to apply for internship. The Supervision Practicum and proposal defense must be passed in order for a student to place their ranking with APPIC Match.

The APPIC website (http://www.appic.org/) includes information about the different internship programs, a searchable database to locate programs, and information about the APPIC Match. Students who are preparing to apply for internship should sign up for the Match Listserv the summer prior to application. Information on how to do this is provided on the APPIC website. The National Matching Services website (http://www.natmatch.com/psychint/) contains information about registering for the Match. **Students should not enroll in the Match until they have passed their comprehensive exams and the faculty have voted on their readiness for internship. It is strongly recommended that students select APA approved internship sites. For students who do not acquire an APA-accredited internship site please refer to the next section on approval of Non-APA internships**

Students' potential internship sites must be approved by the Director of Training, in conjunction with the Counseling Psychology Training Committee. Students should contact the Director of Training no later than the spring semester of the year before they intend to apply for internship. In October, when students begin the actual application process, they should provide the Training Director with a finalized list of sites. In addition, students must make an appointment with the Training Director and provide a copy of all documentation forms used to verify the APPI hours. All semester logs need to be summarized on the NMSU Formatted APPI Hours Spreadsheet (https://cep.nmsu.edu/academic-programs/counseling-psych-phd/student-forms-cepy-phd.html). In the Training Director (TD) verification section of the APPI the TD is required to list additional comments about the student. The TD will insert segments from the faculty feedback letter of the most recent annual evaluation of the student. Refer to appic.org for a list of FAQ regarding the APPI items.

INTERNSHIP ELIGIBILITY REQUIREMENTS

Further, the NMSU CEPY department adheres to the **Council of Counseling Psychology Training Programs** list of expectations for internship eligibility:

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent) by the time of the internship application.
4. Trainee's dissertation proposal has been accepted at the time of ranking internship sites for the Match.
   a. Students must have a dissertation proposal date set in order to apply for internship.

b. Students must submit to their advisor a draft of their dissertation proposal in order to submit their rankings for internship.

5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 500 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author, OR
   b. Co-review a journal article that was submitted for publication OR
   c. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Doctoral students enroll in a minimum of 9 credits of internship (CEPY 6620) for fall and spring semesters (18 credits in total), and a minimum of 2 credits (CEPY 6630) for summer semesters. Since the internship requires a 12-month commitment, the student must be enrolled in CEPY 6620 or 6630 until the intern completes the placement and the formal evaluations are received from the site supervisor. Once the final evaluation is received from the site supervisor, the Director of Training assigns a final letter grade. Students finishing their internships after August 15 typically will not be able to graduate until the end of Fall semester.

The academic Training Director is required to contact the internship Training Director prior to the students' attendance at the internship, and provide them with the students' current standing in the program. As such, the academic Training Director will provide the internship site with the student's most current faculty feedback letter from the annual evaluation process.

In the case that a student is not matched during the APPIC process, the program expectation is that they go through the APPIC match the following year, unless there are extenuating circumstances.

APPROVAL OF NON-APA ACCREDITED INTERNSHIP SITES

Students who do not acquire an APA-accredited internship site must have an alternative site approved by the CPTC. The alternative site must be an APPIC-member site, or one that is "APPIC-equivalent". "APPIC-equivalent" is defined as meeting all the criteria for APPIC membership (refer to the APPIC website for a list of the criteria). The exceptions to the APPIC criteria that maybe waived in extenuating circumstances are:

1) A minimum FTE of two interns on site

2) That it has to be a paid position.

If there are not two FTE interns on site, there needs to be some interaction with other psychology interns from other sites. Students will be required to sign a document indicating that they understand such exceptions may mean they cannot be licensed in some states (e.g., Texas). Students who are seeking out such internships need to have the internship site approved by the CPTC. The approval process requires a letter from the primary internship supervisor/training director detailing how the site meets all the of the APPIC criteria. A member of the CPTC will be in contact with the site's training director to further assess the site's capability to meet the criteria. Please see the Training Director to obtain a copy of the program's "Quality Assurance Review of Unaccredited Internship Site" form

that describes this process. Because approval of a non-accredited site is not guaranteed, any student interested in this process must notify the program Training Director by no later than August 1st in the year they are applying for internship.

DISSERTATION PROPOSAL

The first drafts of the dissertation proposal should be written during "CEPY 6450, Dissertation Seminar", generally occurring during the Spring semester of student's second year in the Program. The student and advisor refine the proposal until the advisor believes it is ready for submission to the student's dissertation committee. The proposal constitutes the initial draft of the first three chapters of the Dissertation: 1) Introduction, 2) Literature Review, and 3) Methodology. **Minimum requirements** for the proposal meeting are final drafts of Chapters 1 & 3 and a complete reference list, but Chapter 2 can be a comprehensive, detailed outline in annotated bibliography form. Students are encouraged to have a final draft of Chapter 2 for the proposal, but it will not be a requirement. For more information of the Dissertation Proposal structure and format go the program website: https://inside.nmsu.edu/cep/wp-content/uploads/sites/86/2017/09/Dissertation-Proposal-Outline-v.-4-8-29.pdf

When the advisor determines that the study is ready to be proposed then the student must complete the information on the top of the form entitled "Approval of Dissertation Proposal by Doctoral Committee," available on the Program website: https://cep.nmsu.edu/academic-programs/counseling-psych-phd/student-forms-cepy-phd.html, and takes the form to the proposal meeting for signatures. It is the responsibility of the student to contact all members of the doctoral committee to schedule a meeting to evaluate the dissertation proposal following the approval of the committee chair. The committee must be given the proposal a minimum of two weeks (10 working days) before the scheduled meeting.

There are three possible outcomes following the evaluation of the dissertation proposal by the doctoral committee: (1) approval; (2) approval contingent upon recommended modifications, or (3) rejection. A copy of the proposal approval form, and a list of changes recommended by the committee, must be given to the Director of Training to be placed in the student's file.

Students are required to use the most recent edition of the *Publication Manual of the American Psychological Association* in preparing the dissertation proposal. The completed dissertation must also conform to guidelines established by the Graduate School, Guidelines for Preparing a Thesis or Dissertation, which is published annually. Whenever human subjects are to be involved as research participants, the approval of the NMSU Human Experimentation Committee is required. Students are to apply for permission to use human subjects in research. Applications are submitted via the online Research, Creativity, and Economic Development system developed by the Office of the Associate Vice President for Research Integrity and the Research Information Technology (IT) Department. To access, visit https://research.nmsu.edu/RIC/IRB/Training.html. The submitted information is reviewed by the university's Institutional Review Board. Students must complete an on-line course in order to receive a certificate before their Human Subjects form will be reviewed. A copy of the approved IRB should be placed in the Appendix of the Dissertation. Doctoral students are encouraged to consult the American Psychological Association's Ethical Principles in the Conduct of Research with Human Participants. Further guidelines for preparation of dissertation proposals and dissertations are offered on the Graduate Student Services website: https://eltnmsu.sharepoint.com/sites/GraduateSchool/SitePages/Doctoral-Dissertation-Students.aspx.

It is a program requirement that the dissertation proposal be approved prior to a student leaving for internship (see Internship Eligibility section). Failure in meeting this deadline will be grounds for a selective review. The consequence of this selective review will be a revised timeline for completion of the proposal and progress on the dissertation with another selective review occurring after the internship year is completed if the deadlines are not met. The consequences of a second selective review may be dismissal from the program.

In order to reduce the occurrence of such a selective review, during the annual evaluation process the advisor and instructor of CEPY 6450 will discuss each student's likelihood of proposing before leaving for internship, and another discussion between the advisor and the CPTC would occur in October of the third year. After such discussions if all faculty are in agreement that the student is likely to propose before leaving for internship then this will be the criteria for answering "Yes" to the question about the faculty feeling the student is ready for internship on the "Readiness for Internship" section of the AAPI. **If a student has not proposed before submitting their APPI then they will be required to submit a timeline for successful completion of the dissertation proposal as a criterion for readiness to apply for internship. This timeline should be signed by both the student and their advisor and will be submitted to the Training Director by October 30 when they submit their APPI.**

PROCEDURAL GUIDE FOR THE DISSERTATION PROPOSAL AND DEFENSE

PROPOSAL

Dissertations are designed, conducted and reported by students under the supervision of their major advisors and dissertation committees. Students should begin thinking about their dissertations before entering the Program, and use all aspects of the Program (courses, research team participation, practica teaching and administrative experiences) to further their knowledge, skills and resources for production of the dissertation. Identification of research questions, relevant literature and study designs optimally occur by the end of the first year as a follow-up to the students' CEPY 6425, Counseling Psychology Research projects. The proposal is generated at the end of the second year in conjunction with 6450, Dissertation Seminar. Students' major advisors and committee members should be continuously consulted during the writing of proposals.

Formal presentation of the proposal for approval by the dissertation committee ideally occurs by the end of Fall of the Third year of the Program, but no later than when the student enters their rankings in the National Match for internship. A final draft of the proposal must be approved by the student's major advisor before the proposal defense can be scheduled. Committee members must have 10 working days to review the proposal before the meeting. Under the circumstance that the student is no longer on campus or a local resident, the use of Skype is allowed upon approval of advisor and under extenuating circumstances. The formal proposal meeting involves the student presenting the proposal and responding to questions and suggestions from the dissertation committee. This is an open meeting which all students and faculty are encouraged to attend, however feedback regarding the proposal are the responsibility of the dissertation committee. The student's advisor records suggestions regarding revisions of the proposal. During a closed session at the end of the meeting the advisor and committee members decide what recommendations for revisions of the proposal will be made. Disputes may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. **The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days after the proposal meeting.**

DISSERTATION DEFENSE

A formal presentation of the completed dissertation for approval by the dissertation committee occurs when a final draft of the dissertation has been approved by the student's major advisor. At this point the dissertation is distributed to the dissertation committee members who then have **two weeks (10 working days) in which to review it before the defense date**. The list of agreed upon revisions which emerged from the proposal meeting is distributed with the dissertation, including statements indicating how each of the agreed upon revisions were addressed within the dissertation (and where these changes can be found in the current document). While the dissertation is being reviewed, the student and major advisor should be completing a draft of a publishable manuscript based on the dissertation (if this has not already been completed). The defense can be scheduled after a minimum of 10 working days from this point. **At the time of the defense, a final draft of the publishable manuscript based on the dissertation should be submitted to the committee**.

An additional option that an advisor may choose is to have the student send the dissertation document to the committee members four weeks out from the possible defense date. This is done in order for the committee to provide the student and advisor preliminary feedback on the dissertation, including whether they believe the dissertation is ready for defense. Based on the committee's feedback the major advisor decides whether to set a date for dissertation defense or to continue to revise the dissertation and distribute a subsequent draft to the committee.

The Final Examination (i.e., the Dissertation Defense) is conducted by the doctoral committee. The meeting should be scheduled **for 2.5 hours**, with the first 45 minutes being a presentation of the entire of project. It is entirely oral, open to the public, and is primarily a "defense of the dissertation" although any question on the entire field of study is appropriate. The meeting involves the student presenting the dissertation and responding to questions from the audience. The feedback regarding the dissertation is the responsibility of the dissertation committee. The student's advisor records the suggestions regarding revisions of the dissertation. During a closed session at the end of the meeting the advisor and committee members decide what recommendations for revisions of the dissertation will be made. Disputes about recommendations may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days of the dissertation defense. The student then makes the revisions under the supervision of the major advisor. The revision list with statements about how the revisions were made in the dissertation and the final draft of the dissertation are then submitted to the committee and the final draft of the dissertation is submitted to the Graduate School.

Under the circumstance that the student is no longer on campus or a local resident, Skype may be utilized in order to complete the final defense meeting requirement. The doctoral student must be enrolled during the semester the final defense is scheduled. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student also must file the "Doctorate of Philosophy Examination" form with the graduate school at least 10 working days prior to the defense. This form is available on the Graduate Student Services website: https://gradschool.nmsu.edu/current-students/graduate-forms.html. Each semester the graduate school establishes graduation deadlines for the final defense. Anyone who fails this final examination may: (1) upon recommendation of the doctoral committee and the approval of the Graduate Dean be granted a second examination after the lapse of at least one semester, or (2) be terminated from the doctoral program. Failure in the second examination disqualifies the candidate from obtaining the degree (https://catalogs.nmsu.edu/nmsu/regulations-policies/regulations-policies_academicprogramsofstudytext.pdf).

GUIDELINES FOR FORMAT/OUTLINE OF **POST**-PROPOSAL DISSERTATION DOCUMENTS

The following outline is offered as a guide for the final two chapters of the dissertation, plus the manuscript draft). Please refer to the previous section on the dissertation proposal for additional information. **Committees may allow exceptions to this outline when it is agreed that they are appropriate.** More information on the Graduate School requirements for formatting can be found at:
https://eltnmsu.sharepoint.com/sites/GraduateSchool/SitePages/Doctoral-Dissertation-Students.aspx

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Chapter 4: Results – the purpose of this chapter is to present the results of the research hypotheses and explain them in both statistical and non-statistical language. Begin with an overview of what will be covered in the chapter and conclude with a summary of how material covered in the chapter justifies and/or informs the dissertation study.

Headings are organized around each hypothesis or finding
Tables are included throughout.

Chapter 5: Discussion – the purpose of this chapter is to present interpretations and implications of the results.

Headings:
Summary of the Purpose
For quantitative dissertations - Separate Heading for each hypothesis – provide reasons why each **significant** result was attained by discussing the relevant research/conceptual writing.
For qualitative dissertations – provide headings for significant findings related to the themes attained by discussing the relevant research/conceptual writing.
Limitations
Implications for Counseling Psychology
Suggestions for Future Research
Summary of the study

References

Appendices
While instruments often do not appear in the appendices due to copyright laws, copies should be available to committee members at the time of the proposal.

Ch. 6 - Draft of a Manuscript for Publication – for the defense the student must provide a manuscript of their dissertation that can be submitted to a journal.

Oral Presentations
For the Proposal the candidate is expected to provide a 10-15 minute PowerPoint presentation as an overview of their methodology.
For the Defense the candidate is expected to provide a 45 minute to 1 hr. PowerPoint presentation of their project.

Below are suggested PowerPoint slide headings:
Title
Relevant literature and definitions
Research Questions
Methodology – Participants, Data Collection
Instruments
Hypotheses
Results
Implications for Counseling Psychology
Limitations
Suggestions for Future Research
Summary of the study

DISSERTATION: CEPY 7000

Doctoral students must complete 18 credits of CEPY 7000. Students may not register for CEPY 7000 until the student has passed the qualifying procedure. Dissertation hours are graded as Satisfactory (S) or Unsatisfactory (U). Once a student enrolls in dissertation hours, they must stay continuously enrolled, that is they must be enrolled for a minimum of 3 credits each Fall and Spring semester until they graduate. Three "U"s assigned as a grade for 7000 hours will cause the Graduate School to dismiss a student.

APPLICATION FOR DEGREE

The student must file an "Application for Degree Form" available on the Graduate Student School website the semester they intend to graduate. The Graduate School publishes graduation deadlines each semester.

DOCTORAL STUDENT EVALUATION PROCESS

Students receive on-going evaluation through supervisor ratings on profession-wide and program competencies, grades and feedback on assignments. In addition, each semester written feedback on each student is solicited from the faculty. Once a year, a more comprehensive evaluation occurs beginning in April. The first step in this annual evaluation process involves each doctoral student completing a self-assessment of their progress to date and a self-evaluation of their achievement of profession-wide and program-specific competencies. They provide an updated curriculum vita and a brief description of their current research project (qualifying or dissertation). Students' transcripts also are reviewed as part of this evaluation. The students discuss their evaluation with their advisors, who in turn provides Advisor Comments on the document after which all the documents are submitted to the Training Director. The Training Director convenes a meeting with the CPTC to discuss each student's progress. Feedback from this meeting, consensus ratings on the Annual Progress Review form and the semester review comments are provided to each student in a letter that is sent to the students and also includes a summary of all the ratings of the students on all the profession-wide competencies for the practica completed. For students who are about to begin their internship, parts of this letter will be sent to the Internship Training Directors (as part of the AAPI). If the annual review indicates enough concern, a selective review may be called by the CPTC to discuss the concerns directly with the student and a remediation plan may be developed.

ANNUAL EVALUATION PORTFOLIO ITEMS

- **Annual Evaluation Form**
- **An updated resume/CV**
- **An unofficial transcript**
- **A copy of all practicum hour logs that you have completed since your last annual evaluation**
- **Any other documents for your student files (e.g., qualifying project presentation)**

OUTCOME COMPETENCIES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Discipline specific-knowledge is assessed via course grades. Profession-wide and program-specific competencies are assessed during practica, coursework and by the successful completion of program requirements (e.g., comprehensive exam and dissertations). Each practica has a rating form that allows the instructor/supervisor to assess each student on all the relevant profession-wide competencies. This rating form can be found at: https://cep.nmsu.edu/academic-programs/counseling-psychology-phd/forms/). Students must achieve a grade of B or better in each course and must receive a rating of 3 or better on the competency rating form in order to demonstrate Minimum Levels of Achievement (MLAs) and make adequate progress in the program.

Minimum Levels of Achievement of Discipline-Specific Knowledge

Category 1: ***History and Systems of Psychology***

Basis of assessment:

- Course grade of "B-" or better (CEPY 6160: History and Systems of Psychology);

Category 1: ***Basic content areas in scientific psychology***

Basis of assessment for Cognitive Bases of Behavior:

- Average grade of "B-" or better on quizzes from Learning Theories textbook (CEPY 6140: Cognitive and Affective Bases of Behavior);

Basis of assessment for Affective Bases of Behavior:

- Assignment grade of "B-" or better on the Journal Article Reviews on Affective Theory in CEPY 6140: Cognitive and Affective Bases of Behavior;

Basis of assessment for Developmental Bases of Behavior:

- Course grade of "B-" or better (CEPY 5120: Human Development);

Basis of assessment for Biological Bases of Behavior:

- Course grade of "B-" or better (CEPY 6180: Clinical Psychopharmacology)

Basis of assessment for Social Bases of Behavior:

- Course grade of "B-" or better (CEPY 6150: Psychology of Social Identities);

Category 2: ***Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas***

Basis of assessment:

- Assignment grade of "B-" or better on Integration paper on the reciprocal influence of emotion and cognition (CEPY 6140: Cognitive and Affective Bases of Behavior)

Category 2: ***Research and Quantitative Methods***

Basis of assessment <u>for Psychometrics:</u>

- Course grade of "B-" or better (CEPY 6420: Psychometrics)

Basis of assessment for Research methods:

- Course grade of "B-" or better (CEPY 6425: Counseling Psychology Research);
- Course grade of "B-" or better (CEPY 6410: Qualitative Methods);
- Course grade of "B-" or better (CEPY 6450: Dissertation Seminar);

Basis of assessment for Quantitative methods:

- Course grade of "B-" or better (CEPY 6430: Advanced Educational Measurement and Statistics);
- Course grade of "B-" or better (CEPY 6440: Multivariate Research Procedures and Analysis)

Minimum Levels of Achievement of Profession-Wide Competencies

Research:

Profession-Wide	Basis of Assessment/Product
1A.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.	1. Minimum course grade of "B-" in CEPY 6425, 6410, 6450, 6440 2. "Approved with Modifications" on Dissertation Proposal form
1B. Conduct research or other scholarly activities.	1. Student must obtain at least 54 points on the "Contributions to Research" form and receive two votes of "Admitted to further work towards PhD" on Doctoral Qualifying Examination form for successful completion of Qualifying Project

	2. At least three "Pass/Yes" votes on "REPORT OF THE EXAMINATION COMMITTEE" form for successful completion of Dissertation
1C. 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.	1. Receive vote of "Admitted to further work towards PhD" on Doctoral Qualifying Examination form by both raters for successful completion and presentation of Qualifying Project 2. At least three "Pass/Yes" votes on REPORT OF THE EXAMINATION COMMITTEE form for successful completion of Dissertation 3. Additional dissemination activity completed and noted in student's annual evaluation letter (e.g., presentation at a national conference).

Ethical and Legal Standards:

Profession-Wide	Basis of Assessment/Product
2A. 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, states, regional, and federal levels; and relevant professional standards and guidelines.	1. Minimum course grade of "B-" in CEPY 6190. 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica
2B. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	1. Minimum course grade of "B-" in CEPY 6190. 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica 3. Rating of 3 or higher on the related Comprehensive Examination form on this Ethics element.
2C. Conduct self in an ethical manner in all professional activities.	Rating of 2 or higher on the related item of the annual progress review Rating of 3 or higher on the related item of the practicum evaluation for all practica

Individual and Cultural Diversity:

Profession-Wide	Basis of Assessment/Product
3A. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	1. Course grade of "B-" in CEPY 6130 & CEPY 6150 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica
3B. 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.	1. Course grade of "B-" in CEPY 6130 & CEPY 6150 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica 3. Rating of 3 or higher on the related item of the Comprehensive Exam evaluation
3C. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	1. Rating of 3 or higher on the related item of the practicum evaluation for all practica 2. Rating of 2 or higher on the related item of the annual progress review
3D. Demonstrate the requisite knowledge base ability to articulate an approach to working effectively with diverse individuals and	1. Rating of 3 or higher on the related item of the practicum evaluation for all practica

groups, and apply this approach effectively in their professional work.	2. Rating of 3 or higher on the Comprehensive Exam evaluation

Professional Values and Attitudes:

Profession-Wide	Basis of Assessment/Product
4A. 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.	1. Rating of 3 or higher on the related item of the practicum evaluation for all practica 2. Rating of 2 or higher on the related item of the annual progress review
4B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	1. Rating of 3 or higher on the related item of the practicum evaluation for all practica 2. Rating of 3 or higher on the Comprehensive Exam evaluation
4C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.	Rating of 3 or higher on the related item of the practicum evaluation for all practica
4D. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	1. Rating of 2 or higher on the related item of the annual progress review 2. Rating of 3 or higher on the related item of the Comprehensive Exam evaluation

Communication and Interpersonal Skills:

Profession-Wide	Basis of Assessment/Product
5A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	1. Rating of 2 or higher on the Annual Progress Review form on the Professionalism Item # 5. 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica
5B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	1. Rating of 2 or higher on the Annual Progress Review form on the Professionalism Item # 6. 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica 3. Rating of 3 or higher on the Comprehensive Exam evaluation and at least three "Pass/Yes" votes on "REPORT OF THE EXAMINATION COMMITTEE" form indicating you have successfully passed your Comprehensive exam
5C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	1. Rating of 2 or higher on the Annual Progress Review form on the Professionalism Item # 7. 2. Rating of 3 or higher on the related item of the practicum evaluation for all practica 3. Rating of 3 or higher on the Comprehensive Exam evaluation

Assessment:

Profession-Wide	Basis of Assessment/Product
6A. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1. Course grade of "B-" or higher in CEPY 5270 2. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6590 & 6570 3. Rating of 3 or higher on the Comprehensive Exam evaluation
6B. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)	1. 1. Course grade of "B-" or higher in for CEPY 5270, 6340, & 6350 2. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6590 & 6570 3. Rating of 3 or higher on the Comprehensive Exam evaluation

6C. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6590 & 6570 2. Rating of 3 or higher on the Comprehensive Exam evaluation
6D. 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.	1. Course grade of "B-" in CEPY 6340 2. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6570 3. Rating of 3 or higher on the Comprehensive Exam evaluation
6E. 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.	1. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6590 & 6570 2. Rating of 3 or higher on the Comprehensive Exam evaluation
6F. 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.	1. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6590 & 6570 2. Rating of 3 or higher on the Comprehensive Exam evaluation

Intervention:

Profession-Wide	Basis of Assessment/Product
7A. Establish and maintain effective relationships with the recipients of psychological services.	1. Rating of 3 or higher on the related item of the practicum evaluation on 6550, 6560, 6590, & 6570
7B. Develop evidence-based intervention plans specific to the service delivery goals.	1. Rating of 3 or higher on the related item of the practicum evaluation on 6550, 6560, 6590, & 6590 and 2. Rating of 3 or higher on the Comprehensive Exam evaluation
7C. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	1. Rating of 3 or higher on the related item of the practicum evaluation on 6550, 6560, 6590, & 6570
7D. Demonstrate the ability to apply the relevant research literature to clinical decision making.	1. Rating of 3 or higher on the related item of the practicum evaluation on 6550, 6560, 6590, & 6570 and 2. Rating of 3 or higher on the Comprehensive Exam evaluation
7E. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	1. Rating of 3 or higher on the related item of the practicum evaluation on 6550, 6560, 6590, & 6570
7F. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluations.	1. Rating of 3 or higher on the related item of the practicum evaluation for CEPY 6550, 6590, & 6570

Consultation and Interprofessional/Interdisciplinary Skills:

Profession-Wide	Basis of Assessment/Product
8A. Demonstrate knowledge and respect for the roles and perspective of other professions.	1. Course grade of "B-" or higher in CEPY 5280. 2. Rating of 3 or higher on the related item of the practicum evaluation in CEPY 6590
8B. Demonstrate knowledge of consultation models and practices.	1. Rating of 3 or higher on the related item of the practicum evaluation in CEPY 6590.

Supervision:

Profession-Wide	Basis of Assessment/Product
9A. Demonstrate knowledge of supervision models and practices.	1. Course grade of "B-" or higher in CEPY 6580. 2. Rating of 3 or higher on the related item of the practicum evaluation in CEPY 6580.
9B. Demonstrate a variety of appropriately used supervision interventions.	1. Course grade of "B-" or higher in CEPY 6580. 2. Rating of 3 or higher on the related item of the practicum evaluation in CEPY 6580.
9C. Accurately assess supervisee's abilities and developmental level.	1. Course grade of "B-" or higher in CEPY 6580 2. Rating of 3 or higher on the related item of the practicum evaluation in CEPY 6580.

Minimum Levels of Achievement of the NMSU Program-Specific Competency

Program-Specific Social Justice Competency	Basis of Assessment/Product
10A. Identify disparities and demonstrate an understanding of how they impact individuals and communities. 10B. Identify potential actions that can be taken to ameliorate disparities**.**	1. Minimum rating of "3" on the two social justice elements listed in the Evaluation Rubric for the Social Justice Project

SELECTIVE REVIEWS AND PERFORMANCE IMPROVEMENT PLANS

If a student fails to achieve competency or sufficient skill development (i.e., not meeting a Minimum Level of Achievement, MLA) displays inappropriate professional behavior within any of your capacities as a student and employee at NMSU, or inadequate ethical judgment, or is in anyway not progressing satisfactorily, the student will have a selective review with the Counseling Psychology Training Committee (CPTC). Such deficiencies will usually be indicated by an unsatisfactory grade (U or lower than a B-) and/or a rating of "1" or "2" (unsatisfactory) on at least one competency rating of the practicum evaluation form. In addition to the practicum evaluation form there are two other forms which may signal unsatisfactory performance; the "Semester Review" form and the "Annual Progress Review" form. Both of these forms assess the students more globally (i.e., across multiple roles or activities) and are completed by any faculty members having contact with the student during that year. The "Semester Review" form is consistent with the 1-5 Likert-type scale for the practicum evaluation form, and provides an opportunity for faculty to provide qualitative comments about each student. Faculty are asked to indicate on this form if they believe that a student in their class will not be receiving at least a "3" (Satisfactory) rating, while also providing information about the stated situation. The rating scale of the "Annual Progress Review" form is 1-3 where a rating of "2" (Developing as expected) is required and a rating of "1" (Very minimal skills) will prompt a selective review if such a review is not already in place.

While most selective reviews occur at the end of a semester, at any time a CEPY faculty member, a practicum supervisor, or any other entity or organization on campus may request the CPTC to convene and evaluate a student's lack of progress/deficit. The focus of most selective review meetings is to develop a Performance Improvement Plan (PIP) after hearing the student's point of view, for the faculty to ask clarifying questions, and to directly express their concern about the student's behavior and failure to demonstrate adequate competencies.

The outcome of an initial selective review meeting may include:

1. the student has made, or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention,
2. the student is failing to demonstrate at least one MLA or is in some way behaving inappropriately and a formal PIP will be written,
3. immediate dismissal from the program.

The most common outcome of a selective review is a PIP. Most PIPs are focused on behaviors or competencies that need to be demonstrated. Decisions and PIPs rendered by the CPTC will be sent to the student in writing signed by the Training Director as the chair of the committee. Students will be asked to sign any PIP developed for them. Below are the components and steps of a PIP.

1. A faculty, supervisor, or advisor notice or are informed that a MLA for at least one competency is not being met by a doctoral student.

2. The training staff member provides a description of the problem(s) to the trainee that provide evidence of which elements within a competency are not being demonstrated, as well as the essential behaviors that still need to be demonstrated and initiates a selective review meeting.

3. Based on the data gathered during the selective review meeting the CPTC faculty provide a written PIP document (see the "Performance Improvement Plan" form) that includes: a) Date(s) the problem(s) was brought to the trainee's attention and by whom; b) steps already taken by the trainee to rectify the problem(s) that was identified: c) Steps already taken by the supervisor(s)/faculty to address the problem(s); d) Expectations for Acceptable Performance, including what are the trainee's responsibilities and actions and what are the supervisors' or faculty's responsibilities and actions; e) Indicate the timeframe for the acceptable performance; f) What are the assessment methods used for determining the MLA?; g) The dates of the re-evaluation (when is the deadline for remediation); and h) Consequences for unsuccessful remediation or performance improvement and the next stage in due process procedures (e.g., what are the student's rights in appealing the decision). The duration of the PIP and the assessment of its outcome are based on the needs of the student and available resources.

4. There is the follow-up meeting where the relevant training staff determines if the PIP has been successfully completed (see PIP Evaluation Form). During this meeting the training staff reiterates which elements of which competencies are being addressed (with the possibility that new elements need attention given the lack of achieving MLAs in some new area). The training staff provides a description of the trainee's performance in the element(s) listed above and an assessment of the trainee's outcomes related to the relevant MLAs (e.g. met, partially met, not met). The trainee is made aware of any next steps, if needed, which could include the following decisions: plan concluded, plan continued and modified, and the next stage in due process procedures. If needed, additional re-evaluation dates may be set at this time.

Annual assessment of students' progress includes an assessment of students' ability to take corrective action. When the CPTC faculty conduct their Annual Progress Review, they will review any PIP evaluation forms from that year, potentially discuss this information with the student, and will include in the student's annual evaluation letter a statement indicating whether the PIP is complete or if additional steps are needed. Failure to achieve MLAs following performance improvement efforts can result in students being dismissed from the program due to lack of progress.

The only exception to the selective review process described above is if a student receives one "2" rating during their first year. In this case the student can meet with just the faculty member to develop a developmental plan based on a meeting with just the faculty member (assuming both parties are agreeable to this arrangement). This exception is made because the faculty realizes that some minor difficulties are more developmental in nature and may not require the resources of the entire CPTC. Conversely, while attempts at performance improvement are generally the first step in corrective action there may be some actions that require immediate dismissal. In particular, highly unethical behavior may result in a selective review meeting that determines the student should be immediately dismissed from the program. If the concern that prompted the selective review is considered to be serious enough it will be labeled as a "complaint" and will be ultimately discussed on the APPI form. Finally, some problematic student behaviors may also be a violation of the NMSU Student Social Code of Conduct or the Student Academic Code of Conduct. In such cases the student may be subject to a hearing as described in the NMSU Student Handbook.
https://studenthandbook.nmsu.edu/

"COUNSELING SKILLS COURSES" STATEMENT (INCLUDING ALL PRACTICA):

This course has been identified as an experiential course. This means that the major focus of evaluation will be determined by the instructor's professional judgment regarding the following criteria as they pertain to this course: ethical judgment, personal characteristics (i.e., openness to supervision), interpersonal skills, and effective application of counseling techniques. These components have been identified as necessary prerequisites to assure a student's ability to function effectively and ethically in a future professional role implied by this degree program. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies (ranging from C's to F's or Unsatisfactory). These students may be suspended for the reasons of academic disqualification or terminated due to ethical violations. Students who receive a grade of C or lower (or U) will be required to retake the course after completing a remediation plan.

STATEMENT ON THE COMPREHENSIVE EVALUATION OF STUDENT COMPETENCE

Developed by the Council of Chairs of Training Councils and adopted by the Council of Counseling Psychology Training Programs February 2004.

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of 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.

Therefore, within a developmental framework and with due regard for the inherent power difference between students 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 in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede 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).

If the faculty note that the student is not progressing satisfactorily, the student may be asked to schedule a meeting with their advisor to receive specific feedback or the student may be asked to attend a Counseling Psychology Training Committee meeting in the form of a selective review to respond to faculty concerns.

APA STYLE AND WRITING SKILLS STATEMENT

As a graduate student, it is expected that you will familiarize yourself with the current edition of the APA style manual and properly apply it to your assignments and other program requirements (e.g., thesis, dissertation). A large portion of the work required in doctoral courses includes written assignments. This means that the evaluation of students'

writing will be determined by the instructor's professional judgment regarding the following criteria: grammar, punctuation, organization and clarity of writing, and proper application of APA style. These components have been identified as necessary skills to assure a student is successful in this program and the profession. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies. Be advised that if you turn in an assignment containing a large number of writing errors (i.e., grammar, APA style, punctuation) then you will receive a lower grade. If your grammatical/writing errors result in an assignment grade that is lower than a "C" then it may be returned to you with no grade, requiring you to fix those errors and turn the assignment back in, with a possible loss of points.

AI POLICY

** Adapted from U Hawaii MA Counseling program*

As part of our commitment to academic integrity and the ethical use of technology, this policy outlines guidelines for the use of generative Artificial Intelligence (AI) tools by students in the NMSU PhD Counseling Psychology program for assignments, clinical tasks (including report writing and note writing), and projects (including dissertation research). The policy recognizes that while AI can be a valuable resource, its use must align with ethical standards and academic rigor. Students are encouraged to engage with faculty to clarify any questions regarding the use of AI tools and to seek guidance on maintaining academic rigor and integrity.

General Guidelines:

- Ethical Use of AI: Students using AI must discuss appropriate use of AI with the corresponding faculty member. Students engaging with generative AI tools must do so responsibly and ethically. Ethical use includes understanding and adhering to principles of academic integrity, which prohibits plagiarism, misrepresentation of authorship, and any form of cheating.
- Instructor/Supervisor Discretion: Different instructors and supervisors may have varying regulations regarding the use of AI tools for tasks and assignments. Students are responsible for reviewing and adhering to the specific guidelines provided in each course syllabus and/or project protocol. Instructors and supervisors may specify whether AI-generated content is acceptable and under what circumstances it may be used. Thus, if an instructor or supervisor explicitly writes that AI use is acceptable for a specific assignment and/or for a specific purpose but not for other assignments and/or course learning objectives, it is the student's responsibility to follow directions and only use AI when permissible.
- Transparency and Attribution: When AI tools are used to generate content, students must clearly disclose this in their assignments and materials. Proper attribution must be provided to indicate any sections of work that were AI-generated. Failure to disclose the use of AI tools may constitute academic misconduct.

Cautionary Notes:

- Originality and Critical Thinking: While AI tools can assist in generating content, they should not replace critical thinking, analysis, and originality expected at the graduate level. Assignments should reflect the student's own understanding, insights, and application of course material.
- Quality Control: AI-generated content may vary in quality and accuracy. Students are responsible for reviewing and editing any AI-generated material to ensure it meets academic standards and accurately reflects the assignment requirements. AI has been known to "hallucinate" resources that do not exist, so it is the student's responsibility to double check any resources offered through AI-generation.
- Risk of Plagiarism: Using AI tools that generate content from existing sources without proper attribution can lead to unintentional plagiarism. Students must ensure that all sources, including AI-generated content, are properly cited according to academic conventions.

Academic Integrity:

- Cheating and Misconduct: Any attempt to deceive or mislead instructors through the use of AI tools in violation of course guidelines constitutes academic misconduct. Such actions may result in disciplinary action as outlined in university policies.

TECHNOLOGY STATEMENT

No cell phones, texting, emailing, checking social media or any other form of external communication are allowed while class is in session. If extenuating circumstances should arise that require you to have access to your cell phone during class, please notify the instructor prior to the beginning of class to avoid any misunderstandings. The use of laptops and tablets during class time is allowed for notetaking as directed by the course instructor (or as used as part of attendance for an online class).

DEPARTMENTAL GRIEVANCE PROCEDURES

Doctoral students who feel they have been treated unjustly have a right to a hearing of their grievance. Complaints may involve course grades, classroom treatment, various forms of harassment, etc. The department follows the steps established by the Graduate School (https://catalogs.nmsu.edu/homepage.pdf).

1. Under normal circumstances, the student should discuss the issue with the instructor/adviser.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or adviser within 30 calendar days of the beginning of the following full (i.e. fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within 10 calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, they must submit a written appeal to the department head within 10 working days of the initial decision. If the student is initiating the appeal at the departmental level, they must do so, in writing, within 10 calendar days of the beginning of the following full (i.e. fall or spring) semester. The department head must respond in writing within 10 working days to the student, the instructor or adviser (if one is involved), and the dean of the Graduate School.
4. If after the third step the student or any of the other parties involved is still not satisfied with the response, they must present to the dean of the Graduate School within ten working days a formal letter that provides specific details regarding the nature of the grievance. In the letter, the student can request that their case be presented to the Graduate Student Appeals Board. After receiving a letter complaint (not an email), the dean of the Graduate School will determine whether the complaint has merit. If the graduate dean determines that the appeal does not have merit, they will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the graduate dean decides that the appeal does have merit, they will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.
5. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of the Graduate School will, within 10 working days, inform all parties involved of his/her decision in writing. The decision of the dean of the Graduate School is final.

The Dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year.

PROGRAM EVALUATION

Assessment of the Program is gathered from faculty, current students, and graduates of the program. Feedback from current students in the Program is gathered through teaching evaluations for every course, practicum site evaluations, annual program evaluation surveys with follow-up student focus groups and student representation at CPTC meetings. Each year the Training Director sends out an annual evaluation of the program (with both qualitative and quantitative items) for current students. This data is analyzed by the Training Director who then leads a discussion of the results in a follow-up focus group of current students. Each semester current students evaluate their practica sites and this data is also addressed in the CPTC meetings.

In CPTC meetings and in yearly faculty retreats the faculty receive feedback from the annual evaluations of the program, the semester review of practica site, the focus group discussions with the students, and from issues addressed at the CCPTP mid-winter conference and listserv. During the retreats, major programmatic issues are addressed such as our Program mission statement and aims, the goals of the faculty, and the integration of research and practice. The CPTC meetings address curriculum and other implementation issues, and on-going evaluation of the students and the program. The CPTC uses this information in deciding which procedures to maintain and where to make program changes.

Feedback from graduates of the Program allows additional process assessment of the Program and is gathered through follow-up surveys of graduates. The Training Director sends the alumni survey to graduates of the Program at 2-years and 5-years post-graduation. When at least 10 surveys are collected the results are tabulated and presented to the faculty.

COURSE WAIVERS AND TRANSFER OF CREDIT PROCEDURES

Students who completed graduate coursework at other institutions or in other graduate programs at New Mexico State University which are equivalent to courses required in our Program, may petition to have these courses transferred into their program of study if they have received a final grade of B- or higher. A Departmental Petition for Course Waiver form must be completed for each course to be considered for a waiver, which can be found on the Program website: https://inside.nmsu.edu/cep/wp-content/uploads/sites/86/2020/04/coursewaiverform2020.pdf

This form must be submitted no later than 2 weeks prior to the semester when the waived class is offered. Students will need to submit the course syllabi, reading lists, and transcripts from the original course to the Training Director. The Training Director in consultation with the faculty member who teaches the equivalent NMSU course will assess if the courses are equivalent. The Training Director will sign the form indicating the Training Committee's approval in order for the waiver to be accepted.

For courses that address Discipline-Specific knowledge, the instructor of the course will review the syllabus and determine if waiving the course is appropriate, as long as the student has completed a research or theory integration paper that addresses the psychological sciences literature. If the content of the transfer course is comparable in content but does not contain such a paper then the instructor can allow a partial waiver that will be complete once the student produces the research paper (as assigned by the instructor). The instructor of the course at NMSU will be responsible for grading the additional assignment.
In the case of a course that has fewer than 3 credit hours, if the waiver is approved (based on similar content), the student is responsible for making up the credit hours elsewhere (as no transfer credits will be accepted by the Graduate School, which requires the credit numbers to match from previous program course and NMSU course).

If the course has been taken longer than 7 years ago, but the student can document significant and recent continuing education credits in the same area, the course may possibly be waived. In some instances, if it is difficult for the Training Committee to determine equivalency, students may be required to pass an equivalency exam before the

course is waived. Students may choose to audit the waived class with approval of the instructor in order to gain greater competency in this area and to be better prepared for comprehensive exams.

Once a waiver of a doctoral program course is approved, the student must transfer the graduate credits taken from another university into their doctoral program of study at New Mexico State University, provided the credits were earned on the campus of an accredited institution. **In order to have a previous taken course transferred in to NMSU Program of Study, it must be equivalent to 3 semester credit hours.** Transferred course work (grades and hours) is listed separately from NMSU course work on the degree transcript.

Immediately after initial enrollment in the Graduate School, students must submit forms to obtain formal permission from the department head, the dean of the college, and the dean of the Graduate School to transfer graduate-level course work. The department has the responsibility to accept or reject any number of transferred credits based on such elements as whether the work fits into a logical program for a degree, if grades of A or B have been earned in the courses proposed for transfer, and any other elements it deems relevant. Credit granted for work done at another institution is tentative until proved by satisfactory work in residence, and the department may also require work to be validated by examination. Transfer credits must meet the same time-limit requirements (seven years) as graduate classes at accredited universities. Course work taken elsewhere after initiation of Graduate School at NMSU must have prior approval of the department head and the dean of the Graduate School if such work is to be transferred. All requirements as to accreditation, level, grades, and other elements described for initial transfer work will apply.

"Request for Transfer of Graduate Credit" forms are available on the Graduate School webpage at: https://cep.nmsu.edu/academic-programs/counseling-psych-phd/student-forms-cepy-phd.html.

FIVE-YEAR SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

Year	Semester	Course	Activities
Year One	Summer	CEPY 5120 Human Development*** CEPY 6130 Psychology of Multiculturalism	• Doctoral Student Orientation • Teaching of Teaching Seminar • Submit course waivers (if any) • Submit MA/MS clinical & supervision hours (if any)
	Fall	CEPY 6420 Psychometrics*** CEPY 5270 Diagnosis and Treatment Planning*** CEPY 6190 Ethical/Professional Issues in Counseling Psychology CEPY 6550 Counseling Psychology Theory/Practicum	
	Spring	CEPY 6430 Advanced Statistics*** CEPY 6560 Group Work Theory/Practicum CEPY 6425 Counseling Psychology Research CEPY 6320 Career Life Planning & Vocational Assessment***	• Select a doctoral committee in consultations with advisor • Apply to Advanced Practicum site(s)
Year Two	Summer	CEPY 5180 Addictions Counseling*** CEPY 6150 Social Psychology (odd years)	• Social Justice Project (part of CEPY 6150 class)
	Fall	CEPY 6410 or EDUC 6440 Qualitative Research*** CEPY 6570 Advanced Counseling Psychology Practicum CEPY 6180 Physiology of Behavior***	• Collect Qualifying Project data
	Spring	CEPY 6440 Multivariate Statistics*** CEPY 6350 Appraisal of Personality*** CEPY 6570 Advanced Counseling Psychology Practicum CEPY 6450 Dissertation Seminar	• Present Qualifying Project
Year Three	Summer	*(1 of 2 electives, including CEPY 6996 – Field Experience)* CEPY 6140 Cognitive & Affective Bases of Behavior*** (even years)	• Behavioral Health Immersion Training and Onboarding (*summer before CEPY 6590*) • Comprehensive Examination Workshop • Internship Application Workshop
	Fall	CEPY 6580 Supervision Theory and Practicum CEPY 5280 Primary Care Psychology CEPY 6340 Appraisal of Cognitive Functioning***	• Dissertation Proposal (*variable completion date*)
	Spring	CEPY 6590 Behavioral Health Practicum CEPY 7000 Doctoral Dissertation (4 credits) *(1 of 2 electives, including CEPY 6996 – Field Experience)*	• Comprehensive Examination
Year Four	Fall	CEPY 6160 History and Systems of Psychology*** (odd years) CEPY 7000 Doctoral Dissertation (7 credits) CEPY 6996 Field Experience in Counseling Psychology	• Apply for Internship Placement (AAPI, signed practicum logs)
	Spring	CEPY 6996 Field Experience in Counseling Psychology CEPY 7000 Doctoral Dissertation (7 credits) *(1 of 2 electives, including CEPY 6996 – Field Experience)*	
	Summer	CEPY 6630 Internship in Counseling Psychology (1 credit)	
Year Five	Fall	CEPY 6620 Internship in Counseling Psychology (9 credit)	
	Spring	CEPY 6620 Internship in Counseling Psychology (9 credit)	
	Summer	CEPY 6630 Internship in Counseling Psychology (1 credit)	• GRADUATE!!!

***These courses may be waived if taken previously at the graduate level

Students must take 6 credit hours of electives as part of their course curriculum. Additional courses may be considered as electives if they are at least 5000 level CEPY courses that fit into their desired minor or area of emphasis. Students who take courses in other departments outside CEPY must get prior approval by CPTC.

CEPY 6996 Field Experience credits are required may be taken to fulfill elective requirements. Students can waive the required CEPY 6996 Field Experience is they submit a minimum of 150 clinical hours from their MA/MS program.

FOUR-YEAR SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

Year	Semester	Course	Activities
Year One	Summer	CEPY 5120 Human Development*** CEPY 6130 Psychology of Multiculturalism	• Doctoral Student Orientation • Teaching of Teaching Seminar • Submit course waivers (if any) • Submit MA/MS clinical & supervision hours (if any)
	Fall	CEPY 6420 Psychometrics*** CEPY 5270 Diagnosis and Treatment Planning*** CEPY 6190 Ethical/Professional Issues in Counseling Psychology CEPY 6550 Counseling Psychology Theory/Practicum	
	Spring	CEPY 6430 Advanced Statistics*** CEPY 6560 Group Work Theory/Practicum CEPY 6425 Counseling Psychology Research CEPY 6320 Career Life Planning & Vocational Assessment***	• Select a doctoral committee in consultations with advisor • Apply to Advanced Practicum site(s)
Year Two	Summer	CEPY 5180 Addictions Counseling*** CEPY 6150 Social Psychology (odd years)	• Social Justice Project (part of CEPY 6150 class)
	Fall	CEPY 6410 or EDUC 6440 Qualitative Research*** CEPY 6340 Appraisal of Cognitive Functioning*** CEPY 6570 Advanced Counseling Psychology Practicum CEPY 6180 Physiology of Behavior ***	• Collect Qualifying Project data
	Spring	CEPY 6440 Multivariate Statistics*** CEPY 6350 Appraisal of Personality*** CEPY 6570 Advanced Counseling Psychology Practicum CEPY 6450 Dissertation Seminar	• Present Qualifying Project
Year Three	Summer	*(1 of 2 electives, including CEPY 6996 – Field Experience)* CEPY 6140 Cognitive & Affective Bases of Behavior*** (even years)	• Behavioral Health Immersion Training and Onboarding (*summer before CEPY 6590*) • Comprehensive Examination Workshop • Internship Application Workshop
	Fall	CEPY 6580 Supervision Theory and Practicum CEPY 5280 Primary Care Psychology CEPY 6160 History and Systems of Psychology*** (odd years) CEPY 7000 Doctoral Dissertation (4 credits)	• Dissertation Proposal (*variable completion date*) • Comprehensive Examination • Apply for Internship Placement (AAPI, signed practicum logs)
	Spring	CEPY 6590 Behavioral Health Practicum CEPY 7000 Doctoral Dissertation (4 credits) *(1 of 2 electives, including CEPY 6996 – Field Experience)*	
Year Four	Fall	CEPY 6620 Internship in Counseling Psychology (9 credits) CEPY 7000 Doctoral Dissertation (5 credits)	
	Spring	CEPY 6620 Internship in Counseling Psychology (9 credits) CEPY 7000 Doctoral Dissertation (5 credits)	
	Summer	CEPY 6630 Internship in Counseling Psychology (2 credits)	• GRADUATE!!!

***These courses may be waived if taken previously at the graduate level

Students have to take 6 credit hours of electives as part of their course curriculum. Additional courses may be considered as electives if they are at least 5000 level CEPY courses that fit into their desired minor or area of emphasis. Students who take courses in other departments outside CEPY must get prior approval by CPTC.

CEPY 6996 Field Experience credits are required may be taken to fulfill elective requirements. Students can waive the required CEPY 6996 Field Experience is they submit a minimum of 150 clinical hours from their MA/MS program.

LEAVE OF ABSENCE

If students cannot maintain the program of study they may submit a request for a full or partial leave of absence. The request will be honored only under unusual, extenuating circumstances. Specifically:

1. The students must have followed the timetable and successfully completed requirements up to the point of requesting a leave;
2. Unusual and pressing circumstances such as illness and family crisis prompt the request; and
3. An initial period of absence may be granted for one year only.

Students planning on an interruption of studies should address a request for leave of absence through their department head, alerting the Dean of the Graduate School. The student must submit a formal letter through their department head to the Dean of the Graduate School. Email will not be accepted. The request should include the beginning date and the anticipated ending date for the period of absence. A graduate student on leave of absence will be expected not to use university facilities and place no demands upon the university faculty and staff, and, therefore will pay no fees. Time spent in leave-of-absence status will not be counted toward time limits.

A graduate student who fails to register for one calendar year without obtaining a leave of absence from the Graduate School will be considered withdrawn from the university. For information on resuming studies after such absence, see the Graduate School Catalog.

RECORD KEEPING

The Department of Counseling and Educational Psychology maintains a file on each doctoral student that is kept in the departmental file room. These files are the property of the department and are archived in perpetuity. The Counseling Psychology program is moving gradually towards maintaining data electronically in our departmental server (electronic vault). Doctoral students are encouraged to make copies and record information electronically of all materials they submit to the Training Director to be place in their files (particularly records of their practicum evaluations and practicum logs), as well as upload them into Canvas as part of the annual evaluation process. These records will assist the student as they make application for internship and licensure. **Students are also encouraged to keep their doctoral handbook, the graduate catalog, and copies of course syllabi, as state licensure boards often request information from these sources.**

NMSU POLICIES

NMSU STUDENT HANDBOOK

The New Mexico State University Student Handbook is composed of the Student Social Code of Conduct, the Student Academic Code of Conduct, Grievance Process policies, as well as other regulations and procedures. https://studenthandbook.nmsu.edu/

Together, these codes and policies set forth the rights and responsibilities of NMSU students; outlines the standards for social and academic conduct; provides the types of interim measures and sanctions which may be imposed for violation; provides a prompt and fair fact-finding hearing, as well as an objective review process if students elect to appeal the outcome of the fact-finding hearing.

Examples of **academic** misconduct include: Cheating or Assisting to Cheat, Misrepresentation or Non-disclosure, Plagiarism, Unauthorized Access to or Alteration of Academic Records, and Unauthorized Possession of Academic Material. Examples of **social** misconduct include: Abuse or Interference with Conduct Process, Bullying/Cyberbullying, Discrimination, Discriminatory Harassment, Disruptive Behavior, Falsification, Retaliation and basically any violation of NMSU policy. Because graduate students are held to a higher standard of conduct, Level II sanctions are imposed for first time violations.

NON-DISCRIMINATION POLICY STATEMENT

The university's non-discrimination policy states, "The university is dedicated to providing equal opportunities in our employment and learning environments. NMSU does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation or protected veteran status in its programs and activities as required by equal opportunity/affirmative action regulations and laws and university policy and rules."(https://equity.nmsu.edu/discrimination-and-equal-opportunity/notice-of-non-discrimination.html)

POLICY STATEMENT AGAINST SEXUAL HARASSMENT

NMSU is committed to providing a place of work and learning free of sexual misconduct which includes sexual harassment and sexual violence. For full details on the University's policy, visit https://arp.nmsu.edu/3-25/. Engaging in sexual behavior that is inappropriate, unwanted and unsolicited is a violation of NMSU policy. Where sexual harassment is found to have occurred, NMSU will act to address the reported conduct, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the Administrative Rules and Procedures of NMSU and/or NMSU Student Social Code of Conduct, as applicable. No employee or student, either in the workplace or in the academic environment, should be subjected to unwelcome non-verbal, verbal or physical conduct that is of a sexual nature. Even one incident may constitute a violation of NMSU policy, rule or procedure. Unwelcome sexual advances, requests for sexual favors, and other non-verbal, verbal or physical conduct of a sexual or gender bias nature, constitute a violation of NMSU policy and/or administrative rules and procedures when: 1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status; 2) Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or 3) The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn. Sexual harassment may take many forms, subtle and indirect, or blatant and overt.

Hostile Work/Academic Environment: A student or employee may file a claim based on sexually offensive conduct that is sufficiently severe and/or pervasive to create a hostile work or academic environment. A hostile work or academic environment based on unwelcome attention, leers, or remarks of a sexual nature may also be grounds for sexual harassment. The university extends this protection to students in the classroom or in any academic-related settings. Hostile environment harassment based on discrimination should be referred to the Institutional Equity Director. Non-discriminatory hostile environment issues are regarded management matters under the purview of the appropriate administrator. The university extends this protection to students in the classroom or in any academic-related settings. Hostile environment harassment based on discrimination should be referred to the Institutional Equity Director.

Retaliation: Retaliation against an individual who in good faith complains of alleged discrimination or sexual harassment or provides information in an investigation about behavior that may violate NMSU policy, rules or procedures is prohibited and may be grounds for discipline. Retaliation in violation of NMSU policy, rules or procedures may result in discipline up to and including termination and/or expulsion. Any employee or student bringing a discrimination or sexual harassment complaint in good faith or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment and/or academic standing, nor discriminated against, terminated, or expelled because of the complaint.

Grievances: Persons who feel they have been harassed should whenever possible first approach the person or persons engaging in the inappropriate conduct to indicate that the conduct is unwelcome. If the unwelcome behavior persists, the aggrieved should either report the complaint to the appropriate supervisor or the Institutional Equity Director. All sexual harassment complaints made to a person in a position of authority must be reported to the Institutional Equity Director (or the Human Resources Director if uncomfortable reporting the complaint to the Office of Institutional

Equity Director) immediately, regardless of whether or not permission was given by the party subjected to the harassment. Allegations of sexual harassment are to be reported within 15 working days of occurrence, unless extenuating circumstances warrant exception. All employees and students should be aware that the university is prepared to take action in a timely manner to prevent and remedy such behavior, and that individual(s) who engage in such behavior are subject to disciplinary action. Any disciplinary action may be appealed through the appropriate procedure. To the extent possible, every effort will be made to safeguard confidentiality, consistent with reporting obligations and the need to investigate promptly and thoroughly. Contact Gerard Nevarez, Institutional Equity Director at the O'Loughlin House or call (575)646-3635 for any questions or clarifications to this policy statement.

Sanctions: All students and employees are subject to NMSU policy and administrative rules and procedures. Any student or employee who violates policy, rules or procedures is subject to discipline up to and including termination and/or expulsion in accordance with the Administrative Rules and Procedures of NMSU or in the case of students, the NMSU Student Social Code of Conduct. Complaints may also be filed against visitors, consultants, independent contractors and outside vendors whose conduct violates these policies, with the possible sanctions of limiting access to campus facilities and other measures to protect the campus community.

AMERICANS WITH DISABILITIES ACT

New Mexico State University complies with the American with Disabilities Act. If a student has, or thinks they may have, a disability that interferes with her or his performance as a student in a class, they may wish to self-identify. Student Accessibility Services is located in Rm. 208, Corbett Center and provides students, faculty and staff with information and assistance in meeting the requirements of the applicable laws. Staff work with students who self-identify as having disabilities, and all the students registered with this office are required to provide appropriate documentation of their disabilities. The staff at Student Accessibility Services is committed to providing information and services which assist students with disabilities in personal and academic adjustment to the University environment. They provide information, referral and assistance with procuring auxiliary aids, coordinating services and resources on campus, discussing special needs and accommodations for students with disabilities and serving as consultants for University students, faculty and staff regarding questions about various accommodations. Student Accessibility Services works with campus members throughout the University to ensure that students with disabilities have the physical and programmatic access to all programs and services that will affect their full participation in the campus community. All information is confidential and may only be released with the student's written permission. Students wishing to receive services from Student Accessibility Services should complete the necessary paperwork and provide the appropriate documentation of their disability. The documentation will be reviewed and accommodations will be determined. Accommodations include readers, ASL interpreters, notetaking, and various testing accommodations. Contact our office at 646-6840 (voice/TTY) or email sas@nmsu.edu for more information.

STUDENT PARKING

Transportation & Parking Services is responsible for administering the parking program for NMSU. This includes the development of parking lots, issuance of parking permits and enforcement of parking regulations. Commuter Student Permits and Resident Student Permits are available and may be purchased on-line at http://park.nmsu.edu/online/.

Individuals who choose to park on NMSU campus parking lots or on NMSU campus streets must obtain and display an NMSU parking permit, pay at the meter or park in the free parking lots. To lessen parking difficulties for students, faculty and staff, AggieTransit is available to those individuals who opt to park in the free parking lot east of Pan American Center. Permit regulations are enforced between the hours of 7:30 a.m. and 4:30 p.m. Disabled parking spaces emergency/fire zones, service zones and yellow curbs are enforced 24 hours a day. See the NMSU webpage for updated parking regulations and campus maps.

RESOURCES

SELF-CARE

Self-care refers to intentional actions that are taken in order to maintain physical, emotional, and mental health. Creating self-care strategies early in your training will help you to have an established set of practices to prevent burnout and compassion fatigue. Self-care involves monitoring your health, the development of support networks, and strategies to enhance well-being, such as healthy eating habits, exercise, meditation, and getting adequate rest. You may be interested in participating in a variety of activities to prepare yourself for internship, such as research and clinical placements, but it is also important to set realistic, achievable goals and to schedule your time wisely. It is part of your professional responsibility to identify and maintain some effective self-care strategies to ameliorate any stress experienced. Ken Pope has compiled a list of resources that can assist you in developing self-care strategies: http://kspope.com/ethics/self-care.php

Students are highly encouraged to seek counseling to address personal growth, well-being, and to more effectively manage life stressors. Each year, the program will provide an updated list of community therapists who have provided flexible rates/payment plans when working with CEPY doctoral students.

New Mexico State University students have FREE, 24/7 access to virtual care services with TimelyCare — a virtual health and well-being platform designed for college students. Students do not need insurance to access TimelyCare services. As part of New Mexico State University's partnership with TimelyCare, students have access to services in TimelyCare, including:

- **MedicalNow:** On-demand support for common health issues, including cold, flu, and allergies.
- **TalkNow:** 24/7, on-demand emotional support to talk about anything, including anxiety, relationships, depression, and school-related stressors.
- **Scheduled Medical:** Choose the day, time, and medical provider that best works for you.
- **Scheduled Counseling:** Choose the day, time, and mental health provider that best works for you. (12 visits per year)
- **Health Coaching:** Develop healthy lifestyle behaviors, including nutrition, sleep habits, time management, and mindfulness.
- **Psychiatry:** Appointments are available through referrals.
- **Self-Care Content:** Visit the "Explore" page within TimelyCare for guided self-care content, including yoga and meditation sessions, as well as group conversations with our providers on a variety of health and well-being topics.
- **Basic Needs Support:** Access to low or reduced-cost community resources, including food and housing assistance, transit support, childcare, and finances.
  Students have access to TimelyCare services 365 days a year. That means you have access during breaks, after-hours, and any time you need support!

STUDENT SUCCESS CENTER

The Student Success Center is an academic support program designed to improve learning and study skills. For further information, visit https://ssc.nmsu.edu/ or call 575-646-3136.

COUNSELING SERVICES

The Counseling Services, in the Aggie Health and Wellness Center, is a free service to undergraduate and graduate students at NMSU. All visits and services are strictly confidential. CP doctoral students may request a therapist who is not involved in the supervision of doctoral students. For further information, visit https://wellness.nmsu.edu/Counseling%20Services/counseling.html or call (575) 646-1512.

COMPUTER RESOURCES

The CEP Graduate Student Lounge on the second floor of O'Donnell Hall has computers that include SPSS. The Qualitative Research Lab has computers with NVIVO.

LIBRARIES

New Mexico State University has a comprehensive library system and has two campus libraries, Zuhl and Branson. Both are located on the pedestrian walkway that runs through the middle of campus and are situated within easy walking distance of O'Donnell Hall. All library databases can be accessed remotely. For more information, visit https://lib.nmsu.edu/.

AGGIE HEALTH AND WELLNESS CENTER

The Aggie Health and Wellness Center is located on campus, at the corner of Breland Drive and Stewart Street, one block from O'Donnell Hall. It provides general outpatient care to the student population. It is accredited by the Joint Commission on the Accreditation of Health Care Organizations. It is a member of the American College Health Association. It houses a staff of medical doctors, nurse practitioners, and other health care professionals, including a psychiatric nurse practitioner. For more information, visit http://wellness.nmsu.edu/.

INFORMATION AND COMMUNICATIONS TECHNOLOGIES

The Office of ICT Services is located across the street from O'Donnell Hall. Computer labs are open 24 hours a day with a support staff available during most of these hours. It provides access to the mainframe systems. The NMSU mainframe system connects to various systems throughout the world. All graduate students have access to the computer center and can establish an account free of charge. Additional services such as data input and statistical analysis are available. Additional computer labs are located around campus. For more information, visit http://ict.nmsu.edu/.

MINORITY STUDENT PROGRAMS AND ORGANIZATIONS

AMERICAN INDIAN PROGRAMS

The American Indian Program (AIP) supports the recruitment, retention, and graduation of American Indian students through academic advising, scholarship opportunities, community resources, and connections to campus services. AIP provides an inclusive environment that promotes students' academic and personal success while fostering community, connection, and learning. For more information call (575)646-4207 or go to http://aip.nmsu.edu/.

LATIN AMERICAN PROGRAMS

Latin American Programs supports students and community members from all backgrounds, with a historical focus on supporting Latiné/Hispanic/Chicanx students in navigating and succeeding in the university. The program fosters an inclusive and intersectional community through events, resources, and opportunities that celebrate Latinx, Chicanx, and Hispanic traditions, histories, cultures, and identities. For more information call (575)646-4206 or go to https://latinamericanprograms.nmsu.edu.

BLACK PROGRAMS

Black Programs supports students of African American, Black, Caribbean, and African descent by fostering scholarship, leadership, advocacy, community, and belonging. Through culturally responsive programs, mentoring, academic opportunities, and community engagement, the program celebrates Black culture and excellence while supporting students' academic, social, and civic development. For more information call (575)646-4208 or go to http://blackprograms.nmsu.edu/.

LGBT+ PROGRAMS

LGBT+ Programs supports the wellness, inclusion, and success of students, faculty, and staff across diverse expressions of gender and sexuality. The program provides advocacy, resources, education, programming, and community spaces while promoting an inclusive and supportive campus environment. For more information call (575)646-7031 or go to http://lgbt.nmsu.edu/.

AGGIE FIT

Membership to NMSU's AggieFit program is provided to all students enrolled in twelve or more credits each semester, with the exception of graduate students, who must be enrolled in 9 or more credits each semester as part of the activity fees assessed to students. Membership into the AggieFit program provides access to the Activity Center, Aquatic Center, fitness classes provided in both, and participation in our Intramural programs. Members also receive a discount on swim & fitness equipment purchases in the AC Rec Sports Store and on special services (personal training, physical assessment, nutritional and body composition analysis). Memberships are also available to faculty, staff, alumni, and other NMSU affiliates. For more information, visit http://recsports.nmsu.edu/.

FINANCIAL AID

The university administers an extensive program of loans and work-study employment for graduate students. The awarding of loans and work-study is based on need and will require the student to complete a federal needs analysis application to determine possible award (Free Federal Application for Student Financial Aid). The student must apply annually for financial assistance with a **priority deadline of March 1**.

Several types of loans are available to graduate students including the National Direct Student Loan (Perkins Loan) and the Guaranteed Student Loan Program (Stafford Loan). The Financial Aid Office is located in the Educational Services building (1780 East University Ave.), Suite 600. For information concerning available financial assistance contact the Financial Aid Office at 646-4105. For information on fellowship and grant competitions through the Graduate School go to: http://fa.nmsu.edu/.

The American Psychological Association also provides fellowship opportunities. Minority students should contact the APA Office of Ethnic Minority Affairs to request fellowships for ethnic minorities (https://www.apa.org/pi/oema/contact). Female students should contact the APA office of Women's Programs for fellowship opportunities for women in psychology (http://www.apa.org/pi/women/contact.aspx).

STUDENT EMPLOYMENT

In addition to assistantships, fellowships or college work-study, other employment options are available. Human Resource Services office posts job listing for on-campus positions. Graduate students enrolled for a minimum of 9 hrs per semester may be served by the Human Resource Services office. Student spouses/partners who seek either full or part-time work may also apply through the Human Resource Services office. For more information, visit http://hr.nmsu.edu/.

COLLEGE OF HEALTH, EDUCATION, AND SOCIAL TRANSFORMATION SCHOLARSHIPS FOR WHICH CEPY DOCTORAL STUDENTS ARE ELIGIBLE

An unofficial transcript must be attached to application, as well as any additional required documentation (if needed). Preference will be given to scholarship applications received before or on March 1. To apply for the scholarships, fill out the general scholarship form through the Financial Aid office. For more information go to: https://education.nmsu.edu/scholarships/counseling-educational/

Donald C. Roush Scholarship Awarded annually to one or more graduate students in the COE who are actively involved in the pursuit of a COE graduate degree.

College of Education Endowed Scholarship- Awarded to an outstanding student within the College of Education.

Dr. Rene Ruiz Dissertation Award in the Department of CEPY- Awarded to a Doctoral student in the College of

Education Department of Counseling and Educational Psychology. Applicant must be in good standing and the dissertation must be related to Hispanic mental health issues and be in any area of psychology or of a psychological nature relating to the Hispanic population (including but not limited to Mexican, Latino, Puerto Rican, Chicano, etc.)

Charles L. Calhoun Memorial Endowed Scholarship – Awarded to a graduate student interested in pursuing a career as a mental health provider. The student must have a minimum 3.0 GPA, demonstrate financial need, and complete a statement of career and educational goals.

Marge Estell Endowed Scholarship – Must have qualities deemed appropriate by department and department head.

Dr. Peggy Kaczmarek Doctoral Student Award in the Department of CEPY - Awarded to a graduate student in Counseling and Educational Psychology with a minimum 3.0 GPA and must have merit inside and outside of the classroom.

Adams-Cahill Graduate Research Award - This award is for one or two graduate students who are engaged in research about psychological and/or educational issues impacting the Lesbian, Gay, Bisexual and/or Transgender community.

DOCTORAL STUDENT CHECKLIST FOR ALL PROGRAM REQUIREMENTS

Early on

- ☐ Submit CEPY course waiver forms to Training Director for courses taken in previous graduate studies.
- ☐ Submit "Transfer of Credit" Graduate School form for any previously taken graduate level courses for which the course waiver has been approved. Consult with Training Director before submitting form.
- ☐ Submit MA direct service hours and supervision to the Training Director.
- ☐ Schedule meeting with advisor to discuss membership in Div. 17 of APA, as well as other divisions & the benefit of joining other professional organizations.
- ☐ Read the Doctoral Handbook and consult with advisor and/or Training Director to answer any questions.
- ☐ Join the Doctoral Student Association.
- ☐ Discuss Program of Study with program advisor.

Ongoing/Miscellaneous

- ☐ Complete the hours log for practica each semester and have them signed by your supervisor.
- ☐ Keep all course assignments, syllabi, and program documents.
- ☐ Meet with your adviser to review any changes to the standard program of study/course list.
- ☐ Establish residency in NM (if not already a resident) once you are eligible (after 1 yr.).
- ☐ Meet with your advisor, Clinical Coordinator or Training Director to discuss possible sites for CEPY 6996: Field Experience in Counseling Psychology if you would like to obtain additional direct service experiences.
- ☐ If you are enrolled in CEPY 6996 you must complete the "Field Experience Contract" CEPY form for each site.
- ☐ If you are enrolled in CEPY 6996 you must have your on-site supervisor complete the "Field Experience Supervisor Evaluation" CEPY form each semester.
- ☐ Engage in self-care.

Qualifying Project—Completed by Fall of Second Year

- ☐ Complete Human Subjects training & submit IRB (if required).
- ☐ Submit copy of PowerPoint or manuscript to your adviser by the first day of the spring semester in your second year.
- ☐ Complete the "Contributions to Research" CEPY form with your research supervisor.
- ☐ Present findings at CEPY Multicultural Research Symposium.
- ☐ Submit the "Qualifying Examination" Graduate School form to the Training Director along with the "Contributions to Research" form and the PowerPoint or manuscript.
- ☐ After passing the Qualifying Procedure, meet with your adviser to discuss your doctoral committee.

Comprehensive Exam

- ☐ Attend program workshop on the Comprehensive Exam process.
- ☐ Write/revise the documents required for the portfolio with advisor feedback.
- ☐ The doctoral student must file the "Doctoral of Philosophy Examination" Graduate School form with the Graduate School at least 10 working days before the oral examination.
- ☐ After exam submit entire portfolio to Training Director.

Dissertation Proposal

- ☐ Develop the proposal with advisor feedback.
- ☐ Complete the "Approval of Dissertation Proposal by Doctoral Committee" CEPY form and bring to the proposal meeting.
- ☐ Prepare a 45-minute PowerPoint Presentation.

Internship

- ☐ Attend program workshop on the Internship Application process.
- ☐ Ensure reach a minimum of 500 direct clinical hours (assessment + intervention) prior to October 1st of the year applying to internship.
- ☐ Develop list of sites.
- ☐ Work with faculty advisor/internship mentor to write essays.
- ☐ Sign up for the AAPI on-line through the APPIC website in September
- ☐ Meet with Training Director to verify hours by beginning of October
- ☐ Sign-up for the National Matching Service after obtaining interviews.

Dissertation Defense

- ☐ Student files "Application for Degree" Graduate School form in the semester in which they want to graduate.
- ☐ After adviser approves the dissertation, distribute a copy to each committee member.
- ☐ Provide journal article manuscript at the time of the defense.
- ☐ Complete the "Committee for Doctoral Final Examination" Graduate School form and submit it to the Graduate School **10 working days before the scheduled defense**.
- ☐ Have defense meeting advertised on departmental and college listservs.
- ☐ Prepare a 45-60 minute PowerPoint Presentation.

Registration

- ☐ Students must be enrolled for at least 3 credits every fall and spring semester until they graduate (if graduating during the summer you only need to be enrolled for 1 credit).
- ☐ Students must be enrolled in at least 9 credits every fall and spring that they have a GA.
- ☐ Students must have a minimum of 18 hours of CEPY 7000.
- ☐ Students must have a minimum of 18 hours of CEPY 6620 and 2 credits of CEPY 6630 while they are on internship.

Every Spring/Summer

- ☐ Complete your annual evaluation CEPY form including your vita, self-evaluation of competencies and virtues, description of research projects, Program of Study, and other program documentation.
- ☐ Meet with your adviser to review it.
- ☐ Submit the evaluation to the Training Director by no later than the end of May.

NMSU COUNSELING PSYCHOLOGY PROGRAM
COMPREHENSIVE EXAMINATION EVALUATION FORM

Student name		**Date**	
Rater			

This form is intended to provide feedback on student progress toward achievement of profession-wide and program-specific competencies. **Students must obtain a minimum rating of 3 on all of the items below in order to pass the comprehensive exam.** Please rate student on each competency using the following scale:

1	Student's performance is not satisfactory for this competency.
2	Student's performance is minimally satisfactory for this competency.
3	Student's performance is satisfactory for this competency.
4	Student's performance is above average for this competency.
5	Student's performance is exceptional for this competency.

Ethical and Legal Standards		
2b: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.		
Basis for assessment: Advanced Practicum Case Conceptualization and Comps case vignette answer	Rating	

Individual and Cultural Diversity		
3a: Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.		
Basis for assessment: Advanced Practicum Case Conceptualization and Comps case vignette answer	Rating	
3c: Demonstrate 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.		
Basis for assessment: Advanced Practicum Case Conceptualization and Comps case vignette answer	Rating	
3d: 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.		
Basis for assessment: Advanced Practicum Case Conceptualization, AAPI Diversity Essay and Comps case vignette answer	Rating	

Professional Values and Attitudes		
4b: Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.		
Basis for assessment: AAPI Autobiography Essay, Cover Letter and Comps case vignette answer	Rating	
4d: Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.		
Basis for assessment: Comprehensive Oral Exam	Rating	

Communication and Interpersonal Skills
5b: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

***Basis for assessment*: All of Comprehensive Exam Portfolio & Oral Exam**	Rating	
5c: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.		
***Basis for assessment*:** Comprehensive Oral Exam	Rating	

Assessment		
6a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.		
***Basis for assessment*:** Advanced Practicum Case Conceptualization and Comps case vignette answer	Rating	
6b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)		
***Basis for assessment*:** Advanced Practicum Case Conceptualization, Comps case vignette answer, AAPI Theoretical Orientation Essay	Rating	
6c: Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.		
***Basis for assessment*:** Integrated Assessment Report	Rating	
6d: 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. Collects 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.		
***Basis for assessment*:** Integrated Assessment Report	Rating	
6e: 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.		
***Basis for assessment*:** Integrated Assessment Report	Rating	
6f: 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.		
***Basis for assessment*:** Integrated Assessment Report	Rating	

Intervention		
7b: Develop evidence-based intervention plans specific to the service delivery goals.		
***Basis for assessment*:** Advanced Practicum Case Conceptualization, Comps case vignette answer, AAPI Theoretical Orientation Essay	Rating	
7c: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.		
***Basis for assessment*:** Advanced Practicum Case Conceptualization	Rating	
7d: Demonstrate the ability to apply the relevant research literature to clinical decision making.		
***Basis for assessment*:** Advanced Practicum Case Conceptualization and Comps case vignette answers	Rating	
7f: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.		
***Basis for assessment*:** Advanced Practicum Case Conceptualization	Rating	

Overall Comments:

Outcome (please check one):

_____Pass with Distinction (a minimum rating of 3 on all items with some 4s or 5s)
_____Pass (a rating of 3 on all items)
_____Adjourn to address concerns (two ratings of a 1 or 2)
_____Fail (more than two ratings or a 1 or 2)