TABLE OF CONTENTS

INTRODUCTION ........................................... 3
PROGRAM OVERVIEW ................................... 4
PROGRAM OBJECTIVES ................................ 5
ADMISSIONS PROCEDURES .............................. 6
PROGRAM CHARACTERISTICS ......................... 13
The Faculty ............................................. 13
The Students ............................................ 14
Admission Rates ........................................ 14
Advisement .............................................. 14
CURRICULUM .......................................... 15
Required Courses and Practica ....................... 15
General Psychology ...................................... 15
Professional Development .............................. 16
Research-Related Coursework ........................ 16
Practice-Related Coursework .......................... 16
Practicum .................................................. 17
Externship .............................................. 18
Internship ............................................... 19
Teaching and TA Requirements ....................... 19
Research Requirements ................................. 19
Research Competence Portfolio ....................... 20
Presentation Travel Expenses ......................... 21
Research Practicum ..................................... 22
Coursework in Statistics and Research Design .... 22
Research Methods Certification Exam ................ 23
Doctoral Certification .................................. 23
The Program Comprehensive Exam .................. 23
The M.Phil. Degree ...................................... 24
The Dissertation ........................................ 24
REVIEW AND FEEDBACK ............................... 24
INTRODUCTION

The 2017-18 Counseling Psychology Ph.D. Handbook

Welcome to the doctoral program in Counseling Psychology at Teachers College, Columbia University! This handbook will offer important information to facilitate your progress through the program -- please refer to it for course requirements, program procedures, and other questions related to the program. It is important that you download and/or retain a copy of the handbook that reflects the year you entered the program, and going forward, keep personal copies of all materials pertinent to completion of requirements. Remember to always double-check information that is unclear to you with your advisor or the counseling psychology program office. You should also double-check important dates (e.g., program comprehensive exams) with the counseling psychology program office, the Office of Doctoral Studies, TC Registrar, and other relevant offices.

This handbook is designed to serve as a general guide and overview with regard to the program and its requirements. However, situations and circumstances may arise that will necessitate modifications and changes in the program’s course requirements, procedures, and course offerings. The handbook will be modified periodically to incorporate changes necessitated by the University, the College, APA, or the department. The handbook is also subject to change at the discretion of the faculty.

We are looking forward to working with you in the years to come!

The Counseling Psychology Program Faculty

Kim Baranowski       Cindy Huang        Riddhi Sandil
Melanie Brewster     Defne Akol         Laura Smith
Elizabeth Fraga      Marie L. Miville   Brandon Velez
George V. Gushue     Gregory J. Payton  Derald Wing Sue
PROGRAM OVERVIEW

I: Institutional and Program Context

TC’s Doctoral Program in Counseling Psychology: Training in Health Service Psychology Within a Multicultural Context

The Counseling Psychology program offers doctoral education and training that prepares students for professional work in health service psychology (HSP) as defined by the American Psychological Association (APA)’s Commission on Accreditation (CoA; February 2015):

[H]ealth service psychology is defined as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.

In keeping with APA standards for such programs, the Program therefore comprises:

- Integration of empirical evidence and practice: the Program values practice that is evidence-based as well as evidence that is practice-informed.
- The Program’s training is sequential, cumulative, graded in complexity, and designed to prepare students for practice and/or for further organized training.
- The Program infuses attention to cultural and individual differences and diversity throughout its curriculum.

The Program’s overarching commitment to multiculturalism, defined as respecting diversity, cultural identities, and social justice reflects central values of counseling psychology (Bieschke & Mintz, 2012; Gelso, Nutt Williams & Fretz, 2014b). Attention to diversity is emphasized by the American Psychological Association’s (APA’s) Ethical Principles of Psychologists and Code of Conduct (APA, 2002), and is a required area of profession-wide competencies identified by Standards of Accreditation in Health Service Psychology (APA, 2017). These values recognize “the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religions/spiritual orientation, and other cultural dimensions” (APA, 2002; p.9), and respects individual and cultural diversity due to each or any intersectionality of these dimensions.

Administrative Structure

1. **Columbia University.** Teachers College functions as an affiliate within Columbia University. Since the Ph.D. is granted by Columbia University, the Dean of the Graduate School of Arts and Sciences exercises control over your dissertation. Your dissertation sponsor must be a member of the Graduate School of Arts and Sciences (i.e., on a University-approved GSAS list), and the defense committee must include at least one professor from Columbia University (but outside Teachers College).

2. **Teachers College.** The College exercises control over the general academic requirements for degrees. These requirements are described in the annual Teachers College Catalog. Consult the catalog for the most up-to-date information regarding degree requirements, period of candidacy, college fees, and student life and services (including health insurance). The current College President is Dr. Susan H. Fuhrman, and the Provost and Dean is Dr. Thomas James.

*The TC Office of Doctoral Studies.* Refer to the Office of Doctoral Studies (ODS) website for updated information about College requirements for Ph.D. candidates and a summary of regulations concerning the dissertation. This office serves as the interface between Teachers College and Columbia University on matters regarding the Ph.D. **Students are responsible for consulting the ODS website and office for the most up-to-date information as to requirements and deadlines.** The ODS website maintains
publications and forms detailing requirements for the dissertation. The director of the office is Mr. Gary Ardan.

3. **The Department of Counseling and Clinical Psychology.** This is our administrative unit, one of nine departments in the College. The department houses the Ed.M. degree program in Psychological Counseling and Ph.D. degree program in Counseling Psychology, both offered through the Counseling Program area; the M.A. in Psychology in Education, and the Doctoral and post-Doctoral programs in Clinical Psychology are offered through the Clinical Psychology program. Professor George Bonanno is currently the Department Chair. Our Department Director of Academic Administration (DAA) is Ms. Enrika D. Davis. The Department Secretary is Ms. Chrissandra Taylor. Our Counseling Program Secretary is Ms. Elizabeth Tavarez. The Clinical Program Secretary is Ms. Rebecca Shulevitz. Professor Lena Verdeli is the director of training for the Ph.D. program in clinical psychology. Professor Randall Richardson-Vejlgaard coordinates the MA program in clinical psychology.

4. **The Dean-Hope Center for Educational and Psychological Services (DHCEPS).** This is our training clinic and the practicum agency for student trainees in several programs at Teachers College, including the Counseling Psychology Ph.D. program. The Center publishes a student handbook, which governs the functioning of the clinic; when working at DHCEPS, you are responsible for obtaining and referring to that handbook. The director of the DHCEPS is Dr. Dinelia Rosa.

5. **The Program in Counseling Psychology.** The Program faculty are responsible for providing and implementing your education and for evaluating your competence in counseling psychology. The program faculty meets on a regular basis to discuss programmatic and student issues. Doctoral and masters student representatives participate in these discussions. The current Director of Training is Professor Laura Smith. Professor Siddhi Sandil is the Program Coordinator for the Ed.M. Program in Psychological Counseling. Professor Defne Akol is the Field Placement Coordinator. At the broadest level, the program faculty includes professors in a variety of positions, such as tenured and tenure-track faculty, professors of practice, full-time lecturers, and adjunct faculty. In alphabetical order, the tenured and tenure-track faculty for the Ph.D. program are:

   Melanie Brewster  
   George V. Gushue  
   Cindy Y. Huang  
   Marie L. Miville  
   Laura Smith  
   Derald Wing Sue  
   Brandon Velez  

**PROGRAM OBJECTIVES**

The Ph.D. Program in Counseling Psychology operates from a philosophy that is consistent with many of the historical traditions in the field of Counseling Psychology, including (a) the optimal development and functioning of individuals, groups, and other systems (e.g., institutions, communities); (b) an appreciation of the strengths and uniqueness of individuals; (c) an appreciation for racial, cultural, and other identity group memberships and their impact on psychological functioning; and (d) a respect for the integrity of all people. Our training philosophy strongly encourages students to adopt approaches to client treatment that incorporate the various sociocultural contexts in which clients develop and operate. The Program also stresses the critical roles of self-exploration and personal reflection as integral components of professional development.

Moreover, the Program’s training emphases place it within the scope of *health service psychology* as defined by the American Psychological Association (APA)’s Commission on Accreditation (CoA; February 2015):

> [H]ealth service psychology is defined as the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.
Central to our training model is our commitment to issues of multicultural diversity and social inclusion, and the Program seeks faculty members, staff, and students who reflect such diversity, including, but not limited to, race, ethnicity, gender, age, sexual orientation, gender identity, social class, religious/spiritual orientation, disability status, and national origin (please see the Diversity Values Statement contained in Appendix D). Indeed, issues of human diversity are infused within the entire curriculum and throughout the program itself.

Moreover, our training model is premised upon the belief that academic scholarship and research are inseparable from professional practice. Throughout the program, we emphasize the integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with effective use of self, and clarifying personal and professional identities.

The specific objectives of the Program and their associated competencies prepare students to work in a variety of settings with emphases on education (e.g. colleges and universities), health (e.g., outpatient clinics, hospitals, nursing homes, etc.) and related agencies. Depending on their area of concentration and level of training, graduates have found employment in universities, colleges, elementary and secondary schools, adult basic education centers, employment and training centers, rehabilitation centers, hospitals, mental health centers, industry, senior citizens’ centers, and community and government agencies.

Finally, the Program’s objectives draw specifically upon the profession-wide requirements for discipline-specific knowledge (Appendix R) and doctoral-level competencies (Appendix S) outlined by the American Psychological Association, as indicated below.

The statements below reflect the integration of the Program’s sources of guidance with the counseling psychology literature, the Counsel of Counseling Psychology Training Program (CCPTP, 2006) model training program guidelines, and the APA standards for health service psychology.

**Objective 1:** To prepare counseling psychologists who possess the requisite knowledge foundations in core areas of professional health service psychology.

**Expected Competencies:**

(a) Development of requisite knowledge base regarding the breadth of scientific psychology and its history of thought and development, including:
   1. Biological aspects of behavior
   2. Cognitive aspects of behavior
   3. Affective aspects of behavior
   4. Developmental aspects of behavior
   5. Social aspects of behavior
   6. History and systems of psychology

(b) Research and quantitative methods and advanced integrative knowledge in scientific psychology
   1. Advanced integrative knowledge of basic content areas
   2. Research methods
   3. Quantitative methods
   4. Psychometrics

**Correspondence to APA Discipline-Specific Knowledge:**
Category 1 (All); Category 2 (All)

**Objective 2:** To prepare counseling psychologists who demonstrate awareness of and responsiveness to sociocultural contextualization and diversity as regards theory, research, and practice.

Promoting social justice is at the core of counseling psychologists’ professional activities (Fouad & Prince, 2011). Social justice efforts dovetail well with our specialty’s focus on the well-being and growth of individuals, communities, and society. Moreover, as a health service providing profession, counseling
psychology trains students to become effective practitioners to promote healing and growth of culturally diverse communities, groups and individuals. Too often, targets of oppression are seen as problems due to social injustice in our society (Kaufman, 2005). Learning to identify the sources of social ills and develop a sense of professional responsibility to pursue changing the status quo, as well as appreciating the significant resources and leadership among culturally marginalized groups are important parts of training. Inclusion, appreciation and celebration of diversity, and willingness to advocate for those less privileged, disempowered, and marginalized importantly define what it means to be a counseling psychologist. Correspondingly, counseling psychologists recognize the importance of social justice work with individual clients, and they also advocate for systems-level social change.

Expected Competencies:

(a) Understand the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of people
(b) Understand theories of multicultural counseling and multicultural competencies
(c) Develop awareness of how one’s own personal/cultural history, attitudes, and biases may affect how we understand and interact with people different from themselves
(d) Demonstrate the requisite knowledge base to articulate an approach to working effectively with diverse individuals and groups
(e) Demonstrate 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
(f) Demonstrate ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles and interventions (e.g., research, services, and other professional activities)
(g) Understand professional roles as they interface with considerations of social justice and advocacy

Correspondence to APA Doctoral Profession-Wide Competencies:
III (Individual and Cultural Diversity)

Correspondence to APA Discipline-Specific Knowledge:
Category 1 (Social Aspects of Behavior)

Objective 3: To prepare counseling psychologists who are capable of formulating and engaging in a wide range of effective clinical interventions and professional activities that are culturally-relevant and psychologically appropriate, and which ultimately contribute to the professional development of health service psychologists.

Expected Competencies:

(a) Development of requisite practice-related knowledge base involving:
   1. Understanding of normal personal, interpersonal, and vocational development and functioning
   2. Understanding of dysfunction and psychopathology from a strengths-based and multicultural perspective
   3. Understanding of the role of environmental and contextual issues in individuals’ lives
(b) Demonstration of clinical intervention skills, including:
   1. Relationship/interpersonal skills with clients, peers, supervisors, clinical agency staff
   2. Intake and diagnostic skills
   3. Intervention skills, including
      i. Establishing and maintaining effective relationships with the recipients of psychological services
      ii. Developing intervention plans specific to the service delivery goals, including plans that are evidence-based
iii. Implementation of interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

iv. Demonstrating the ability to apply the relevant research literature to clinical decision-making.

v. Modifying and adapting evidence-based approaches effectively as indicated

vi. Evaluation of intervention effectiveness, and adaptation of intervention goals and methods consistent with ongoing evaluation.

(c) Demonstration of assessment skills, including:

1. Ability 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
2. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations
3. 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.

(d) Development of supervisory knowledge

(e) Development of consultation and interprofessional knowledge and skills

Correspondence to APA Doctoral Profession-Wide Competencies:
III (Individual and Cultural Diversity); VI (Assessment); VII (Intervention); XIII (Supervision); IX (Consultation)

Correspondence to APA Discipline-Specific Knowledge:
Category 1 (All); Category 2 (Advanced Integrative Knowledge)

Objective 4: To prepare counseling psychologists who are proficient researchers and who are able to effectively integrate science and practice

Counseling psychology students are encouraged to adopt a scientific mindset as central to being a counseling psychologist. Gelso and Lent (2000) suggest that students may gain experiences as scientists at various levels: the ability to review and make use of research findings, the use of scientific findings to guide professional practice, and to conduct research and produce new knowledge to inform practice and policy. The Program’s aim is to facilitate scientific development at all three of these levels.

Moreover, counseling psychology research is rigorous, relevant and values a broad perspective – i.e., there is a full appreciation of qualitative, quantitative, and mixed method designs. Students would be expected to understand the heterogeneity of counseling psychology research designs – ranging from more controlled to more naturalistic studies. Students will learn how research design methods and the findings not only advance our understanding of counseling psychology theory, research, and practice, but also connect how evidence can impact public policy, social justice or advocacy-based work.

Expected Competencies:
(a) Understanding of research designs, methods, and statistical analyses
(b) Ability to be a competent consumer of the research literature
(c) Ability to formulate research projects and/or scholarly activities
(d) Ability to conduct research projects and/or scholarly activities
(e) Ability to prepare and present presentations, reports, and articles based on original research
(f) Understanding of the integration of research into practice regarding individual and systemic functioning and the ability to serve as change agents

Correspondence to APA Doctoral Profession-Wide Competencies:
I (Research); VII (Intervention)
Correspondence to APA Discipline-Specific Knowledge:
Category 1 (All); Category 2 (All)

**Objective 5:** To prepare counseling psychologists who are ethical practitioners and professionals.

Ethical, legal, and professional standards of health service psychology and counseling psychology are shaped by culture and exist within a historical context. With awareness of this context, counseling psychologists have argued that individuals must attend to ethical and legal standards as well as the intersection of ethics and culture (Vasquez, 2010). These aims reflect the core competencies of health service psychology as well the history of the counseling psychology specialty, including a commitment to a strength-based approach, social justice and advocacy, multiculturalism (Delgado-Romero, Lau, & Shullman, 2012), and prevention (Delgado-Romero et al., 2012; Toporek, Kwan, & Williams, 2012).

**Expected Competencies:**
(a) Develop requisite knowledge base regarding current professional ethical codes, principles and laws
(b) Develop understanding of emerging topics relevant to professional psychology (e.g., use of internet, managed care, etc.).
(c) Be able to recognize ethical dilemmas as they arise
(d) Be able to apply ethical decision-making processes
(e) Be able to conduct oneself in an ethical manner during all professional activities
(f) Develop understanding of the multicultural considerations regarding ethical practice, including APA-approved practice guidelines for diverse populations

Correspondence to APA Doctoral Profession-Wide Competencies:
II (Ethical and Legal Standards)

**Objective 6:** To prepare counseling psychologists who hold the personal skills and attitudes relevant to lifelong learning, interpersonal skills, collegial collaboration, scholarly inquiry, and professional problem-solving in the context of an evolving body of professional knowledge.

Within this area of professional functioning, reflective practice has become a key competency in the training of health service psychologists in general (Health Service Psychology Education Collaborative, 2013) and for counseling psychology in particular. The ability to accurately assess one’s strengths and areas for growth, as well to be open to feedback and change regarding those areas, is considered a critical component in counseling psychology training. Gaining awareness of how we may be actually impacting others – past our good intentions and personal needs to see ourselves in a positive light – is valued.

**Expected Competencies:**
(a) Ability 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
(b) Ability to engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness
(c) Ability to actively seek and demonstrate openness and responsiveness to feedback and supervision.
(d) Ability to manifest integration of supervision and feedback via higher levels of skill development and professional functioning
(e) Ability to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
(f) Development and maintenance of effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
(g) Ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

(h) Demonstration of effective interpersonal skills and the ability to manage difficult communication well.

Correspondence to APA Doctoral Profession-Wide Competencies:
II (Ethical and Legal Standards); VI (Professional Values and Attitudes); V (Communication and Interpersonal Skills)

Correspondence to APA Discipline-Specific Knowledge:
Category 1 (History and Systems in Psychology)

References


ADMISSIONS PROCEDURES

Admission to the program is competitive, as is the case with most doctoral programs in psychology. All applicants to Ph.D. programs are therefore advised to apply to more than one institution. A list of institutions that conduct programs accredited by the American Psychological Association is published annually by the American Psychologist and in the annual APA publication Graduate Study in Psychology and Related Fields.
Preference is given to candidates who possess both high levels of verbal and quantitative skills, and whose transcripts, references, performance in an admissions interview, and previous work experiences suggest that they have the potential to make a significant contribution to theory, research, practice or policymaking in the field of counseling psychology.

An undergraduate degree in psychology is preferred.

The counseling psychology program uses a mentorship model of training. Applicants are advised to list a preferred professor(s) in their application. Other faculty will have input into various stages of the selection and interview process, and additionally your application will be directed towards the faculty member named in your application. Those applicants who do not list a specific preferred advisor will have their material reviewed by the faculty member whose work is seen as most compatible with the interests and experience of the applicant. The final group of applicants is selected by and discussed among all faculty members during the final admissions meeting. Applicants chosen to attend the interview day (usually in early February) will interview with various faculty members and with current graduate students. All faculty have input into the final selection and ranking of applicants.

Not every faculty member interviews and/or admits a new student every year. The TC Admissions website will list the professors who are accepting new students as soon as that is known.

Applications are considered once a year for the program. Potential applicants must obtain up-to-date information regarding current TC application deadlines and procedures from the TC Admissions Department website. Applicants will submit all credentials along with their scores on the Graduate Record Examination Aptitude Test, and are also required to submit a copy of a recently completed paper on a topic of interest to them. This may be, but does not have to be, a paper submitted to satisfy requirements at Teachers College or elsewhere.

It is the responsibility of the applicant to ensure that all admissions materials are received by the December deadline. Application forms are available from the TC Admissions Office website or at Box 302, Teachers College, Columbia University, New York, NY 10027. Please contact the TC Admissions Office with specific questions regarding the submission of doctoral application materials. Admissions decisions are made once a year, usually by April 1st.

Applicants for financial aid must also apply to the TC Office of Financial Aid via their website or at Box 309, Teachers College, Columbia University, New York, NY 10027. Applicants must obtain the most current procedural information from the Office of Financial Aid; the deadline for financial aid applications is usually February 1st. Applicants will not be considered for financial aid until the applications of both the Office of Admissions and the Office of Financial Aid have been completed. Please see the website of these and other offices for updated information and/or to request additional information.

Transfer Credits

Up to 30 points of recent and directly relevant graduate work in appropriate areas of study may be transferred toward the Ph.D. Ordinarily, only those courses will be considered which a) have been completed in the last five years, b) are equivalent in subject matter, scope, depth and level to courses taken by students in the Counseling Psychology program and c) contribute directly, significantly and substantively to sound preparation in counseling psychology. Exceptions to the recency requirement will be considered when there is evidence that skills and knowledge acquired more than five years before have been refined and updated through on-the-job training and participation in professional workshops and seminars. Generally speaking, to transfer in credit for a required course, the course taken must be deemed a close match for the course offered in our program. You should ask to have any potential transfer credits evaluated no later than the end of your first semester at Teachers College.
**Procedure for Approving Transfer Credit.** As per Teachers College policy: only graduate level courses taken outside of Teachers College which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/assigned credit on the transcript of that institution, may be considered for transfer credit. For the Doctor of Philosophy, a maximum of 30 points completed outside of Teachers College may be transferred in.

1. Students should visit and/or correspond with the Office of Admission, 301 Thorndike Hall, and fill out an Advanced Standing Review Form. If the Admissions office does not have pertinent transcripts from previous graduate institutions, students should have transcripts from previous graduate institutions send directly to the Office of Admission at TC at:
   
   Office of Admission  
   Attn: Transcripts  
   Box 302, 525 W 120th Street  
   New York, New York 10027-6696

2. The Office of Admission will review the transcripts and will forward the Advanced Standing Review Form to the department/advisor of the student indicating which courses are eligible for transfer. Incoming doctoral students are notified of their academic advisors during the summer before they will begin the program.

3. Students should check with their advisors to make sure they have received the following:
   a. The Advanced Standing Review Form from the Office of Admission
   b. Copies of the syllabi of the courses being requested for transfer
   c. A formal memo from the student indicating which previous courses the student intends to transfer and whether they should be considered for transfer as an **elective** or in place of a **required program course**.

4. The advisor or the student will submit the Advanced Standing Review Form, copies of syllabi, and memo to the Counseling Psychology faculty Advanced Standing Committee (ASC) for review. The committee will provide the student and advisor with a memo outlining the courses approved for transfer. A copy of the committee’s letter, Advanced Standing Review Form, syllabi, student memo, and supporting documents from faculty and courses outside the program will be placed in the student’s file.

The ASC consists of three faculty members from the department who meet to review requests to transfer credits. Only complete requests (including the Advanced Standing Review Form from the Office of Admission, copies of the syllabi of the courses being requested for transfer, and a formal memo indicating which previous courses the student intends to transfer and what program courses they will count for) submitted by the faculty advisor of the student will be considered.

In the case of requests for substitution for **required courses**, students must submit a **copy of the syllabus for their original course**. If the required course is taught outside the counseling program, the ASC usually requires a consultation with the faculty member in the external department who teaches the course. The committee will consider the following:

   Content of course to be transferred should be similar to the required course, for example:
   a. The proportion of experiential and didactic requirements should be similar.
   b. Similar readings and textbooks are used.
   c. Objectives and learning outcomes are similar.
   d. Course has been completed in the last five years.
   e. Course is equivalent in subject matter, scope, depth and level to courses normally taken by students in the Counseling Psychology Program.
In the case of requests to transfer in an elective:

a. The course must be a graduate course in psychology, measurement, or statistics.
b. The course contributes directly, significantly and substantively to sound preparation in counseling psychology. The student should submit a brief rationale regarding how this elective fits in to his or her goals for graduate study in counseling psychology.
c. The course should be equivalent in scope, depth and level to courses normally taken by students in the Counseling Psychology Program.

2. Previous practicum work may be considered for acceptance as an elective, but the hours will not count for internship/externship applications.

3. For courses not taught within the department (i.e. Statistics), the ASC will consult with faculty from the respective department.

The ASC will notify students of its decision.

PROGRAM CHARACTERISTICS

The Faculty

The Counseling Psychology faculty has the following scholarly and professional interests:

Kim Baranowski: Social justice and human rights; the mental health correlates of trauma, discrimination, classism, and immigration status; and empirically-supported treatments.

Melanie Brewster: Mental health correlates of heterosexism, sexism, racism and other forms of discrimination; intersections of personal identities (e.g., gender, race, religion, sexual orientation); social justice in the workplace; instrument development and psychometric evaluation.

Elizabeth Fraga: Cultural competence, and multicultural counseling/therapy.

George V. Gushue: The influence of racial/cultural attitudes, beliefs and values on social cognition (e.g., perception, judgment, memory, and attribution) in the areas of client evaluation and counseling practice, career development, and health; group and family counseling; psychosocial dimensions of HIV/AIDS.

Cindy Y. Huang: Cultural factors associated with child development and psychopathology for ethnic minority and immigrant youth; prevention of psychopathology; culturally-informed child and family interventions; and family, school, and community-based prevention intervention.

Gregory J. Payton: Identity and mental health, psychological and cognitive assessment, racial-cultural education and training, group/individual counseling.

Defne Akol: Substance abuse, eating disorders, effects of mental and physical illness on families, and professional identity development.

Marie L. Miville: Multicultural counseling; universal-diverse orientation; Latina/o psychology; LGBT issues; women's issues; intersections of identities; supervision and training.

Riddhi Sandil: Counseling needs of international students, counseling expectations of South Asian populations, experience of Asian international GLB populations in the US, Complex trauma and its impact on women's wellbeing.
Laura Smith: Social inclusion/exclusion and wellbeing; psychological dimensions of social class, poverty, and classism; intersections of race and class; Whiteness and antiracism; participatory action research; community-based psychological interventions.

Derald Wing Sue: Multicultural counseling and therapy, cultural competency, multicultural consultation and organizational development, psychopathology, racism and antiracism, law and ethics.

Brandon Velez: links discrimination and identity-related attitudes with mental health and career outcomes among sexual, gender, and racial/ethnic minority individuals, as well as populations with multiple minority identities.

Adjunct Faculty

Dr. David E. Greenan: teaches the yearlong practicum in couple and family therapy at the Dean Hope Center for Educational and Psychological Services at Teachers College (open to second year doctoral students and beyond).

Dr. Gil Tunnell: teaches couple and family therapy.

In addition to these faculty members, the program is enriched by other psychologists who serve as additional adjunct faculty and clinical supervisors.

Field Placement Coordinator

The Field Placement Coordinator, Professor Defne Akol, coordinates practica and externships for doctoral students in the department as well as fieldwork placements for masters’ students.

The Students

The student body as of September 2016 consisted of 39 doctoral students. Between 2009 and 2016, 45 students were admitted, including 35 females and 10 males. Of the 45 entering students, nearly 63% were members of visible racial-ethnic groups, and 37% were White. A number of students openly identify as gay, lesbian, or bisexual. Based on graduation rates from 2009-2016, the average amount of time it takes students to complete their Ph.D. is 6 years.

Admission Rates

In 2016, 191 individuals applied for admission to the doctoral program and 4 students were admitted.

Advisement

Students are advised by the faculty mentor with whom they were matched during the application process. Applicants are informed of the match when they receive an offer of admission. The advisor serves the important roles of orienting students to the program and helps them to develop their curriculum plans. Students receive mentorship in research by serving on the research teams of their advisors and ordinarily do research practicum on their mentor’s research team. Program faculty advisors’ decisions may not supersede the policies set by the program faculty. When there is doubt on the part of the faculty or student regarding curriculum matters, the issue should be brought to the Director of Training first, and then to the program faculty as a whole.
CURRICULUM

The Ph.D. is granted after successful completion of 90 points of planned, sequential study beyond the Bachelor’s Degree, including applicable transfer credits. It requires a minimum of four years for completion, including at least the equivalent of three years of academic study beyond the Bachelor’s Degree and one year of pre-Doctoral internship. Most students take between five to seven years to complete the Program. The Ph.D. program in Counseling Psychology at Teachers College, Columbia University, has been continuously accredited by the American Psychological Association (APA) since its inception. For general information about APA accreditation or specific information about the accreditation status of the Ph.D. Program in Counseling Psychology at Teachers College, you may contact: the APA Commission on Accreditation at http://www.apa.org/ed/accreditation.

Admission to the Ph.D. Program comprises acceptance to the Columbia University Graduate School of Arts and Sciences as well as to Teachers College. The Graduate School of Arts and Sciences requires that applicants must have a Bachelor of Arts degree or 90 points of liberal arts credit.

The program of study that follows is described in terms of full-time study. Some of the coursework may be taken on a part-time basis. At least one year of full-time study after the first 30 applicable credits is required unless the student can present persuasive evidence that his/her living and working circumstances do not and will not prevent him or her from taking full advantage of the College’s resources. Certain essential courses and practica are offered only in the morning and/or particular afternoon hours, and you will be required to take those courses at those times.

The program of study leading to the doctorate in Counseling Psychology is guided by the objectives listed earlier and which correspond to APA standards for accredited programs in health service psychology. In consultation with their faculty advisor, students will select the courses and other learning experiences that maximize their skills and enhance necessary areas of competence. Most courses must be taken in proper sequence as a number of courses have prerequisites. Precise sequencing of coursework will depend on whether students enter the Program with master’s level graduate course work.

Courses are required of all students unless waived on the basis of previous course work; waivers must be approved by the advisor in consultation with the Director of Training in light of the recommendations of the Advanced Standing Committee (see discussion of transfer credits above).

Required Courses and Practica

Please note that satisfactory performance in required courses is defined as an overall grade point average of B+. Grades of B- or lower are considered failing grades in the Program. Students must remediate such grades. Students may not carry incomplete grades on their transcripts. Students with incomplete grades lose good standing until the incomplete is removed.

NOTE: Credits listed for year-long courses are the minimum credits required for both semesters together.

General Psychology Requirements

Cognitive and affective aspects of behavior
HBSK 5096  Psychology of Memory: Cognitive and Affective Bases (3)

Human Development
HUDK 6520  Seminar in Lifespan Developmental Psychology (3)

Social aspects of behavior
ORLJ 5540  Pro-seminar in social psychology (3)
**Biological Aspects of Behavior**
BBS 5068/ Brain and behavior I and II (3)
BBS 5069

**History and Systems of Psychology**
CCPX 6020 History and systems of psychology (3)

**Measurement**
HUDM 5059 Psychological Measurement (3)

**Total credits for general psychology requirements: 18**

**Professional Development Requirements**
CCPJ 6569 Scientific and professional ethics (3)
CCPJ 6560 Advanced professional issues (1)

**Total credits in professional development: 4**

**Research-Related Coursework Requirements**

**Research Methodology**
CCPJ 5560 Review of research in counseling psychology I and II (2 and 2)
CCPJ 6572-80 Research practicum in counseling psychology (4-6) (year-long course)
ORLJ 5040 Research methods in social psychology (3)
CCPJ 7502 Dissertation seminar (2-6 credits; conducted with advisor for period as needed or enrollment in year-long course)
CCPJ 8900 Dissertation advisement (0 credits + fee that is equivalent to three credit hours) Students are obligated for this every semester after Dissertation seminar (CCPJ 7502) is completed, with the exception of the internship year.

**Techniques of Data Analysis**
HUDM 5122 Applied regression analysis (3; Probability and Statistical Inference or equivalent prior coursework is a prerequisite)
HUDM 6122 HUDM 6122 Multivariate Analysis I OR HUDM 5123 Linear Models and Experimental Design OR HUDM 6055 Latent Structure Analysis (3).

**Total credits in research: 18-24**

These requirements, together with the products of students’ research involvements, comprise the full research curriculum, which will subsequently be described in greater detail.

**Practice-Related Coursework Requirements**

Our practice sequence includes courses associated with individual differences, human functioning, dysfunctional behavior or psychopathology, theories and methods of assessment, and diagnosis and effective interventions.

Note: Students **must** obtain liability insurance coverage before they can see clients at the CEPS and other field settings. Applications for APA & ACA student/trainee insurance are available on their websites and in the Program office.
**Lecture & Theory Courses**
CCPJ 4064 Theories of counseling (3)
CCPJ 4165 Consultation in community agencies and resources (3)
CCPJ 5062 Career counseling and development (3)
CCPJ 5164 Multicultural counseling and psychology (3)

CCPX 5032 Adult psychopathology (3) OR
CCPJ 4000 Multicultural psychopathology (3)

**Experiential Courses**
CCPJ 5371 Foundations of Counseling (3)
CCPJ 5025 Group counseling (3)
CCPJ 5165 Racial-cultural counseling laboratory (4)
CCPJ 5060-61 Assessment in counseling (4) (Year Course, Fall-3, Spring-1)

**Total credits in practice: 22**

**Practicum Courses**
Practicum placements are available both on-campus and off-campus. The Dean-Hope Center for Educational and Psychological Services (DHCEPS) is an in-house training clinic located at 657 Thorndike Hall. Students may petition program faculty to complete second and third year practicum placements off-campus. Please contact the Placement Coordinator for further information. Please see Appendix F for offsite practica guidelines. Deadline for petitions is usually December 10; petitions and sites must be approved by program faculty.

Students must be in good standing with the program to petition and apply for off-site placement. If students lose good standing after being selected for an off-site placement, the placement approval is invalidated and revoked. If students lose good standing while at an off-site placement, the program reserves the right to terminate the placement and in any case will notify the off-site training administrators of the student’s change in status.

In order to provide ethical, consistent client care, DHCEPS trainees are required to maintain their caseloads past the end of the spring semester and through July 31st. At that point, cases can be referred to the new therapists who will join the clinic in September.

At the beginning of each academic year all practicum students and their clinical supervisors will co-sign a Clinical Learning Agreement outlining goals, objectives, and clinical and supervisory expectations for the year (see Appendix E) and submit this to the Placement Coordinator for review. At the end of each semester, the progress of all practicum students will be evaluated by their clinical supervisors; students are responsible to submit the evaluation (signed by the supervisor and student--see Appendix H), a record of clinical hours (signed by the student and the supervisor -- see Appendix H), and an evaluation of the supervisor (optional and signed by the student—see Appendix I) to the Placement Coordinator for review by the practicum instructor.

As specified in the Clinical Learning Agreement, and in keeping with the APA CoA’s Implementing Regulation C-14D, clinical supervision must comprise a minimum of one direct observation per evaluation period. Direct observations may include in-person or live observation, live simultaneous audio-video streaming, or audio-video recording.

As illustrated in detail by the evaluation form, successful participation in supervision and practicum requires competence in the areas of openness and self-reflection, collaborative and interpersonal skills, conceptualization, assessment, intervention, ethical awareness, practical/record-keeping skills, professional development, and multicultural competency. Appendices Q (Preparing to Serve a Diverse Public) and T
(Comprehensive Training Statement) provide further elaboration of the Program’s endorsement of national standards for graduate-level clinical training.

No grades will be given for practicum classes until all necessary clinic paperwork has been completed, approved, and turned in.

Three years of supervised practicum work plus a one-semester course on supervision are required by the program:

First year of practicum/Practicum I:

CCPJ 6330 Doctoral Practicum I and Case Conference (4) (Fall/Spring)
CCPJ 6330AB Doctoral Practicum I and Case Conference (0-4) (Summer)
Weekly individual supervision, case conference attendance, and attending a weekly 2-hour seminar class.

Second year of practicum/Practicum II:

CCPJ6360 Doctoral Practicum II and Case Conference (6) (Two Semesters) Fall (3) & Spring (3)
CCPJ 6360AB Doctoral Practicum II and Case Conference (0-1) (Summer)
Weekly individual supervision and attending a weekly 2-hour seminar class.

CCPJ 5368 Supervision and Teaching of Counseling (2). Students take this course concurrently with either Doctoral Practicum II or Doctoral Practicum III.

Third year of practicum/Practicum III:

CCPJ6364 Doctoral Practicum III and Case Conference (2-4) (Two Semesters) Fall (1-2) & Spring (1-2)
Note: Students enrolled in other approved practica (e.g., CCPJ 6368 Family Practicum) may enroll for 1 point per semester; all other students must enroll for two points per semester.
CCPJ 6364AB Doctoral Practicum III and Case Conference (0-1) (Summer)
Weekly individual supervision and attending a weekly 2-hour seminar class.

Total credits for Practicum: 16-20

Course Registration for Externship

CCPJ 6350 Externship in counseling psychology (Year Long) (0-6) Fall (0-3) & Spring (0-3)

Externship is an optional fourth year-long placement in a field setting for clinical experience. It is required for students who have not yet completed 400 clinical hours, and is recommended for all students completing the practicum sequence but not yet departing for internship. Students must petition program faculty by December 10 of the preceding year to be placed in an approved supervised 2-day-per-week training site to see individual and group clients. To participate in an externship, students must have completed the entire 3-year practicum sequence – Practica I, II, and III -- and should have completed most coursework. Please see Appendix F for offsite externship guidelines.

As is the case with any off-site placement, students must be in good standing with the program to petition and apply for externship. If students lose good standing after being selected for an externship placement, the placement approval is invalidated and revoked. If students lose good standing while at an externship, the program reserves the right to terminate the placement and in any case will notify the externship training administrators of the student’s change in status.
At the beginning of each academic year all externs and their supervisors will co-sign a Clinical Learning Agreement outlining goals, objectives, and clinical and supervisory expectations for the year (see Appendix E) and submit this to the placement coordinator. At the end of each academic year, all externs will submit a supervisory evaluation of the student’s work (signed by the supervisor and student—see Appendix H), a record of clinical hours (signed by the student and the supervisor see Appendix H), and an evaluation of the supervisor (optional and signed by the student—see Appendix I) to the placement coordinator to be reviewed by the practicum instructor. No grades will be given for externship until all necessary paperwork has been completed and turned in.

Course Registrations for the Predoctoral Internship

CCPJ 6460 Internship (Year Long) (0-6)

Students may apply for predoctoral internship positions only after successfully proposing their dissertations. Doctoral students subsequently spend an entire year at an internship site, which may be a college counseling center, clinic, hospital or a combination of these sites. The purpose of the internship year is to give preliminary professional experience under close supervision with increasing responsibility. The vast majority of students choose internships that are accredited by the APA, which is our strong recommendation. Other settings must be approved by the faculty. In this case, the director of training will communicate directly with internship site’s training director during the year, and if possible, visit the site. Students must petition the program faculty and be approved to apply for internship. To be approved, a student must be in good standing and, as mentioned, have an approved dissertation proposal before the faculty will allow application for internship.

While engaged in a full-time internship to fulfill doctoral requirements, students are required to register for CCPJ 6460: Internship in Counseling Psychology. In order to receive a final grade in this course, the Program must receive a letter of successful completion from the internship site.

Prior to applying for internship, it is recommended that student complete a minimum of one year at an off-site practicum or externship (the latter is required for students with fewer that 400 practicum hours). Please see the Placement Coordinator for information regarding placement sites.

Teaching and TA Requirements

Students are expected to serve as course assistants or graduate assistants to program faculty each semester during their first three years in the program. Students should expect to attend class meetings of the course with which they are assisting. Course assistants observe and assist the course instructor, who maintains responsibility for the course. Students with sufficient experience may serve as graduate assistants taking on more teaching or supervisory experience under the direction of the faculty instructor.

Research Requirements and Advancement to Ph.D. Candidacy:
Scholarly Engagement, Research Projects, and Cumulative Examinations

Central to the Counseling Program’s scientist-practitioner model is the belief that psychological scholarship and research are inseparable from competent, ethical professional practice. The research curriculum was developed with this emphasis in mind, which corresponds to Objective 2 within the program’s framework of objectives and competencies (see above):

Objective 2: To prepare counseling psychologists who are able to effectively integrate theory, research, and practice.

Expected Competencies:
(a) Understanding of research design and statistical analyses
(b) Ability to evaluate and critique existing research  
(c) Ability to design and implement research projects  
(d) Ability to prepare and present reports based on original research  
(e) Understanding of the integration of research into practice regarding individual and systemic functioning and the ability to serve as change agents

Most broadly, the doctoral research curriculum comprises 6 integrated aspects:

1. **A year of foundational research training** to be taken in a student’s first year of enrollment in the program (see Appendices L & M).
2. The completion of an independent RCP project OR a research competence portfolio that documents the student’s developing involvement in various levels of the research process. Many of the course requirements will assist students in completing the portfolio, but items required by the portfolio may also be completed outside the formal curriculum.
3. A research practicum experience completed with a faculty advisor.
4. Achievement of passing grades in statistics and research design coursework required by the program and as specified within the Research Portfolio.
5. Successfully passing the College’s Research Methods Certification Exam as required by the program and as specified within the Research Portfolio.

**The Research Competence Portfolio**

The aim of the RCP is to provide students with tangible milestones that demonstrate their acquisition of research-related skills and that enable students to enhance their qualifications to move into an academic position (if desired) after graduation. Some of the RCP’s requirements will be met *en passant* through mandatory coursework in Review of Research I and II (e.g., completion of an IRB, a literature review); other required parts can be met through collaboration with a research team or through independent work.

Students who enter the program with a master’s degree (or an empirical first authored manuscript/publication of similar quality and intensity) may choose to submit their thesis for review to the Advanced Standing Committee (ASC). Similarly, bachelors track students who were active on a research team and/or completed a senior thesis (or an empirical first authored manuscript/publication of similar quality and intensity) can also submit said document for review. If the ASC deems the prior level of research training and resultant works as comparable to student research products at TC, students may apply those works toward the fulfillment of their RCP and/or waive it entirely. However, they would still need to complete two semesters of Review of Research and actively participate on a research team.

For all other students, the following elements will comprise the RCP:

- An IRB proposal  
- A literature review of publishable quality (this is due at the end of the second semester of Review of Research)  
- Passing grades in statistics and research design coursework required by the program  
- A copy of the letter indicating the student has passed the college-wide doctoral Research Methods Certification Exam

AND

TWO OF THE FOLLOWING:
One must be a written work (a journal article or book chapter) and one must be empirical (i.e., featuring analyzed data). For example, you could submit (a) a conference talk based on empirical data and a theoretical book chapter, (b) an empirically-based book chapter and a theoretical book chapter, or (c) a theoretical conference poster and an empirical paper. To be clear, you cannot submit two conference presentations, even if they are both based upon empirical data (a written product is missing) or two non-empirical works of any kind. Within these qualifications, eligible work may include:

- The completion of a **poster presentation or talk at a conference** (e.g., the Winter Roundtable, APA, Diversity Challenge, National Multicultural Summit, APS). The student can be first or second author.
- A **manuscript of publishable quality** and evidence that it has been submitted to a peer-reviewed and scholarly journal for publication. It need not be accepted and the student can be first, second, or third author.
- A published or “in press” **book chapter**. Student can be first, second, or third author

**OR**

- A **published or “in press” empirical article** in a peer-reviewed and scholarly journal – student must be first author.

**NOTES:**

1. Copies of all relevant supporting documents, including conference abstracts, PowerPoint slides, manuscripts, CV, etc. should be included in the portfolio

2. If the student is **not** first author, documentation must be provided from the first author or student’s advisor that speaks to the student’s contribution to the final product. For incoming students, this documentation will be reviewed by the ASC to ensure the level of student participation in the research process. For current students, documentation will be reviewed and approved by their advisors.

3. Approval of such work for inclusion in the Research Portfolio is to be documented using the Verification Form, which (see Appendix M).

**Travel for Conference Presentations**

As noted above, presentations at professional conferences can constitute a component of the research portfolio. Depending on year-to-year budgetary sufficiency, the Program can provide partial reimbursement in the amount of $250 for travel expenses for students who will **present** at an APA Convention or a similar conference.

Procedures for requesting reimbursement are as follows:

1) A completed Travel Reimbursement form must be completed and submitted along with original receipts to Enrika Davis, Department Administrator. The form is available electronically from the TC website and the Program office.

2) Receipts must show proof of payment. Accounts Payable will not reimburse unless this is shown. It can either be on the receipt itself or a copy of your credit card statement showing the charge, with your account number blocked out.
3) Any receipts that you submit must have the name(s) of the reimbursement recipient on them. If you are sharing accommodations with one of your colleagues, be sure that both/all names are listed.

4) This reimbursement is available per term on a single-term basis. Funds that are not used during a particular academic term do not accumulate – instead, you start again the next year with a new $250.

5) Please provide your TC ID# and mailing address in your correspondence to Ms. Davis.

6) Any requests for reimbursements must be submitted within 30 days of your trip.

Research Practicum

All Counseling Psychology doctoral students are required to take two semesters of Research Practicum (CCPJ 6572-80). Special permission is required from the faculty member with whose team a student completes the practicum. Research Practicum options include:

- CCPJ 6571 Racial/cultural influences in career, cognition, and health (Professor Gushue)
- CCPJ 6572 Multicultural competencies (Professor Sue)
- CCPJ 6573 Social class, poverty, and PAR (Professor Smith)
- CCPJ 6574 Multicultural perspectives on social attitudes, identity, and development (Professor Miville)
- CCPJ 6575 Research models and procedures with racial/cultural emphasis (Professor Carter)
- CCPJ 6580 Minority Stress (Professor Brewster)
- CCPJ 6581 Stigma and identity (Professor Velez)
- CCPJ 65XX Title pending (Professor Huang)

During Research Practicum, students participate in ongoing research projects under the direction of a faculty member. Participation includes learning and implementing key components of conducting research, as well as integrating theory and methods with actual hands-on research practice. As part of the experience, students are expected to formulate hypotheses, build a conceptual framework, identify and select appropriate variables and instruments, understand research ethics, collect, code, and analyze data, and present research at a national conference. Students should become familiar with a range of qualitative and quantitative methodological approaches and become competent statisticians. In so doing, students will have the opportunity to address portions of the Research Portfolio that they were not able to complete during Review of Research I or II. Research competencies obtained during the Research Practicum are evaluated by satisfactory completion of the Research Portfolio.

Coursework in Statistics and Research Design

In addition to the foundational in-program courses Review of Research I and II and Research Practicum, students are also required to take the following additional courses. Proof of successful completion of these courses is required within the Research Portfolio.

ORLJ 5040 Research methods in social psychology (3)

HUDM 5122 Applied regression analysis (3) [Probability and Statistical Inference or the equivalent is a prerequisite, although it is not a program requirement in and of itself.]

At least one of the following:

HUDM 5123 Linear Models and Experimental Design (3) or
HUDM 6122 Multivariate Analysis (3) or
HUDM 6055 Latent Structure Analysis (3)
Research Methods Certification Examination

All Counseling Psychology doctoral students must take and pass the college-wide Psychology Research Methods Examination (a.k.a. the Certification or Cert exam) as part of the certification process toward doctoral candidacy. The exam assesses knowledge in research, statistics, and research design, and is developed by the Research Methods Examination Committee. The exam is given twice a year, October and February, and students must sign up to take the exam through the Office of Doctoral Studies, usually by the first week of the semester in which they plan to take the exam. **Students are responsible for obtaining the most current information regarding exam administration for a particular year from ODS.** Students need their advisor’s signature to apply for the exam. Proof that a student has passed this examination is required within the Research Portfolio.

Students wishing to take the Research Methods Exam must be in good standing; consult with your academic advisor regarding your readiness to take the exam. Frequently students take the exam during the second semester of their second year or first semester of the third year in the program, after completing basic statistics and research methods classes and research practicum. Students who do not pass the certification exam must retake it at the next date available. Students who do not pass the exam after two attempts are dismissed from the program. Dismissed students may petition the program faculty for re-admission and another opportunity to take and pass the exam.

Program Comprehensive Exam

The Program Comprehensive Exam involves a written exam covering several areas in Counseling Psychology. Exam questions will assess the students’ command of: (1) ethics; (2) core psychology course work; (3) case conceptualization and clinical intervention in personal/social counseling; (4) career theory, assessment, and counseling; and (5) professional issues such as professional trends and developments in counseling psychology. Cultural issues will be infused and tested throughout the questions in the exam. We recommend that students prepare and take the College-wide research methods certification exam prior to taking the program comprehensive exam. The comprehensive exam is furthermore taken after most course work is completed, as students are responsible for all content areas listed for the exam. It is offered once a year over the course of two days in March. Although question combinations may vary, students typically complete parts 1-3 on the first day (approximately 6 hours total, plus two half-hour breaks), and parts 4 and 5 on the second day (approximately 4 hours total with one half-hour break). Students who do not pass one or two sections of the exam are required to rewrite that/those section(s); students who do not pass 3 or more sections are required to retake the entire exam at the next administration. Students may not re-write a section more than twice. Failure to pass the program comprehensive exam will result in dismissal from the program. To prepare for the exam, students should refer to the syllabi of the corresponding courses for each question.

Doctoral Certification

Counseling psychology students do not become official candidates for the degree of Doctor Of Philosophy until they have passed 1) the College-wide Psychology Research Methods Exam, and 2) the program comprehensive exam which includes both a written exam and the submission to the program office of the research competence project paper or research portfolio completion form signed by the research practicum supervisor. An RCP must additionally be signed by a second counseling faculty member.

In addition, students must satisfy all other requirements for certification prescribed by the Office of Doctoral Studies (see the most current bulletins issued by and available at that office’s website). Students who fail to take the certification examination at the appropriate point in their studies are subject to certain penalties described in a bulletin entitled **Continuous Enrollment and Post-Certification Examination Course Requirements** available in the Office of Doctoral Studies (324 Thorndike). **Ph.D. candidates must complete**
all degree requirements within seven years of first entering the program (six years if they have an applicable master’s degree or 30 points of advanced standing prior to Doctoral admission).

The M. Phil. Degree

The application for the Masters of Philosophy degree – the M.Phil -- is a step in the Ph.D. process. The M.Phil. is a degree that TC confers en route to the Ph.D., and which qualifies you to defend your dissertation. The recommendation form, which is not found on the ODS website, can be obtained from the Program office. Students only complete the top part of the form with their identifying information. The department chair completes the rest and submits the form to ODS. The form is required, along with the student program plan form (from the ODS website) for the award of the M.Phil. Once ODS has both of them, and the student has passed the Cert and completed all coursework including the dissertation seminars (CCPJ7501/7502), the degree can be awarded. In order to defend the dissertation, GSAS requires that all M.Phil. requirements have been completed (including the award of the degree) by the previous semester.

The Dissertation

As noted by the TC Office of Doctoral Studies (ODS), the dissertation provides students with intensive training in research skills and the opportunity to make a unique contribution to the scholarship in their field. In this section of the proposal, guidelines for the dissertation process are taken from a recent ODS Bulletin. Students are responsible for obtaining the most up-to-date information regarding the dissertation process from the ODS website.

At the point that students are prepared to begin the development of their dissertation proposal, the College specifies that they register for dissertation seminar credits (1-3 per semester) at the 7500 course number level. This registration corresponds to the development and approval of plans for the dissertation. Students will not be approved to apply for predoctoral internship training until after they have successfully proposed a dissertation.

For complete information regarding the latest College dissertation guidelines, it is essential to visit the website of the TC Office of Doctoral Studies, and follow the links to Requirements for the Degree of Doctor of Philosophy. This site will explain the composition of dissertation committees and the required course registrations that indicate progress toward completion of the dissertation, as well as the circumstances under which students may be exempted from such registration. Specific guidelines and deadlines are subject to change outside the control of the Counseling Program, and students are responsible for visiting the website for the most up-to-date information regarding requirements.

REVIEW AND FEEDBACK

The faculty conducts once-yearly comprehensive evaluations of students’ progress. Every student is asked to complete the Student Progress Form as part of this yearly review. This form is distributed during the spring semester and returned to the Counseling Psychology Program secretary. Program faculty review each doctoral student, a summary of which is sent to the student by his or her academic advisor. The domains for evaluation are based on the program objectives outlined earlier and are listed in Appendix J. If satisfactory progress is not being made, the program will inform the student and, where appropriate, provide possible steps toward remediation (as well as procedures by which to regain good standing in the program) or offer assistance to the student in finding a field of study for which he or she is better suited. In certain circumstances, if program faculty have serious concerns regarding the student’s performance and/or behavior, a “hold” may be placed on a student’s registration (please also see section on Probation). Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training. Students are encouraged to meet with their advisors for clarification of the review letter as needed.
With regard to evaluation, the Counseling Program abides by the **comprehensive competence model** described by the Council of Chairs of Training Councils (CCTC). The model advises that “students and trainees in professional psychology programs should know that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large” (CCTC, 2004). The complete model statement is contained in Appendix T.

Please note that satisfactory performance in required courses is defined as an overall grade point average of B+. **Grades of B- or lower are considered to be failing grades.**

**A program planner and sample program plans are contained at the end of the Handbook (see Appendices A, B, & C).**

**Good Standing and Probation**

A student who is in good standing with the program meets the following criteria:

1. Has no incompletes on her/his transcript.
2. Has no grades below a **B**, with an overall average of **B+** or better.
3. Demonstrates appropriate skills in research and practice.
4. Engages in appropriate personal, interpersonal, ethical, and professional behavior based on the consensus of the Counseling program faculty.
5. Shows evidence of steady progress towards meeting degree requirements or has negotiated a leave of absence.

Any violation of the above stated criteria could lead to a loss of good standing and a probationary period. If this is the case, guidelines for returning to good standing will be stated. If a student receives an incomplete on their transcript, he/she will be placed on academic probation until the incomplete is removed. If a student receives a grade below a **B** on his/her transcript, he/she is expected to repeat the course or make arrangements with the course professor until an acceptable grade is obtained. Students who remain on academic probation for an extended period of time and/or who have not responded to a specified plan for improvement may be dismissed from the Program.

**ADDITIONAL POLICIES AND TOPICS**

**Grievance Procedures**

Please refer to Appendix G for details on grievance procedures.

**Tips and Hints for Making Graduate School Easier**
1. Be familiar with the contents of this Handbook, the student Handbook for DHCEPS, the relevant sections of the TC Catalog, and the materials on the website of the Office of Doctoral Studies. You are also obligated to be knowledgeable about Ethical Principles of Psychologists (APA, 2003). [http://www.apa.org/ethics/]

2. You will be completing and receiving various forms of paperwork and documentation throughout your graduate student career. **Keep copies of everything for yourself.** Start now.

3. Read your TC e-mail. At various times, the failure to read emailed notices has resulted in missed deadlines, the loss of scholarship money, ineligibility for clinical placements, and more.

4. Remember that confidentiality concerning your clients is an absolute requirement outside of the designated area of the DHCEPS and of supervision.

5. Professional courtesy to speakers requires that you **arrive on time for and do not leave early from** such events as classes, colloquia, and case conferences.

6. Buy and use the latest edition of *The APA Publication Manual*. It provides the basis for organization, style, grammar, and referencing of all written work prepared for courses and required projects.

7. Papers should be turned in on time; they should be in APA-style (including first drafts), referenced, and **proofread**. Remember to put your name and date on everything you hand in.

8. The faculty are only human and typically have multiple responsibilities and demands. Therefore, please remember that:
   
   a. They need time to read the material that you hand in. When you agree to a turn-in deadline for a major piece of work, the faculty member is planning for that, too. When you turn in something late, faculty will have scheduled something else for themselves at that time – the receipt of another student’s work or some work of their own. Faculty cannot change all their other deadlines because you have missed yours – so your wait time for feedback or edits now becomes indeterminate.
   
   b. Relatedly, when you are making up an incomplete, handing in a late application or petition, or have otherwise missed official deadlines, don’t expect faculty members to put everything else aside for you.
   
   c. It’s best not to ask for signatures or meetings during chance encounters in the hall or cafeteria; make appointments to meet faculty in their offices or come to open office hours.
   
   d. Do not assume that your advisor or research sponsor remembers all the details of what you talked about “last time.” Remind him/her.
   
   e. Most importantly, **it is your responsibility to check in periodically with your advisor, supervisor, and the Director of DHCEPS or other practicum site**. Do not wait to be called. **Do not lose contact with the Program!** Keep faculty informed of your whereabouts and progress.

9. Paperwork, while often onerous, is necessary -- it is part and parcel of any professional or clinical experience. It is **your** responsibility to keep track of the courses you have completed and the academic requirements you still need to fulfill, and to keep track of your practicum hours (i.e., keep your program worksheet and practicum record updated). Even more importantly, **it is essential keep client records at DHCEPS and all other practice sites current**.

10. Your student file is available to you with the permission of a faculty member. Under **no** condition is another student’s file available to you.
11. At a job, insist that your title be “Psychological Assistant,” not “Psychologist.” The latter, in most instances, is unethical and illegal. Similarly, on a job or internship, do not use the title “Doctor.” It is misleading and therefore unethical.

12. Keep track of your client contact hours beginning in your first year so they will be easier to calculate when you apply for internship. Make use of spreadsheets designed to help you keep track of hours in ways that will be important when applying for internship. Currently, some ready-made spreadsheets are available though the counseling psychology pages at the University of Kentucky website.

13. As part of a community, your participation in various committees and projects is often necessary (and always much appreciated). Each year we need students to assist with doctoral admissions, new student orientation, as student representatives at faculty meetings, faculty searches, colloquia, town hall meetings, and to serve on the Student Senate and as Student Representatives.

Authorship

Students are responsible for reading the Ethical Principles of Psychologists and Code of Conduct (APA, 2003), and the Publication Manual of the American Psychological Association (6th Edition, 2009). These will be helpful in establishing guidelines for such questions as primary and secondary authorship. In general, the question of authorship arises regarding student scholarship and research in four overlapping situations:

1. A student initiates the project and carries it through under the general sponsorship of a faculty member. In this instance, the student is either the senior author or the sole author. When a student is the sole author and the general sponsorship and guidance has been under a faculty member or committee, that faculty member or committee shall be identified in a footnote.

2. A student initiates a project and the effort is a collaborative one with a faculty member. In general, the student is to be considered the senior author and the faculty member the secondary author.

3. When a project arises from a faculty member’s interests and/or research, secondary authorship depends on the relative input of the participants.

4. When students work together on a project with or without faculty participation, the guidelines set forth in the Ethical Principles and the Publication Manual are to be followed.

Discussion of authorship should take place at the outset of the project. Any changes in these arrangements should be agreed upon by all parties. Should a disagreement over authorship arise, the parties may submit the matter to arbitration. The arbitration committee shall be appointed by the Director of Training, unless the director is involved in the dispute, in which case, the Department Chair will appoint the committee.

Private Practice Policy

(Reprinted from a memo issued by the former Division II and adopted and affirmed by the Program in Counseling Psychology)

No graduate student in a Teachers College program in Psychology may engage in the independent practice of psychology.

“Independent practice” signifies offering psychological services for a fee outside of the institutional setting. Whether or not such practice is supervised is irrelevant; performing these services under the aegis of a licensed psychologist in his/her office is still independent practice. Moreover, the psychologist who acts in this fashion is behaving both illegally and unprofessionally, and runs the risk of having his/her license suspended or revoked.
As a psychology student, you are, by definition, currently unqualified to offer professional psychological services for a fee; to do so is at best irresponsible and unethical, as well as illegal. Any student engaging in such practice is subject to expulsion from his/her program.

One exception to this caveat is that such services may be offered by students who are already trained and certified in a profession legally entitled to engage in such practice; this exemption includes Social Work and Mental Health Counseling, but does not include those certified by the state specifically as School Psychologists. Even so, each student who qualifies for this exemption must obtain a waiver from a faculty member of his/her program.

The Teachers College Handbook

The *Teachers College Student Handbook* is available through

Student Activities and Programs
160 Thorndike Hall
Box 42, 525 W 120th Street NY, NY 10027
Phone: (212) 678-3690
Email: studentactivities@tc.edu

The most recent Handbook is also available online on TC website.
## GENERAL PSYCHOLOGY

<table>
<thead>
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<th>Semesters Taken</th>
<th>Points</th>
<th>Notes</th>
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<tr>
<td>HBSK 5096</td>
<td>Psychology of Memory: Cognitive and Affective Bases</td>
<td>3</td>
<td></td>
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<tr>
<td>HUDK 6520</td>
<td>Seminar in Lifespan Developmental Psychology Studying Lives through Time: The Classics</td>
<td>3</td>
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<td>ORLJ 5540</td>
<td>Pro-Seminar in Social Psychology</td>
<td>3</td>
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<tr>
<td>BBS 5068/BBS 5069</td>
<td>Brain and Behavior I and II</td>
<td>3</td>
<td></td>
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<tr>
<td>CCPX 6020</td>
<td>History and Systems of Psychology</td>
<td>3</td>
<td></td>
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<td>HUDM 5059</td>
<td>Psychological Measurement</td>
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## PROFESSIONAL DEVELOPMENT

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<th>Notes</th>
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<td>Scientific and Professional Ethics</td>
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<td>CCPJ 6560</td>
<td>Advanced Professional Issues</td>
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<td>One semester</td>
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<td>4</td>
<td>+ 18 (from above)= 22</td>
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## RESEARCH

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<th>Points</th>
<th>Notes</th>
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<td>CCPJ 5560</td>
<td>Review of Research in Counseling Psychology I and II</td>
<td>4</td>
<td>Two semesters</td>
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<tr>
<td>CCPJ 6572-80</td>
<td>Research Practicum in Counseling Psychology</td>
<td>4-6</td>
<td>Year Long Course</td>
<td></td>
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<tr>
<td>ORLJ 5040</td>
<td>Research Methods in Social Psychology</td>
<td>3</td>
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<tr>
<td>CCPJ 7502</td>
<td>Dissertation Seminar</td>
<td>2-6</td>
<td></td>
<td>Prerequisites: Completion of RCP or Research Competence Portfolio, Cert Exam, and Comp Exam</td>
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<tr>
<td>CCPJ 8900</td>
<td>Dissertation Advisement</td>
<td>0</td>
<td>Fee is equivalent to 3 credit hours. Students obligated for this every semester after CCPJ 7502 is completed with the exception of the Internship year</td>
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<td>Course #</td>
<td>Course Title</td>
<td>Semesters Taken</td>
<td>Points</td>
<td>Notes</td>
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<td>----------</td>
<td>--------------------------------------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>--------------------------------------------</td>
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<td>HUDM 5122</td>
<td>Applied Regression Analysis</td>
<td>3</td>
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<tr>
<td>HUDM 6122</td>
<td>Multivariate Analysis I OR HUDM 5123 Linear Models and Experimental Design OR HUDM 6055 Latent Structure Analysis</td>
<td>3</td>
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<td>TOTAL</td>
<td></td>
<td>19-23 + 22 = 41 (and up to 45)</td>
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**PRACTICE**

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<tr>
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<td>Theories of Counseling</td>
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<tr>
<td>CCPJ 5062</td>
<td>Career Counseling and Development</td>
<td>3</td>
<td></td>
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<tr>
<td>CCPJ 4165</td>
<td>Consultation in Community Agencies and Resources</td>
<td>3</td>
<td></td>
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<tr>
<td>CCPJ 5164</td>
<td>Multicultural Counseling and Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>CCPJ 5371</td>
<td>Foundations of Counseling</td>
<td>3</td>
<td></td>
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<td>CCPJ 5025</td>
<td>Group Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td>CCPJ 5165</td>
<td>Racial-Cultural Counseling Laboratory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CCPJ 5060-61</td>
<td>Assessment in Counseling</td>
<td>4</td>
<td>Year Long Course, Fall-3, Spring-1</td>
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<td>ONE of the following:</td>
<td></td>
<td></td>
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<tr>
<td>CCPX 5032</td>
<td>Adult Psychopathology</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCPJ 4000</td>
<td>Multicultural Psychopathology</td>
<td>3</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>29</td>
<td>+ 41 = 70 (and up to 74)</td>
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**PRACTICUM**

**First Year:**

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<th>Semesters Taken</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCPJ 6330 (CCPJ 6330AB in Summer)</td>
<td>Doctoral Practicum I and Case Conference</td>
<td>4</td>
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<td>Two semester (Fall-2, Spring-2); Summer (0-4) Weekly individual supervision, Case Conference attendance, and attending a weekly 2-hour seminar class.</td>
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**Second Year:**

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<tr>
<td>CCPJ 6360Z (CCPJ 6361AB in Summer)</td>
<td>Doc Practicum II and Case Conference</td>
<td>6</td>
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<td>Two semesters (Fall-3, Spring-3); Summer (0-1)</td>
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<tr>
<td>CCPJ 5368</td>
<td>Clinical Supervision</td>
<td>2</td>
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<td>One semester</td>
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**Third Year:**

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<th>Semesters Taken</th>
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</thead>
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<tr>
<td>CCPJ 6364 (CCPJ 6364AB in Summer)</td>
<td>Doctoral Practicum III and Case Conference</td>
<td>2-4</td>
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<td>Two semesters (Fall,1-2, Spring,1-2); may take lower points only if taking other approved clinical practicum (e.g., Couples/Family practicum)</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>14-16</td>
<td>+ 70 = 86 (and up to 90)</td>
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</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Semesters Taken</td>
<td>Points</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>CCPJ 6350</td>
<td>Externship in Counseling Psychology</td>
<td>0-6</td>
<td>-</td>
<td>Year Long Course, Fall(0-3), Spring(0-3); optional if minimum hour is met (400)</td>
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**Electives if needed to bring final credit total to 90**

<table>
<thead>
<tr>
<th>Course #</th>
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<th>Semesters Taken</th>
<th>Points</th>
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**Internship**

<table>
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<tr>
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<th>Semesters Taken</th>
<th>Points</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>CCPJ 6460</td>
<td>Internship</td>
<td></td>
<td>-</td>
<td>Year Long Course (0-6); to receive final grade, program must have letter of completion from site.</td>
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**Final Credit Total**

<table>
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<tr>
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<th>To be eligible for graduation, final point total must be 90 or greater.</th>
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</table>
APPENDIX B
Sample Masters Track Sequence

This sample is only an illustration – not all courses (especially those in other departments) will be offered in exactly this sequence every year. In addition, some students will elect to move through the program more gradually, moving some courses into later years, or more quickly, finishing program requirements in three (rather than four or more) years.

FIRST YEAR

Fall
CCPJ 5560 – Review of Research I
CCPJ 6330 – Doctoral Practicum I
CCPJ 6569 – Scientific and Professional Ethics and Standards
CCPJ 6560 – Advanced Professional Issues
ORLJ 5040 – Research Methods in Social Psychology

[HUDM 4122 – Probability and Statistical Inference if required as a prereq for HUDM 5122 – this is not a program requirement]
Research Team

Spring
CCPJ 5560 – Review of Research II
CCPJ 6330 – Doctoral Practicum I
CCPJ 5165 – Racial-Cultural Counseling Lab
HUDM 5122 – Applied Regression
CCPJ 5164 – Multicultural Counseling
Research Team

Summer
HBSK 5096 – Psychology of Memory: Cognitive and Affective Bases
CCPJ 5563 – Multicultural Psychopathology or CCPX 5032 – Adult Psychopathology

SECOND YEAR

Fall
CCPJ 657(2-9) – Research Practicum
CCPJ 6360 – Doctoral Practicum II
CCPJ 5060 – Assessment in Counseling Psychology I
Research Team

Spring
CCPJ 657(2-9) – Research Practicum
CCPJ 6360 – Doctoral Practicum II
CCPJ 5060 – Assessment in Counseling Psychology II
CCPJ 5368 – Supervision and Teaching
HUDM 6122/HUDM 5123/HUDM 6055 – Statistics (Multivariate) or General Linear Models or Latent Structure Analysis
Research Team

Summer
HUDM 5059 – Psychological Measurement
CCPX 6020 – History and Systems of Psychology
CCPJ 4165 – Consultation in Community Agencies and Resources
THIRD YEAR

Fall
CCPJ 5364 – Doctoral Practicum III
ORLJ 5540 – Pro-Seminar in Social Psychology
Research Methods Exam (Fall or Spring)
Research Team

Spring
CCPJ 5364 – Doctoral Practicum III
BBS 5068/5069 – Brain and Behavior I & II
HUDK 6520 – Seminar in Lifespan Developmental Psychology
Comprehensive Exam
Research Team

FOURTH YEAR

Fall
CCPJ 7502 – Dissertation
CCPJ 6350 – Externship (optional)
Apply for internship
Research Team

Spring
CCPJ 7502 – Dissertation
CCPJ 6350 – Externship (optional)
Research Team

FIFTH YEAR

Fall/Spring
CCPJ 6460 – Internship
### APPENDIX C

#### Sample Bachelor’s Track Plan Sequence

This sample is only an illustration – not all courses (especially those in other departments) will be offered in exactly this sequence every year. In addition, some students will elect to move through the program more gradually, moving some courses into later years, or more quickly, finishing program requirements in four (rather than five or more) years.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Review of Research I (5060)</td>
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<tr>
<td>Theories (4064)</td>
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<tr>
<td>Foundations (5371)</td>
</tr>
<tr>
<td>Career (5062)</td>
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<tr>
<td>Ethics (6569)</td>
</tr>
<tr>
<td>Adv. Prof Issues (6560)</td>
</tr>
<tr>
<td>Probability &amp; Statistics HUDM 4122 (if required as a prereq for HUDM 5122 – this is not a program requirement)</td>
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**Research Team**

<table>
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<th>Spring 1</th>
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<tbody>
<tr>
<td>Review of Research II (5560)</td>
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<tr>
<td>Group Counseling (5025)</td>
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<tr>
<td>Multicultural Counseling (5164)</td>
</tr>
<tr>
<td>Seminar in Lifespan Developmental Psychology (HUDK 6520)</td>
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<td>Research Team</td>
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<table>
<thead>
<tr>
<th>Summer 1</th>
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<tbody>
<tr>
<td>Multicultural Psychopathology (5563) or Adult Psychopathology (5032)</td>
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<tr>
<td>History and Systems (CCPX 6020)</td>
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<td>Doctoral practicum I (5360)</td>
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<td>Assessment I (5060)</td>
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<tr>
<td>Research methods social psych (ORLJ 5040)</td>
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<td>Racial Cultural Counseling Lab (5165)</td>
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<td>Research Team</td>
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<td>Doctoral Practicum I (5360)</td>
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<td>Regression (HUDM 5122)</td>
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<td>Psychology of Memory and Affective Bases (HBSK 5096)</td>
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<td>Research Team</td>
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<table>
<thead>
<tr>
<th>Summer 2</th>
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<tbody>
<tr>
<td>Psych Measurement (HUDM 5059)</td>
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<tr>
<td>HUDM 6122/HUDM 5123/HUDM 6055 – Statistics (Multivariate) or General Linear Models or Latent Structure Analysis</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Doctoral Practicum II (6360z)</td>
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<tr>
<td>Supervision and Teaching (CCPJ 5368)</td>
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<tr>
<td>Proseminar in social psych (ORLJ 5540)</td>
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<td>Consultation (4165)</td>
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<td>Research Team</td>
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<table>
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<td>Doctoral Practicum II (6360z)</td>
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<td>Brain &amp; Behavior (BBS 5068/5069)</td>
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<table>
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<td>Research Team</td>
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<td>Certification exam (Fall or Spring)</td>
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<tr>
<td>Research Team</td>
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<tr>
<td>Comprehensive exam</td>
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FIFTH YEAR

Fall
CCPJ 7502 – Dissertation
CCPJ 6350 – Externship (optional)
Research Team
Apply for internship

Spring
CCPJ 7502 – Dissertation
CCPJ 6350 – Externship (optional)
Research Team

SIXTH YEAR

Fall/Spring
CCPJ 6460 – Internship
Respect for diversity and for values different from one’s own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002) and as discussed in the Guidelines and Principles of Programs in Professional Psychology (APA, 2005). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein “training programs”) in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members’ openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological
abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with counseling psychology’s core values, respect for diversity and for values similar and different from one’s own.

1This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document. Correspondence regarding this document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building, University Park, PA, 16802 or to kbieschke@psu.edu.
APPENDIX E
CLINICAL LEARNING AGREEMENT
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY
PROGRAM IN COUNSELING PSYCHOLOGY

Student Name: ________________________________________________________________________
Site: ________________________________________________________________________________
Dates of Placement: ____________________________________________________________________
Site Supervisor Name: ____________________________________________________________________
Site Supervisor Degree: ____________________________________________________________________
Address, email, and Telephone Number of Supervisor: ____________________________________________________________________

Clinical training experience:

☐ Basic Practicum (CCPJ 6630AB)
☐ Second Year Practicum (CCPJ 6630z)
☐ Third Year Practicum (CCPJ 5364z)
☐ Externship (CCPJ 6350)
☐ Other (Please specify)

Purpose, Goals and Objectives of Supervision
• The purpose of supervision is to facilitate the supervisee’s mastery of counseling skills, increase supervisee comfort and self-efficacy with regards to delivering counseling services and to help the supervisee begin to develop her/his own counseling style.
• Though the clinical training is a learning experience for the supervisee, the welfare of each client is of primary importance. The supervisor’s first responsibility is to ensure that the client receives adequate care.
• Both the supervisee and supervisor are expected to behave in an ethical and professional manner.
• Generally, supervision may involve these different modalities, but should involve a minimum of one hour of contact per week: 1) direct observation of sessions, 2) review of written case notes, 3) review of audio tapes. The supervisee is expected to turn all case notes and/or tapes to the supervisor at a mutually agreed upon day/time. The supervisor is expected to review the case notes or tapes in time for the weekly supervision session.
• In keeping with the APA CoA’s Implementing Regulations C-14D, supervision must comprise a minimum of one direct observation per evaluation period. Direct observations may include in-person or live observation, live simultaneous audio-video streaming, or audio-video recording.
• Goals for supervision (Please list below)
  1)___________________________________________________
  2)___________________________________________________
  3)___________________________________________________

Duties and Responsibilities:
• The primary responsibility of both the supervisor and supervisee is the welfare of the client.
• The supervisor and supervisee will be alert to the possibility of their dual relationships and the effect on the supervisory relationship. The supervisor and supervisee will behave ethically should dual relationships arise.
Methods of Evaluation:

- Students will be evaluated according to clinical training evaluation forms included in the Student Handbook.

Nature of Supervision: Please describe the context of supervision services (e.g., frequency and duration, location of supervision, use of theoretical models in supervision).

Procedural Considerations:

- In the event of an emergency, supervisee should contact the supervisor, and follow policies and procedures of the placement site.
- Other procedural considerations:

Specific student responsibilities include (Please check all that apply):

- Individual Psychotherapy
- Couples Therapy
- Consultation
- Administrative tasks
- Group counseling
- Family Therapy
- Child/Adolescent Therapy
- Report writing
- Career counseling
- Testing/Assessment
- Consultation
- Case Presentations/Attending Meetings

Other (Please Specify): ________________________________

Describe tentative schedule (i.e., days of week, hours of day) and approximate caseload:

__________________________________________________________

__________________________________________________________

Signatures

My signature indicates that I have read the clinical training manual, and I understand that I will adhere to all aspects of the clinical training.

<table>
<thead>
<tr>
<th>Site Supervisor</th>
<th>Student</th>
<th>Director of Training</th>
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<tr>
<td>Name</td>
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APPENDIX F
Off-site Practicum/Externship Guidelines

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY
Program in Counseling Psychology

Objectives of the Off-Site Practicum / Extern Program
The primary objective of the off-site doctoral practicum / externship experience is to enable students to gradually and developmentally approximate an apprenticeship position in the role of a practicing clinician. Counselor externs/off-site practicum students become part of a professionally approved clinical program in which they can observe successful practices, participate in all aspects of the program and apply classroom learning to actual clinical situations.

Another objective of the practicum /extern program is to give the counselor trainee the opportunity to increase his/her competencies and readiness to enter the field. Additionally, we value the professional interchange that develops between the university and agencies in the community through the collaboration in training students.

Teachers College prides itself in the recognition that its counseling students are consistently well received and evaluated as being significant contributors to the clinical programs in which they work.

Student Preparation
Three years of supervised practica are required of all doctoral students in the program. Students who have more than 400 hours in practicum hours are not required to do a fourth year of clinical practice in the form of an externship; however, it is strongly recommended. Students may go off-site for practicum after at least one year at the Dean-Hope Center with faculty approval. They may do an externship during the 4th year of their 90 point program and/or later. Before externship they will have completed coursework in Statistics, Professional Issues, Research, Group Dynamics, Racism, Human Cognition, Individual Psychological Testing, Cross-Cultural Practicum, Career Development, as well as passed a comprehensive exam.

Role of Counselor Extern/Off-Site Practicum Student
Students are expected to function as part-time members of the agency during their off-site placements. We recommend that sites provide students with a broad range of clinical experiences. As part of their extern/off-site practica requirements at Teachers College, students are required to provide ongoing individual (personal and/or career) and group counseling (where available). Students must have an individual caseload of five or more patients/clients/students throughout their extern experience. (Four are required for an off-site practicum.) Other training experiences should include conducting intake interviews, individual counseling sessions, performing psycho-diagnostic testing, and participating in case conferences and seminars. Students may also participate in crisis intervention, staff meetings, staff development workshops, program development, seminars for staff, data gathering and record keeping as it applies to the population served. All extern/off-site practicum activities must be under the direction/guidance of a licensed supervisor.

Time Commitment
A placement typically consists of one full academic year of placement. Externships comprise approximately 16 hours a week. (It is recommended that off-site practica be arranged for fewer hours, so as to not to interfere with coursework.) Depending on the individual, the counseling extern’s time commitment involves a minimum of 400 hours throughout the course of two or more semesters of study. Typically externs work on site two and one-half days per week for one year. Other arrangements may be made as long as they are in accordance with state requirements and university policy.

Supervision and Evaluation
The site’s responsibility to the student includes a minimum of one hour per week of structured individual supervision and one hour per week of group supervision (when applicable), by a licensed psychologist with at least three years of working experience or by a pre-licensed clinician who is under the supervision of a licensed psychologist.

It is essential that the student be offered supervised experience in individual counseling and where available, group counseling. The site is responsible for providing administrative assistance at the site for students. The specific externship/practicum description is to be worked out cooperatively between the on-site supervisor, TC’s placement
The student is encouraged to assume a major part of the responsibility in this process and, in so doing, to identify areas of special interest as well as those which might most benefit the program.

In keeping with the APA CoA’s Implementing Regulations C-14D, supervision must comprise a minimum of one direct observation per evaluation period. Direct observations may include in-person or live observation, live simultaneous audio-video streaming, or audio-video recording.

At the beginning of the academic year the student and his or her supervisor must sign a “Clinical Learning Agreement” which outlines their work together over the course of the year. This agreement should be handed in to the Placement Coordinator (Dr. Defne Akol) during the first half of September. In addition, the site and Teachers College must have an “Affiliation Agreement.” If your site does not have one with Teachers College, please forward it to them after you have been accepted for externship (the semester before you are to begin).

The department requires that all externs/off-site practicum students be evaluated by their supervisors at the close of each semester. Since this evaluation is part of the teaching/learning process it should be shared with the student before it is sent to the Program. It should reflect the performance in the field for the semester just completed. Each evaluation is reviewed by the externship or practicum instructor before assigning a grade for the course.

**Professional Liability Insurance**
All externs/practicum students are required to carry professional liability insurance once they begin their placement. Please provide the Placement Coordinator with a copy of your liability insurance at the beginning of the semester.

**Applying for Externship / Practicum**
In order to apply for externship / practicum, students must petition the faculty by letter. This petition should include the following:
- Name of potential sites
- Brief description of externship duties (including number of hours/week)

All letters will be reviewed during program faculty meetings. Students will receive a letter or email indicating whether or not they have been approved to go off-site.

**Approved Site List**
The Placement Coordinator can provide a list of sites that have been approved during the past two years by the Department of Counseling & Clinical Psychology. These sites have demonstrated in the past that they provide appropriate training and supervision for externs/off-site practicum students. However, it has been our experience that both training opportunities and personnel change from year to year. A site that may have been an excellent fit last year may not be as good a fit this year.

Before sending your application materials ask for a current brochure or check the site’s website. When you interview, you should make sure that the site still offers the kind of training outlined above and that the site --as currently configured-- is a good fit for your training goals. If you are interested in securing an externship at a site that is not listed, follow the guidelines below.

**Approving a New Site:**
1. Have the supervisor contact the Placement Coordinator to discuss training opportunity.
2. Submit the supervisor’s CV and a letter from the supervisor stating what the student will be responsible for as a trainee.
3. The supervisor must sign the Clinical Learning Agreement to complete the approval process and the site must authorize an Affiliation Agreement with the Counseling Psychology Program.
APPENDIX G
COUNSELING PSYCHOLOGY DOCTORAL PROGRAM
STUDENT GRIEVANCE POLICY AND GUIDELINES

Rationale

Despite the best intentions and efforts of faculty and students alike, there are specific occasions in which students feel that certain decisions, events, or interactions have a negative impact on their experiences. On such occasions, students may have a grievance against other students, faculty, or the department as a whole. The purpose of this document is to specify the recourse available to students with grievances, including: (1) definitions and examples of grievances, (2) routes of grievances through levels of appeal, (3) instructions for the student in filing a grievance, and (4) regulations for hearing, deliberating, and adjudicating grievances.

The Counseling Psychology Program affirms the right of its students to express grievances and is committed to providing due process, to provide a means for the safe hearing of grievances, and to attempt a resolution of the expressed grievance that is satisfactory to the complainant. The program’s grievance procedure does not preclude the use of legal or professional resources for addressing grievances. In addition, nothing in the program’s grievance policy and guidelines shall prohibit any student from pursuing any of the College-wide grievance procedures described in TC’s outline of grievance procedures, www.tc.edu/policylibrary/grievance_procedures_outline

Definition and Examples

Grievances include any words or actions on the part of other students, faculty, or staff in the department which limit the student’s access to learning, which limit their free speech, which limit their freedom of association and assembly, or which limit their freedom of expression and inquiry. Examples include incompetent teaching by a member of the faculty; unfair or inequitable evaluation or grading practices; lack of respect from peers and faculty; unfair or unreasonable demands; coercion; sexual harassment; exploitation of ideas, products, work, time, or resources; and discrimination on the basis of sex, ethnic origin, physical ability, sexual orientation, or age. While this list covers many potential areas of concern, it is not exhaustive. The program assures students the right to a fair hearing and due process concerning any circumstance involving a member of the department (student, faculty, or staff) which has been perceived to be harmful, unfair, or otherwise damaging to the student.

Routes for the Expression of a Grievance

It is anticipated that many perceived incidents of unfairness, harm, or other damage will be resolved without requiring formal proceedings. Ideally, this would be achieved through direct and reasonable communication between the parties involved with little or no mediation required. It is affirmed that faculty have a special responsibility to hear student grievances directed against them, to consider them seriously and fairly, to be cognizant of the imbalance of power inherent in the student/faculty relationship, and to assure that there will be no penalty to the student simply for the expression of a grievance against them. Before filing a formal grievance, students are encouraged but not required to approach directly person(s) against whom they may have a grievance and attempt a satisfactory resolution. This procedure is not appropriate in situations involving allegations of sexual harassment, assault or violence or other forms of gender misconduct. See www.tc.edu/policylibrary/protection_from_harassment and www.tc.edu/policylibrary/Gender-Based_Misconduct_Policies_for_Students

If direct communication is unsuccessful or if the student perceives it to be too great a risk, then the procedures outlined herein may be followed. In general, the student should consider beginning at the first level of recourse and proceeding through higher levels until a satisfactory resolution is achieved. If a given level, however, includes the person against whom the grievance is held, that level may be skipped. If the perceived risk to the student of additional harm is too great at any given level, that level may be skipped. Unsatisfactory resolution of the grievance at any level may be appealed at the next higher level. Confidentiality will be maintained within each level of the procedure to the extent consistent with obligations to address particular kinds of alleged misconduct and avoid harm to others. The following steps of appeal are suggested but not required:

1. Direct communication with the person(s) against whom the grievance is held;
2. Presentation, orally or in writing, of the grievance to the student’s advisor;
3. Presentation, orally or in writing, of the grievance to the Grievance Hearing Committee;
4. Presentation, orally or in writing, of the grievance to the program faculty or to the Department Chair;
5. Filing of a grievance, following College policy, with the Vice Provost;
6. Filing a grievance, following College policy, with the Provost;
7. Filing a grievance, following College policy, with the President;

The remaining procedures outlined herein address only steps 1-5 of the grievance routes; the procedures for steps 6-8 are published in Teachers College materials. (See www.tc.edu/policylibrary/grievance_procedures_outline.) Students should contact
the particular office to identify the procedures for filing a complaint with that body. The grievance procedure should generally be initiated within two months of the precipitating incident.

Procedures

1. **Direct communication with the person(s) involved.**

   The student should arrange an appointment with the person(s) against whom he/she has a grievance, explaining the purpose of the meeting. At the meeting, the student should clearly, specifically, and reasonably present his/her complaint and request a resolution. The recipient of the grievance is responsible for openly and completely hearing the complaint, considering it seriously, and responding honestly, with respect, in an attempt to provide resolution.

2. **Presentation of the grievance to the student’s advisor.**

   The student should schedule an appointment with his/her advisor, informing him/her of the purpose of the meeting. At the meeting the student should clearly, specifically, and reasonably present his/her complaint, including the identity of the person(s). The advisor should openly and completely hear the complaint and consider it seriously and respectfully. The advisor will offer confidentiality to the extent possible, but if he/she is asked to pursue the matter on behalf of the student, confidentiality will be considered waived to the extent necessary to comply with the student’s request. The advisor should ascertain whether the student has attempted direct resolution and, if not, encourage this where appropriate. If, however, the student perceives too great a risk in doing so the advisor should respect this and may offer to intercede. He/she may arrange a meeting with the student and the person(s) against whom the student has a grievance and attend as a mediator. Other procedures for intercession are left to the discretion of the advisor.

3. **Appeal to the Grievance Hearing Committee (GHC).**

   The student should appeal, in writing, to the chair of the department GHC. The written appeal should describe, in detail, the nature of the grievance and all parties involved. The GHC will convene within ten days of receipt of the complaint. At the initial hearing, the student, accompanied by an advocate of his/her choice if desired, will be asked to present his/her grievance to the Committee. Any Committee member who may be biased or risks a conflict of interest shall withdraw from the proceedings and may be replaced at the discretion of the GHC chair. The student has the right to request that any committee member be excluded from the hearing, which may be granted by the committee chair. The student is not required to be present at the same time as the person against whom the grievance is held but may attend if he/she so desires. Both the student and the person(s) against whom the grievance is held may submit testimony of up to three witnesses (more may be used at the discretion of the GHC Chair). The Committee may call as many witnesses as it believes are necessary. While the GHC will attempt a straightforward resolution of the grievance to the satisfaction of the student, it may also, unlike lower levels, rule either in favor of or against the student’s grievance, or reach no conclusion and recommend that the student appeal his/her grievance at the next higher level. Rulings require a simple majority of voting members of the Committee. Should they rule against the student’s grievance, the matter will be considered closed as a departmental issue. The student, however, retains the right to pursue recourse at higher levels. A formal letter from the GHC Chair will summarize the findings and any recommendations of all hearings. Copies will be sent to all parties and kept on file with the department chair. All hearings will be considered confidential to the extent possible.

4. **Appeal to the Program Faculty or Department Chair.**

   The student should request a meeting in writing with the Program Faculty or Department Chair, informing the Program Faculty or Department Chair of the purpose of his/her request and outlining the particular grievance. The Program Faculty or Chair will openly and completely hear the complaint, consider it seriously and with respect, and act toward satisfactory resolution of the student’s grievance. The Program Faculty or Chair will notify in writing the person(s) against whom the grievance is held of the filing. The Program Faculty or Chair may intercede with the person(s) against whom the grievance is held or schedule a meeting among all parties (including, with the student’s assent, the student’s advisor, chair, program director, or other advocate), at which the Program Faculty or Chair will act as mediator. The Program Faculty or Chair may conduct an investigation by interviewing all relevant parties and any witnesses in an attempt to resolve the grievance. In these proceedings the Program Faculty or Chair is not an advocate for either party, but a neutral mediator. At any point, or if resolution is not achieved, the Program Faculty or Chair may decline to further pursue the grievance and may instead recommend that the student pursue the next level of appeal.
APPENDIX H
CLINICAL EVALUATION

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

Semester (Fall, Spring, or Summer) and Year: __________________________________________

To The Supervisor:
Assessment of competencies as an on-going process is an integral part of the counseling student’s learning process. We would like the evaluation to confirm what a student has learned as well as guide her/his future developmental needs. The evaluation should be both diagnostic and prescriptive. It should be completed in collaboration with the student. Also, please be sure that the student/extern attaches a page of documented hours to this document when it is returned to the Program. Thank you for your time and attention.

To Be Completed By The Student/Extern:
Name of student/extern: __________________________________________________________
Name of supervisor and Title: ______________________________________________________
Placement Site: _________________________________________________________________
Telephone Number: ______________________________________________________________
Number of days/hours per week: ___________________________________________________

Clinical Experience (Please check one):

- ☐ Basic Practicum (CCPJ 6630AB)
- ☐ Second Year Practicum (CCPJ 6630z)
- ☐ Third Year Practicum (CCPJ 5364z)
- ☐ Externship (CCPJ 6350)

Evaluation Period (Please check one):

- ☐ Midterm Evaluation
- ☐ Final Evaluation
- ☐ Other (Specify): __________

☐ Check here to endorse: In keeping with the APA CoA’s Implementing Regulations C-14D, supervision comprised at least one direct observation during this evaluation period. The form of direct observation was (circle one): in-person or live observation, live simultaneous audio-video streaming, or video recording.

EVALUATION CRITERIA: Please complete the rating form by evaluating the student using the following rating scale. Expected competency should be referenced to training level checked above (e.g., Basic Practicum or Third Year Practicum).

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<th>4</th>
<th>5</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Significantly Below Expected Competency</td>
<td>Below Expected Competency</td>
<td>Meets Expected Competency</td>
<td>Above Expected Competency</td>
<td>Significantly Above Expected Competency</td>
<td>Not Applicable</td>
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### CLINICAL RELATIONSHIPS/INTERPERSONAL SKILLS

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<thead>
<tr>
<th>Ability to take a respectful, helpful professional approach clients.</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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<tr>
<td>Ability to form a working alliance with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>Ability to deal with conflict or differences with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<tr>
<td>Ability to understand and maintain appropriate professional boundaries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to work collegially with fellow professionals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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### SUPERVISION

| Ability to work collaboratively with the supervisor. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to prepare for supervision. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to follow through on supervisory recommendations. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including | 1 | 2 | 3 | 4 | 5 | N/A |
| Using good judgment as to when supervisory input is necessary. | 1 | 2 | 3 | 4 | 5 | N/A |
| Effective use of supervision to implement and enhance skills. | 1 | 2 | 3 | 4 | 5 | N/A |

### PSYCHOLOGICAL ASSESSMENT SKILLS

| Ability to select and implement multiple methods and means of evaluation in ways that are | 1 | 2 | 3 | 4 | 5 | N/A |
| responsive to and respectful of diversity among individuals, couples, families and groups. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to integrate assessment data from different sources for diagnostic purposes. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to formulate and apply diagnoses; to understand the strengths and limitations of current | 1 | 2 | 3 | 4 | 5 | N/A |
| diagnostic approaches. | 1 | 2 | 3 | 4 | 5 | N/A |

### INTERVENTION AND CASE CONCEPTUALIZATION SKILLS

| Ability to formulate and conceptualize cases. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to plan treatments. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to implement intervention skills, covering a wide range of developmental, preventive and | 1 | 2 | 3 | 4 | 5 | N/A |
| “remedial” interventions, including psychotherapy, psychoeducational interventions, crisis management and | 1 | 2 | 3 | 4 | 5 | N/A |
| psychological/psychiatric emergency situations, depending on the focus and scope of the clinical placement site. | 1 | 2 | 3 | 4 | 5 | N/A |
| Knowledge regarding psychotherapy theory, research and practice. | 1 | 2 | 3 | 4 | 5 | N/A |
| Understanding and application of theoretical and research knowledge related to diagnosis/assessment | 1 | 2 | 3 | 4 | 5 | N/A |
| and intervention, diversity, supervision, ethics etc. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to apply specific empirically supported treatment methods | 1 | 2 | 3 | 4 | 5 | N/A |
| Assessment of treatment progress and outcome. | 1 | 2 | 3 | 4 | 5 | N/A |
| Linking concepts of therapeutic process and change. | 1 | 2 | 3 | 4 | 5 | N/A |

### ETHICS

| Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, | 1 | 2 | 3 | 4 | 5 | N/A |
| regulations and case law relevant to the practice of psychology. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to recognize and analyze ethical and legal issues in clinical settings. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to recognize and understand the ethical dimensions/features of her/his own attitudes and | 1 | 2 | 3 | 4 | 5 | N/A |
| practice in the clinical setting. | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to seek appropriate information and consultation when faced with ethical issues. | 1 | 2 | 3 | 4 | 5 | N/A |
### PRACTICAL SKILLS TO MAINTAIN EFFECTIVE CLINICAL PRACTICE

**Timeliness:** completing professional tasks in allotted/appropriate time

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<td>Significantly Above Expected Competency</td>
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Developing an organized, disciplined approach to writing and maintaining notes and records.

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### PROFESSIONAL DEVELOPMENT COMPETENCIES

- Critical thinking and analysis.

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- Using professional resources to promote effective practice.

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- Responsibility and accountability relative to one’s level of training, and seeking consultation when needed.

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- Time management.

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- Self-awareness, understanding, and reflection.

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- Self-care.

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- Awareness of personal identity (e.g., relative to individual and cultural differences).

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- Awareness of one’s own beliefs/values as they relate to and impact professional practice.

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- Social intelligence; ability to interact collaboratively and respectfully with other colleagues.

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- Willingness to acknowledge and correct errors.

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- Ability to create and conduct an effective presentation.

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### MULTICULTURALCOUNSELING COMPETENCY

- Developed knowledge base for working with diverse clientele between and within diverse racial, cultural, and linguistic groups.

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- Demonstrated understanding of professional roles in social justice and advocacy.

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- Demonstrated cultural self-awareness of institutional and social barriers.

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- Demonstrated understanding the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination that are detrimental to client growth.

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- Become culturally aware of own values, biases and assumptions about human behavior and their impact on others.

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- Demonstrated understanding of theories of multicultural counseling, identity development, and multicultural competencies.

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- Demonstrated understanding of the importance of clinical assessment across diverse groups.

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- Demonstrated implementation of culturally appropriate and effective intervention strategies in working with culturally different clients.

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- Developed skills toward analysis and intervention at the systems level.

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- Demonstrated understanding of ethical and legal considerations of multicultural counseling.

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- Demonstrated knowledge about the nature and impact of diversity in different clinical situations.

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- Demonstrated ability to work effectively with diverse clients.

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Please give a clinical example that shows any difficulties, strengths, interpersonal style or personality traits of this student/extern that show growth or the need for additional work


Please comment on any ratings of ‘2’ or below


Other comments about strengths/areas of growth


Student Comments


Please attach additional sheets of paper as needed.

THIS REPORT HAS BEEN READ BY THE TRAINEE AND WE HAVE DISCUSSED ITS CONTENTS.

Supervisor’s Signature and Degree

Supervisee’s Signature

Date

Date

Thank you for completing this evaluation, and for contribution to the professional development of our students.

The criteria in this evaluation are based on goals found in The Practicum Competencies Outline. (Hatcher, R. L. & Lassiter, K. D. (2007). Initial training in professional psychology: The Practicum Competencies Outline. Training and Education in Professional Psychology, 1, 49-N/A3.)
**Practicum/Externship Site Hours**

**Academic Semester:**
- **Year:**

**1. Intervention Experience**

a. Individual Therapy
   - Older Adults (65+)
   - Adults (18-64)
   - Adolescents (13-17)
   - School-Age (6-12)
   - Pre-School Age (3-5)
   - Infants/Toddlers (0-2)

b. Career Counseling
   - Adults
   - Adolescents

c. Group Counseling
   - Adults
   - Adolescents (13-17)
   - Children (12 and under)

d. Family Therapy
e. Couples Therapy
f. School Counseling Interventions
   - 1. Consultation
   - 2. Direct Intervention
   - 3. Other
g. Other Psychological Interventions
   - 1. Sports Psych/Perf. Enhancement
   - 2. Medical/Health-Related
     - 3. Intake Interview/Structured Interview
     - 4. Substance Abuse Interventions
     - 5. Consultation
   - 6. Other Interventions (e.g., tx planning w/ patient)
h. Other Psych Experience with Students and/or Organ.
   - 1. Supervision of other students
   - 2. Program Development/Outreach Programming
   - 3. Outcome Assessment of programs or projects
   - 4. Systems Interv./Org. Consult/Perf. Improvement
5. Other (specify: )

**TOTAL INTERVENTION HOURS (a-h)**

2. Psychological Assessment Experience
   1. Psychodiagnostic test administration
   2. Neuropsych Assessment
   3. Other (specify: )

**TOTAL ASSESSMENT HOURS**

3. Supervision Received
   a. Individual Supervision by Licensed Psychologist
   b. Group Supervision by Licensed Psychologist
   c. Indiv. Sup. by Licensed Allied Ment. Health Professional
   d. Group Sup. by Licensed Allied Ment. Health Professional
   e. Other Superv. (e.g., advanced grad student) - Individual
   f. Other Superv. (e.g., advanced grad student) - Group

**TOTAL SUPERVISION HOURS - INDIVIDUAL**

**TOTAL SUPERVISION HOURS - GROUP**

4. Support Activities**

**TOTAL SUPPORT ACTIVITIES**

** includes case conferences; case management; consultation; didactic training/seminars; progress notes;
chart review; psych assessment scoring, interpretation, and report-writing; video/audio recording review

Student’s Signature: ________________________________ Date: ___________

Supervisor’s Signature: ________________________________ Date: ___________
APPENDIX I
Student Evaluation of Supervisor

Supervisor Evaluation Form

To Be Completed By The Student/Extern:

Name of student/extern:______________________________________________________________

Name of supervisor and Title:_________________________________________________________

Placement Site:_____________________________________________________________________

Clinical Experience (Please check one):

☐ Basic Practicum (CCPJ 6330AB) ☐ Second Year Practicum (CCPJ 6360z)
☐ Third Year Practicum (CCPJ 5364z) ☐ Externship (CCPJ 6350)

Evaluation Period (Please check one):

☐ Midterm Evaluation ☐ Final Evaluation ☐ Other (Specify):__________________________

1. Describe your supervisor’s approach to training.

2. How did this approach fit with your style?

3. Describe the most helpful aspects of your supervision experience.

4. Describe aspects of supervision that you would like to change, if possible.

5. What was the most important gain you made during your training experience?

6. What do you wish you had learned during your training experience, but have not?

7. How would you describe your clinical growth opportunities for the future?
Please evaluate your supervisor and/or supervision experience on the following scale:

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<th>1 Strongly Agree</th>
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<th>3 Neither agree nor disagree</th>
<th>4 Disagree</th>
<th>5 Strongly Disagree</th>
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**Supervisor attitudes and supervisory relationship**

- My supervisor seemed prepared for our meetings.  
  - 1
- My supervisor and I did not connect at all.  
  - 1
- My supervisor and I established a good working relationship.  
  - 1
- My supervisor seems to understand areas in which I need to grow.  
  - 1
- My supervisor respects my culture.  
  - 1
- My supervisor seems interested in me.  
  - 1
- I felt comfortable expressing my needs and feelings in supervision.  
  - 1

**Case conceptualization, skills, and self-examination**

- My supervisor helped me to conceptualize client dynamics.  
  - 1
- My supervisor helped me to examine how my own reactions influenced sessions with clients.  
  - 1
- My supervisor challenged me to grow as a clinician.  
  - 1
- I learned to set meaningful goals.  
  - 1
- My supervisor helped me to develop new skills and interventions  
  - 1

*Please attach additional sheets of paper as needed.*

THIS REPORT HAS BEEN READ BY THE TRAINEE AND WE HAVE DISCUSSED ITS CONTENTS.

Supervisor’s Signature and Degree  
Supervisee’s Signature

Date  
Date
Students are reviewed according to six areas that pertain to the Program’s six overarching training objectives. Assessment is conducted by consensus of the faculty and summarized according to the following ratings:

1. Behind Schedule or Below Expectations
2. On Schedule or Meeting Expectations
3. Ahead of Schedule or Above Expectations
(*) No basis to evaluate

The six review areas are listed below, along with illustrative competencies that correspond to each area.

1. Attainment of requisite **knowledge foundations in core areas** of professional health service psychology

*Expected Competencies:*

- Development of requisite knowledge base regarding the breadth of scientific psychology and its history of thought and development, including:
- Development of research and quantitative methods and advanced integrative knowledge in scientific psychology

2. Awareness of and responsiveness to issues of **sociocultural contextualization and diversity**

*Expected Competencies:*

- Understands the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of people
- Understands theories of multicultural counseling and multicultural competencies
- Development of awareness of how one’s own personal/cultural history, attitudes, and biases may affect how we understand and interact with people different from themselves
- Demonstrates the requisite knowledge base to articulate an approach to working effectively with diverse individuals and groups
- Demonstrates 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
- Demonstrates ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles and interventions (e.g., research, services, and other professional activities)
- Understands professional roles as they interface with considerations of social justice and advocacy

3. Clinical interventions and professional activities

*Expected Competencies:*

- Acquisition of the requisite practice-related knowledge base regarding theory and technique
- Demonstration of clinical intervention skills
- Demonstration of assessment skills
- Development of supervisory knowledge
- Development of consultation and interprofessional knowledge and skills
4. Research proficiency

Expected Competencies:

- Understanding of research designs, methods, and statistical analyses
- Ability to be a competent consumer of the research literature
- Ability to formulate research projects and/or scholarly activities
- Ability to conduct research projects and/or scholarly activities
- Ability to prepare and present presentations, reports, and articles based on original research
- Understanding of the integration of research into practice regarding individual and systemic functioning and the ability to serve as change agents

5. Ethical competence

Expected Competencies:

- Development of requisite knowledge base regarding current professional ethical codes, principles and laws
- Develop understanding of emerging topics relevant to professional psychology (e.g., use of internet, managed care, etc.).
- Be able to recognize ethical dilemmas as they arise
- Be able to apply ethical decision-making processes
- Be able to conduct oneself in an ethical manner during all professional activities
- Develop understanding of the multicultural considerations regarding ethical practice, including APA-approved practice guidelines for diverse populations

6. Personal skills and attitudes relevant to lifelong learning, interpersonal skills, collegial collaboration, scholarly inquiry, and professional problem-solving

Expected Competencies:

- Ability 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
- Ability to engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness
- Ability to actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Ability to manifest integration of supervision and feedback via higher levels of skill development and professional functioning
- Ability to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training
- Development and maintenance of effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- Ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstration of effective interpersonal skills and the ability to manage difficult communication well.
APPENDIX K

Review of Research I

(Sample syllabus provided as an example – your actual course syllabus may differ.)

Description of Course
The goal of this course is to provide an introduction to research processes within counseling psychology. Specifically, students will learn how to (1) develop a strong research question, (2) construct a cogent rationale for examining a particular topic, (3) determine the appropriate methodology for assessing a research question, and (4) obtain a preliminary understanding of analytic strategies to utilize with for different types of research projects. By the end of the first semester, students will complete an IRB for their proposed research project.

Required Texts
- APA manual

Course Outline

Week 1: Introduction to the course
What is “good” research?
Assessing your own level of research competency

Week 2: The writing process
Barriers that impede writing progress
Organizational and time management tips
Communication with your advisor/the program
Writing hygiene

Week 3: Identifying a topic of interest
What are your interests, what are your advisor’s interests?
What are some factors to consider in selecting a topic?
How to find research topics?
How to know whether your topic is worthwhile or important?
How to develop the broad topic into a researchable question

Week 4: The funnel // upside-down triangle
An introduction to this essential writing style
Review of articles and exploring how authors engage readers in the research process

Week 5: Reviewing the literature
How to do a literature search (e.g., ebscohost, google scholar, library trips)
Using people as resources
Organizing the results of your search

Week 6: Honing research hypotheses
Types of research questions
Criteria for developing hypotheses
Writing the literature review for the hypotheses

Week 7: Building a strong rationale for your project
Structural elements in a literature review
Describing, analyzing, synthesizing the literature
Writing styles and process
APA formatting

Week 8: Introduction to methodology I: Quantitative Design
- Participants – how to recruit, where to recruit, how to determine how many participants you need
- Working with “hard to reach” populations
- Instruments
- Procedures

Week 9: Quantitative analyses

Week 10: Introduction to methodology II: Qualitative Design
- What is qualitative research?
- Key paradigms
- Phenomenology

Week 11: Qualitative writing and analyses

Week 12: How to write an IRB proposal

Week 13 and beyond: Workgroups and presentations
- Students will take turns presenting their proposals to the class and garnering feedback from classmates/the professor.
APPENDIX L

CCPJ 5560: Review of Research II

(Sample syllabus provided as an example – your actual course syllabus may differ.)

Description of Course:

This course extends the introduction to the style, content, and structure of academic writing in psychology covered in the first semester to the crafting of a full review of the research. Students will critically examine examples of literature reviews from journals and dissertations. Attention will be given to building and sustaining an argument and to selecting and summarizing literature germane to that argument. Students will develop research proposals on topics of their choosing in psychology with special emphasis on providing consistent, well-articulated, and researched-based rationales for their studies leading to measurable hypotheses. In many cases this proposal may serve as the basis for a student’s research competency project.

Recommended Texts:


Course Outline:

The course will be organized according to the units listed below. The schedule should be considered tentative, indicating the general sequence in which topics will be covered.

Unit 1: Arguments and literature reviews

1/22 Introduction. & analytic exercise

1/29 Research Diagram & Research Reviews in Journals (e-reserve)

A) Analyze argument:

1) Flores and O’Brien “The career development of Mexican Adolescent Women…” (Quantitative)

2) Richie, B. S., Fassinger, R. E., Linn, S. J., & Johnson, J. “Persistence, connection, and passion: A qualitative study of the
career development of highly achieving African American-
Black and White women.” (Qualitative)

B) Present & diagrams of research ideas (Group 1)

2/5 Present diagram of research idea (Group 2)
Present Outline of literature review (Group 1)

2/12 Present Outline of literature review (Group 2)
Analysis argument in Dissertation Review of the Literature (e-reserves)

1) Forsyth. “The influence of racial identity and racism-related coping
on mental health among Black Americans.” (Quantitative) or
2) Payton “Identity and mental health among gay white men…”
   (Quantitative) or
3) Drost, C. “Male gender role conflict in older men” (Qualitative)

Unit 2: Presentation of Literature Reviews/Feedback

2/19 Discuss Review Drafts on Google Docs (Group 1) (To be posted by preceding Monday)

2/26 Discuss Review Drafts on Google Docs (Group 2) (To be posted by preceding Monday)

3/5- 5/7 Students will take turns presenting their literature review drafts to the class. The manuscripts will be posted as Google Docs by the Monday before class. All students are expected to post their comments on the document before class so we can discuss both the manuscript and the comments in class).

3/19: No class TC Spring Break

Final Paper due: 5/7
APPENDIX M

Research Portfolio Advisor/First Author Verification

**TO BE COMPLETED BY STUDENT:**

Student’s Name: 

Advisor’s/First Author’s Name and Title: 

Advisor’s/First Author’s Institution: TC Other: 

Bibliographic information for this presentation or manuscript:

Was this presentation or manuscript the product of an empirical study? □ Yes □ No

**TO BE COMPLETED BY ADVISOR/FIRST AUTHOR:**

Please initial next to the following Research Competency Portfolio requirement met by the student named above as a second or third author:

_______ Significantly contributed to the completion of a poster presentation or talk at a conference (e.g., the Winter Roundtable, APA, National Multicultural Summit).

_______ Significantly contributed to a manuscript of publishable quality and can show evidence that it has been submitted to a peer-reviewed and scholarly journal for publication.

_______ Significantly contributed to a published or “in press” book chapter.

Please initial next to the following research-related tasks completed by the student in his or her capacity as second or third author of this presentation or manuscript:

_______ Significantly contributed to conceptualization and design of research study.

_______ Significantly contributed to development of research-related documents (IRB, consent forms, designing surveys, etc.).

_______ Significantly contributed to participant recruitment.

_______ Significantly contributed to data collection.

_______ Significantly contributed to data coding and analysis (quantitative or qualitative).

_______ Significantly contributed to interpretation of data or results.

_______ Significantly contributed to search and review of literature.

_______ Significantly contributed to writing of manuscript.

_______ Significantly contributed to organization and preparation of presentation (poster, symposium, etc.).

Advisor’s/First Author’s Signature

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**Student’s name:**

____________________________________________________________________________

**Student’s signature and date:**

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**Advisor’s name:**

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**Advisor’s signature and date:**

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APPENDIX O
Teachers College Research Methods Examination
(Revised: January 9, 2013)
The research methods examination (RME) is part of the certification process for doctoral students in all of the psychology programs at Teachers College. The examination measures students’ knowledge of statistics, measurement, and research design and is developed by the Research Methods Examination Committee. The committee consists of Caryn Block (Department of Organization and Leadership), Jim Corter (Human Development), George Gushue (Department of Counseling and Clinical Psychology) and Stephen Peverly (Chair of the Committee; Department of Health and Behavior Studies).

What does the examination cover?

As stated above, the examination covers statistics, measurement and research design. The relevant courses are: Probability and Statistical Inference (HUDM 4122), Applied Regression Analysis (HUDM 5122), Linear Models and Experimental Design (HUDM 5123), and Psychological Measurement (HUDM 5059). You should also take a course in research design. There are several offered at the college (e.g., Research Methods in Social Psychology, ORLJ 5040; Measurement and Evaluation in Health Education, HBSS 6100).

When is the exam given?

The examination is typically given on the last Friday of October or the first Friday of November and the last Friday in February or the first Friday in March. The exam is not administered during the summer. Please check with the Office of Doctoral Studies for current information.

How is the exam administered and structured?

The exam is administered in one day, over 6 hours: 3 hours in the morning and 3 hours in the afternoon. The morning session consists of 3 questions:

- Statistics (recommended time—45 minutes). This portion has two parts. In the first part, a short research scenario is presented and students are required to choose a statistic(s) appropriate to the analysis of the data presented. The second part requires a simple computation. Formulas are provided.
- Research vignettes (recommended time—30 minutes). Three research vignettes are presented. Students must identify the major flaw(s) in each.
- Design a study (recommended time—1 hour, 45 minutes). Students are asked to choose one of four research scenarios and plan a study for that scenario.

In the afternoon session, students read and analyze/critique a published research article (3 hours).

Some parts of the exam influence the final score more than others. The study design and article analysis/critique are worth 20 points each. The statistics question is 10 points and the research vignettes question is 6. Distribute your time accordingly.
Can I review old examinations?

Some of the previous exams are available through the library in Pocket Knowledge. To access them go to: [http://pocketknowledge.tc.columbia.edu/home.php/browse/5029](http://pocketknowledge.tc.columbia.edu/home.php/browse/5029)

When should I take the examination?

Students should take the examination after they have completed all of the aforementioned courses, in consultation with their advisor. The committee highly recommends, and most programs require, that students take the examination in the spring of the second year or the fall of the third year of their programs of study.

Where do I sign up for the Examination?

Applications for the examination are available in the Office of Doctoral Studies. Application deadlines change from year to year. Please consult the catalog for the deadlines. **Do not miss the deadline!!**

In what format can I take the examination?

You can choose to take the examination via paper (blue books will be provided to you at the examination site) or computer. You must indicate your choice on the RME application. *If you take the examination by computer, you cannot access the internet.*

Can I still use bluebooks if I choose to take the exam on computer?

If you choose to use the computer, you can still use a blue book to write the answers to some questions, for example, questions that involve statistics. If you use a blue book when taking the examination on computer, *please indicate that on your examination.*

Can I bring anything to the examination or access any resources while taking the examination?

You can bring a calculator and a dictionary and nothing else. Also, *you are not allowed to access the internet or to bring any type of electronic device into the examination room,* other than a calculator.

Are accommodations available?

Accommodations are available if you are registered with the Office for Access and Services for Individuals with Disabilities (OASID) or if English is your second language. If you are registered with OASID, it is your responsibility to contact them and make arrangements for the accommodation(s) once you have signed up for the exam. If English is your second language, your advisor must write a letter to the Office of Doctoral studies stating that English is your second language and requesting additional time.
How do I study for the exam?

The Committee recommends that students: (a) review texts and notes from the classes that are the basis of the exam (discussed above), (b) form study groups, and (c) practice answering past exam questions that are available online. Answers to previous exams are not available.

Can I talk with a member of the committee before I take the exam?

Stephen Peverly, the chairperson of the committee is available to meet with students to discuss the exam. Because the number of students taking the exam can be quite large, he prefers to meet with groups of students, by department. Call (3084) or email him (stp4@columbia.edu) to set up an appointment.

How do I get the results?

The Research Methods Examination Committee Chairperson, Stephen Peverly, sends the results to the department/program chairs. It is their job to make sure that the results of the exam are communicated to the students in their department/programs.

How long will it take to get the results?

It typically takes about a month to get the results of the exam, depending of course, on the number of students who took the exam.

What is the passing score?

The passing score is 70.

What if I fail the Exam?

If you fail the exam, set up a meeting with the chairperson of the committee, Stephen Peverly. He will briefly review your overall performance and provide detailed feedback on the portions he scored. He will advise you to make appointments with other members of the committee to get feedback from them.

You can take the examination twice. If you fail both times, your doctoral candidacy will be terminated. But please, take heart. Most students pass the exam the first time and almost everyone who fails passes the second time.

Will the committee review the results of the exam with everyone who has taken the exam?

No, only for those who have failed the exam.
Is there information that the committee does not provide?

The committee provides information on the content of the exam and students’ performance. We do not provide information on the administration of the exam.

Preparing for the Research Methods Exam

- Begin preparing at least two months prior to the exam
- Review text and notes from classes that are bases of the exam
- Form study groups and seek advice from more advanced students
- Visit with members of the exam committee if you have questions or concerns about different portions of the exam:
  - Peverly (Overall structure of exam and research vignettes item, 10%)
  - Block, Peverly, others (Design a study and Critique research article items, 70% of exam)
  - Corter (Statistics, 20%)
- Practice, practice, practice using previous exams; particularly practice taking entire exam on more than one occasion

Useful resources for preparing for the Research Methods Exam:

- Preparation materials and previous exam questions are through the library in Pocket Knowledge
- Recommended References:
- EPPP Study Material:
  - Students studying for the certification exam also might consider consulting study materials used to prepare for the licensing national examination for psychologists – EPPP (Examination for Professional Practice in Psychology). These study materials are published by three major companies (see below) and contain concise summaries of major topics within psychology – including statistics and research design areas. Brand new study materials are very expensive but students can buy used material from those who are no longer using their study material. These sale notices and opportunities for purchase can be found by subscribing to the EPPP listserv (see below).

EPPP Study Material and Programs

- PsychPrep (http://www.psychprep.com)
- AATBS (http://www.aatbs.com)
- Academic Review (http://www.areview.com)
- Listserv
  - Preparing to take the EPPP Discussion Group (http://tech.groups.yahoo.com/group/eppp_prep/)
    - Supportive listserv for those preparing to study for EPPP
    - Discussions surround: EPPP study tactics, specific study topics, sale/purchase of study materials, opinions regarding various EPPP preparation programs, etc.
APPENDIX P

Dissertation Checklist for Ph.D. Students in Psychology

- Visit the Office of Doctoral Studies (ODS) in 3rd Floor Thorndike; introduce yourself to Gary Ardan, pick up and study the Ph.D. Requirement Bulletin or download from the ODS webpage.

- Acquaint yourself with the most up-to-date information regarding the dissertation process, which supersedes this checklist.

- You and your Sponsor should choose a Second and Third (Outside) Reader. Your Sponsor must be on the GSAS list of approved sponsors. It is your responsibility to call or email all three committee members to find a common 90-minute block of time.

- Write a Dissertation Proposal. (Suggestions for format may be found in Professor Farber’s “Guide for doing a dissertation in clinical psychology”; email Rebecca Shulevitz, Clinical Secretary (Shulevitz@tc.columbia.edu) to request a copy).

- Revise proposal until approved by Sponsor.

- Make sure that all three committee members have a copy of your Proposal.

- Get a Proposal Hearing Form from ODS (to bring to the Proposal Hearing).

- To defend the proposal, you must register in either your departmental dissertation seminar (7500) or, if you’ve completed both seminars, dissertation advisement (8900).

- Confirm the meeting time and place with your committee.

- Pass the Proposal Hearing.

- Submit IRB Form (check with your sponsor on whether the IRB materials should be submitted prior to the proposal hearing)

- Receive IRB Approval: Bring copy to ODS with signed Proposal Hearing Form and one copy of Proposal. ODS will not accept the proposal if lacking any of the above.

- At this point, you should have completed your Master of Philosophy requirements which include:
  1) Completing your departmental certification requirements
  2) submitting your Program Plan and Statement of Total Program
  3) completing all course work towards the Ph.D. degree including the dissertation seminar (7500 series)

  Please note that you must have completed the Master of Philosophy requirements and submitted a dissertation proposal in order to defend the dissertation. There are no exceptions.

- Write Intro and Method Sections of the Dissertation (Follow APA style guidelines!)

- Collect data.

• With Sponsor's approval and advice recruit a tenured TC Faculty member to serve as Chair of your Advanced Seminar, fill out form (“Application for Advanced Seminar”) available in ODS, and get the signature of the area A Chairperson (currently Professor Farber, 328 HM).

• Arrange time and place for Advanced Seminar (confirm with committee members a day or two before meeting).

• **To hold the Advanced Seminar, you must register for either Dissertation Advisement or, if you're defending the same term, Ph.D. Oral Defense (TI8900).**

• Send all three committee members a copy of your hypotheses/ research questions and tables at least one week prior to the meeting.

• Prepare 10-15 minutes worth of introductory remarks for your Advanced Seminar. Use of PowerPoint is fine with most advisors, but check.

• Pass the Advanced Seminar and bring to ODS the approved Advanced Seminar Report form: attach copy of tables to form.

• Revise tables as recommended by Committee; write Results and Discussion; complete and revise other sections of the dissertation that need attention.

• Fill out "Intention to Defend" Form at ODS by semester deadline (see academic calendar on TC website).

• **To defend the dissertation, you must register in Ph.D. Oral Defense (TI8900) for that semester. There are no exceptions. Please note that TI8900 includes the TC dissertation advisement fee.**

• Submit entire Dissertation to the Sponsor and Second Reader (and Chair if he/she requests it).

• Revise as needed. You should also have the Style manual from ODS.

• With Sponsor’s help, find two GSAS Examiners (outside readers) for Orals. Typically, one is from TC (outside your program), the other from outside TC.

• While waiting for Orals: Provide feedback to study participants.

• While waiting for Orals: Write a draft of the published article that will emerge from the dissertation.

• Schedule Oral Defense at least two weeks before Defense date and re-confirm with all five members of your committee several days beforehand.

• **Submit the defense application with the signatures of your sponsor and Professor Farber (as Area Chair) to ODS as early as possible and no later than two weeks before the final defense date.**

• Send all five committee members a copy of your complete dissertation. Check as to whether each wants it in PDF, Word, or hard-copy format.

• Prepare approximately minutes of introductory remarks for your orals. Again, PowerPoint is probably fine, but check with your Sponsor.
• Pass Orals.

• Revise Dissertation in accord with the suggestions at the Orals.

• Before making final (PDF) deposit of dissertation through GSAS Electronic Deposit, check the formatting. Avoid the common errors:

  Copyright date: The year you complete all degree requirements, not necessarily the year you deposit (i.e., pending completion of internship)

  References: Check that references are in the proper order (i.e., alphabetized).

  Charts & Tables: Page numbers must be in upper right corner.

• Write Thank You notes to committee members; send either hard or PDF copies of completed dissertation to those committee members who’ve requested this.

• Celebrate.

BAF/GSA 4-15-14
APPENDIX Q

Preparing to Serve A Diverse Public

This document was prepared as an educational summary by the Working Group on Restrictions Affecting Diversity Training in Graduate Education and approved by the Board of Educational Affairs in March 2013. It was not reviewed by APA’s Council of Representatives and thus is not APA policy.

This statement is intended address conflicts between trainees’ worldviews, beliefs or religious values and professional psychology’s commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees’ competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief-related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees’ sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees’ development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program’s goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.
Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the public’s benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA’s Commission on Accreditation (APA, 2012). APA’s Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

Related Reading


Discipline-specific knowledge serves as a cornerstone for the establishment of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall acquire a general knowledge base in the discipline of psychology, broadly construed. This discipline-specific knowledge base shall include the history and systems of psychology, basic and integrative knowledge in scientific psychology, and methods of inquiry and research.

Discipline-Specific Knowledge Category 1: History and Systems of Psychology and the Basic Content Areas in Scientific Psychology.

The first category of discipline-specific knowledge can be acquired at either the upper-undergraduate or entry graduate level and must result in substantial knowledge in:

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology. The history of a subdiscipline of psychology, such as clinical, counseling, or school psychology, or the history of interventions or assessments do not, by themselves, fulfill this category.

- Basic content areas in scientific psychology include coverage of the following five content areas:
  - Affective Aspects of Behavior, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
  - Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
  - Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
  - Developmental Aspects of Behavior, including transitions, growth, and development across an individual’s life. A curriculum limited to one developmental period is not sufficient.
  - Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Discipline-Specific Knowledge Category 2: Research and Quantitative Methods and Advanced Integrative Knowledge in Scientific Psychology.

The second category of discipline-specific knowledge must be acquired at the graduate level and must result in substantial understanding and competence in the following areas:

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 1 (i.e., integration of at least two of: affective, biological, cognitive, social, or...
Advanced integrative knowledge in these content areas can be acquired in either of two ways: 1) a discreet educational learning experience that integrates at least two basic content areas; or 2) an educational experience that provides basic coverage in two areas and integration across those two areas.

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation.

- Quantitative Methods, including topics such as mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.
APPENDIX S

Profession-Wide Competencies
APA Commission on Accreditation (October 2015)

I. Research

Individuals who successfully complete programs accredited in health service psychology (HSP) must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.

Doctoral students are 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.

II. Ethical and legal standards

Doctoral students are expected to demonstrate competency in each of the following areas:

• Be knowledgeable of and act in accordance with each of the following:
  o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  o relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  o relevant professional standards and guidelines.

• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

• Conduct self in an ethical manner in all professional activities.

III. Individual and cultural diversity

Trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Doctoral 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 to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

• the requisite knowledge base and the ability to articulate an approach to working effectively with diverse individuals and groups, and to apply this approach effectively in their professional work.

IV. Professional values and attitudes

Doctoral 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.

V. Communication and interpersonal skills

Communication and interpersonal skills are foundational to education, training, and practice in psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program’s expected competencies.

Doctoral 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.

VI. Assessment

Trainees should demonstrate competence in conducting evidence-based assessment consistent with the scope of HSP.

Doctoral students are expected to demonstrate the following competencies:
• 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.

VII. Intervention

Trainees should demonstrate competence in evidence-based interventions consistent with the scope of HSP. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population, or other systems. Doctoral students are expected to demonstrate the ability 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.

VIII. Supervision

Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Doctoral students are expected to demonstrate knowledge of supervision models and practices.

IX. Consultation and interprofessional/interdisciplinary skills

Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Doctoral students are expected to demonstrate knowledge and respect for the roles and perspectives of other professions, as well as knowledge of consultation models and practices.
APPENDIX T

The Comprehensive Evaluation of Student/Trainee Competence in Professional Psychology Programs

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology; Ethical Principles of Psychologists and Code of Conduct, 2003; Guidelines and Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).

II. Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse
backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

[1] This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (http://www.apa.org/ed/graduate/cctc.html) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.