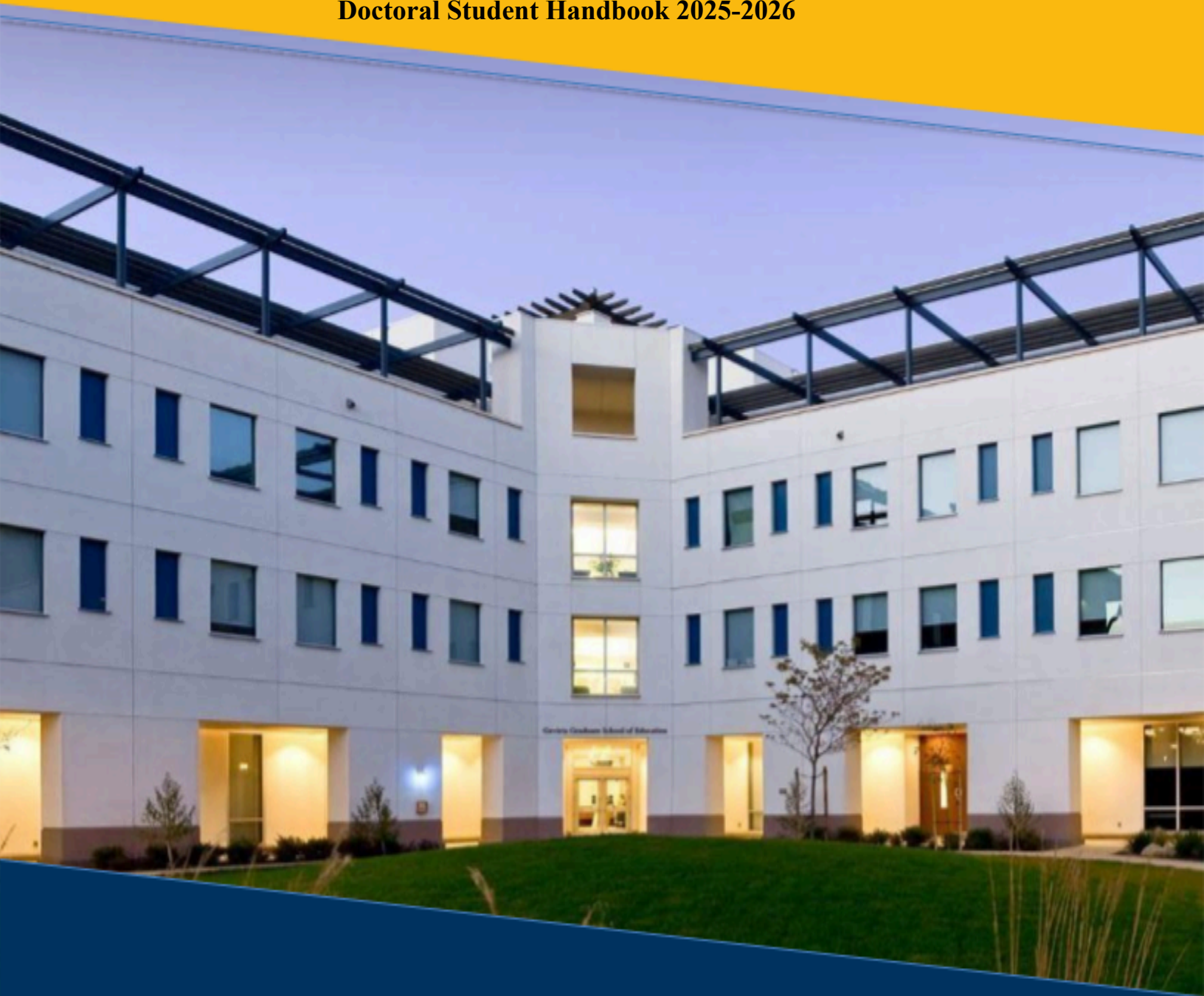


**Department of Counseling, Clinical, & School Psychology**  
**Counseling and Clinical Psychology Ph.D. Program**  
**Doctoral Student Handbook 2025-2026**



**A Handbook for Ph.D. Students and Faculty  
Department of Counseling, Clinical, and School Psychology  
Gevirtz Graduate School of Education  
University of California, Santa Barbara  
Santa Barbara, CA 93106-9490**

For Students Entering Fall 2025 and Subsequent Years

**The University of California Nondiscrimination Statement**

The University of California, in accordance with applicable Federal and State Laws and University policy does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. For additional information on nondiscrimination policies, contact the Title IX and Sexual Harassment Compliance Office at (805) 893-2701 or [titleix.ucsb.edu](mailto:titleix.ucsb.edu); and the Office of Equal Opportunity and Discrimination Prevention at (805) 893-4504: 3211Phelps Hall, Santa Barbara, CA, 93106-2065.

## Preface

This document provides a description of the requirements for completing a Doctor of Philosophy (Ph.D.) program in Counseling and Clinical Psychology, including courses, examinations, and fieldwork. It is intended to be used by students in counseling and clinical psychology to plan and complete their graduate program. Students are expected to regularly consult this handbook throughout their course of study.

Materials within this Student and Faculty handbook were assembled from various sources for the convenience of present and prospective graduate students in the Counseling and Clinical Psychology Ph.D. program. This handbook is not an official publication of the University of California, Santa Barbara (UCSB) and is superseded in cases of conflict by the UCSB Graduate Division Policies and Procedures (<https://www.graddiv.ucsb.edu/academic-services/policy-procedure>). In keeping with the standards of the profession, certain program requirements are more stringent than those of the Graduate Division. Policies are considered binding only within the Counseling and Clinical Psychology Ph.D. program and can be revised by program faculty. The remaining policies are those of the Gevirtz Graduate School of Education (GGSE) and are taken from various official University publications. A student is governed by the regulations operative on the date of entry into the program. Revisions to the Plan of Study and schedule of courses may be introduced at the beginning of an academic year.

Faculty in the Department of Counseling, Clinical, and School Psychology adhere to the Family Educational Rights and Privacy Act (FERPA) of 1974 when managing student issues. As such, faculty members may share pertinent student information among r

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## INTRODUCTION

### CCSP PROGRAM HISTORY

The training of professional psychologists at the University of California Santa Barbara (UCSB) began in 1969 with the appointment of Dr. Ray E. Hosford. Since that time, the department has experienced expansion and enhancements. The original faculty in 1969 consisted of two professors; the current Department has a faculty of 16. The original Ph.D. was in Education and was changed in 1987 to a Ph.D. in Counseling Psychology. Effective Fall 1990, students were offered three specializations—counseling, clinical, or school psychology—reflecting the populations and skills to which the respective areas devote their professional activities. From 1991 to 2025, the degree awarded by the University of California for successful completion of this combined program was in “Counseling, Clinical, & School Psychology.” In 2006, the Department of Counseling, Clinical, and School Psychology (CCSP) was established within the Gevirtz Graduate School of Education. As of 2026, the degree is in Counseling & Clinical Psychology. One of the two program specialties (counseling or clinical) is also designated on each student’s official University transcript.

The UCSB CCSP Department has received national recognition and has enhanced the breadth and depth of its offerings through selective and successful recruitment of high-quality faculty. Graduates of the Department have found employment in academic departments as well as in mental health settings, counseling centers, and public schools.

### ACCREDITATION

Three external bodies provide criteria for training programs in applied psychology, in addition to the general accreditation provided to the University by state and regional educational agencies. Psychology programs that train individuals to provide direct services to the public must comply with requirements sufficiently to ensure that graduating students meet the educational standards for licensure. However, the CCSP department does not meet unique requirements of all 50 USA states, but provides a core of curriculum that goes towards meeting requirements. Students should inform themselves of specific state licensure requirements prior to enrolling at UCSB. Moreover, to enhance student’s flexibility in the job market, voluntary accreditation by the American Psychological Association is deemed necessary by the department.

Four types of programs are accredited by the Commission on Accreditation of the American Psychological Association (APA): Counseling, Clinical, School, and Combined Scientific-Professional Psychology (our program is Combined). The UCSB program first received accreditation from APA as a Counseling Psychology program in 1981. In 1986, and again in 1988, site visit teams from the Committee on Accreditation of APA re-accredited the program in the same specialty area. In 1990, the Department also received a three-year provisional accreditation for the combined program (for students entering the Department in September, 1991 or later). In 1994, APA gave five years full accreditation to the combined CCSP Department. In 2006 and 2013, APA conducted

subsequent site reviews and in each case, CCSP received full seven-year accreditation. In 2020, APA conducted a site review and provided a 10-year accreditation for CCSP. As of the 2022-2023 academic year, the Doctoral Programs split into a School Psychology Program and Counseling and Clinical Psychology Program.

## **CCSP DEPARTMENT MISSION**

To generate and disseminate knowledge, provide expertise, and prepare the next generation of diverse scholars in applied psychology. The Department of CCSP strives to be recognized for excellence and innovation in research that fosters the psychological well-being and social equity of all people, especially vulnerable populations.

## **CCSP PH.D. PROGRAM COMPETENCIES**

### **1. Research**

By the time they graduate, students will be expected to:

- 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.

### **2. Ethical and legal standards.**

Students are expected to:

- Be knowledgeable of and act in accordance with 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 themselves in an ethical manner in all professional activities.

### 3. **Individual and cultural diversity**

By the time they graduate, students are expected to 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.
- 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.

### 4. **Professional values, attitudes, and behaviors**

Students are expected to:

- 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.

### 5. **Communications and interpersonal skills**

By the time they graduate, students are expected to:

- 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.

## 6. **Assessment**

By the time they graduate, students are expected to:

- 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.

## 7. **Intervention**

By the time they graduate, students are expected to:

- 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.

## 8. **Supervision**

By the time they graduate, students are expected to:

- Demonstrate knowledge of supervision models and practices.

## 9. **Consultation**

By the time they graduate, students are expected to:

- Demonstrate knowledge of consultation models and practices.

- Demonstrate knowledge and respect for the roles and perspectives of other professions

## **COUNSELING AND CLINICAL DOCTORAL PROGRAM GOALS**

The Counseling & Clinical Doctoral Program follows the scientist-practitioner training model with its emphasis on developing a balance of research, academic, and practitioner knowledge and skills. In addition to enrolling in academic and professional seminars, students complete both research and applied psychology practica.

The primary goal of the Counseling & Clinical Doctoral Program is to prepare graduates for academic and research positions. When graduates do not enter academic or research positions, our goal is to prepare psychological service providers who will influence professional psychology through teaching, research, and leadership.

The two specializations of counseling and clinical psychology historically have reflected different service emphases, employment settings, and populations served. Counseling psychologists have traditionally focused on life-adjustment problems and career development and have worked primarily in university counseling centers, Veterans Administration hospitals, and community agencies. Clinical psychologists have traditionally focused on the evaluation, prevention, and treatment of clients with acute or chronic mental disorders and have worked in medical settings, mental health centers, mental hospitals, and psychiatric units of general hospitals. However, the interdependence of contemporary social systems currently requires that psychologists have a broad knowledge of service emphases, employment settings, and client populations. For example, counseling psychologists need to be familiar with the diagnostic procedures and principles of psychopathology and clinical psychologists need to be familiar with the influences and workings of school systems and patterns of normal development.

In order to develop research-oriented, academic psychologists who can adapt to changing and diversifying roles, the Counseling and Clinical Doctoral Program requires all doctoral students take core courses that provide education in: (a) awareness, knowledge, and skills that are common to counseling and clinical psychology; and (b) exposure to the knowledge unique to counseling and clinical. Beyond the entry-level awareness and knowledge base taught in the common core courses, students receive specialized training in counseling and clinical psychology to prepare them to meet the needs of the populations and settings served by the specialty they each have chosen. This goal is accomplished through separate research practica, clinical practica, coursework, and internships. The organizing themes that integrate the identity of the CCSP Doctoral Programs are: (a) the values of human diversity and individual differences; (b) health and development across the lifespan; and (c) ecological (e.g., family, school, community) influences on human behavior.

## **CCSP VALUES AND PHILOSOPHY**

The values and philosophy that guide the instructional priorities and the curriculum of the CCSP Department are derived from four documents: (a) the Master Plan of the State of California; (b) the Graduate School of Education Mission Statement; (c) the

University of California, Faculty Handbook; and (d) the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA) and the CCSP Mission Statement. The first and second of these documents define the general mission and goals of the University of California and of the unit in which the CCSP Department functions. The third, fourth and fifth documents define the values and behaviors that are expected of faculty, students, and staff within the CCSP Department in the performance of scholastic and professional roles, respectively.

The California Master Plan designates and defines the missions of the higher education systems within the State. The three components of the higher education system are organized in a coordinated fashion in which each is to carry out a different educational mission and to be accessible by a different segment of California high school graduates. Together, the City College System and the California State University campuses are committed to ensuring that all high school graduates have access to higher education through the bachelor's degree and master's degrees. The University of California is designated as the State's research university and is commissioned to foster doctoral and professional education.

Undergraduate enrollment at the University of California is restricted to the top 12.5% of high school graduates. Graduate education is designed to foster the highest possible standards of scholarly contributions among its graduates. The mission of the Gevirtz Graduate School of Education is further aimed at fostering scholarly research that contributes to understanding human development and contextual influences across the life span.

UCSB is among the four campuses in the University of California system that is classified as both a Class I Research University by the Carnegie Foundation, and is a member, by invitation, of the prestigious Association of American Universities. UCSB has been identified as the second most productive public research university in the U.S. (The Rise of American Research Universities by Graham and Diamond, 1996) and the 7<sup>th</sup> highest ranked university worldwide (Centre for Science and Technologies Studies at Leiden University, 2011). As a scientific-professional program, the CCSP Department complies with the research mission of the University of California, Santa Barbara. Our primary goal is to train research scientists, scholars, and teachers in areas of applied psychology. Our intention is that CCSP graduates will use scientific methods to advance knowledge that can be applied to the professional practice of psychology, with the ultimate goal of reducing human suffering, and helping individuals to realize and expand their personal potential. Thus, the scientific method is accepted as the primary avenue to knowledge and empirical evidence is accepted as the primary basis by which facts can be identified, theories can be evaluated, and observations can be validated. Other avenues to knowledge or other criteria by which individuals may define facts are respected, but these other methods of inquiry and bodies of knowledge are not the bases of the CCSP curricula. Thus, a concerted effort is made to ensure that the technical procedures that are taught to developing professionals are supported and validated by the processes of scientific inquiry and that the conceptual and theoretical knowledge presented is discussed and assessed against a yardstick of empirical validation.

While the standard by which information and knowledge is assessed to be factual is founded in the scientific method, the professional activities and responsibilities of faculty are governed by both the University of California Faculty Handbook, and the Ethical Principles of Psychologists and Code of Conduct as outlined by the American Psychological Association. These guidelines define well-established and accepted responsibilities of the faculty. Students, as well, must conduct their professional relationships in accordance with the APA Ethical Standards of Psychologists and Code of Conduct (see for complete listing: <http://www.apa.org/ethics/code/index.aspx> ). Such ethical guides define the priorities given to social and individual needs and perspectives, vis-à-vis professional standards of practice, and serve as guides to course content in those instances in which a clearly empirical basis of knowledge is unavailable. Central to these ethical principles is the commitment to respecting human diversity with regard to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances, among others. Faculty members are expected to respect and accept these differences, and students are expected to learn to offer effective and helpful services to individuals who represent these types of diversity.

It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices (Preamble to Ethical Principles of Psychologists and Code of Conduct, 2002).

Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices (Principle D: Respect for People' Rights and Dignity (Ethical Principles of Psychologists and Code of Conduct, 2002).

Ethical behavior and acceptance of diversity should be reflected in the actions of faculty, students, and staff in their actions toward clients and potential clients who are provided services through the Department's clinics and affiliated agencies.

That is, in all professional relationships, the CCSP Department expects that its constituents will: (a) maintain a fundamental respect for human diversity; (b) accept the scientific method and empirical evidence as the primary criteria by which to determine the nature of their professional activities; and (c) rely upon the APA Ethical Standards of Psychologists and Code of Conduct to define the priorities given to their own and other's needs, and to guide their relationships with others.

These principles govern to whom services will be offered by our students; the nature of those services; and the conduct of faculty, students, and staff in providing these professional services. The services that are provided by the CCSP Department are not restricted by client age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances. *Every reasonable effort is made to ensure that the services provided are both empirically supportable and*

*the objects of scientific inquiry.* Faculty and students are both expected to work to expand knowledge, to learn to work with the widest possible range of diversities, and to conduct the most current and valid interventions available. Throughout, ensuring each client's welfare is of preeminent importance. Faculty and students strive to ensure that the needs and desires, as well as the diversities of clients and potential clients are respected, within three constraining influences: (a) limits established by ethical and scientifically sound practice, (b) limits allowed by reasoned professional judgments as to the compatibility of the client's goals with the educational and scientific missions of the CCSP Department, and (c) limits imposed by the resources available to the CCSP Department. It is the responsibility of both faculty and students to keep clients fully apprised of these limitations and of the risk and benefits that can be expected to be attendant on service and to work to limit the effects of these limitations when they might be present.

CCSP also adheres to the APA Ethical Code *7.04 Student Disclosure of Personal Information* wherein psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if: (a) the program or training facility has clearly identified this requirement in its admissions and program materials or (b) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

### **Commitment to Empirical Knowledge and Professional Competency**

This commitment is demonstrated through teaching professional skills and practices that have a recognized basis in scientific research and through pursuing new knowledge through sound research methods. This involves an ability to understand human and research problems in the ecological environments in which they occur. It also suggests that CCSP psychologists strive to determine the variables and circumstances that cause certain intervention strategies and programs to succeed or fail, to protect their clients from procedures and practices that make inappropriate claims or that could have adverse impact, and to evaluate all aspects of service delivery to determine that the most effective and efficient approaches are being implemented. Within this context, the CCSP Department is committed to training students who are professionally competent in their knowledge of human behavior contexts and empirically-based counseling strategies, who are able to appropriately implement and evaluate those strategies, and who are dedicated to research and the development of new knowledge for the promotion of human welfare. The commitment to seek professional competence must be an ongoing one, which is demonstrated by a personal stance of openness to learning and active participation in continuing training and education guided by the scientific method to which the CCSP Department adheres.

### **Commitment to Ethical Research and Practice**

The CCSP Doctoral Programs encourage and reinforce students' abilities to be aware of the personal and professional skills that influence and insure sound psychological practice. The Department adheres to the *Ethical Principles of Psychologists* of the American Psychological Association and to the philosophy that ethical practice is the only acceptable approach to professional training and service delivery. Evidence of superior skill and accomplishment in all of the areas listed below is necessary for professional practice and, therefore, for completion of the CCSP degree program.

1. knowledge of human behavior and influential contexts;
2. conducting and interpreting research;
3. counseling and assessment;
4. ethical practice; and
5. communication and interpersonal skills.

The CCSP Doctoral Programs are committed to evaluating students in each of these areas. Students will be observed and evaluated throughout their training and they will receive formal, programmatic feedback at least once per year from the faculty. These evaluations will serve to identify and assist students' recognition of their professional strengths and weaknesses, to assist them in remediating weaknesses and building on strengths, and to graduate students who are professionally competent and committed to ethical practice.

## DEPARTMENT POLICY FOR THE EVALUATION OF STUDENTS

One of the responsibilities bestowed upon the faculty by the Regents of the University of California is the evaluation of student performance in University courses. According to the 1995 University of California Handbook, "A faculty member is expected: to evaluate student work in a timely manner, and to ensure that grades directly reflect course performance" (p. 17).

Any student who believes that a grade was assigned based upon criteria other than course performance may challenge that grade following the procedures stipulated in Academic Senate Regulations A25 and A10. These regulations and are printed in the Appendix of the UCSB General Catalog.

Because it is our intention that graduates of the CCSP Doctoral Programs meet the educational requirements for professional licensure, faculty members bear a responsibility for ensuring that graduates are competent, ethical psychologists. Competence and ethical behavior as a psychologist involves more than just obtaining passing grades in academic courses. Therefore, the faculty as a whole annually reviews each student's overall progress in the program. The annual review covers the student's grades, clinical skills, and compliance with ethical standards of the profession. If the student's performance in any of these areas is found to be unsatisfactory, the student's advisor (acting on behalf of the faculty) provides written feedback to that effect, identifies ways in which the student can address the deficiency, and specifies a timeline in which the deficiency must be corrected. If the deficiency has not been corrected within the specified timeline, the CCSP faculty may recommend to Graduate Division that the student may be terminated from the program immediately or after completing the requirements for the master's degree.

## PROCEDURES OF COMPLAINT

When conflicts arise among participants within the CCSP Department, the Department will seek to create a resolution that respects all parties involved. When either student or faculty are believed to have violated the principles defined in the foregoing, the first course of action recommended is that which is dictated by the APA Ethical Principles of Psychologists and Code of Conduct. This principle dictates that an attempt be made to resolve the matter through direct correspondence with the offending individual. Failing this avenue, there are three acceptable procedures for achieving resolution: (a) within the Department itself, (b) within the Gevirtz Graduate School of Education, and (c) within the University of California, Santa Barbara.

The first course begins with a discussion of the difficulty or conflict with authorities within the CCSP Department, in an effort to work out the difficulty through informal means. If this course of action proves to be unsatisfactory to the complainant, a formal process of complaint may be lodged by submitting a written description of

the alleged violation or disagreement, along with a requested course of action directly to the Graduate Advisor of the CCSP Department.

The second course of action is recommended as an appeal following the outcome of the foregoing procedure, in those instances where the Graduate Advisor is the subject of complaint, or as a front-line option for students who believe that the foregoing (within Department) procedure will jeopardize their standing among the faculty. This procedure will follow the guidelines provided in the Student Handbook, the University of California Faculty Handbook, or by staff policy. In the case of students, complaints may be lodged directly with the Gevirtz Graduate School of Education Dean, and in the case of faculty and staff, to the Chair of the Department of Counseling, Clinical, and School Psychology.

A third option is available if neither of the foregoing are considered to be feasible, by reason of the fear of jeopardizing one's standing within the CCSP Department or within the Gevirtz Graduate School of Education. This procedure is to contact the UCSB Ombuds Office to attempt conciliation and remediation of the problem.

#### Student Circumstances Warranting Potential Remediation or Disciplinary Action

- **Impairment** is defined as an interference in professional functioning that is reflected in one or more of the following ways:
  - Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
  - Inability to acquire professional skills and performance at an accepted level of competency; or
  - Inability to appropriately manage personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.
- **Incompetence** is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.
- **Ethical Misconduct** occurs when the APA Principles for Professional Ethics are not adhered. This code is intended to provide both the general principles and the specific guidelines to cover most situations encountered by counseling and clinical psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counseling and clinical psychologists work. It is the individual responsibility of each counseling and clinical psychologist to aspire to the highest possible standards of conduct.
- **Problematic Behaviors** refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

## Procedures for Remediation Planning and Implementation

When a potential concern warranting remediation or dismissal is brought to the attention of the CCSP Graduate Advisor or the Director of Clinical Training, the Director of Clinical Training will inform all members of the Counseling and Clinical Psychology faculty and the issue will be discussed at the next faculty meeting unless the faculty determines a special meeting should convene. It should be emphasized that strict confidentiality in these matters must be maintained.

Areas to be reviewed and discussed at this meeting should include the nature, severity, and consequences (real or potential) of the situation. The following questions, among others, may be considered at this stage (adapted from Lamb, Cochran, & Jackson [1991]. *Professional Psychology: Research and Practice*, 22, 291-296):

1. What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors manifested?
3. What were the negative consequences of the problematic behavior(s) for the training program, fieldwork site, or others (e.g., clients, other students)?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
6. What was the frequency of this behavior?
7. Has the student been made aware of this behavior before the meeting, and if so, what was the response?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment of the circumstances and relevant facts, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.
6. A disproportionate amount of attention by training personnel is required.
7. Behavior that does not change as a function of feedback.

8. Behavior negatively affects public image of the fieldwork site, of the Counseling and Clinical Psychology program, or of UCSB.

Typically students will first meet with their advisor to discuss remediation steps needs. As needed they will also meet with a committee of the Directors of Clinical Training and Graduate Advisor. After this meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps are required in response to the situation, they will develop a written plan for remediation or some other appropriate course of action (in rare cases, termination from the program) and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be in writing and documented by the student's advisor. The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – additional or repeated coursework, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advising, or leave of absence. Progress for the initial remediation plan will be monitored at each faculty meeting for one academic quarter (or a period specified by the faculty). After the specified period, the faculty will determine if the student has successfully addressed all components of the remediation plan. Progress during the remediation plan must be reviewed at least once every quarter for the Fall, Winter, and Spring quarters for one year. Additional reviews may be scheduled as necessary. If progress is viewed by the faculty as insufficient, they may recommend either further in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described below.

#### Procedures for Appeal or Rebuttal of Remediation or Disciplinary Actions

The student will be given the opportunity to accept the remediation plan, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will consider any new or exculpatory information presented by the student and will provide written documentation of their decision within two weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, they may contact the CCSP Graduate Advisor or the CCSP Department Chair.

#### **CCSP SOCIAL MEDIA POLICY**

CCSP recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook, LinkedIn, Instagram, Twitter, blogs, and wikis. A student is advised to use appropriate professional and ethical judgment when using social media.

All students must adhere to the national standards of practice associated with HIPPA and FERPA. Under HIPPA no individual associated with CCSP may disclose any client or research participant identifying information. Any information about clients, supervisees, or research participants (this includes any demographic descriptor, such as age, sex, race, etc.) including pictures of them, their work, or your work related to them (e.g., case notes, testing forms, emails, etc.) should not be shared online under any circumstances. In accordance with the standards of this policy, no CCSP student may do any of the following:

- Disclose the name, age, race/ethnicity or any identifying information regarding a client, supervisee, or research participant
- Disclose the contact information of a client
- Disclose statements or information shared by a client outside of session beyond supervision or consultation
- Take pictures of a client and/or share pictures of a client online
- Disclose the diagnosis of a client or research participant
- Share pictures or verbal descriptions of a client's treatment plan, progress notes, research or assessment results

Under ethical and legal (FERPA) guidelines, students' educational records should be treated confidentially. Information related to students, including identifying information, grades, performance on exams, etc., should not be disseminated online. Therefore, in accordance with FERPA, no CCSP student may do the following:

- Disclose a student's identifying information (name, year, etc.)
- Disclose parts of a student's academic record (exam scores, essays, GPA)
- Disclose the disciplinary status of a student (suspension, demerit, etc.)
- Disclose whether a student is disabled and/or in need of accommodations

Failure to adhere to these national standards will be considered grounds for discipline, up to and including dismissal from the program. A former student in withdrawn or dismissed status may not claim to be an active student of CCSP or UCSB on any social networking site.

The following points act as suggestions for social media users within the CCSP program. While failure to adhere to these suggests may not result in disciplinary action, individuals who choose not to implement these suggestions must accept external risks (failure to acquire jobs, risking libel and defamation suits, having clients

and students access private information, etc.) at their own discretion. The institution does not assume any liability or risk for a student's blogging or posting online.

1. Students are advised to use pseudonyms if they are easily found online and use the most restrictive privacy settings for all social media accounts. This point is advised to protect students from being found online by their clients or students and having their private information disseminated among these groups. It is also advised to prevent against the creation of dual relationships.
2. Students are advised to create separate social media accounts for personal and professional purposes. Again, this is advised to help students avoid dual relationships and protect graduate student privacy.
3. Online postings should not include content or images that are harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, clients, faculty, staff, or administration.
4. Students are cautioned against posting images of their practicum, fieldwork, or externship sites, whether it is their office, the bathroom, or their therapy rooms, as doing so may compromise the safety of their clients in confidential spaces.
5. Students should not post images of their clients even if their faces are not visible. Although students may not recognize their client by their clothing, jewelry, hair, etc., it is possible that another individual may and this will impugn upon both the client's right to confidentiality and possibly their safety.
6. Students are advised against posting images of the curriculum being used with clients as not only could this be a copyright issue, but it may also provide others with information about client diagnoses and issues, which are confidential.
7. Students are advised against posting quotes from students' papers or quotes that delineate interactions between themselves and their students, as students may respond negatively and potentially file a complaint due to misconceptions about confidentiality.
8. Students are advised against posting images that show their students' faces. This is to protect the confidentiality of students.
9. Students should not post information related to their students' evaluations of them whether they are positive or negative, as again, students may respond negatively and potentially file a complaint.

Additionally, students may lose trust in the confidentiality of the system for filing evaluations.

In all of their online activities, students are reminded that they act as ambassadors for UCSB, CCSP, and the field as a whole. They should be thoughtful and careful about their online presence and refrain from posts that might cast doubt on the integrity of the profession of applied psychology.

## CCSP DEPARTMENT FACULTY

There are currently 17 faculty members in the CCSP Department. These faculty members represent a breadth of interests and their formal training is dispersed among the three traditional specialties of applied psychology.

The faculty's full-time schedule is based on the 9-month academic year. The summer months, approximately June 15 through September 15, are devoted to writing and research projects. Faculty members are generally unavailable for student qualifying exam or dissertation meetings during these months, but some do work with students on research, teach courses, or supervise in the training clinic.

Faculty quality is reflected in their performance in four areas: (a) research and creative activity, (b) mentorship and teaching, (c) professional recognition, and (d) university and public service. Core Department faculty members have consistently been judged by students, colleagues, and extramural peers to be superior in these four areas.

### **Faculty and Staff in the CCSP Department:**

#### **Miya Barnett, Ph.D., Associate Professor, DCT CLINICAL/COUNSPSY, and PCIT Clinic Director — *Substantive Area: Clinical***

Central Michigan University in 2014, joined the faculty in 2016. Dr. Barnett is a clinical psychologist with research interest in how implementation science can address mental health service disparities for ethnic minority children and families. She is specifically focused on how Lay Health Workers (LHWs) can be mobilized to increase access to evidence-based practices for underserved communities.

#### **Fernanda Castellón, Ph.D., Assistant Professor, and Koegel Autism Center Clinic Co-Director *Substantive Area: Clinical***

University of California Los Angeles in 2024, joined the faculty in 2025. Dr. Castellón graduated with her doctorate in educational psychology. Dr. Castellón's research focuses on Latine/x family experiences with autism and autism services, along with culturally sustaining autism interventions. She has a particular focus on the role of autism in migration and the provision of services for autism in Mexico.

#### **Andrés J. Consoli, Ph.D., Professor — *Substantive Area: Counseling***

University of California Santa Barbara (1994), joined the faculty in 2013. Dr. Consoli is a counseling psychologist licensed in California. His research interests include transnational collaborations, multicultural supervision, psychotherapy integration and training, ethics and values in psychotherapy, access and utilization of mental health services within a social justice framework, bilingual (English/Spanish) academic and mental health workforce.

#### **Erin Dowdy, Ph.D., Professor — *Substantive Area: School Psychology***

University of Georgia, joined the faculty in 2007. Dr. Dowdy is a school psychologist whose primary line of research centers on Prevention and early intervention; Social

emotional and behavioral assessment; Universal screening for mental health risk and strengths; Culturally responsive practices; School-based mental health; School psychology.

**Erika Felix, Ph. D., Professor, Associate Dean for Research — Substantive Area: Clinical**

DePaul University, joined the faculty in 2014. Dr. Felix is a clinical psychologist whose primary line of research centers on Disaster mental health; Bullying and peer victimization; Risk and protective factors; School-based mental health services; Prevention and early intervention efforts; Program evaluation; Positive youth development.

**Jon Goodwin, Ph.D., Associate Teaching Professor and CCSP Director of Training SCHLPSY and Director of Hosford Psychological Services Clinic Director — Substantive Area: School Psychology**

University of Iowa, joined the faculty in 2020. Dr. Goodwin is a licensed psychologist, his primary clinical focus is on providing diagnostic assessment services to pediatric and adult patients with neurodevelopmental disorders, such as autism spectrum disorder, attention-deficit/hyperactivity disorder, or specific learning disorders. He also delivers child and adolescent therapy services to address mood disorders, anxiety disorders, and other psychiatric conditions.

**Shane R. Jimerson, Ph.D., Professor, Director of Academic Program Development Substantive Area: School**

University of Minnesota, joined the faculty in 1997. His research interests include Early intervention and prevention behavior and academic; School violence and safety; Dropouts; Reading education; Safety education; Educational psychology; Educational measurement; Elementary education; Behavior sciences: abnormal, developmental, social development

**Nolan Krueger, Ph.D., Assistant Professor—Substantive Area: Counseling** University of Texas at Austin, joined the faculty in 2023. Dr. Krueger is a counseling psychologist whose research agenda includes two separate but interconnected lines of inquiry. His work examines links between race-related sources of (dis)empowerment, psychosocial underpinnings of sociopolitical engagement, and mental health among Black Americans. With emphasis on Multiracial Black Americans and a broader focus on Multiracial Americans at large, Dr. Krueger's research also explores the unique psychosocial experiences impacting mixed-race individuals, and how these experiences influence mental health.

**Arlene Ortiz, Ph.D., Assistant Teaching Professor — Substantive Area: School** Pennsylvania State University. Joined in 2021. Dr. Ortiz's scholarly interests include assessment and early intervention practices for culturally and linguistically diverse students and their families with a focus on Spanish-speakers.

**Matthew Quirk, Ph.D., Professor, CCSP Graduate Advisor** — *Substantive Area: School*

University of Georgia, joined the faculty in 2007. Dr. Quirk research interests include School readiness; Academic assessment and intervention; Academic motivation and engagement; Early reading development.

**Jill Sharkey, Ph.D., Professor, Interim Dean**— *Substantive Area: School*

University of California, Santa Barbara, joined the faculty in 2007. Dr. Sharkey is a nationally certified school psychologist. Her research interests include antisocial Behavior, Juvenile Delinquency, Emotional and Behavioral Disorders, Developmental Psychopathology, Risk and Resilience, School Violence, Student Engagement, Assessment and Measurement

**shola shodiya-zeumault, Ph.D Assistant Professor, Healing Space Clinic Director**  
*Substantive Area: Counseling*

Dr. shodiya-zeumault is a counseling psychologist whose research focuses on examining the construct of resistance (e.g., sociopolitical activism) in Black womxn, and how their to intersectional oppression impacts their psychological wellbeing. She is especially interested in Black womxn's resistance to environmental racism, resistance as intervention in psychotherapy and healing spaces, and community engagement based in activism.

**Steven Smith, Ph.D., Teaching Professor, Dep. Chair,**— *Substantive Area: Clinical*

University of Arkansas, joined the faculty in 2004. Dr. Smith maintains a private practice and both his clinical work and his research focus on psychotherapy for men and boys, the mental health needs of athletes, issues of healthy youth sports, and psychological assessment.

**Miriam Thompson, Ph.D., Associate Teaching Professor, Mind and Behavior Assessment Center Clinic Director** — *Substantive Area: School*

University of Arizona, joined the faculty 2020. Dr. Thompson is a Nationally Certified School Psychologist, her research interests include: internship attainment trends in APA-accredited school psychology programs; diversity, equity, and social justice in school psychology; graduate student well-being; and recruitment and retention of faculty of color in school psychology training programs. Her teaching interests include: assessment and evaluation; diversity and multiculturalism; child and adolescent psychopathology; and specific learning disorders.

**Ty Vernon, Ph.D., Associate Professor, Koegel Autism Center Clinic Co- Director**  
*Substantive Area: Clinical*

University of California Santa Barbara, joined the faculty in 2013. Dr. Vernon is a clinical psychologist. His research interests include autism spectrum disorders, social development in typical and atypical populations, social intervention and measurement, assessment and diagnosis of developmental disorders, and neurological and social-perceptual correlates of autism.

**Heidi Zetzer, Ph.D., Teaching Professor, Carol Ackerman Positive Psychology Clinic Director— Substantive Area: Counseling**

University of California Santa Barbara, joined the faculty in 2006. Dr. Zetzer is a licensed psychologist and her research interests include Family Violence, cultural competence, evidence-based psychotherapy, and multicultural supervision.

In addition to faculty, the CCSP Department currently supports a Program Coordinator: Pedro Zepeda, as well as Kai Morquecho who is the Clinic Administrator and Sofia Muller, Department Administrator.

## **DEPARTMENT ADVISING AND COMMITTEE MEMBERSHIP**

### **Faculty Advisor and Committee Members**

Each student in CCSP is assigned a faculty member who will serve as their *Academic* advisor at the time of their admission. The academic advisor is available for general advising on coursework and progress through the program.

The process for changing advisors (which happens in rare circumstances), is documented below.

By the end of the second year of doctoral studies, a student should have selected a committee for their qualifying exam composed of three faculty members. The student should discuss their plans with their academic advisor and then approach faculty to serve as committee members. Each member of the Qualifying Exam Committee must agree to serve on the committee. Forms designating the Qualifying Exam Committee should be filed by the student with the GGSE Student Affairs Office.

Students have the prerogative of changing Qualifying Exam committee members or their Committee Chair at any time, although many choose to keep the same committee throughout the process. A member who is added or who replaces another must agree to serve. Change of Committee forms should be filed by the student with the GGSE Graduate Records Office. It is good protocol to discuss these changes with affected Committee Members, and always should be discussed with the student's Academic Advisor.

At the time of Qualifying Examinations, the student's Committee should include at least three faculty members from the CCSP Department. Others may be added at the student's discretion and with the approval of the faculty member.

The Qualifying Examinations may continue to serve as the dissertation committee but may be re-constituted. Most typically, the dissertation examination committee includes three academic senate members, two of whom are also from the CCSP Department. Non-senate members may be appointed and may serve on the committees without special permission as a fourth member. If, however, it is desired that this non-senate member serve as one of the three primary committee members, written permission is

required from the Graduate Council and must be filed with the GGSE Student Affairs Office.

### **Departmental Policy for Changing Advisors**

Students have the option to change their advisor. There are many reasons why a student might choose to switch faculty advisors during their time in the school psychology program (e.g., shifts in faculty or student research projects and/or interests, changes in life circumstances for the faculty and/or student, differences in communication styles or expectations, etc.). Regardless of the underlying rationale, students are free to seek a change in faculty advisors at any time when such a switch will enhance the student's training experience AND when there is a CCSP faculty member who is willing to take the student on as a new advisee. In these cases, the following procedures should be followed to make this transition as smooth as possible for both the student and the faculty members involved:

1. If a student would like to explore or initiate a change in academic advisors, they should begin by discussing their interests and rationale for this change with one or more of the following faculty supports: (a) their current faculty advisor, (b) the CCSP Graduate Advisor, OR (c) the CCSP Dept Chair. Students should feel free to initiate these early conversations with the faculty support person they feel most comfortable sharing with and exploring the various options given whatever circumstances or context might be influencing their process.
2. Once both the student and the faculty support person agree that it is in the best interest of the student to seek a change in advisors, the student should discuss their interests with potential new CCSP faculty advisors and explore if these new potential advisors are willing to take them on as new advisees. It is always best if the new faculty advisor is associated with the school psychology program; however, there are cases when a CCSP faculty member outside of the program may be the best fit.
3. Once a new potential advisor has agreed to the possibility of taking on the student as a new advisee, the student should work with faculty support person(s) (e.g., CCSP Graduate Advisor and/or Department Chair) to communicate about the change with the student's current faculty advisor. If possible, it is always best for the student, with consultation from the faculty support person(s), to lead these communications with their current advisor to provide direct explanations as to why the switch will benefit their training. In some circumstances the student, along with the CCSP Graduate Advisor or Chair, might determine that it is best for the faculty support person(s) to initiate these communications with sufficient support and information from the student regarding the rationale for the switch.
4. Once a new advisor is identified and a plan to communicate the rationale for the switch to the current faculty advisor has been solidified, the student should complete and the GGSE Chang of Advisor Form and secure the necessary signature from the

new faculty advisor. This signed and completed form should be submitted to the GGSE Student Affairs Office to formalize the change.

5. Once both faculty members have been made aware of the switch and underlying rationale, the new faculty advisor can seek consultation (optional) with the former faculty advisor to gather information (e.g., upcoming milestones or other relevant academic information) that would benefit the student and allow for a smooth transition.

### **Changing Specialization Area**

Students are carefully screened and admitted into one specific specialization area (i.e., counseling, clinical, or school psychology) to work with a faculty member in that area. Given the structure of our Doctoral Programs, students are expected to complete their degree in the emphasis area into which they are admitted. If, however, a student sees a compelling need to change from one emphasis area to another, the following procedure should be followed: (a) discuss the reason for seeking the change with his/her advisor, (b) complete a revised Statement of Purpose requesting the change with special attention given to the reason why the change is being requested, and (c) give the complete petition to the Student Affairs Office. The faculty as a whole will review the petition and reach a decision. If the petition is accepted, the student will complete a formal Change of Degree petition and pay a \$20 fee. It should be noted that no petition or change will be considered until the student begins his/her second year in the doctoral program.

Approval of the request is not guaranteed. The faculty's decision will be greatly influenced by the availability of an advisor in the desired emphasis area who is willing to take on an additional student as an advisee and the availability of a student slot in the emphasis area (only a specific number of students can be handled in the specialty area at any one time). Finally, it should be noted that a change in emphasis area, if approved, typically results in extending the time toward completion of the degree

### **Petitioning to Add the M.A.**

If you have successfully completed two years of full-time courses you may petition to add the Master of Arts in Counseling along the way to getting your Ph.D. See the Student Affairs Office for the paperwork. Required course for the M.A. are in Appendix C.

## **RECORDS**

The program will retain copies of all student records including (but not limited to): annual reviews, quarterly practicum evaluations, complaints, issues, internship contracts, and other materials. These records will be held for a minimum of 15 years. Students can examine their files at any time.

## DOCTORAL DEGREE REQUIREMENTS

### Normal Progress

The doctoral program enrolls only full-time students; courses are taught during the day and students are expected to carry an average quarterly credit load of 12-16 graduate units. Students who enroll in more than 16 units per quarter are asked to discuss this with their faculty advisor. It is anticipated that the minimal time in which a student can complete the degree is five years of full-time, post-bachelor's degree study, at least four years of which must be spent in full-time residence at UCSB and one year of which must be spent in a full-time predoctoral internship.

Except in unusual circumstances, the number of units and sequence of courses is set for the first two years of doctoral work and entails a substantially higher academic load than later years. Students who are admitted to the doctoral program after having completed a master's degree in psychology at another institution may be given credit for certain, equivalent courses. The student will need to submit documentation of prior coursework, petition for a course waiver or substitution, and the faculty will make the decision if prior coursework is considered sufficient.

For students admitted directly to doctoral study with no master's degree, the first three years of graduate study are typically used to satisfy coursework and practicum requirements, the fourth year to complete qualifying exams and complete dissertation requirements, and the fifth year to complete the predoctoral internship. For students who are admitted to doctoral study who already possess a master's degree, the first two years of graduate study are used for coursework and practica, the third year for qualifying exams and dissertation data collection, and the fourth year for internship.

### Good Standing

In order to remain in good academic standing, students must earn a final course grade of A or B in practicum coursework and maintain an overall average of 3.0 (B) in all courses (*B- is not a passing grade*). Students who do not Advance to Candidacy (pass the oral qualifying exam) within 4 years or defend their dissertation within 6 years are subject to university and departmental policies, which restrict funding and set requirements for timely degree completion.

### Prerequisites

Students not possessing a B.A./B.S. degree with a major in psychology may be required to complete appropriate undergraduate, survey courses before enrolling in graduate level work.

### Required Courses

Students who are admitted directly to the doctoral program with only a bachelor's degree are required to take all core doctoral degree courses. If admitted with a masters degree, and relevant coursework has been taken, students can petition to have specific courses waived on a course by course basis (see Appendix B: Degree Plans).

Academic accommodations are available for students with special needs. These are arranged through the UCSB Disabled Students Program (<https://dsp.sa.ucsb.edu/>).

### **Course Substitution / Waiver Policy**

Units counted for a degree awarded by another institution are not transferable. If a student is admitted, there is no guarantee that classes taken at another institution will waive the required courses at UCSB. Students who are admitted to the doctoral program might be given credit for certain equivalent graduate courses completed at another institution. Upon petition, the faculty will make this decision. If accepted to the program, students should discuss any course program substitutions with their advisor and be certain that any required documentation is filed with our Student Affairs Office. If applicable, up to 8 units may be transferred.

### **Knowledge, Skills, Ethics, Communication & Interpersonal Abilities**

Students' knowledge will be evaluated through coursework, practica experiences, internship experiences, comprehensive exams, and through thesis and dissertation experiences and defenses.

Students' professional skills involve their ability to operationalize theory and empirical knowledge of psychology and counseling into practice, which is technically appropriate, effective, and efficient. The practice inherent in the CCSP Department, to which attention is here directed, refers to any service delivery that impacts directly or indirectly on clients, clients' families, and on relevant community systems.

Ethics, communication skills, and interpersonal relationship abilities are evaluated as integral components of professional skill. Communication and interpersonal relationship abilities include characteristics and dimensions of skills in areas such as: confidence, flexibility, conscientiousness, cooperation, independence, openness to feedback, personal stability, productivity, and professional role identity. In most cases, students' ethics, communication skills and interpersonal relationship abilities will be evaluated through practica and internship experiences. However, to the extent that these behaviors are relevant to other coursework they also might be evaluated as part of a course grade. When specified as part of a course, practicum, or internship experience, the final course grade may be used to reflect the student's competence in these areas.

Skill training and evaluation will typically take place in coursework, practica experiences, and internship experiences. In addition, skill competencies are also evaluated through qualifying exams. Formal grades on examinations, papers and other projects, and final grades in courses that symbolize completion of the various activities above are the primary means for evaluating students' level of professional competence with respect to knowledge base, professional skills, ethics, communication skills, and interpersonal abilities.

Relative to evaluations of students' competencies through required practicum coursework, students must earn a final course grade of "A" or "B" (or the equivalent) in order for the work to meet program requirements. Students who fail to meet these grade requirements in practica may or may not be given permission by the Department faculty to retake the required course. Students who engage in behavior that is potentially harmful to clients and/or unethical might be denied permission to re-enroll in practica and may be dismissed from the CCSP Department.

University policy also states that graduate students must maintain an overall average of 3.0 (B) in all courses. No grade below a "B" (*B- is not a passing grade*) in courses specifically required by the Department will be accepted toward the graduate degree. Practica courses are graded on a pass/no-pass scale. Failure in a course ordinarily initiates a faculty review. Required coursework must be completed satisfactorily and the faculty may require additional work as well.

Graduate students with grade point averages below 3.0 are subject to dismissal. Upon the recommendation of the CCSP Department Faculty, the Graduate Dean will place such students on academic probation.

In addition to evaluation through course grading, students may also be evaluated on ethics, communication skill, and interpersonal relationship abilities based on behavior that is observed across all Department experiences and environments. In the case where significant weaknesses are observed, the student will be provided with detailed feedback from the faculty and an opportunity to discuss the problems. Faculty members are committed to aiding students in remediating such problems but if the problems are ongoing and chronic, the student may be dismissed from the CCSP Department.

### **Practicum**

All students take an initial practicum course in which they see volunteer practice clients, and doctoral students go on to see community clients in the on-site Hosford Clinic. In their second year, students in the counseling and clinical emphases spend the entire year in a practicum in the Hosford Clinic under the supervision of Department faculty. During the Hosford practicum they see a wide variety of clients for both psychotherapy and assessment purposes. Students in the school psychology emphasis spend their second and third year in a school-site placement under the supervision of credentialed school psychologists and faculty. Counseling and clinical students spend their third-year practicum in community agencies, in sites such as the Family Service Agency, the Child Abuse Listening and Mediation center, Cottage Hospital, Santa Barbara Behavioral Wellness, and UCSB's Counseling and Psychological Services (CAPS).

Practicum is considered to be a core element of the clinical training received by students in the CCSP Department. In addition to didactic coursework, the practicum courses serve a gatekeeping function for the professions of counseling, clinical, and school psychology. The actual practicum sequence is described in greater detail in the document entitled "CNCSP 270, 271, 272, 273, (Ed 268ABCD) - Core Practicum Requirements" (see Ph.D. Coursework).

The Hosford Counseling & Psychological Services Clinic provides a unique training site at the university. Located on the first floor of the Education Building, the clinic offers counseling, psychotherapy, and assessment for individuals, couples, families, and groups. Established in 1984, the clinic provides individual, group, and family counseling rooms equipped with a secure video recording system. Supervisors and students may view sessions live or at a later date. In addition to weekly supervision from faculty, student clinicians receive onsite consultation from student supervisors who are themselves supervised by the clinic director. Students receive ongoing training in legal and ethical issues, risk assessment, mandated reporting, and crisis intervention.

The clinic is also an excellent research site for faculty and students who are interested in clinical research. Numerous studies have been conducted using clinical data collected from community or recruited student clients and served as the foundation for dissertations, poster presentations, symposia, and publications.

### Pre-Dissertation Research Project

In close collaboration with their advisor, each student is required to participate in a research study that is completed by the end of the second year. The student presents the study at the CCSP Research Festival, which is scheduled in the early part of the fall quarter the third year of study.

### Qualifying Examination

Advancement to candidacy typically occurs during the third year of study. Students must pass an oral qualifying exam in order to advance to candidacy. Prior to the oral exam, students submit written materials to their committee. See Appendix A for guidelines on the Qualifying Exam.

The outcome of the Qualifying Exam may result in one of the following outcomes: Pass, Partial Pass, or No Pass. Any outcome other than “Pass” is considered a failed attempt for this milestone exam.

*What does the CCSP department do if a student fails a qualifying exam on the first attempt?*

1. The Graduate Division strongly urges departments to recommend [academic monitoring status](#) when a student fails a milestone exam on the first attempt. CCSP adopted this recommendation along with additional steps to offer support to students in the event that they fail all or a portion of their qualifying exam during the first attempt. This process clearly documents the outcome, expectations, and follows the established due diligence procedure in the case that the student needs to be placed on academic warning or academically disqualified. Monitoring status does not cause any immediate financial penalties to the student, and acts as a notice.
2. Steps to Provide Student Support
  - a. In cases where only minor revision or supplemental evidence is required, the Chair of the Qualifying Exam Committee can recommend a brief (e.g., 1-3 week)

- hold on filing of Form II until the student provides the needed evidence to acquire passing status.
- b. When more significant gaps/issues are identified during a student's initial Qualifying Exam, the student will need to file Form II acknowledging that they have failed all or part of their Qualifying Exam and include a supplemental summary of what steps will be needed to achieve a pass, as agreed upon by the Qualifying Exam Committee.
  - c. Any student who fails a first attempt will be referred to the ad hoc CCSP Student Support team for further support and any related referrals.
  - d. There are also campus resources that students can utilize as supports, including the [Graduate Division's Academic Counselor](#).
3. When a student's case is referred to the CCSP Student Support Team, the team will discuss with the student the retake policy, timeline, resources for help, etc. This should all be documented in the student's academic progress plan. Make sure that the Staff Graduate Advisor (in the GGSE Student Affairs Office) is also made aware and has this documentation on file.
    - a. In accordance with CCSP policy, students who fail a first attempt at their qualifying exam must schedule a second attempt by the end of the subsequent academic term. For example, if a student fails the exam during fall quarter, they must schedule the second attempt by the end of winter quarter. The CCSP Student Support Team may recommend extensions to this deadline to accommodate unusual or extenuating circumstances.

*What happens if a CCSP student fails a qualifying exam on the second/final attempt?*

1. The CCSP Student Support Team will meet with the student to determine the best possible path forward for the student. For example, they will help to determine if there is a pathway for the student to earn a terminal master's degree?
2. If there are no options for the student to move forward, then the student will be notified of this, and given the option to voluntarily withdraw from the program (via the [Change of Degree Status Petition](#)).
3. If the student does not wish to voluntarily withdraw, the department can request [academic disqualification](#) from the Dean of the Graduate Division. The department should immediately contact the Director of Academic Services in such a situation. If the Dean agrees to disqualify the student, then the student would have the option to appeal.

## **Dissertation Research**

Doctoral students normally begin work on their dissertation research after completing a pilot research project and their qualifying examination. *The Guide to Writing the Dissertation Proposal* is available from the Graduate Division. **The dissertation proposal MUST be proposed by October 1, with all revisions completed by October 15th of the academic year in which the student applies for his/her predoctoral internship.** Dissertation research is supervised by a committee of at least three faculty members (members of Academic Senate) at least two members of whom

are from the CCSP Department. The Committee is chaired by the student's advisor(s). Upon graduation, an economically bound copy of your dissertation is requested for the CCSP Department Library for future APA Site Visits. Copies can also be given to the chair and members of the dissertation committee.

### **Student Responsibilities**

1. Students must register for a cumulative total of 12 units of dissertation research credits (CNCSP 599) across three quarters. Students may register for additional dissertation credits until completion.
2. Setting up the Committee
  - a. The student is responsible for asking appropriate faculty members if they would be amenable to serving on the dissertation committee. In some instances, the dissertation committee may consist of the same qualifying exam committee. However, this is neither required nor guaranteed.
  - b. Faculty members must be informed of the dissertation topic, and they must be provided with a tentative timeline for when the student plans to have the proposal meeting and the dissertation defense.
3. Monitoring deadlines and submission conventions
  - a. Then Graduate Division has a listing of deadlines germane to the dissertation
  - b. The UCSB Library provides open access to previous student's dissertations which may serve as a model (<https://www.library.ucsb.edu/scholarly-communication/open-access-dissertations>).
  - c. The Graduate Division provides details for formatting and submission (<https://www.graddiv.ucsb.edu/filing/filing-your-thesis-dissertation-or-dma-supporting-document>).
4. Setting up the Proposal Defense Meeting
  - a. The student is expected to have the introduction, review of literature, and methods portions of the dissertation written and approved by their advisor before scheduling a dissertation proposal defense meeting.
  - b. Each committee member must be given the proposed dissertation in either paper or digital format to read at least two weeks before the scheduled meeting.
  - c. Written feedback from the proposal defense meeting will be recorded by the committee chair and shared with the student. Approval of the proposal essentially serves as the student's contract with their committee for how to move forward with the dissertation project.
  - d. Upon completion of a successful proposal defense, the committee completes the Qualifying Exam and Dissertation form (See Appendix B).
5. Working on the Dissertation
  - a. After approval of the dissertation proposal has been granted by the dissertation committee, the student is responsible for carrying out the project and completing the dissertation with the assistance of the chair or co-chairs of their committee.
  - b. The student should be aware that other committee members may be willing to review drafts of the dissertation and offer feedback before it is complete.
  - c. A student must register every quarter until the successful dissertation defense and submission of the dissertation to the Graduate Division. Failure to register

- will require reinstatement ( <https://www.graddiv.ucsb.edu/registration-expectations> ).
6. Arranging the Dissertation Defense
    - a. A final dissertation defense should not be scheduled without the approval of the chair or co-chairs.
    - b. The student must complete all necessary forms; there are available through the Student Affairs Office (SAO). The Ph.D. defense dates must be officially declared to the SAO at least two weeks prior to the scheduled defense and established Graduate Division deadlines (see <https://www.graddiv.ucsb.edu/policy-procedure/academic-deadlines> )
    - c. The committee members must be given either a paper or electronic copy of the dissertation to read at least two weeks before the scheduled defense date.
  7. Preparing the final copy of the dissertation
    - a. The chair will note any recommendations from the committee and will support the student to incorporate any required changes. In some instances, the committee may request the final document before signing the approval form.
    - b. Upon completion of a successful final dissertation defense, the committee completes the Qualifying Exam and Dissertation form (See Appendix B).
    - c. The student may access the electronic filing resources from the UCSB Graduate Division website (<https://www.graddiv.ucsb.edu/filing/filing-your-thesis-dissertation-or-dma-supporting-document> )
    - d. The student must file the final, approved document with the Graduate Division in accordance with published deadlines.

### **CCSP Procedures for Dissertation Meetings with Public Attendees**

\*\* All of the procedures outlined below are predicated under the assumption that the dissertation Chair has reviewed a complete draft of the final dissertation document prior to the defense meeting and believes that the dissertation is ready for the defense meeting to be held.

All dissertation meetings are considered open to the public, so it is common to have attendees at dissertation defense meetings that include people other than the committee members and student. The following provides some basic guidelines to help structure dissertation defense meetings in cases where there are members of the public present. These guidelines can be applied in defense meetings held in person or via Zoom.

The total length of dissertation defense meetings is 120 minutes, including time for committee deliberations and sharing of feedback with the student candidate. The following outlines some basic guidance on how to structure this time, allowing for some variation, as needed, by committee and/or student preferences as long as the Chair of the committee is consulted and agrees to any adjustments prior to the date of the defense meeting.

Welcome and opening after which the student and any non-committee members are excused from the room (or placed in a Zoom waiting room) while the committee debriefs on the dissertation study and manuscript to prep for the defense meeting (5-10 minutes total).

Reconvening and time for the student to present the study (approximately 40 min) followed by time for members of the public (non-committee members) to comment and ask questions (5-10 min).

After this time all non-committee attendees are dismissed and the student meets with the committee to address questions from the committee (approximately 40 min).

Following the questions and discussion with the committee, the student is dismissed for final deliberations amongst the committee (5-10 min).

The student is invited back to receive the committee's recommendation and feedback for any revisions that are needed (5-10 min).

Following this private discussion between the committee and student, the public attendees may be readmitted for a final recognition of the defense and any related congratulations and celebration (5 min).

## **Planning Your Milestone Achievements**

The following guidelines are intended to help students in planning the timely preparation and scheduling of academic milestones, including the 2<sup>nd</sup> year research project, qualifying exams, dissertation proposal and the dissertation defense.

### **Reviewing and Scheduling:**

1. Faculty are on a 9-month contract for the academic year (Fall, Winter, and Spring), so students need to plan to have all drafts for any milestone reviewed within the ~September 15 to ~June 15 academic year, not the summer. Students may choose to work on milestones in the summer, but timeline expectations cannot include having faculty review drafts in the summer or having your committee meet outside of the academic year.
2. Similar restrictions apply to expectations about reading drafts and holding meetings during university breaks (e.g., winter holidays, Thanksgiving, spring break).
3. Faculty will always aim to return your drafts within two weeks of when they are received, but that is not always possible due to external factors (e.g., grant deadlines, multiple students requesting draft reviews simultaneously, etc.). So, discuss your timeline with your advisor in advance and build in extra time, as needed.

4. A student's ability to have a milestone completed within any given quarter depends on the timing of submission and revision for all prerequisite drafts, not just when the first draft is submitted. That said, any student who wants to hold a dissertation proposal or dissertation defense meeting in a given quarter should plan to submit a full draft to their advisor by the beginning of that quarter. NO DISSERTATION PROPOSAL OR DEFENSE MEETINGS CAN BE SCHEDULED UNTIL A FULL DRAFT IS SUBMITTED AND PRELIMINARILY APPROVED BY YOUR FACULTY ADVISOR, PENDING THE DRAFT AND FEEDBACK PROCESS OUTLINED BELOW. Here is a sample schedule to illustrate this with a dissertation in spring quarter:

Activity	Date Expected
Student turns in 1 <sup>st</sup> draft of dissertation	April 1 <sup>st</sup>
Student may schedule defense with advisor's approval after review of first full draft	April 1 <sup>st</sup> -15 <sup>th</sup>
Faculty advisor returns feedback	April 15 <sup>th</sup>
Student turns in 2 <sup>nd</sup> draft of paper	April 29 <sup>th</sup>
Faculty advisor returns 2 <sup>nd</sup> draft	May 15 <sup>th</sup>
Student makes revisions and is able to defend on 3 <sup>rd</sup> draft*	May 27 <sup>th</sup> -29 <sup>th</sup> to committee
Defense scheduled	June 12-14 <sup>th</sup>

\*Not all students are ready to defend on the 3<sup>rd</sup> draft, it depends on the quality of the first two drafts, if all revisions were made, etc. So, again, a first draft by April 1<sup>st</sup> does not guarantee a meeting by the end of the academic year.

5. If students want to accelerate a timeline to a deadline, they should plan to accelerate the timeline related to the response to faculty feedback, not expect the faculty to accelerate reviews of drafts.
6. All timelines assume the submission of complete drafts, not partial drafts (e.g., everything but the Discussion section)
7. The expectation is that the student's faculty advisor (e.g., committee Chair) will have reviewed two complete drafts of any document and determine that the products are ready for a defense/exam at least two weeks prior to any scheduled defense or exam meeting. No meeting can be scheduled until the faculty advisor has reviewed

a full draft and feels it is reasonable to expect the document will be ready following the timeline outlined above by the end of that academic quarter.

8. Qualifying exams include the review of two papers, some of which your faculty member reviews drafts with you (e.g., 2<sup>nd</sup> year research project) prior to your exam date. Students should adhere to program guidelines and timelines for the completion of each paper. All papers need to be finalized and sent to the qualifying exam committee for review at least two weeks prior to the scheduled oral defense date. Qualifying exams should be scheduled at the beginning of the quarter that the student wants to hold their oral exams. In most cases, these oral exams will be scheduled during finals week of that academic quarter.

## Internship

- All doctoral students are required to complete a minimum 1500-hour predoctoral internship. Doctoral students in the counseling and clinical substantive areas are expected to complete a full-time APA Accredited Internship of one academic year or one calendar year in length (or half-time for two academic or calendar years). A nonaccredited internship should be discussed with the DCT and advisor, and approved because it meets the students training goals. Please note, A nonaccredited internship could have implications for licensing.
- Students must be advanced to candidacy and have a dissertation proposal APPROVED and CORRECTED by **October 15th** of the academic year in which the student intends to apply for internships.
- Students are **strongly** encouraged to have an approved dissertation proposal by June of the year they plan to apply for a predoctoral internship.
- In addition, students are **strongly** urged to complete their dissertation research before leaving for internship. Students should be prepared to travel outside the state for their internship experience.
- The process of applying for internships begins in September and culminates with Match 1 and Match 2 in February, when APPIC National Matching Services Inc. matches interns with participating Programs preceding the internship year. The Director of Clinical Training assists doctoral students in the application process and information about internship sites is available from Program Assistants.
- Interns are required to be enrolled in **CNCSP 279ABC** (Ed 268I) **for 12 units** each fall, winter, spring quarters of internship academic year.
- CCSP Counseling and Clinical Students have a strong track record of matching at sites, including Academic Medical Centers, Community Mental Health Clinics, Hospitals, VAs, and Counseling Centers. Example sites include:

University of Texas Health  
at San Antonio, San  
Antonio, TX

Guilford County Schools  
Psychological Services,  
Pleasant Garden, NC

University of Florida-  
Counseling & Wellness  
Center Gainesville, FL

Saint John's Child &  
Family Development  
Center, Santa  
Monica, CA

The Help Group Sherman  
Oaks, CA

Children's Hospital  
Colorado, Chicago, IL

Richard J Donovan  
Correctional Facility, San  
Diego, CA

Columbia University Irving  
Medical Center, New York,  
NY

UCLA - Counseling &  
Psychology Service Los  
Angeles, CA

Harvard Medical  
School/Cambridge Health  
Alliance, Cambridge, MA

University of California -  
Los  
Angeles, Counseling, Los  
Angeles, CA  
Children's Hospital Los  
Angeles, Los Angeles, CA

Dallas Children's  
Advocacy Center, Dallas,  
TX

Arizona State University,  
Tempe, AZ

UCSD Med VA Consortium  
San Diego, CA

University of California,  
Berkeley CAPS, Berkeley,  
CA

California State University-  
Long Beach (CAPS), Long  
Beach, CA

New York  
University/Bellevue  
Hospital Center, New York,  
NY

Saint John's Child &  
Family Development  
Center, Santa Monica, CA

UC Davis Medical Center-  
Clinical Child Internship  
Sacramento, CA

University of New Mexico  
Health  
Sciences Center, Albuquerque,  
NM  
University of Pennsylvania  
Philadelphia, PA

VA Los Angeles Ambulatory  
Care Center, Los Angeles, CA

University of California, San  
Francisco/ Zuckerberg SFG,  
San  
Francisco CA  
Kaiser-Permanente San Diego  
San Diego, CA

California State University,  
Northridge (CAPS) Northridge,  
CA

University of Washington-  
Psychiatry, Seattle, WA

Northwestern University  
Evanston, IL

Yale University - Children  
Study New Haven, CT

University of Hawaii at Manoa  
Honolulu, HI

## Licensing

In addition to needing to comply with the voluntary requirements of accreditation, students who graduate from a professional psychology program must have taken the coursework and achieved the skills to be eligible for licensure. Having graduated from a program that is Accredited\* by the American Psychological Association provides initial assurance to these legal credentialing bodies that the quality and program of training is appropriate to the services that psychologist graduates may offer to the public. Beyond this recognition, however, licensing boards typically review transcripts and program descriptions to assure themselves that students' have received sufficient instruction and training to assume that competence exists. For those who pass these two reviews, credentialing bodies provide examinations to test the level of knowledge and expertise of the applicants.

The Psychology Examining Committee of the California Board of Medical Quality Assurance is the licensing body that determines a candidate's suitability to provide services of a psychological nature to the public in California. Like most states, assurance of program identity and integrity, especially if Accredited\* by the American Psychological Association, constitutes initial indication that a candidate is prepared to take the licensing examination. These examinations are either written, oral, or both. In California, the licensing examination consists of a written exam. Moreover, in California, special course requirements are mandated by law, beyond those required for APA accreditation. The UCSB program has been designed to provide the requirements that are both general to most state licensing boards but might not cover those that are specific to licensure in the State of California or other states, as these change frequently and cannot always be covered by the faculty.

## **STUDENT INVOLVEMENT IN DEPARTMENT LEADERSHIP AND COMMITTEES**

The voting ladder faculty members have the major responsibility of setting policy and administering the CCSP Department; however, in order to maximize decision-making efforts and outcomes, the faculty both encourages and promotes input from nonvoting faculty and students in particular.

### **Student Representatives**

Voice the issues and/or concerns of the CCSP students during monthly faculty meetings; help coordinate faculty/student interactions; report to students the faculty decisions that affect students; obtain student reactions to proposed Department policy. Conduct the annual election for student representation on committees. Elections will be held once a year (May). Each term is 13 months.

### **Graduate Curriculum and Competencies Committee**

Impacts decisions regarding student load, coursework and course credits. Examines Department curriculum to determine if it meets accreditation licensing and credentialing requirements and reflects changing focus of psychology as a discipline and a profession. Voices student concerns about existing curriculum and proposes curriculum changes.

### **Cohort Event Hosting**

Cohorts are responsible for hosting annual student events. Each cohort should identify a point person each year to coordinate activity planning with faculty and staff. Annual events are as follows:

- Orientation – 2<sup>nd</sup> year students
- Research Festival – 4<sup>th</sup> year students
- Admissions Recruitment Day – 1<sup>st</sup> year students
- Transition and Recognition – 3<sup>rd</sup> year students

## APA Site Visit

Students will be asked to help prepare for APA Site Visits for accreditation, as needed.

## APA Division Affiliates

Receive and disseminate information/materials regarding various APA divisions. Inform students of upcoming events in their specialty areas. These students should contact and work in conjunction with graduate student representatives from each of these Divisions.

#12 Clinical Psychology

#16 School Psychology

#17 Counseling Psychology

#29 Psychotherapy

#35 Psychology of Women

#43 Family Psychology

#44 Gay and Lesbian Issues

#45 Ethnic Minority Issues

## FINANCIAL SUPPORT AND ASSISTANCE

The CCSP Department faculty are committed to facilitating access to resources among students. This includes nominating students for fellowships, providing letters of support for scholarships, and preparing extramural grant proposals that will help support students. All students in the program typically receive some financial assistance during their time in residence; however, because of limited resources, students are not likely to have full funding. Thus, students will likely need to pursue additional resources to finance their graduate education. Students are encouraged to visit the Financial Support section of the GGSE web site for information directly related to GGSE graduate students <https://education.ucsb.edu/index.php/quick-links/current-students>, and Graduate Division's web site for available central and external fellowships (<http://www.graddiv.ucsb.edu>). Major forms of student funding are described below. Other opportunities are available pending national state and local support.

## Fellowships

There are some campus fellowships that provide a stipend and cover tuition and fees but these are limited. Some multi-year awards are offered by a central-campus committee as part of students' admission packages. Others are available for student or faculty nomination for continuing students. In nominating students for fellowship awards, the UCSB campus committees consider various factors including evidence of ability in research or other creative accomplishments, and the promise of productive scholarship.

## Block Grant Funds

The CCSP department receives Block Grant funding each year from Graduate Division. The faculty has agreed to prioritize this funding to enhance the graduate student stipends.

## Teaching Assistantships

We have funding for a small number of teaching assistantship and teaching associate positions in our department. Most are for classes in our undergraduate (education) applied psychology minor, and some are for graduate level courses. We also have policies for the distribution of teaching assistant and teaching associate positions. Because teaching experience is important for doctoral training to prepare students for academic positions, we attempt to provide teaching assistantships to as many students as possible. After meeting our obligations to students who have centrally-administered fellowships (and who are promised two years of teaching assistantship and/or research assistantship positions) the Department Chair and Department Administrator assigns teaching assistantships to students based on their experience and whether or not they have had the opportunity to teach, assuming they have the expertise to teach that course. Teaching Assistantships are prioritized for students who are within the time-to-degree standards.

In addition, we are able to offer students teaching associate positions. Per Graduate Division requirements, Teaching associates must have a master's degree, and three quarters of teaching assistantship experience. As with our teaching assistantships, we first use these to fulfill our commitments to students with multiyear central fellowships; we make the remainder available for other students. Similar criteria as for teaching assistantships are used to make assignments. Teaching associate positions cover partial or full fees. We typically hire three or four students to be teaching associates during the academic year, and a similar number over the summer terms.

Students who have had advanced practicum may also apply to be a student supervisor in the Hosford Clinic. Applications are available in the spring and decisions made in the spring for the following academic year.

Finally, we are sometimes offered teaching assistant and associate positions from other Departments, such as the Department of Psychological and Brain Sciences, and Feminist Studies.

### **Research Assistantships**

Research assistantships (graduate student researchers) are provided by faculty with extramural funding. Faculty members are encouraged to fund students to work with them on research projects of common interest. Students are also encouraged to write their own grants, and several have been able to fund themselves through those efforts.

The Graduate Advisor regularly distributes information about opportunities as they arise. Graduate division <http://www.graddiv.ucsb.edu/financial/> provides other valuable information.

### **Other Financial Information**

*Free Application for Federal Student Aid (FAFSA)* [www.fafsa.ed.gov](http://www.fafsa.ed.gov): Available in January; if applying for a fellowship, file by March 2. Required by all domestic students.

*Work-Study:* The Hosford Counseling & Psychological Services Clinic normally hires several work-study students each year. Candidates must be eligible for work-study through Financial Aid. Both master's and doctoral degree students are eligible for these positions.

*In Absentia Registration:* Doctoral students who have a predoctoral internship may be entitled to a 50% reduction in their registration fee.

*CCSP Graduate Student Research Travel Funds:* Graduate students who are invited to present a paper at a scholarly meeting (e.g. APA convention) are eligible to apply for research travel monies each year, which will cover partial travel.

*APA Travel Funds:* APA provides some travel support to graduate students who are presenting papers at the annual convention. Contact APA headquarters for application forms. The Department can nominate three students each year.

*Academic Senate Travel Funds:* The Academic Senate of UCSB provides some travel support to doctoral students who are presenting papers at national conventions. The call for requests comes two times a year and is for students who have advanced to candidacy. Each student can obtain once during their time here.

## **GENERAL INFORMATION**

### CCSP Graduate Advisor and the GGSE Student Affairs Office

CCSP Graduate Advisor (Matthew Quirk) – and the GGSE Student Affairs Office can be helpful in navigating requirements, forms, leaves of absence, and other aspects of progressing through the academic requirements of the program and university.

### Student Study Space and Computer Access

Student study space and computer access is available in several areas within the Department of Education including the CCSP student lounge in the Hosford Clinic, GGSE lounge, and Ada's Lab. There is an orientation planned at the beginning of fall quarter for specific details and information on these resources.

### Graduate Student Handbook

This contains other information concerning Graduate Division procedures.

### Graduate School of Education Web Site

Visit UCSB's web site at [www.education.ucsb.edu](http://www.education.ucsb.edu) for more information about the Gevirtz Graduate School of Education, UCSB and the Santa Barbara area.

### Prospective Students

If students are interested in the CCSP Department, the requests for information should be channeled through any of the Program Assistants at (805) 893-3375 or e-mail [ccspapp@education.ucsb.edu](mailto:ccspapp@education.ucsb.edu). Due to the number of applicants to the Department, professors cannot give individual interviews. CCSP Department information meetings

will be held at least once per quarter and will include a faculty member and current student from the program.

#### UCSB Letterhead

Can only be used in conjunction with research projects when advisor, or other faculty, are named and co-signed.

#### Flyers and Bulletins

Please refrain from posting on doors and the bulletin board in the clinic without checking with staff. These areas are restricted to Department and clinic notices including sign-up sheets.

Student Lounge, the bulletin board by the mailboxes is for Department information. The board closest to the door is for professional notices. Feel free to use the other bulletin board, and the tables for all other notices.

\*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association  
750 1st Street, NE, Washington, DC 20002

Phone: [\(202\) 336-5979](tel:2023365979) / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

Revised {7.25.25}

## APPENDIX A

# Counseling and Clinical Psychology Qualifying Examination Procedures

The Qualifying Exam Process serves as a key program milestone that allows our doctoral students to advance to candidacy and propose their dissertation. The exam focuses on three core areas of applied psychology – research, theories, and ethics. The exam serves an important gatekeeping purpose and ensures that students have the necessary professional competencies (as scientist-practitioners and psychologists-in-training) to move on to more independent roles as researchers and clinicians. The proposed plan consists of both written and oral exam components.

**The following plan as developed and approved in Spring 2023 has increased consistency across the counseling and clinical emphases. However, some final details regarding timing remain to be finalized in the 2023-2024 academic year. Please check with your advisor for comprehensive instructions at the beginning of your second year of study if you are entering into the program in the 2023-2024 academic year.**

**Written Component:** Students will be required to write two papers.

- **Research:** A research manuscript based on their pre-dissertation project (~20-40 pages)
- **Theories:** A summary of their theoretical orientation and its application to a clinical case (Up to 15 pages)

**Oral Component:** Students will sit for a two-hour qualifying exam meeting with a committee of three CCSP Faculty Members. Committee members will ask a standard list of questions in each content area (research, theories, and ethics), as well as any additional questions of the committee's choosing related to the broader field of applied psychology.

The ethics discussion will primarily focus on hypothetical clinical cases and ethical decision-making processes

**Suggested Timeline:** The proposed timeline ensures that students have enough practical experience, supervision, and mentorship to adequately understand the qualifying exam content areas and write high-quality papers, while also ensuring that they advance to candidacy in time to be eligible for continuing student fellowships and propose their dissertation well in advance of internship application deadlines.

- **Spring Quarter Second Year (Clinical) TBD (Counseling):** Theories Paper
- **Fall Quarter Third Year:** Research Paper
- **Winter Quarter Third Year:** Oral Exam

## Paper & Oral Exam Requirements:

	CL/CN QUALS
<b>Research</b>	<p><b>PAPER:</b> One paper that is a manuscript prepared to submit to a research journal based on the pre- dissertation/second year project or other research project conducted during the CCSP doctoral program (the advisor can provide guidance on the development of this paper).</p> <p><b>ORALS:</b> Questions pertaining to (a) research design, methodology, validity, (b) reflection on their research and approach/philosophy of science, and c) racial, ethnic, and cultural considerations, including antiblack racism, and how it may have influenced all stages of the research project.</p>
<b>Practice/Theories</b>	<p><b>PAPER:</b> One paper of up to 15 pages that (a) describes their primary theoretical orientation and (b) applies this orientation to a case-write-up.</p> <p><b>Part I</b> is a description of their primary theoretical orientation and should include its core ideas/tenets, its origin and historical context, current empirical support, and identified strengths and limitations.</p> <p><b>Part II</b> is a description of a clinical case example and includes a description of a conceptualization of the client's presenting issues and therapeutic approach using the identified theoretical orientation. As part of this case example, students should discuss how their awareness and training on issues of human diversity influence their case conceptualization and approach.</p> <p><b>ORALS:</b> Discussion of the student's theoretical orientation and case example, as well as a standard set of questions pertaining to psychological theories and human diversity</p>
<b>Ethics</b>	<p><b>PAPER:</b> No paper.</p> <p><b>ORALS:</b> Discussion of ethics vignettes(s), covering APA Ethics Code standards that may pertain to informed consent, privacy/confidentiality, training and scope of competence, dual relationships, and resolving ethical issues. Also includes a brief discussion of the ethics related to the research paper.</p>

## CCSP Qualifying Exam Study Sample Questions

### Research

- What is science? How is applied psychology part of social science, part of health science, and/or part of humanities?
- What is your understanding of the philosophical foundations of science?
- What is the difference between science and pseudoscience? What is considered evidence in traditional science and what are the challenges raised by contemporary sciences? What is the role of racism in traditional definitions of science and the commonly referred expression of "the scientific method"?
- What is the scientific method?
- What are the multiple forms of scientific inquiry?
- What is internal validity?
- What are all the threats to internal validity? How do we safeguard or protect against these threats?
- What is external validity?

- What are the threats to external validity? How do we safeguard against these threats?
- Explain correlation vs causation in research
- In an intervention research study, explain how single subject designs strengthen claims of interval validity. Who is the control?
- In an intervention research study, explain how group designs (randomized clinical trials) strengthen claims of interval validity. Who is the control?
- What is statistical power and why is it important?
- Explain statistical significance vs clinical significance. Can you have one without the other?
- In assessment research, what is test validity and reliability? Why is this an important consideration in selecting a research assessment tool or outcome measure?
- With regards to assessment measures, what is construct validity? What is content validity? Face validity? Criterion validity?
- In an observational study, what is interobserver reliability? How is it calculated? Why is it important?
- What is the primary goal of a pilot study?
- Describe the core components of community-based participatory research
- What is the primary goal of quantitative research?
- What is the primary goal of qualitative research?
- What is mixed method research?
- What are the advantages of conducting mixed method research?
- What is the difference between a systematic review and a meta-analysis?
- What are alternate ways of knowing and how do they challenge the supremacist assumptions implicit in the dominant discourse that characterizes expressions such as “the scientific method”?

## **Theories**

- What is a scientific theory? What makes a “good” or “bad” theory?
- What is a theory of human development?
- What is a theory of psychotherapy?
- Explain the theory you selected. How does it influence your clinical work?
- Why do we rely on theories rather than just doing whatever we feel like in a therapy session?
- How does your theory explain why unhealthy, unhelpful, or harmful behaviors, thoughts, and relationships develop and sustain over time?
- According to your theory, why do people continue to engage in behaviors that clearly harm themselves and their relationships?
- How does your theory explain the mechanism of change to help people with these problems?
- What are the strengths of your theory? What is the scientific evidence supporting your theory? What does it explain well?
- What are the weaknesses of your theory? What are its limitations?
- Does your theory apply to young children? Adults with limited cognitive or language skills? Individuals with significant trauma histories?

- How does your theory explain the unique experiences, struggles, and characteristics of individuals with diverse backgrounds and identities?
- How does it potentially fail to consider or explain the unique experiences, struggles, and characteristics of individuals with diverse backgrounds and identities?
- What is a case example that highlights the usefulness of your theory?
- How does your theory tie into or relate to other theories?
- In an effort to move away from “each psychologist has their own theory,” please describe your current understanding of the psychological principles that characterize human development, psychopathology, and change.
- What is the role of racism and cultural supremacy in the dominant principles that govern much of Western psychology?
- What are alternate cultural paradigms in applied psychology?
- Explain the construct of radical healing.

### **Ethics**

- What is the ethical decision-making model?
- What is the main idea of the Principle of Beneficence and Nonmaleficence?
- What is the main idea of the Principle of Fidelity and Responsibility?
- What is the main idea of the Principle of Integrity?
- What is the main idea of the Principle of Justice?
- What is the main idea of the Principle of Respect for People’s Rights and Dignity?
- Explain mandated reporter requirements. Under what circumstances do we need to report or not report a concern?
- To what extent do we investigate a concern of potential abuse or neglect?
- Do we report emotional abuse?
- Under what circumstances would we tell or not tell a parent that we are reporting their actions as suspected child abuse?
- If an adult client tells us about abuse that happened to them as a child, what should we do?
- When must you report when a minor is engaging in sexual activity?
- Under what circumstances do we need to report dependent adult abuse? What about if the person is not a dependent adult (they can make their own legal decisions) but they still have some cognitive and decision-making challenges?
- If someone has suicidal thoughts in your therapy session, what should you do?
- Explain Tarasoff vs UC Regents and how that changed standards of confidentiality and its limits.
- What is informed consent and why is it important in both clinical practice and research?
- What are some ethical considerations when conducting therapy?
- What are some ethical considerations when conducting psychological assessments?
- Should you look up your clients on social media? Can you be friends with them?
- What are the ethical considerations around texting or sharing your phone number with clients?
- What is a dual relationship in psychotherapy and what are the potential problems with having one?

- Can we accept gifts from clients? What are the potential benefits and drawbacks?
- What are boundaries of competence?
- Why do we need human subjects approval?
- What are some risks to human participants?
- When can human subjects withdraw from research?
- What is a conflict of interest? What are some examples of conflicts of interest?
- What is the role of consultation in ethical dilemmas?
- What are the critiques articulated by the ethnic-acknowledging psychological associations in the US (e.g., NLPA, SIP) concerning APA's General Principles and Code of Conduct for Psychologists (i.e., APA's Ethics Code)?
- Please describe your understanding of the Universal Declaration of Ethical Principles for psychologists and how it differs from APA's Ethics Code.
- What are the ways in which APA's Ethics Code perpetuates supremacist ideals and capitalist discourse?
- Explain the constructs of cultural competence, cultural humility, and cultural responsiveness.

**APPENDIX B**

**Qualifying Exams and Dissertation Evaluation Form (To be filled out by Committee Members at event)**

**3 = Pass – Consistently good quality, meets expectations**

**2 = Revise – Inconsistent quality, shows evidence of ability to meet expectations**

**1 = No Pass– Consistently poor quality, shows evidence of need for remedial training to gain additional skills**

**NA = Not applicable for this program requirement Milestone to be Evaluated (circle one):**

**Qualifying Exams    Dissertation Proposal    Dissertation Defense Date of Event: \_\_**

\_\_\_\_\_

**If Dissertation, Title of Dissertation:**

\_\_\_\_\_

***Specific Performance Domains*** (please rate each area considering listed aspects):

1. Editorial quality of the written document (e.g., APA style, clarity of expression, organization, free of typos) \_\_\_\_\_

2. Scholarly/Scientific quality of the written document (e.g. depth, breadth, integration, analytic techniques) \_\_\_\_\_

3. Quality of the presentation and response to questions (e.g., slides, oral communication, time management) (This includes content in history and systems of psychology in Qualifying Exams; knowledge of research theory, application and construction and adequate recognition and accounting for diversity issues in research and clinical work and clinical theory in both Qualifying Exams and Dissertation). \_\_\_\_\_

Comments to support rankings on above and other areas of strength or areas for improvement:

Remediation Necessary? Y or N

**Overall Evaluation**

1. Global rating of performance on specified program requirement: \_\_\_\_\_

Doctoral Chair \_\_\_\_\_  
(print name) (signature)

Committee Members

(print name/signature) \_\_\_\_\_

(print name/signature) \_\_\_\_\_

\_\_\_\_\_  
(Student print name)

Student signature \* \_\_\_\_\_ Date

- My signature on this form indicates only that these results have been shared with me

**APPENDIX C**

**DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY**

<https://education.ucsb.edu/ccsp>  
Gevirtz Graduate School of Education  
University of California, Santa Barbara

Student Name: \_Perm:

**Master of Arts – COUNSELING PSYCHOLOGY – 2025-26 (Plan II - Project)**

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the "Graduate Education" section of the UCSB General Catalog.*

The Master's of Arts degree in Counseling Psychology is issued to students enrolled in the CCSP doctoral program. Students are not admitted to a terminal Master's Program.

If you have successfully completed *two years of full-time courses* (no incompletes, etc.) you may petition to add the Master's in Counseling Psychology. It is recommended that students petition to add the M.A. no later than May 15th of the spring quarter.

The M.A. will be awarded no sooner than the end of the student's second year in the Ph.D. program, following a review by CCSP faculty. The student's faculty advisor must approve the student's petition to add the M.A., and a committee consisting

of the student's faculty advisor plus 2 additional CCSP faculty must sign this form upon completion of degree requirements, indicating the student's eligibility for the M.A.

<b>COURSE REQUIREMENTS</b>			
COURSE #	COURSE NAME	UNITS	GRADE
<b>RESEARCH METHODOLOGY &amp; DATA ANALYSIS (all courses required)</b>			
CNCSP 200	Research Design and Methods in Professional Psychology	4.0	
ED 214B	Inferential Statistics	4.0	
ED 214C	Linear Models for Data Analysis	4.0	
<b>RESEARCH APPLICATION (one course required)</b>			
CNCSP 209A	Research Practica (6 courses)	24.0	
<b>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE (all courses required)</b>			
CNCSP 224A	Professional Organizations	1.0	
CNCSP 225	Ethical and Legal Standards in Professional Psychology	4.0	
<b>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION (all courses required)</b>			
CNCSP 260A	Counseling Theories	4.0	
CNCSP 260B	Basic Practicum	4.0	
CNCSP 260C	Basic Practicum	4.0	
<b>METHODS OF ASSESSMENT (choose one)</b>			
CNCSP 250	Cognitive Assessment in Professional Psychology	4.0	
CNCSP 251	Personality and Emotional Assessment	4.0	
<b>FIELDWORK</b>			
CNCSP 270	Advanced Fieldwork: General (3 courses)	12.0	
<b>COURSES THAT CANNOT BE SUBSTITUTED OR WAIVED</b>			
CNCSP 224A: <i>Professional Organizations</i> CNCSP 209A: <i>Research Practica</i>			

4/28/2025

<b>DEPARTMENT MILESTONES</b>	<b>PROJECT DATE</b>
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Research Festival Proposal Accepted	_____ (mm/dd/yy)
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<b>RESEARCH PROJECT</b>
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By the end of their second year, students are required to complete a research project under the guidance of their Faculty Advisor. This Project is later presented to a group of peers and faculty at the annual Research Festival held by the Counseling, Clinical, and School Psychology Department.

The M.A. will be awarded no sooner than the end of the student's second year in the Ph.D. program, following a review by CCSP faculty. The student's faculty advisor must approve the student's petition to add the M.A., and a committee consisting of the student's faculty advisor plus 2 additional CCSP faculty must sign this form upon completion of degree requirements indicating the student's eligibility for the M.A.

**M.A. Committee:** Chair: Date: (mm/dd/yy) Member:

Member:

Member:

Graduate Advisor: \_\_\_\_\_

Degree Quarter: \_\_\_\_\_

<b>FOR GRADUATE DIVISION USE ONLY</b>	
Admission status	
Residence requirement-minimum 3 quarters	
Required units completed = 61-69 (up to 8 units can be waived with a prior MA)	
Language requirement Satisfied ( <i>if required</i> )	
No grades of I, NR, or NG	
3.0 or better GPA overall	

Registered quarter of degree or Filing Fee LOA:

Master's Form I / COI and committee entered

Master's Thesis date received (*signature page/e-filed and entered in SReg*):

Master's Thesis Submission Fee:

ProQuest ID Permission Ltrs uploaded?

**Master's Degree Awarded (*mm/dd/yy*)**

## APPENDIX D

DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY- Clinical Psychology <https://education.ucsb.edu/ccsp>  
Gevirtz Graduate School of Education  
University of California, Santa Barbara

Student Name:\_Perm: \_\_\_\_\_

### **Ph.D. – Counseling and Clinical Psychology:** **CLINICAL PSYCHOLOGY SPECIALIZATION – 2025-26**

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the "Graduate Education" section of the UCSB General Catalog. Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.*

<b>COURSE REQUIREMENTS</b>			
COURSE #	COURSE NAME	UNITS	GRADE
<b>BREADTH OF SCIENTIFIC PSYCHOLOGY</b> <b>(FOUR COURSES REQUIRED)</b>			
CNCSP 210	Neuroanatomy and Psychopharmacology	4.0	
CNCSP 217	Social Cognitive and Affective Bases of Behavior	4.0	
CNCSP 216	Historical and Philosophical Foundations of Professional Psychology	4.0	
<b>RESEARCH METHODOLOGY &amp; DATA ANALYSIS</b> <b>(ALL COURSES REQUIRED)</b>			

CNCSP 200	Research Design and Methods in Professional Psychology	4.0	
CNCSP 209A	Research Practica (6 quarters required) - <i>Includes pre dissertation research project that is presented at the Research Festival in year 3</i>	24.0	
CNCSP 597	Individual Study for Qualifying Examinations (2 quarters minimum)	8.0	
CNCSP 599	Dissertation Research (2 quarters minimum)	8.0	
ED 214A	Introductory Statistics	4.0	
ED 214B	Inferential Statistics	4.0	
ED 214C	Linear Models for Data Analysis	4.0	
<i>Elective courses in research and data analysis</i>			
ED 201D	Single-Subject Research Design	4.0	
ED 215B	Psychometrics	4.0	
ED 216A	Advanced Multivariate Statistics	4.0	
ED 216B	Factor Analysis	4.0	
ED 216C	Hierarchical Linear Models	4.0	
ED 216E	Nonparametric Statistics	4.0	
ED 216F	Structural Equation Models	4.0	
CNCSP 202	Qualitative Research Methods in Applied Psychology	4.0	
CNCSP 204	Innovations in Health Equity Research: Community Based Participatory Action Research and Communities	4.0	
<b>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE</b> <b>(ALL COURSES REQUIRED)</b>			

CNCSP 220	Human Development	4.0	
CNCSP 223B	Developmental Psychopathology	4.0	

CNCSP 224A	Professional Organizations	1.0	
CNCSP 225	Ethical and Legal Standards in Professional Psychology	4.0	
CNCSP 293	Pedagogy in Applied Psychology	4.0	
<b>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION (ALL COURSES REQUIRED)</b>			
CNCSP 250	Cognitive Assessment in Professional Psychology	4.0	
CNCSP 260A	Counseling Theories	4.0	
CNCSP 264A	Supervision and Consultation	4.0	
<b>CULTURAL AND INDIVIDUAL DIVERSITY</b>			
CNCSP 227	Social and Cultural Bases of Diversity	4.0	
<b>FIELDWORK CORE (all required with exception of CNCSP 271A, 271B, and 277)</b>			
CNCSP 260B	Basic Practicum I	4.0	
CNCSP 260C	Basic Practicum II	4.0	
CNCSP 270	Advanced Fieldwork: General (3 quarters)	12.0	
CNCSP 271A	Hosford Clinic Practicum	Op t	
CNCSP 271B	Advanced Practicum: Optional Hosford Clinic Assessment Practicum	Op t	
CNCSP 279ABC	Internship in Professional Psychology (1500 minimum hours)	24.0	
CNCSP 277	Autism Center Clinical Practicum	Op t	

<b>SUBSTANTIVE AREA REQUIREMENTS - CLINICAL</b>
<i>INTERVENTION / APPLICATIONS (one course required)</i>

CNCSP 263A	Advanced Psychotherapy <b>OR</b>	4.0	
CNCSP 262C	Counseling Children and Families	4.0	
	<b>ASSESSMENT- CLINICAL (1 course required)</b>		
CNCSP 256	Behavioral Assessment & Intervention for Children & Adolescents <b>OR</b>	4.0	
CNCSP 251	Personality and Emotional Assessment	4.0	
<b>FIELDWORK - CLINICAL</b>			
CNCSP 273	Advanced Fieldwork: Clinical (12 sequential units)	12.0	

**COURSES THAT MAY NOT BE  
SUBSTITUTED**

CNCSP 224A: *Professional Organizations*  
CNCSP 270: *Advanced Fieldwork General*  
CNCSP 273 *Advanced Fieldwork Clinical*  
CNCSP 209A\* *Research Practicum*

**PRE-ADVANCEMENT REQUIREMENT**

Each student must write and present a semi-independent research paper that is of publishable quality. This paper is typically completed by the Fall quarter of Year 3 and is included as one of the written products for the student's qualifying exam. In addition, the results of this research must be presented at the annual CCSP Research Festival the fall quarter of the year that the student aims to complete the qualifying exam.

Research festival paper written and presented

**Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY**

The Ph.D. qualifying exams consist of at least two written papers (e.g., theories and research) of publishable quality and an oral examination that covers clinical theories, research, and ethics.

The purpose of the qualifying examination is to demonstrate that a student has mastered the practical, ethical, and research skills related to their general area in addition to more extensive knowledge on a specialty topic that is often the focus of the student's research. The written examination must be completed before the oral examination, which is typically held at the end of the Fall quarter of Year 3. Students complete the requirements to Advance to Candidacy by the end of Year 4 (Year 3 if entering the program with a previous, relevant MA).

Ph.D. Qualifying Oral Examination passed on (date): \_\_\_\_\_

Advanced to Candidacy: \_\_\_\_\_ (Qtr/year)

#### **PREDOCTORAL INTERNSHIP REQUIREMENTS**

Students must complete a pre-doctoral internship that meets the course requirements for 279ABC. Students are encouraged to apply to an APA-accredited internship. Students are responsible for locating and applying to an acceptable internship. If a student is accepted to a non-APA approved internship, the CCSP Director of Clinical Training will negotiate an internship agreement with the site.

Applied for predoctoral internship	
Accepted predoctoral internship placement	
Internship completed	

#### **DISSERTATION REQUIREMENTS**

Within three quarters of advancing to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student's doctoral committee will require an oral hearing prior to approving the proposal that must be completed before approval to apply for internship. The final dissertation proposal is filed in the Graduate Program office.

**Doctoral Committee:** Chair: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Approved Dissertation Proposal completed: \_\_\_\_\_ (date)

Students are required to complete a public dissertation lecture, pass the doctoral oral defense, and complete an acceptable doctoral dissertation.

Public Dissertation Lecture completed: \_\_\_\_\_ (date)

Doctoral Oral Defense passed on: \_\_\_\_\_ (date)

Dissertation filed on: \_\_\_\_\_ (date)

## APPENDIX E

DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY-Counseling  
 Psychology <https://education.ucsb.edu/ccsp>  
 Gevirtz Graduate School of Education  
 University of California, Santa Barbara

Student Name: \_\_\_\_\_ Perm: \_\_\_\_\_

### **Ph.D. – Counseling and Clinical Psychology: COUNSELING PSYCHOLOGY SPECIALIZATION – 2025-2026**

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the "Graduate Education" section of the UCSB General Catalog. Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.*

<b>COURSE REQUIREMENTS</b>			
COURSE #	COURSE NAME	UNITS	GRADE
<b>BREADTH OF SCIENTIFIC PSYCHOLOGY</b> (ALL COURSES REQUIRED)			
CNCSP 210	Neuroanatomy and Psychopharmacology	4.0	
CNCSP 217	Social Affective and Cognitive Bases of Behavior	4.0	
CNCSP 216	Historical and Philosophical Foundations of Professional Psychology	4.0	
<b>RESEARCH METHODOLOGY &amp; DATA ANALYSIS</b> (ALL COURSES REQUIRED)			
CNCSP 200	Research Design and Methods in Professional Psychology	4.0	
CNCSP 209A	Research Practica (6 quarters required) - Includes pre dissertation research project that is presented at the Research Festival in year 3	24.0	
CNCSP 597	Individual Study for Qualifying Examinations (2 quarters minimum)	8.0	

CNCSP 599	Dissertation Research (2 quarters minimum)	8.0	
ED 214A	Introductory Statistics	4.0	
ED 214B	Inferential Statistics	4.0	
ED 214C	Linear Models for Data Analysis	4.0	
<b>Courses in RESEARCH AND DATA ANALYSIS (one course required)</b>			
ED 201D	Single-Subject Research Design	4.0	
ED 215B	Psychometrics	4.0	
ED 216A	Advanced Multivariate Statistics	4.0	
ED 216B	Factor Analysis	4.0	
ED 216C	Hierarchical Linear Models	4.0	
ED 216E	Nonparametric Statistics	4.0	
ED 216F	Structural Equation Models	4.0	
CNCSP 202	Qualitative Research Methods in Applied Psychology	4.0	
CNCSP 204	Innovations in Health Equity Research: Community Based Participatory Action Research and Communities	4.0	
<b>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE (ALL COURSES REQUIRED)</b>			

CNCSP 220	Human Development	4.0	
CNCSP 223B	Developmental Psychopathology	4.0	
CNCSP 224A	Professional Organizations	1.0	

CNCSP 225	Ethical and Legal Standards in Professional Psychology	4.0	
CNCSP 293	Pedagogy in Applied Psychology	4.0	

<b>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION</b> (ALL COURSES REQUIRED)			
CNCSP 250	Cognitive Assessment in Professional Psychology	4.0	
CNCSP 251	Personality and Emotional Assessment	4.0	
CNCSP 260A	Counseling Theories	4.0	
CNCSP 264A	Supervision and Consultation	4.0	
<b>CULTURAL AND INDIVIDUAL DIVERSITY</b> (ALL COURSES REQUIRED)			
CNCSP 227	Social and Cultural Bases of Diversity	4.0	
CNCSP 294	Sex, Gender and Related Constructs in Applied Psychology	4.0	
<b>FIELDWORK CORE</b> (ALL COURSES REQUIRED)			
CNCSP 260B	Basic Practicum I	4.0	
CNCSP 260C	Basic Practicum II	4.0	
CNCSP 270	Advanced Fieldwork: General (3 quarters)	12.0	
CNCSP 279ABC	Internship in Professional Psychology (1500 minimum hours)	24.0	

<b>SUBSTANTIVE AREA REQUIREMENTS-COUNSELING</b>
<b>INTERVENTION / APPLICATIONS – COUNSELING (all courses required)</b>

CNCSP 261	Counseling Psychology Seminar	4.0	
CNCSP 261A	Career Theories and Research	4.0	
CNCSP 263A	Advanced Psychotherapy	4.0	
<b>FIELDWORK - COUNSELING</b>			
CNCSP 272	Advanced Fieldwork: Counseling	12.0	

**COURSES THAT MAY NOT BE SUBSTITUTED**

CNCSP 224A: *Professional Organizations*  
 CNCSP 270: *Advanced Fieldwork General*  
 CNCSP 272 *Advanced Fieldwork Counseling*  
 CNCSP 209A\* *Research Practicum*  
 (\*If you already have a Masters, please discuss with your advisor, you may only need 2 years)

**PRE-ADVANCEMENT REQUIREMNT**

Each student must write and present a semi-independent research paper that is of publishable quality. This paper is typically completed by the Fall quarter of Year 3 and is included as one of the written products for the student's qualifying exam. In addition, the results of this research must be presented at the annual CCSP Research Festival the fall quarter of the year that the student aims to complete the qualifying exam.

Research festival paper written and presented

**Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY**

The Ph.D. qualifying exams consist of two written papers (e.g., theories, and research,) of publishable quality and an oral examination that covers clinical theories, research, and ethics.

The purpose of the qualifying examination is to demonstrate that a student has mastered the practical, ethical, and research skills related to their general area in addition to more extensive knowledge on a specialty topic that is often the focus of the student's research. The written examination must be completed before the oral examination. Students are expected to complete the written examination at the end of the Fall quarter of Year 3. Students should aim to fulfill all course requirements and complete the oral examinations by the end of Year 3. Successful completion of both written and oral examinations by this time will satisfy the departmental standards for advancement to candidacy. In cases where academic progress is delayed, students should work towards completing the qualifying examinations no later than the end of Year 4.

Ph.D. Qualifying Oral Examination passed on (date): \_\_\_\_\_

Advanced to Candidacy: \_\_\_\_\_ (Qtr/year)

#### **PREDOCTORAL INTERNSHIP REQUIREMENTS**

Students must complete a pre-doctoral internship that meets the course requirements for 279ABC. Students are encouraged to apply to an APA-accredited internship. Students are responsible for locating and applying to an acceptable internship. If a student is accepted to a non-APA approved internship, the CCSP Director of Clinical Training will negotiate an internship agreement with the site

Applied for predoctoral internship	
Accepted predoctoral internship placement	
Internship completed	

#### **DISSERTATION REQUIREMENTS**

Within three quarters of advancing to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student's doctoral committee will require an oral hearing prior to approving the proposal. The final dissertation proposal is filed in the Graduate Program office.

**Doctoral Committee:** Chair: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Approved Dissertation Proposal completed: \_\_\_\_\_ (date)

Students are required to complete a public dissertation lecture, pass the doctoral oral defense, and complete an acceptable doctoral dissertation.

Public Dissertation Lecture completed: \_\_\_\_\_ (date)

Doctoral Oral Defense passed on: \_\_\_\_\_ (date)

Dissertation filed on: \_\_\_\_\_ (date)