

# COUNSELING PSYCHOLOGY, PH.D.

The APA-accredited doctoral program in counseling psychology is based on the scientist/practitioner model of professional psychology and integrates counseling and psychological theory, scientific inquiry, and supervised practice. Counseling psychology is a psycho-educational specialty in which practitioners help others to improve their well-being, alleviate their distress, resolve their crises, and increase their ability to solve problems and make decisions. Counseling psychologists apply systematic, research-based approaches to help themselves and others understand and develop solutions to problems that are educational, vocational, emotional, social, cultural, health-related, or developmental in nature.

The UW–Madison program places special emphasis on multicultural competence and social justice, integration of research and practice, and preparation for ethical and professional conduct as either a researcher, teacher, or practitioner. The theoretical orientation of the program is best described as eclectic. Course work emphasizes the research base of counseling psychology and students are expected to involve themselves in faculty research. All students complete a one-year, full-time pre-doctoral internship as a culminating training experience. The planned length of the program for students entering with a master's degree (post-M.A. track) is five years, although students may opt to take additional time depending on academic background and career objectives.

The department also admits a small number of students to a post–B.A. track. These students apply to the Ph.D. program at the completion of their undergraduate degree, and are required to integrate coursework and professional practice training at the master's level, as well as introductory doctoral coursework, during the first two years of study. Students admitted to the post–B.A. track typically have excellent academic records and experiences that demonstrate high levels of both helping skills and research skills prior to admissions. The planned length of the post–B.A. track is six years, although actual completion times will vary depending on student needs and career goals.

The mission of the counseling psychology Ph.D. program is to train health service psychologists who are skillful in research and intervention with diverse populations, who integrate science and practice into their professional roles, and who uphold high ethical and professional standards as psychologists. Program graduates are broadly prepared for a number of professional roles, including direct service, research, teaching, clinical supervision, and program design and evaluation.

The Ph.D. program is accredited by the American Psychological Association. For further information on accreditation, contact APA's Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002-4242; 202-336-5979; [apaaccred@apa.org](mailto:apaaccred@apa.org).

## LICENSURE AS A PSYCHOLOGIST

Graduates of the Ph.D. program are eligible for licensure to practice psychology. Licensure requirements differ by state, and currently most states require additional supervised practice post-Ph.D. All states require passage of the national licensure examination (the Examination for Professional Practice of Psychology or EPPP), and most states also have state-specific written and oral examinations. Links to descriptions of licensure requirements by state may be obtained from the website

of the Association of State and Provincial Psychology Boards (<http://www.asppb.net/>).

## ADMISSIONS

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website. Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet** the minimum requirements (<https://grad.wisc.edu/apply/requirements/>) **of the Graduate School as well as the program(s)**. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/apply/>).

| Requirements                       | Detail   |
|------------------------------------|--|
| Fall Deadline                      | December 1   |
| Spring Deadline                    | The program does not admit in the spring.  |
| Summer Deadline                    | The program does not admit in the summer.  |
| GRE (Graduate Record Examinations) | Required.  |
| English Proficiency Test           | Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements ( <a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a> ). |
| Other Test(s) (e.g., GMAT, MCAT)   | n/a  |
| Letters of Recommendation Required | 3  |

Admission to the Counseling Psychology Ph.D. program is highly competitive. The Department of Counseling Psychology accepts applications for fall enrollment between early September and December 1 for the Ph.D. program in Counseling Psychology. **There is no option for spring or summer initial enrollment in the department.** The applicant is responsible for collecting, assembling, and submitting all the pieces of the application by the December 1 deadline. Applicants should submit their materials in electronic form.

## POST-BA AND POST-MA TRACKS

Most students who apply to and are enrolled in the Ph.D. program have earned a master's degree (post-M.A. in counseling or a related field). However, in fall 2010, we began offering a "post-B.A." track within our Ph.D. program for highly qualified students who have not yet earned a master's degree in a counseling-related field and wish to apply directly to a Ph.D. program. Having a post-BA track allows us to accept qualified applicants to the Ph.D. program who may have work, volunteer, or research experience in counseling or a related profession, have exhibited a passion for helping others, and/or possess a master's degree in a non-counseling field. If you are unsure which option is right for you, review the information in the "Ph.D. Information and Instructions for Fall Applicants" link, found on our website at [Information for Prospective Ph.D. Applicants](http://Information for Prospective Ph.D. Applicants) (<https://counselingpsych.wisc.edu/cp/phd-program/for-prospective-phd-applicants/>).

Unlike students in our regular "post-M.A." track (i.e., those who enter with a Master's degree), post-B.A. track students start the program alongside

the incoming Master's student cohort. In their first academic year, post-B.A. track students will complete a course load similar to their Master's student counterparts. In their second academic year, post-B.A. track students will complete their "first Year Experience" while beginning their Ph.D. coursework. Post-B.A. track students are not currently required to complete a Master's thesis or the Professional Integration Exercise, but will also not receive a Master's degree unless they choose to meet all requirements for our masters program.

## INFORMATIONAL MEETINGS

A number of informational meetings are held each fall by our department.

A list of these meetings can be found on our Information for Prospective Ph.D. Applicants (<https://counselingpsych.education.wisc.edu/cp/phd-program/for-prospective-phd-applicants/>) page.

## APPLICATION PROCEDURE

Up-to-date information and requirements regarding applying to our Ph.D. program can be found on our Information for Prospective Ph.D. Applicants page (<https://counselingpsych.education.wisc.edu/cp/phd-program/for-prospective-phd-applicants/>).

Questions can be directed to the Student Services Coordinator. See the People tab for contact information.

## FUNDING

## GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (<https://grad.wisc.edu/funding/>) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

## PROGRAM RESOURCES

Incoming PhD students will be guaranteed funding for the 4 years (post-MA) or 5 years (post-BA) they are expected to be on campus to complete the degree. Funding is through a combination of fellowships and graduate assistantships, usually either teaching or research (usually termed "project" assistantships)—either in the Department of Counseling Psychology or in other university departments. Assistantship appointments are at the 50% level (equating to 20 hours per week) for the 9-month academic year. Summer funding is available but not guaranteed.

Department assistantships are assigned through a competitive application process each spring. Admitted students (non-fellows) are included in the process the spring before they start in the program. Students are encouraged to also apply for graduate assistantships outside the department, and most obtain at least some of their support in other departments or units on campus during their time in the program.

Currently, all graduate assistantships and fellowships include tuition remission and health benefits.

## FELLOWSHIPS

- Students may be eligible for an Ed-GRS fellowship. Ed-GRS is a community of first-generation students and ethnically underrepresented students who are receiving an Advanced Opportunity Fellowship (AOF) in the School of Education. In addition to tuition remission, monthly stipend, and health care benefits, the program strives to assist our fellows with first-year transition,

community building, and professional development opportunities. The department nominates top eligible candidates for Ed-GRS automatically—no additional application materials are needed from the applicant. More information about AOFs can be found on their website (<https://grad.wisc.edu/currentstudents/academics/grs/>).

- Students interested in becoming a Residence Hall House Fellow should view the information available on their website (<https://www.housing.wisc.edu/residencehalls-life-staff.htm>).
- Racial and ethnic minority students are encouraged to apply for the American Psychological Association Minority Fellowship Program. Information is available on their website (<http://www.apa.org/pi/mfp/contact.aspx>).

## FINANCIAL AID

Information and application materials for financial aid, loans, scholarships, and student employment may be obtained by contacting the Office of Student Financial Aid (<https://financialaid.wisc.edu/>) at 333 East Campus Mall, Room 9701, Madison, WI 53706, 608-262-3060. International applicants are encouraged to seek other forms of financial assistance as international students are not eligible for loans and scholarships.

Additional information about funding is available on the Counseling Psychology website (<http://counselingpsych.education.wisc.edu/cp/phd-program/funding/>). Questions can be directed to the Student Services Coordinator. See the People tab for contact information.

## REQUIREMENTS

## MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

## MAJOR REQUIREMENTS

### MODE OF INSTRUCTION

| Face to Face | Evening/<br>Weekend | Online | Hybrid | Accelerated |
|--------------|---------------------|--------|--------|-------------|
| Yes          | No                  | No     | No     | No          |

### Mode of Instruction Definitions

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

## CURRICULAR REQUIREMENTS

### Requirements Detail

|   |  |
|---|--|
| Minimum Credit Requirement              | Post–M.A.: 75 credits<br>Post–B.A.: 87 credits   |
| Minimum Residence Credit Requirement    | Post–M.A.: 51 credits<br>Post–B.A.: 63 credits   |
| Minimum Graduate Coursework Requirement | Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.  |
| Overall Graduate GPA Requirement        | 3.00 GPA required.   |
| Other Grade Requirements                | Students are required to attain a minimum course grade of B for all required courses.  |
| Assessments and Examinations            | Satisfactory progress is demonstrated by earning a minimum grade of B in all required courses, demonstration of competency on routine evaluation milestones, responsible professional conduct in employment and practicum settings, and timely progress on independent work. A comprehensive formative review of student performance, encompassing academic and clinical training, research involvement, and other roles such as employment and departmental activities, is conducted annually.<br><br>The doctoral preliminary examination includes three components, all of which include both written and oral presentations. The clinical case study (PE-1) is an in-depth reflection on a single counseling case, and serves as an exemplar of clinical competencies in the role of counselor. The supervision case study (PE-2) is an in-depth reflection on a relationship with one supervisee, and serves as an exemplar of clinical competencies in the role of supervisor. The dissertation proposal (PE-3) includes a literature review and method section for a proposed dissertation project, and serves as an exemplar of academic and scientific proficiency. |
| Language Requirements                   | No language requirements.  |
| Doctoral Minor/Breadth Requirements     | Ph.D. students in the Department of Counseling Psychology may elect to develop a minor area of concentration. This minor is optional. Students who wish to complete a cohesive body of work outside the major may wish to obtain a doctoral minor. Students are expected to consult with their advisors concerning minor/breadth requirements.   |

## REQUIRED COURSES

There are two primary curriculum domains of the doctoral program. Required coursework and practicum experiences contribute to each student's competency in these areas. The core curriculum areas are:

1. Discipline-Specific Knowledge
  - a. History and Systems of Psychology
  - b. Basic Psychology Content Areas (i.e., Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, and Social Aspects of Behavior)
  - c. Research, Quantitative Methods, and Psychometrics
  - d. Advanced Integrative Knowledge in Scientific Psychology
2. Profession-Wide Competencies
  - a. Integration of Science and Practice
  - b. Ethical and Legal Standards
  - c. Individual and Cultural Diversity
  - d. Professional Values and Attitudes
  - e. Communication and Interpersonal Skills
  - f. Assessment
  - g. Intervention
  - h. Supervision
  - i. Consultation and Interprofessional/Interdisciplinary Skills  
Required coursework (i.e., major core coursework) includes courses in each of these areas.

In accordance with the Standards of Accreditation (SoA) for Health Service Psychology, all students are required to document mastery of broad and general content knowledge in each of these psychological foundations areas during their doctoral studies.

### Post–M.A. track <sup>1</sup>:

| Code   | Title   | Credits |
|--|---|---------|
| <b>Discipline-Specific Knowledge Courses</b> |   |         |
| <i>History and Systems</i>                   |   | 3       |
| COUN PSY/<br>ED PSYCH/<br>RP & SE 737        | Seminar in History and Systems of Psychology                                |         |
| <i>Basic Psychology</i>                      |   | 12      |
| COUN PSY/<br>PSYCH/<br>RP & SE 729           | Advanced Social Psychology  |         |
| ED PSYCH 542                                 | The Biological Basis of Behavior  |         |
| ED PSYCH/<br>HDFS 725                        | Theory and Issues in Human Development                                      |         |
| ED PSYCH 533                                 | Thinking, Feeling, & Learning   |         |
| <i>Advanced Integrative Knowledge</i>        |   | 6-9     |
| COUN PSY/<br>ED PSYCH/<br>RP & SE 736        | Seminar in Psychology of Individual Differences                             |         |
| COUN PSY 740                                 | Abnormal Behavior and Psychopathology (if not taken in previous coursework) |         |

|  |   |      |
|--|---|------|
| COUN PSY 926   | Seminar in Ethical and Professional Issues in Counseling Psychology                       |      |
| <i>Research, Quantitative Methods, and Psychometrics</i>   |   | 12   |
| COUN PSY 905   | Research Practicum in Counseling Psychology (2 semesters)                                 |      |
| COUN PSY 950   | Research Methods in Counseling Psychology   |      |
| COUN PSY 960   | Research Methods in Counseling Psychology, II   |      |
| <b>Profession-Wide Competencies-Related Required Coursework</b>  |   |      |
| <i>Core Courses</i>  |   | 9    |
| COUN PSY 951   | Counseling Psychology Research in Individual Intervention                                 |      |
| COUN PSY 956   | Seminar: Research in Vocational Psychology and Career Development                         |      |
| COUN PSY 850   | Mental Health Consultation in Health Service Psychology                                   |      |
| <i>Clinical Training Sequence</i>  |   |      |
| COUN PSY 810   | Professional Development and Clinical Practice (2 semesters, for a total of 2-12 credits) | 1-6  |
| COUN PSY 900   | Counseling Psychology Practicum--Foundational (2 semesters)                               | 6    |
| COUN PSY 903   | Counseling Psychology Practicum--Advanced (2 semesters)                                   | 6    |
| COUN PSY 902   | Counseling Psychology Practicum in Supervision  | 3    |
| COUN PSY 890   | Advanced Assessment Techniques in Counseling Psychology                                   | 3    |
| <i>Other Courses</i>   |   |      |
| COUN PSY 990   | Research or Thesis  | 3-12 |
| COUN PSY 904   | Counseling Psychology Externship (optional - 2 semesters, for a total of 2-6 credits)     | 1-3  |
| COUN PSY 908   | Pre-Doctoral Internship in Health Service Psychology Preparation Seminar                  | 2    |
| <b>Data Analytic Methods - 2 additional courses; at least one must address quantitative data analysis. Examples could include:</b> |   | 6    |
| COUN PSY 755   | Seminar on Meta-Analysis  |      |
| ED PSYCH 740   | Cognitive Assessment of Children in the Schools   |      |
| ED PSYCH 960   | Structural Equation Modeling  |      |
| ED PSYCH/<br>ELPA 964  | Hierarchical Linear Modeling  |      |
| ED PSYCH 963   | Design & Analysis of Quasi-Experiments for Causal Inference                               |      |

<sup>1</sup> These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

### Post-B.A. track <sup>1</sup>:

Must complete all courses listed for the Post-MA track **and**

| Code         | Title                                    | Credits |
|--------------|--|---------|
| COUN PSY 800 | Theories of Counseling                   | 3       |
| COUN PSY 802 | Group Dynamics Processing and Counseling | 3       |
| COUN PSY 805 | Helping Relationships and Techniques     | 3       |
| COUN PSY 806 | Supervised Practicum in Counseling       | 3       |

<sup>1</sup> These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

## POLICIES

### GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

### MAJOR-SPECIFIC POLICIES

#### PRIOR COURSEWORK

##### Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 21 credits of graduate coursework from other institutions. Coursework earned four or more years prior to admission to the doctoral program is not allowed to satisfy requirements.

##### UW-Madison Undergraduate

No credits from a UW-Madison undergraduate degree are allowed to count toward the degree.

##### UW-Madison University Special

With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW-Madison University Special student. Coursework earned four or more years prior to admission to the doctoral program is not allowed to satisfy requirements.

#### PROBATION

Placement on probation indicates a very serious faculty concern about a student's performance. Students are placed on probation, as opposed to being dismissed from the program, when the faculty determines that the student likely will be able to address the difficulty that led to the probation if appropriate remediation is provided. If a recommendation for probation and remediation is adopted by the faculty, the student and advisor work with the Doctoral Training Committee (or a subset of this committee) to formulate a remediation plan including explicit goals and deadlines for evaluation of their attainment.

Students on probation cannot be approved as ready for the next level of clinical training (i.e., for foundational practicum; for internship) until they have successfully remediated the identified concern(s). This can have a

substantial impact on time to degree, as practicum applications begin in the fall semester for the following academic year.

## ADVISOR / COMMITTEE

Upon admission to the doctoral program, all students are assigned a faculty advisor. The doctoral student may select a major professor from the Department of Counseling Psychology who is not the original faculty advisor. In view of the important role that the major professor plays in the student's dissertation research, students are advised to allow themselves sufficient time to get acquainted with all faculty, so that they can select a major professor with whom they share similar research interests, career goals, or other interests. The doctoral student's faculty advisor plays an important role in monitoring and assisting the student with program planning.

Reviews of student progress are an agenda item for departmental faculty meeting in November (1st-year students only) and in April or May (all active Ph.D. students). All students are required to conduct a yearly progress report meeting with their advisor. Student perspectives are taken into account in these reviews, and all students complete the Doctoral Student Report on Progress, in conjunction with their advisors.

## CREDITS PER TERM ALLOWED

15 credits

## TIME CONSTRAINTS

Students have eight years from the date of admission to complete all of the necessary courses. Courses that are more than eight years old will not fulfill program completion requirements for admission to candidacy. Admission to candidacy occurs when students successfully complete all required coursework and pass their doctoral preliminary examinations. Students must be admitted to candidacy within ten years of admission to the department. Once admitted to candidacy (dissertator status) the student has five years to complete the dissertation and pass the final oral examination.

Once students are admitted they are expected to maintain continuous enrollment and make satisfactory progress toward their degree. Failure to maintain continuous enrollment may result in lengthy reentry process or possible termination from the program.

Prior to reentry into the program, the student should contact the department and petition the faculty for reentry. The full faculty will determine whether the student is granted reentry without conditions, granted reentry conditionally (e.g., require additional coursework or adherence to time lines for completion of degree requirements) or denied reentry.

## GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
  - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for all students to seek grievance assistance and support)

- Employee Assistance (<http://www.eao.wisc.edu/>) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (<https://employee disabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.
2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.
3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
4. If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department

in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (<https://compliance.wisc.edu/>), 361 Bascom Hall, 608-265-6018, [uwcomplianceoffice@wisc.edu](mailto:uwcomplianceoffice@wisc.edu).

## OTHER

The vast majority of Ph.D. students are funded for their years on campus through a combination of in-department and out-of-department assistantships and fellowships. Graduate assistantships and fellowships typically pay a monthly stipend, often carry a full tuition waiver, and provide an excellent benefits package.

## PROFESSIONAL DEVELOPMENT

### GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

## LEARNING OUTCOMES

1. Prepare for role as professional psychologist.
2. Apply professional standards and conduct.
3. Demonstrate scientific foundations.
4. Acquire knowledge and skill in psychological practice.
5. Acquire knowledge and skills in clinical supervision.
6. Develop relational skills.
7. Gain an understanding of the scientific basis for practice.
8. Acquire knowledge of research methods.

9. Apply research findings to psychological practice.
10. Apply scientific thinking to practice.
11. Develop a multicultural competence and social justice orientation.
12. Acquire cultural and scientific knowledge relevant to diverse and underrepresented groups.
13. Develop awareness of self as a cultural being.
14. Develop skill in application of knowledge of self, culture, and context to clinical work.

## PEOPLE

**Faculty:** Professors Quintana (Chair), Hoyt, Gloria, and Thompson; Associate Professors Budge and Wright; Assistant Professors Frost and Goldberg; Faculty Associate Lotta; Clinical Associate Professor Graham; Clinical Assistant Professors Ramirez Stege and Her

Student Services Coordinator: Andrea Burdick. ([ampalm@wisc.edu](mailto:ampalm@wisc.edu))

## ACCREDITATION

### ACCREDITATION

American Psychological Association (<http://www.apa.org/>)

Accreditation status: Accredited. Next accreditation review: 2019.

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE

Examination for Professional Practice in Psychology (<http://www.asppb.net/>)

| Year of Exam | UW-Madison Graduates: First Attempt | National First Attempt |
|--------------|-------------------------------------|------------------------|
| 2015-2017    | 81.82%                              | 80.81%                 |

Note: Because of the relatively small size of many doctoral programs, EPPP pass rates are reported only in terms of the three-year moving average.

### PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

**The requirements of this program meet Certification/Licensure in the following states:**

Wisconsin

**The requirements of this program do not meet Certification/Licensure in the following states:**

Not applicable

**The requirements of this program have not been determined if they meet Certification/Licensure in the following states:**

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands