

## **10- Year Review Plan Ph.D., Counseling Psychology**

### Introduction

The PhD program in the Department of Counseling Psychology was reviewed for accreditation by the American Psychological Association in 2012 – 2013 academic year and found to be in compliance with accreditation standards. The accreditation site visit occurred October 25 – 26, 2012, with the Commission on Accreditation completing the accreditation review on April 16, 2013. The program received accreditation status for 7 years, the longest for which it is granted. To remain accredited by APA, the program had implemented a number of significant changes to its curriculum, coursework, examination of students, and administration of the program.

The accreditation review involved a site visit from a three-person team from outside of UW, including two reviewers from the field of Counseling Psychology and one from general psychology. Much of the data gathered for the accreditation review will serve as much of the data for the SoE and Graduate School 10-year review, updated for the past year and supplemented with data specific to the SoE and Graduate School review guidelines.

### Program Mission and Objectives

#### *Program Mission*

The Ph.D. program adheres to a scientist-practitioner model of training. The program is designed to fully integrate traditional counseling and psychological theory with practice and substantive development of research skills in the specialty of counseling psychology.

The program aspires to create an educational environment that honors: (a) dignity and respect for the teacher, the student, and the consumer of professional psychology; (b) innovation in the application of psychology that is based on rigorous scientific method; (c) practice of counseling psychology in an effort to enhance individuals' lives and the communities in which they live; (d) the formulation of empirical questions that utilize the basic constructs of psychology; (e) the dissemination of new knowledge through writings and oral presentations done locally, nationally, and internationally; and (f) the ethical principles of the profession and the legal principles related to the teaching and practice of counseling psychology. Because our program in Counseling Psychology emphasizes the integration of multiculturalism and diversity into counseling psychology, we endorse the "Guidelines on Multicultural Education and training, Research, Organizational Change, and Practice for Psychologists" of the American Psychological Association (see Appendix). These guidelines are based on the premise that because the U.S. population is increasingly diverse, effective interventions are culture-centered and ethnically appropriate to the population served.

#### *Program Objectives*

The Ph.D. program in counseling psychology involves required coursework in Counseling Psychology and related departments, as well as a series of supervised clinical

training experiences. Through the course of this training, students are expected to attain competence in the following three domains.

- Objective 1: *Preparation for practice in health service psychology* includes (a) Professional standards and conduct; (b) Scientific foundations; (c) Knowledge and skill in psychological practice; (d) Relational skills.
- Objective 2: *Understanding scientific basis for practice* includes (a) Knowledge of research methods; (b) Application of research findings to psychological practice; and (c) Application of scientific thinking to practice.
- Objective 3: *Multicultural competence and social justice orientation* includes (a) Cultural and scientific knowledge relevant to diverse and underrepresented groups; (b) Awareness of self as a cultural being; and (c) Skill in application of knowledge of self, culture, and context to clinical work.

### Review Questions

- 1 Given the changes in accreditation standards per the American Psychological Association, how can the changes be best implemented to maintain a strong training and learning community.
- 2 How can the program build on its current strengths in diversity, social justice, and research training?
- 3 How can the program balance enrollment in doctoral coursework with current resources and maintain our current quality of clinical training?
- 4 How can we as a program/department support and enhance faculty scholarly productivity?
- 5 What opportunities for external funding and resource allocation are available to support and enhance the training goals and mission of the doctoral program and the CPTC?
- 6 Given the changes in the summer budget model, how can the program provide the courses needed to meet our doctoral student training?

### Review Data

#### *Student Data*

- Overview of Student involvement in professional activities
- Overview of Placement in pre-doctoral internships
- Retention, attrition, and graduation rates, years to graduate
- List of recent graduate dissertations
- Overview of Graduate employment
- Overview of proximal student outcomes for program objectives across a wide variety of indices (e.g., grades in coursework, faculty ratings of student performance, practicum supervisor ratings).
- Overview of distal student outcomes for program objectives across variety of indices gather subsequent to graduation (e.g., proportion of graduates publishing research, securing licensure, survey of graduates)
- Access to dissertations and preliminary examinations documents

- Interviews with students at time of onsite review
- Overview of summer budget and enrollment data

#### *Faculty Data*

- Full Curriculum Vitae – including involvement in Social Justice Activities, contribution of service to profession, UW campus, SoE, as well as local and national communities
- Core doctoral course syllabi
- Overview of course evaluation
- Teaching evaluation form
- Merit guidelines
- Overview of Scholarship productivity
- Mapping of department mission and activities to SoE and University mission
- Interviews with faculty at time of onsite review

#### *Program Materials*

- PhD. Handbook
- Admissions criteria
- Student evaluation forms
- Program website
- CP Training Clinic materials and data (procedures, reports of activities, students' ratings of clinic training)
- Overview of Clinic usage and service delivery

#### *Accreditation Materials*

- New SoA and IR requirements
- Overview of plans to address curriculum

#### *Names and Affiliations of Proposed Reviewers*

- Shepard Zeldin, PhD, Human Ecology
- Constance Flanagan, PhD, Human Ecology and Civil Society and Community Studies
- Greg Kolden, PhD, WISPIC
- John Curtin, PhD Director, Clinical Training Program
- Representative from Graduate School Faculty Executive Committee (GFEC)