NEW YORK UNIVERSITY
STEINHARDT SCHOOL OF CULTURE,
EDUCATION, AND HUMAN DEVELOPMENT

DEPARTMENT OF APPLIED PSYCHOLOGY

Ph.D. Program in Counseling Psychology (CNPS)

246 Greene Street
Kimball Hall
8th Floor
New York, NY, 10003

Counseling Psychology Ph.D. Student Handbook

The following handbook is meant to provide important program information to CNPS students. Hopefully, it will help you to traverse more easily the steps in our doctoral program. Please note that it is not meant to supplant the NYU – Steinhardt School of Culture, Education, and Human Development Bulletin, nor the Steinhardt School of Culture, Education, and Human Development Handbook of Graduate Study. Both can be obtained from the Graduate Office in Pless Hall.

This Ph.D. Program in Counseling Psychology is fully accredited by the American Psychological Association. Students who complete this program are eligible to sit for the New York State examination for licensing psychologists.

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DESCRIPTION OF THE DEPARTMENT

The Department of Applied Psychology is staffed by 35 full-time faculty who hold Doctoral degrees and are experienced as researchers, clinicians and teachers. They are assisted by adjunct faculty, teaching fellows and graduate assistants. The faculty believes that all applied fields of study must rest on solid base of psychology and the opportunity for practical application through clinical experience and research. The following programs are housed in the department:

**Bachelor of Science Degree:**
- Applied Psychological Studies

**Master of Arts Degrees:**
- School Counseling, K-12
- Bilingual School Counseling K-12
- Counseling for Mental Health and Wellness

**Ph.D. Degrees:**
- Counseling Psychology
- Human Development & Social Intervention
- Psychology & Social Intervention

**FACULTY FOR COUNSELING PROGRAMS**

**Director of Doctoral Program:** Prof. Sam Juni  
**Director of MA Programs:** Prof. Alisha Ali

The full-time faculty have responsibility for the programs in counseling (M.A., Ph.D.) and represent a wide range of interests, orientations, and expertise. Some also serve as faculty in other departmental programs:

**Associate Professor Alisha Ali** (212 998-5222)  
**Director of M.A. Counseling Programs**  
Women and depression; emotional abuse; poverty and mental health; immigrant women; cross-cultural research; feminist epistemology and social action. Also is on faculty of Psychology and Social Intervention Program.

**Professor Arnold H. Grossman** (212 998-5615)  
Psychosocial and health aspects of gay, lesbian, bisexual, and transgender adolescents and older adults; HIV/AIDS prevention education and health behaviors of people living with HIV/AIDS; people who experience stigmatization and marginalization.
**Professor Perry Halkitis** (212 998-5373)
*Associate Dean for Research and Doctoral Studies*
Health and human development; HIV/AIDS primary and secondary prevention; drug and alcohol abuse and prevention and treatment; Sexual identity/gay, lesbian, bisexual, questioning identity, men and masculinity; advanced research methodology, statistics, and classical and IRT measurement models. Also serves as Professor of Public Health.

**Professor Samuel Juni** (21-998-5548)
*Director of Doctoral Counseling Psychology Program*
Psychopathology and differential diagnostics; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations; cross-cultural group dynamics.

**Associate Professor Jacqueline S. Mattis** (212 992-9404)
*Department Chair*
Roles of religion and spirituality in meaning-making, coping and relational life, especially in the lived experiences of African-American men and women; gender studies/women’s studies; cultural psychology; ideology/church studies.

**Professor Sandee McClowry** (212 998-5297)
Parent/Teacher Collaborative Intervention; School-based Interventions for Inner City Children. Also is on faculty of department of Teaching & Learning.

**Associate Professor Mary B. McRae** (212 998-5552)
Understanding how groups and/or systems (boundaries, authority, role and task) influence individual experiences in the context of culture, race, ethnicity, class, gender, etc.; multicultural counselor training; therapeutic aspects of Black religious experience.

**Clinical Associate Professor Randolph Mowry** (212 998-5224)
Job accommodations for people who are deaf or hard of hearing, long-term employment retention for people who are deaf or hard of hearing, job coaching with people who are deaf or hard of hearing.

**Associate Professor Sumie Okazaki** (212 992-7662)
Immigration, community contexts, individual differences, and racial minority status and the mental health of Asian American individuals and families.

**Professor Carola Suarez-Orozco** (212 998-5282)
*Director of School Psychology Program*
Co-Director of Immigration Studies @ NYU; cultural psychology; academic engagement; immigrant youth; identity formation.

**Professor Mary Sue Richardson** (212 998-5559)
Development through work and relationships in peoples lives, gender issues, supervision and training, psychoanalytic theory and psychotherapy, feminist and qualitative research methods.
**Associate Professor Lisa Suzuki** (212 998-5575)
**Director of Ph.D. Program in Counseling Psychology**
Multicultural assessment and counselor training; qualitative research methods; intelligence testing with diverse populations.

**Adjunct Professor Christiane Manzella** (212 998-5379)
**Director / Coordinator of Externship, Practica, and Internship**

**FACULTY FOR PROGRAMS in**
- Applied Psychological Studies
- Psychological Development
- Human Development & Social Intervention
- Psychology & Social Intervention

**Professor J. Lawrence Aber** (212 998-5410)
Policies that affect children and families.

**Professor LaRue Allen** (212 998-5360)
**Director of Human Development & Social Intervention Program**
School violence prevention; school reform; socio-cultural influences on development; race, social class, and ethnicity; parenting; child development

**Professor Judie Alpert** (212 998-5365)
Trauma; child sexual abuse; child and youth violence; prevention, resilience, and school-based interventions; contemporary psychoanalytic theory; gender and development.

**Associate Professor Joshua Aronson** (212 998-5543)
Impact of stereotypes and prejudice on development, self-concept, and academic achievement of minority children and adolescents; interventions to boost motivation, achievement, and standardized test scores of low-achieving minorities; social psychology of education.

**Dean Mary Brabeck** (212 998-5000)
**Dean of Steinhardt School of Culture, Education, and Human Development**
Interprofessional collaboration, gender and culture, intellectual and ethical development, professional and feminist ethics, values and conceptions of the moral self.

**Professor Clancy Blair** (212 998-5853)
Self-regulation in young children; development of executive functions; effects of cognitive development on school readiness and early school achievement; development and evaluation of preschool and elementary school curricula designed to promote executive functions and preventing school failure.

**Assistant Professor Elise Cappella** (212 992-7685)
Developmental-ecological approaches to studying and supporting children’s social-emotional and academic development in urban school-community contexts; Multi-method approaches to
examining peer relationships and teacher-student interactions; Integration of mental health and education in intervention research.

**Associate Professor Ronald P. Esposito** (212 998-5549)
Group dynamics; consultation; cross-cultural counseling; vocational development; and organization development/work redesign; emphasis on primary prevention and social, and political, and economic influences.

**Professor Iris Fodor** (212 998-5367)
Mothers and daughters, adolescent body image and eating behavior with a cross cultural-focus. The use of photography for the study of self image, emotional education; children’s development of subjective awareness, children and adolescents response to stress and grief, and interpersonal conflict resolution.

**Professor Carol Gilligan** (212 998-6048)
Developmental and clinical psychology qualitative research methods; gender studies.

**Assistant Professor Erin Godfrey** (212 998-5396)
Contextual features of organizational settings; perceptions of the US social system and economic opportunity among low-income and immigrant families; national and international social policy, implementation and child development.

**Associate Professor Diane Hughes** (212 998-7906)
Directed by Psychology and Social Intervention Program
Examine the intersections of race and ethnicity in the context of work and families. Her research focuses on the mechanisms through which African American families' experiences of racial bias at work influence the messages they transmit to children about ethnicity and race.

**Associate Professor Theresa Jordan** (212 998-5378)
Biases in decision making about medical problems, particularly ageism, racism, and sexism; impact of physician bias on a patient health care decisions and public health policy; effects of medical illness on life-span adjustments and role performance. Extensive use of mathematical modeling/computer modeling to address the above topics.

**Professor Robert Landy** (212 998-5258)
Teaching and learning; child development; drama therapy; spiritual perceptions of children; trauma effects on children.

**Associate Professor Gigliana Melzi** (212 998-9023)
Director of Applied Psychological Studies Program
Language and literacy development, in particular development of narrative and conversational skills during the preschool years; impact of sociocultural factors on development; language development of Latin American, Spanish-speaking children living in and outside the United States.
**Associate Professor Ronald J. Moglia** (212 998-5780)
Research interests include sex education particularly in the area of how young children learn about sexuality and how this knowledge can be incorporated into sex education curricula for children.

**Professor Pamela Morris** (212 998-5014)
The intersection of social policy and developmental psychology; effects of parental employment and income on children; effects of parental depression on low-income children.

**Professor Edward Seidman** (212 998-7794)
Understanding the relationship between the pattern of transactions among people and their social contexts (social regularities); the identification of strategies, tactics, and loci of intervention to alter the more positive psychological development; culture of schools and classrooms and how these “cultures” impact on the well-known “achievement gap”.

**Professor C. Cybele Raver** (212 998-5519)
Children's emotional and behavioral self-regulation, cluster-RCT intervention research with preschool-aged children in educational and child care settings, and poverty and child development.

**Assistant Professor Selcuk Sirin** (212 998-5364)
Muslim American identity development; development of Racial and Ethical Sensitivity Tests (REST); interventions to increase cultural competence among school professionals; school engagement and achievement gap; meta-analysis.

**Professor Catherine Tamis-LeMonda** (212 998-5399)
Cognitive development in infancy and the preschool years; perception, attention-regulation, language, and symbolic play; parent-child interactions and parenting views; cross-cultural psychology; preventive interventions for infants, preschoolers and their families.

**Professor Niobe Way** (212 998-5563)
**Director of Psychological Development Program**
Social development among urban, poor and working class adolescents and young adults; resiliency among at-risk adolescents; the impact of ecological contexts on adolescent development; qualitative research methods.

**Professor Willavene Wolf** (212 998-5374)
Cognitive development; language development; parent-child interactions as related to literacy development; child sexual abuse.
DEFINITION OF COUNSELING PSYCHOLOGY
“Counseling psychology as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with a sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

Populations served by counseling psychologists include persons of all ages and cultural backgrounds. Examples of those populations would include late adolescents or adults with career/educational concerns and children or adults facing severe personal difficulties. Counseling psychologists also consult with organizations seeking to enhance their effectiveness or the well-being of their members.

Counseling Psychologists adhere to the standards and ethics established by the American Psychological Association.”

Endorsed by the APA Executive Committee of Division 17

ACCREDITATION
The Counseling Psychology Program is fully accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First St. N.E., Washington, D.C. 20002-4242; (800) 374-2721 or (202) 336-5500.

GUIDELINES REGARDING PROGRAM COMPONENTS
The four major components of the CNPS Doctoral Program in Counseling Psychology are course work, comprehensives and candidacy, practica / externships / internship, and research / dissertation. Solid training in teaching and mentoring, giving students the professional background toward a career in academics, is another key feature of our program. One of the major assets of our program is that there is some flexibility in how students can sequence and coordinate these components of a doctoral program. This asset also can be a liability if students are not very careful to know thoroughly all the requirements for each component, to know the limits of flexibility, and to think through very carefully their plans for completing the program. As you develop your doctoral program plan, consult with your advisor and your fellow students. Each of our students has a somewhat individualized plan and it can be helpful to know how other students are planning their programs.

Note: The structure of our program is designed to satisfy various requirements by university, school, departmental, governmental, and accrediting agencies. Students who follow the prescribed schedule (Appendix A) hardly need to concern themselves with these matters, and can be assured that they are meeting all of the relevant criteria. Much of the information in this handbook about specific course requirements (e.g., cognates, foundations, core domains, core requirements, basic psychology competencies) is intended for students who need to deviate from the prescribed schedule.
PROGRAM DESCRIPTION

A. Program History and Philosophy

The doctoral program in Counseling Psychology at New York University is offered through the Department of Applied Psychology in the School of Culture, Education, and Human Development.

In 1971 the program, which was housed in the Department of Counselor Education, was registered with the New York State Department of Education for the professional preparation of psychologists. Since that time graduates of the Counseling Psychology Program have been considered fully qualified psychologists with specialized training in counseling and eligible for licensure by the State. Since 1981 the program has been fully approved by the American Psychological Association as an accredited program. Finally, in 1989 the Department of Counselor Education and the Department of Educational Psychology were merged into the current Department of Applied Psychology.

While originally oriented toward part-time students, we began re-orienting our program toward full time students during the last decade. Currently, we admit only students who can devote themselves full time toward their doctoral studies. The maximum time period we allow -- from admission to the completion of the degree -- is eight years.

The major philosophical principles underlying our program in Counseling Psychology are: 1) a focus on a developmental understanding of clients; 2) a commitment to a health model of intervention; and 3) an appreciation of the gendered, cultural, class, and institutional context of people’s lives as these affect both clients and counselors. We consider these principles as central to our definition of Counseling Psychology.

B. Program Design

The program follows the basic pattern of a scientist-practitioner model for the preparation of professional psychologists. Thus, the program is designed to provide opportunities for students to develop as scientists and as practitioners. Concomitantly, attention is given to the continuing growth and development of the students as human beings. There are four components to our program: course work, program comprehensives and departmental candidacy, practica / externships plus one full-year (or equivalent) internship, and research expertise culminating with successful completion and defense of a dissertation. Academic excellence and expertise in teaching is also a key goal of our training. Internship and dissertation requirements are completed at the end of the program. Students are required to have an approved dissertation proposal before beginning internship.

Across all four of these components, attention is given to the integration of practice, theory, and research. For example, students study counseling process in counseling theory courses at both the M.A. and Ph.D. level while they also engage in counseling practice in the counseling psychology core practicum requirements. Concurrently, they are part of at least one research team where they learn skills and gain experience toward their scientist role. They are expected to draw upon their knowledge of theory and research in the development of their practice skills and competencies while, at the same time, we expect that their experience in counseling will enable them to understand and critique counseling theories from both an intellectual and experiential foundation. Sequencing of theory and practicum courses in the
counseling psychology core is done by advisement in response to the needs and backgrounds of specific students.

The University, Department, and the Program are committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students and staff members, without regard to sex, sexual orientation, marital or parental status, race, color, religion, national origin, age, or handicap.

C. Goals, Objectives, Competencies, and Outcome Measures

The goals of our program are to educate counseling psychologists who:

- are knowledgeable regarding current theory, research, and practice in psychology, in general, and in counseling psychology, specifically.
- are committed to promoting an understanding of optimal human functioning and adaptation across the lifespan.
- are prepared to function as multi-faceted and multi-skilled professionals in a wide range of roles as professional psychologists, who have an understanding of wellness, health and meaning models of intervention.
- have a professional identity of a counseling psychologist and who are able to develop additional knowledge and skills appropriate to this area of specialty.
- have attained awareness, knowledge, skills, and attitudes to work effectively with clients from diverse backgrounds, particularly in an urban setting.
- have developed a high level of ethical sensitivity and behavior in their professional roles as researchers and practitioners and who are committed to the continuing development of psychology as a profession.

The goals, objectives, competencies, and outcome measures, as defined by our program, are operationalized for specific domains (see Appendix B): satisfactory performance in coursework, practicum/externship, the comprehensive examination, research & dissertation, and internship are specifically noted. These outcomes inform the various periodic student evaluations, and are most relevant in our annual review process (see Form A) and the in evaluation rubrics for our comprehensive examination (see Appendix I).

D. Childhood & Adolescence Options

Our program is based on a life span developmental perspective. Many of our courses, practica, externships, internships, and research settings allow students the options of stressing or specializing in particular age groups of clients. Indeed, we have an array of faculty who are clinical and research experts with specific age groups. While many course assignments and readings focus on adults, others cover childhood, adolescence, and family related topics as part of our developmental perspective.

As a rule, course readings include child-related readings as part of a developmental perspective. Many faculty have such modules and assignments built into the courses they teach (e.g., assessment, practicum, cross cultural counseling, group dynamics, psychopathology, social psychology).

Students who aim to specialize with a particular age group should plan out various program electives (which may range from 12 to 25 credits) with their advisors to build up a
specialty portfolio in their coursework. Certainly, students can opt for assignments and topics for papers that emphasize childhood or adolescence. Moreover, students can plan for alternate course options with their advisors, allowing the substitution of courses that are distinctly child related, if desired.

E. Matriculation and Full Time Study Commitment

This is a full time program. The maximum matriculation time allowed in the program – from admission to the completion of the degree -- is eight years. Barring unusual or emergency circumstances, students are expected to carry a full schedule of courses each fall and spring semester until all course requirements are satisfied.

Leaves of absence are not granted in our program. Thus, if there is a semester when it is impossible for a student to register for at least 3 credits (or if all coursework has already been completed), doctoral students are required to maintain continuous matriculation until they attain their degree by registering each semester for 1 credit of Doctoral Advisement. (This includes the semester in which the final oral exam and graduation occur.) Note, however, that during the Internship year, students need only to register for the Internship course each semester, which is a zero credit course with no fee.

The requirement of continuous matriculation applies to students even if they are not on campus or using University facilities. Students may, however, request a waiver of the fee associated with Doctoral Advisement for a semester for maternity leave or for medical reasons.

Students are expected to meet regularly with their academic advisors and/or dissertation committee while registered for Doctoral Advisement and should show steady progress toward the completion of degree requirements (including the proposal and dissertation). Students who are not making adequate progress may not be permitted to continually register for Doctoral Advisement and may be asked to withdraw from the doctoral program.

Credits accumulated by registration in Doctoral Advisement do not count toward your total graduate point requirement specified in your statement of requirements. A student is considered full-time by the University when registered for a minimum of 12 credits of coursework per semester, and half-time when registered for 6 credits. Students who must maintain full- or half-time status to obtain student loans, defer repayment of student loans, or satisfy student visa requirements -- but are not registered for the required number of credits for a particular semester -- may be eligible to apply for Full Time Equivalence (FTE) status or half-time status in certain circumstances. These are specified in Appendix N.

F. Departmental Funding for Students:

The Applied Psychology Department provides fellowships that offer full funding (tuition remission and stipends) to all doctoral students in their first three years. During the fourth year, doctoral students are also funded via research grants from department faculty. Opportunities for Research Assistantships on grants may also be available. The department also offers Monroe Stein awards and Raymond and Rosalie Weiss awards.
PROGRAM POLICIES

Following are important program policies that students should be aware of:

1) Students matriculated in the CNPS Doctoral Program are not allowed to enroll simultaneously in a training program in a related field.

2) Students whose matriculation has elapsed (i.e., they have gone beyond the eight year time limit) and have exhausted possibilities of extension of matriculation may reapply for readmission. They must go through a whole new application process in order to be admitted. In case of readmission, the students’ credits will need to be evaluated and the students may be required to take additional coursework.

3) Policy on Independent Practice:
   The typical policy regarding independent practice in most Ph.D. programs in psychology is to forbid students to engage in such practice. This policy rests on APA Ethical Principle 2 regarding competence:
   The maintenance of high standards of competence is a responsibility shared by all psychologists. Psychologists recognize the boundaries of their competence and the limitations of their techniques. They only provide services and only use techniques for which they are qualified by training and experiences.
   For most students independent private practice of psychological services would be practice outside areas of competence.
   The second consideration in New York State is that it is illegal to practice as a psychologist without being fully licensed. Thus it would be illegal to give clients any reason to believe that one was a psychologist or a psychologist-in-training.
   Additional considerations include the need for students to have exposure to supervised psychological practice in institutional settings for its broadening educational impact as well as to further develop their identities as psychologist.
   Therefore, students enrolled in the CNPS Program in Counseling Psychology are not permitted to engage in independent practice. Those students, however, possessing prior legal certification (e.g. M.S.W.) may engage in independent practice under the auspices of that certification. Students who do not possess such legal certification but who consider themselves qualified for the independent practice of psychologically-oriented services (e.g., career counseling, art therapy) must conform to the policies, standards, and ethics regulating independent practice in their respective professions. In all cases, students are responsible to not present themselves to their clients as psychologists or as psychologists-in-training.
   Students who have any questions about potential conflicts between their independent practice and program policy are encouraged to consult with the Counseling Psychology Program Committee. In any case, it is recommended that students who engage in independent practice under the auspices of a profession other than psychology while matriculated in CNPS doctoral program file with their advisor a statement indicating their compliance with the policies, standards, and ethical practices of their respective professions other than psychology and indicating the ways in which they intend to clarify to clients that they are not practicing as psychologists or psychologist-in-training.
School Standards

School standards require a minimum average GPA of 2.5 in order to be granted an MA, and a minimum average GPA of 3.0 in order to be granted a PhD.

School policy for doctoral programs requires minimum residence requirement of 54 credits for students admitted with a BA and 36 credits for students admitted with an MA. Upon program approval, graduate courses taken elsewhere within ten years prior to admission (with a minimum grade of B) may be transferred into a student’s program if they were not applied to another graduate degree, provided the total of transferred credits do not exceed 30% of program credits.

Advisors do have the option of exempting students from certain required courses based on previous courses, even if previous credits are not transferred into a student’s program.

Within the limits of degree requirements and the standards imposed by accrediting agencies, licensing bodies, the university, the school, and the department, our program faculty is committed to offering individualized programs that best meet your needs and career plans. For this reason, attentive advisement is pivotal to our educational approach.

ADVICEMENT

When students are accepted into the CNPS program, they are assigned an advisor from the Counseling faculty. Students are free to switch to another advisor, who is a faculty member in our program, at any point, with the approval of the Program Director. New advisors can be selected from the faculty serving on the CNPS committee. To accomplish this, one must: 1) select a new advisor and obtain that person's approval; 2) inform the old advisor that a new advisor has been selected, and 3) secure the approval the Program Director for the change.

Unless there is an official change of an advisor, a student's advisor remains in that position through the Comprehensive Exam until the student chooses a dissertation chair. The dissertation chair assumes the responsibilities for advisement until completion of final orals. Any full-time member of the faculty in the Department may be selected as a dissertation chair.

The advisor-advisee relationship is quite variable -- in some cases, a close relationship develops; in other cases, it is more distant and formal. Hopefully, there is the flexibility to accommodate diverse kinds of student needs. Should this relationship not be adequate to meet a student's needs, the student is encouraged to discuss the situation with his or her advisor.

COUNSELING PSYCHOLOGY LISTSERV INSTRUCTIONS

The Counseling Psychology Program has set up a Ph.D. list service for all in the program to use. This listserv is the primary communication route among program, faculty and students. You should subscribe as soon as possible, to ensure that you are kept abreast of all new information.

Follow the instructions in Appendix C to subscribe to the listserv. The appendix also will give you instructions on replying and sending out messages and notices.
FIRST AND SECOND YEAR DOCTORAL STUDENT COLLOQUIUM:
COUNSELING FORUM

This is a non-credit required monthly Counseling Forum for all first and second year doctoral students in the Department of Applied Psychology. This Forum is designed to introduce students to the Department and to the faculty across programs, to foster a sense of community among students, and to contribute to the scholarly and intellectual life of the Department. A schedule of meeting dates and topics typically is provided to students at the beginning of each semester.

_The Counseling Forum is usually held on Tuesday morning, from 9 to 10:30 am. Students may not schedule practica or externships which conflict with the Forums._ Forums are usually scheduled in Kimball Hall, 246 Greene Street, Room 607.

**PROGRAM COURSE REQUIREMENTS**

Program requirements are based on the applicants meeting the admission prerequisite of 18 semester hours of undergraduate work in psychology. If applicants do not have such previous course work, that will not preclude consideration for admission. Such prerequisites, however, will be considered as additional course work to basic program requirements.

Mastery in of Educational Statistics is a prerequisite of this program. Mastery may be evidenced by previous coursework, by passing an exam, or by other appropriate indicators.

Our list of program-required credits amounts to 83 graduate credits. Since the State requirement is 96 credits, 13 credits (96 minus 83) will be listed as “extra electives.” Students may be exempted, on a case-by-case basis, of these “extra electives” based on individual academic and background considerations. We expect that an upcoming Curriculum Revision to be submitted to the school should result in minimizing the number of required credits.

It should be noted that the 83 credit program is formulated for the incoming student who has not taken graduate courses in the field. Those who have taken previous graduate courses often will see a reduction in the number of required credits. At the initial advisement period, previous graduate coursework will be evaluated for equivalence to courses in our program. Students who completed graduate courses may submit transcripts and syllabi, which will be evaluated by the faculty who teach the equivalent courses at NYU.

Following is the list of courses required in our program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E63.2682</td>
<td>Cross Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>E63.2620</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology Specialty Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>E63.2658,9</td>
<td>Individual Counseling: Practice (audited)</td>
<td>2</td>
</tr>
<tr>
<td>E63.3607,8</td>
<td>Advanced Practicum</td>
<td>2</td>
</tr>
<tr>
<td>E63.3629</td>
<td>Practicum in Counselor Training</td>
<td>3</td>
</tr>
<tr>
<td>E63.2273</td>
<td>Identification &amp; Reporting of Suspected Child Abuse/Maltreatment (2-hour workshop)</td>
<td>0</td>
</tr>
</tbody>
</table>

7
The program course requirements incorporate the basic courses required by the school, including competency in the Basic Psychology Core areas. The school requirements are presented in Appendix M.

A list of designated courses, as well as equivalent graduate courses and alternate approved electives, for each of these areas, can be found in Appendix D. This is relevant for those students who are not able to follow the program course schedule which is detailed in Appendix A. It is important to note that course titles sometimes do not reflect course content. Alternate courses must be documented in detail (e.g., syllabus) by the student and advisor to insure that APA criteria for the area are indeed met by those courses, and to insure that the student will be allowed to sit for the licensure exam.

At the initial advisement period, a matriculation agreement will be completed by the advisor and student. Each student will receive a detailed annotated program schedule for his / her entire course of study. A copy of this schedule detailed document will be kept in each student file. (See Appendix A.)
Our department does not offer each program course during all semesters. Students who need to deviate from the prescribed course of study (Appendix A) must therefore ascertain that the courses they intend to take any particular semester will indeed be offered. Appendix E lists the usual offerings of our core courses.

**Handbook Revisions**

As a rule, periodic revisions of the Handbook generally result in program requirements that facilitate the student’s progress through the program, and increase the likelihood of students completing the program successfully. We therefore assume that students will want to follow the most recent version of the Handbook. Nonetheless, if revisions are made to the Handbook after a student has been accepted to the program, a student may opt to follow the requirements of Handbook which was extant at the time of his or her admission to the program. In such cases, the student must inform the Program Director in writing that he or she is opting to follow the requirements of previous. This document will then be co-signed by the Program Director and placed into the student’s folder.

It should be clear that students have a choice of following the requirements of *either* one version *or* the other; students cannot pick and choose between various aspects of the two versions. (See Appendix O for a listing of the significant changes in this handbook edition from the previous edition.)

**CLINICAL TRAINING**

The clinical training sequence consists of practicum, externship, and internship. All clinical training experiences should be carefully documented in the Internship Portfolio. Students are encouraged to download the complete APPIC application form ([www.appic.org](http://www.appic.org)) to acquaint themselves with internship application requirements early in their doctoral training. Please also note that students can utilize [www.time2track.com](http://www.time2track.com) rather than the form provided and submit a hard copy for program files.

The academic courses of the program in clinical training include the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E63.2658</td>
<td>Individual Counseling: Practice I</td>
</tr>
<tr>
<td></td>
<td>MA level, Small group laboratory experiences, basic skill learning</td>
</tr>
<tr>
<td>E63.2659</td>
<td>Individual Counseling: Practice II</td>
</tr>
<tr>
<td></td>
<td>MA level, Laboratory seminar, problem appraisal, development of intervention strategies</td>
</tr>
<tr>
<td>E63.3607, E63.3608</td>
<td>Advanced Practicum: Individual I &amp; II</td>
</tr>
<tr>
<td></td>
<td>See clients, case load, group supervision</td>
</tr>
<tr>
<td>E63.3629</td>
<td>Practicum in Counselor Training</td>
</tr>
<tr>
<td></td>
<td>Run counseling labs for Masters students</td>
</tr>
<tr>
<td>E63.3015, 3016</td>
<td>Internship I &amp; II</td>
</tr>
</tbody>
</table>
RESEARCH TRAINING

Students are expected to be actively involved in research throughout the program. Each student will be assigned an initial mentor at admission, with the expectation that the student join the mentor’s team for at least the first year. Students may then opt to switch to another mentor. Many students actually work on more than one research team at the same time, and some choose to work with research mentors outside of the program or with researchers of other institutions.

It is expected that student research experience will entail research productivity, including papers, grant writing, presentations, and publications. Students are encouraged to apply for the annual Steinhardt Graduate Student Organization’s Professional Development fund and/or APA Division Travel Support (e.g., Division 44).

Students are required to document and evaluate their research experience and productivity each semester (see Form H).

Students are encouraged to keep a portfolio of their research activities and to update the portfolio regularly (See Form G).

TEACHING EXPERIENCE & MENTORSHIP

The ability to teach is an important aspect of the program goal to produce scientist-practitioners who are capable of serving as professionals in academic institutions. Besides teaching the Individual Counseling Practice courses for the MA programs, students will have the opportunity for mentorship as they teach other courses at NYU.

Students are required to document and evaluate their teaching experience and their experience with their teaching mentors, and also to elaborate their developing philosophy of teaching and pedagogy, following each course they teach or instructional training they receive (See Form K).

Students are encouraged to keep a portfolio of their teaching activities and to update the portfolio regularly (See Form J).

PRACTICUM INFORMATION

Policy Regarding Doctoral Practicum

The doctoral practicum (two semesters of individual practicum) is designed to be an experience enabling students to integrate theory and practice through their supervised counseling and psychotherapeutic work with clients. Students apply for placement in diverse institutional settings with a range of clientele and a range of concerns requiring short-term to long-term intervention. Settings differ in the level of counseling, diagnostics, and evaluation required of practicum applicants. Students need to select and apply to practicum settings appropriate for their level of experience and their individual training goals. Prior to practicum placement students should have completed their M.A. level required courses in counseling theory and in abnormal psychology. The Ph.D. level courses in Counseling Theory can be completed concurrently with the practicum experience.

Students entering the Ph.D. program in counseling psychology with a B.A. degree, or
without an M.A. in a field closely related to counseling psychology, must complete the M.A.
level counseling laboratory sequence (E63.2658 and E63.2659) before enrolling in the doctoral
practicum courses.

Specific Requirements

Doctoral students are expected to work two full days or the equivalent thereof in their practicum
settings, seeing a minimum of two clients per week, as well as participating in other professional
activities available in their settings (group work, staff meetings, case consultations, etc.).
Students are not allowed to use their work sites as practicum settings. Supervision by NYU
faculty (either full-time or adjunct) will include a minimum of two hours per week of supervision
including individual and/or group supervision. Where possible NYU supervision will take place
at NYU. On-site supervision offered at the practicum settings is, in most cases, an additional
hour of supervision per week. Faculty as well as on-site supervision will be expected to provide
a written evaluation of each student in his or her supervision at the end of the semester. The
evaluations will be placed in student folders.

PRACTICUM GUIDELINES FOR STUDENTS AND SUPERVISORS: E63.3607 & E63.3608

The following guidelines are intended to assist Doctoral students who are registering for
Practicum, their NYU faculty supervisors, and the site supervisors. They will provide
information about the purpose of the course, requirements, procedures, and general information.
Because Practicum requires pre-planning and pre-registration, it is important that students
familiarize themselves with these guidelines and registration procedures.

I. Purpose of the Course

The Practicum is intended as an integrative experience in the student’s development towards
becoming a skilled psychologist. The goal of Practicum is the development of a high level of
competence in establishing effective counseling relationships and in the skill and knowledge
essentials for the attainment and maintenance of those relationships. The Practicum is a field-
based course under close professional supervision by field-based supervisors and by the faculty
of the Department of Applied Psychology. Specifically, it affords students the opportunity to
integrate theory, attitudes, values, personal and professional beliefs, as well as their own personal
“style” into effective helping relationships.

II. Requirements

The requirements outlined below are the minimum expectations, which may vary according to
the judgment of individual faculty supervisors.

A. Time commitment:
Students are required to complete a minimum of two semesters of practicum (one academic year), to spend one to two full workdays or the equivalent thereof at the practicum placement, and to see at least one client (the same client) throughout the semester (i.e., 10-15 sessions). Each week students should have at least four hours of client contact, either individual or group contact, along with remaining activities such as meetings, consultations, case conferences, reviewing tapes, etc. Since students are required to be able to present at least two clients per week, they may need to devote more time to scheduled counseling practice depending upon the nature of the field site. In addition to client-contact hours, students must receive one hour of supervision from an on-site psychologist or a professional counselor with advanced training. Practicum sites need to be approved before a student can begin the practicum placement (see Form C).

Doctoral students are expected to keep a clinical log of their Practicum hours (See Form B).

B. Tape recordings:

Generally, students should tape record all individual counseling sessions, but are required to tape at least two sessions per week. Tapes are confidential and for supervisory purposes only. Tapes should be high quality, low noise, and 60 minutes to a side. Client’s permission is required for audio recording. Generally, for adults, this can be a verbal agreement, although you may want to obtain written permission. For minor clients, a school or agency may require written parental permission. Students should check with and abide by the policies and procedures of the site regarding consent. In most cases clients do consent to recording. Students should explain the purpose and confidential nature of taping. If a client refuses to be taped, naturally this position is honored and students continue to counsel the individual without a recording. All tapes will be erased no later than the final session with the NYU supervisor. A practicum student using tapes for purposes other than practicum supervision must adhere to APA Ethical Standards in their use, and must obtain written approval from the NYU Practicum supervisor.

C. Student Evaluations

Students are required to evaluate their practicum experience by completing the following evaluations: 1) an evaluation of the practicum site (Form F), 2) an evaluation of the site supervisor (Appendix E), and 3) an evaluation of the supervision at NYU and of the NYU supervisor’s style and effectiveness (Form E). These Evaluations must be turned in to the Counseling Graduate Assistants by the end of the practicum semester.

Students will also be evaluated by their NYU supervisor and on-site supervisor (see III & IV)

III. On-Site Supervisor:

At the end of the successful conclusion of practicum, the person who is the primary on-site-supervisor is entitled to one free academic course (minus fees, NYU policies apply). It is imperative that the name of this person be on the Site Approval Form. The Site Approval is a mutual agreement signed by both student and supervisor and must be returned to the Clinical
Director at the start of the semester. (See Form C.)

On-Site supervisors will be asked to complete an evaluation of the student’s work during the semester. Evaluations will be available to the student if she/he desires but it is recommended that students meet and discuss the evaluation and any concerns that may have arisen about performance. This evaluation will be placed in the student’s departmental file. (See Form D.)

IV. NYU Supervisors

A. Supervision

The usual model of supervision is group process. The object of this course is for students: 1) to receive guidance, feedback, and critique of their work with clients; 2) to gain insight observing supervision of other students in the group; 3) to test out their own interpretive suggestions toward fellow students, and, to have these suggestions discussed, critiqued, or validated by the supervisor and the peer group; 4) to hear alternate interpretations of their own interactions and interaction styles from their peers. Please note that students also receive individual supervision at their practicum sites. It is up to the NYU supervisor to design (and share with the students) a framework for coordinating both sources of supervision. An orientation toward group process is one possible approach.

B. Case Report

Students are expected to complete one case report per semester illustrated with a transcribed piece of dialogue. This paper, no more than 5 to 10 pages in length, double-spaced, should include a description of the client and presenting issues, and initial formulation of client dynamics and counseling objectives, a description of the process and progress of counseling, and outcome.

Case reports should incorporate evidence of the student’s ability to analyze their approach using counseling theory. Critical in this write-up is the student’s understanding of the client and of the process of change in counseling. In addition, logic and planning must be evident in the intervention technique and approach. Assessment of efficacy is also appropriate.

While specific outlines are the choice of the supervisor, one suggested outline is as follows:
1. Statement of the referral problem
2. Client description and relevant history
3. Intervention plan, including goals and theoretical orientation used
4. Description of the sessions, including dynamics and interactions
5. Assessment of success or failure

C. Criteria for Passing

Practicum supervisors will require a variety of types of evidence indicating the level and quality of student performance such as tape recordings of client-counselor interactions, written reports and case summaries, and measures of the effects of other counselor functions. Broadly stated, students are expected to demonstrate competence in the following areas:
1. Ability to make effective interventions in the counseling session.
2. Ability to explain/understand the value of an intervention (or sequence of interventions) in a session and in relation to the over-all goals of the counseling.
3. A theoretical frame for counseling that can be articulated and is evident in practice.
4. An ability to reflect on his/her interventions in counseling and to critically analyze them.
5. Sensitivity to and understanding of ethical issues in counseling.
6. Interpersonal sensitivity to issues of diversity such as gender, race, ethnicity, class, and sexual orientation.

NYU supervisors should develop criterion for passing the practicum course to be shared with students at the start of the semester. Should a student fail to meet the criteria by mid semester and risk failure or an incomplete in the course, please:

1. Notify the NYU Counseling Doctoral Practicum Coordinator.
2. Verbally express your concerns to the student.
3. Document your concerns about the student, noting all written and verbal communication with the student about those concerns.

Students will be required to repeat practicum if the instructor feels that his or her level of proficiency needs significant improvement. Decisions about whether a student needs to repeat practicum will be made in consultation with their site.

Instructors should write-up a final evaluation for each student in the group and review them individually with the student. Evaluation forms are provided by the Counseling Psychology Program should an NYU supervisor chose to use a standardized form. Evaluations will be filed in student departmental folder. (See Form D.)

V. Field Placement
Students interested in potential field sites are invited to look through the centralized field site listings available with the Counseling Program’s Practicum Coordinator.

Practicum settings must agree to:
1. Make available a clientele appropriate to the student’s level of training.
2. Make available adequate facilities in which to do counseling.
3. Allow students to tape their counseling sessions.
4. Ensure that a senior psychologist is available for consultation.

Students are responsible academically to the NYU Practicum Supervisor but administratively to the appropriate officers in the setting (e.g., Principal of a school, Director of an agency or service).

VI. Ethical Considerations
Doctoral students are to adhere to the Ethical Principles of Psychologists as set forth by the American Psychological Association (APA).

VII. Malpractice Insurance
Students who are enrolled in an NYU Practicum Course are fully insured through the University.
EXTERNSHIP INFORMATION

Externships are a key avenue for students to enhance their clinical experience and to gain additional clinical hours prior to the internship application process. Many students will do more than one externship. Students are encouraged to discuss externship opportunities with their practicum supervisor and their advisor. An up to date file of externship sites is available from the Clinical Director.

Externship applications are due early January. Students hear back in early February. Students who are notified about having been accepted to an Externship site typically have up to 72 hours to accept the offer by contacting Externship supervisors of the acceptance. In addition, a student cannot hold more than one externship offer for more than 24 hours.

The recommended number of hours that students spend at an externship is 16 hours weekly. The exception is for advanced students who have finished their coursework and that recommended number of hours is no more than 20.

Evaluation forms similar to those used for practicum are to be used by students and supervisors of externships. (See Appendices C, D, E, & F.)

Evaluation of Practicum and Externship Student Competencies

Students are strongly encouraged to keep a portfolio documenting the details of their clinical experiences. A sample log is to be found in Form B.

Practica and Externships are evaluated with the Evaluation of Practicum and Externship Student Competencies form (See Form D). This evaluation attends to areas of professionalism, reflective practice/self-assessment and care, relationships, individual and cultural diversity, ethical and legal standards, assessment, intervention, and other areas of competency including scientific knowledge and methods, interdisciplinary systems, consultation, and teaching.

Supervisors rate students on a 5-point scale in each of nine competency areas: 1-student needs marked improvement, 2-student’s performance is minimally satisfactory, 3-student’s performance is commensurate with her/his level of development, 4-student demonstrates above average skill, and 5-student is at or near a professional level of development.

Students must receive ratings of 3 (i.e., commensurate with his or her level of development) or above in each of the nine competency areas. Students receiving a 2 (i.e., minimally satisfactory and needs improvement) or below will receive clear instructions from their advisor regarding remediation as outlined on the form. (The advisor in consultation with the program director and clinical site supervisor will determine details of the remediation.) Among the possible remediation steps are auditing or taking new courses, re-taking courses, attending focused learning groups, participating in specific arranged mentoring, presenting written or oral re-conceptualization of a case, completing a paper on a specific topic, passing a course exam, or formally presenting a re-conceptualization of a case.

PROGRAM COMPREHENSIVE EXAM and DEPARTMENTAL CANDIDACY

The Comprehensive Exam is a Departmental requirement. The exam is administered by the CNPS faculty and managed by a member of our program faculty who serves as the Director of Comprehensive Exams for Counseling Psychology.
Students must complete all incomplete grades prior to taking the comprehensives.

The School requires each student in any of its doctoral programs to apply for designation as a “Doctoral Candidate” during their course of study. In order to establish candidacy in the department of Applied Psychology, students must pass their program’s Comprehensive Exams and complete the Departmental Psychology Core Requirements. The Departmental Psychology Core Requirements are incorporated into the counseling psychology core requirements as indicated in APPENDIX A of this Handbook.

The completion of both the Comprehensive Exam and the Psychology Core Requirement Courses satisfies the requirements for Department Candidacy. The School Graduate Office is notified when the student satisfies the departmental candidacy requirements.

Following successful completion of the comprehensives and psychology core requirements, students should complete the Departmental Admission to Candidacy Form (Form O), secure the signature of their advisor and the Program Director for Comprehensives Exams, and submit the form to the appropriate secretary for formal action by the department.

COUNSELING PSYCHOLOGY PROGRAM COMPREHENSIVE EXAM

Time of Exam

The Comprehensive Exam (which serves as the Candidacy Exam) is scheduled by the Department twice yearly: in the spring and in the fall. It is recommended that students take the Program Comprehensive Examinations in the Fall following completion of their second year in the program.

Courses needed prior to sitting for program comprehensive exam

Students who are unable to follow the prescribed program course schedule (Appendix A), in Appendix A, need to make sure to plan their programs in order to complete the Counseling Core courses (Appendix F) prior to sitting for the comprehensives exam. Since some courses are only offered every other year, students need to plan their programs carefully in order to make sure they are able to take the required courses. (See Appendix E.)

Exam Structure

The Comprehensive Exam requires students to demonstrate knowledge and competency in the areas of: 1) psychological theory (particularly counseling theory), 2) professional issues, 3) research, and 4) professional practice. In the effort to demonstrate competency in all of these areas students will complete the following:

A) A written exam covering specified domains of psychological theory & professional issues.
B) A clinical case study paper to be submitted with a transcript and audiotape of a therapy session to support professional competence and knowledge.
C) A data-based research paper.
Part B and C are due on the date of the written exam. Students should submit three copies to the Director of the Program Comprehensive Exams.

The dates of Part A of the Comprehensive Exam will be coordinated at the Departmental level.

Students may schedule the oral examination for Part B and Part C of the exam when they submit their papers. Students select a chair for their oral examination, who should not be their advisor or dissertation chair. The Director of the Program Comprehensive Exam will then select a second faculty member for the examination committee (also not the student’s advisor or dissertation chair). The oral examination will be scheduled for one hour.

A research apprenticeship, material covered in core courses (e.g., Program Seminar, Seminar in Counseling Theory, Seminar in Vocational Development) and supplementary Comprehensive exam readings provided by the Counseling Program will be central in helping students to prepare for the Comprehensive exam. The guidelines for each element of the Comprehensive exam are provided below:

I. GUIDELINES FOR PART A: WRITTEN EXAM

a. Purpose: In the Written Comprehensive Exam (Part A) students will be expected to demonstrate competence in the following domains of study: History of Counseling Psychology, Assessment; Counseling & Clinical Theory (includes groups and systems); Ethics; Cultural Competence; and Vocational Development.

b. Part A will consist of four essay questions, with each question covering one of the above-listed domains (content areas). The exam will be three hours long and students will be required to answer the questions on a computer.

c. The written exam is based on the Comprehensive Exam Reading List (See Appendix G). The reading list is updated periodically by the Director of Program Comprehensive Exams. Students should use the reading list which is extant in the year prior to their exam.

II. GUIDELINES FOR PART B: CASE STUDY

a. Students provide a clinical case paper including the development of diagnostic impressions, themes, a conceptualization of client dynamics and a cogent theoretical approach to clinical intervention. Students are required to discuss critical issues (ethical, racial-cultural, etc.) that might arise in working with this client. The paper should elaborate and explain the theoretical framework that informed the student’s work with this client, consistent with the requirements of the practicum case report. This paper should be of a quality appropriate for professional presentation or publication and should be in APA format and follow APA publication manual standards. Length of the paper should be 15 – 20 pages.
b. Part B will be evaluated in an oral exam along with Part C.

III. GUIDELINES FOR PART C: DATA-BASED RESEARCH PAPER

Part C will be the completion of a data-based research paper, demonstrating the student’s ability to conceptualize and implement a research study.

a. The purpose of the data-based research paper is to demonstrate the student’s ability to analyze and interpret data, and to use a particular theoretical framework and appropriate methodology. The paper should be in APA format and follow APA publication guidelines for research articles.

b. The data-based research paper can be generated from data gathered by a professor with whom a student is working, from available national data bases, or it can be from a data set the student has developed.

c. The data based paper can be a collective process, meaning that there could be more than one author. However, the student taking the exam must play a lead role in conceptualizing the study, conducting analyses, and writing the document.

d. Students are expected to adhere to the prevailing professional standards for academic papers. It is expected that the actual data collection follow appropriate assumptions of research methods and professional ethical standards. The full range of social science methodologies is acceptable.

e. The review of research related to the articulation of the problem, the critical analysis of the research, etc., is part of what is expected in a data based research paper.

f. Please consult the section of this handbook on Human Subjects Committee approval for procedures for obtaining Committee approval for the data collection conducted for the data-based candidacy paper.

g. Length of the paper should be 20-25 pages.

h. Part C will be evaluated in an oral exam along with Part B.

SUGGESTIONS

The following are suggestions for students to consider in formulating a direction for their data based paper.

1. Working on faculty or Departmental projects.

2. Helping an advanced dissertation student with the collection and analysis of dissertation data and doing some additional or supplementary analyses of data.

3. Doing a pilot study for a possible dissertation project.

4. Doing a piece of evaluation research related to student work setting.

Exam Ratings

Grades on the exam will be designated either as Pass or Deferred Pass with Conditions or Fail. A rating of Deferred Pass with Conditions may entail the recommendation of remediation
steps such as taking new courses, re-taking courses, attending focused learning groups, participating in specific arranged mentoring, presenting written or oral re-conceptualization of a case, completing a paper on a specific topic, passing a course exam, formally presenting a re-conceptualization of a case, etc.

The results of the candidacy examination are reported by the academic program or department to the Office of Graduate Studies. That office will, in turn, officially notify you and the Office of the University Registrar by letter.

Grading criteria for the Comprehensive Exams are presented in Appendix I. Details about the procedures for constructing the exam and grading the exam can be seen in Appendix K. Specifics of ratings, overall pass, fail, and Deferred Pass with Conditions designation, and contingencies resulting from these grades can be seen in Appendix J. Sample Questions for Part A can be seen in Appendix H. Form N is the document used by faculty to report exam results and to specify remediation if appropriate.

INTERNSHIP INFORMATION

All matriculated students in the Counseling Psychology Doctoral Program are required to complete a one-year internship which is approved by the American Psychological Association, or is a member of the Association of Psychology Internship Centers (APPIC) or meets the criteria for membership in APPIC. Students who get internships that are not APA approved need to complete the Non-APA Internship Site Approval Form (Form M) and submit this form to the Program Director for program approval.

It is important to begin thinking about Internship early in the program, as you will need to prepare for internship and plan your schedule both academically and personally around this important year. An internship portfolio is provided to students to facilitate the preparation and planning process. In addition, you cannot do your Internship at a site where you have been working or have done a practicum. You must successfully complete all practica, program comprehensives, and departmental candidacy requirements before you can apply for an Internship, and either have completed the clinical assessment courses or be enrolled in these courses at the time of application. Internship applications may require a resume (or curriculum vitae), three letters of recommendation from Ph.D. psychologists, a case write-up, psychological test reports, and a personal goal statement about what you hope to gain from the Internship. Internship applications are online at www.appic.org, the national computer match service for internship placement.

You must plan your internship application in conjunction with your dissertation process, since a student may not begin the internships before the dissertation proposal has been approved. Applying for an Internship is a rigorous, time-consuming and stressful process. Most applications have to be completed by December 1st, the year prior to the fall you begin your Internship. It is imperative to begin the application process early.

The NYU Counseling Internship Coordinator will guide you throughout the entire process. You should notify the coordinator early in late Spring or early September of the year in which you will be applying for internship of your intention to apply. Typically, the Internship Coordinator will hold one or several meetings for intern applicants during the Fall term to assist students in the application process. Current APPIC Directories of internship sites are available online.
The Internship component of the Counseling Psychology Program

General purpose of the internship

Coming after the completion of academic coursework and practica, and preceding the granting of the doctorate, the internship is a crucial part of training in our program. The internship allows the trainee to provide psychological professional services in a setting where there is ample supervision, role modeling, and appropriate administrative structure. As such, it functions as a segue to the independent professional psychology role of the trainee, even as it maximizes and hones levels of knowledge, skills, ethics, and social responsibility. Accreditation standards assure the trainee that the internship will a training experience which is exacting and demanding, while also being broad in its scope, with the aim of fine tuning the program’s training objectives.

Specific requirements

1. The internship may be a full-time experience for either the academic or the calendar year or a half-time experience for two years (academic or calendar)

2. The internship experience must be an integrated, sequential training experience that builds upon knowledge gaining in the graduate program and those competencies acquired in practicum training.

3. The internship activities must be consistent with the professional role of a counseling psychologist and the individual student’s training, experience, and professional goals.

4. There must be a single clearly designated psychologist with experience in training who will act as the primary supervisor and/or professional responsible for the intern’s training activities. Although clinical supervisors may change during the internship’s duration, a psychologist should be primarily responsible for the supervision of the trainee. Specifically, a licensed psychologist should supervise those functions and services performed by the intern which benefit clients directly (e.g., counseling, psychotherapy, psychometrics). Those functions and services performed by the intern which benefit clients indirectly (e.g., administration, research, teaching, supervision) can be supervised by a person other than a licensed psychologist. This person shall have specialized knowledge in the services performed and the primary supervisor will coordinate and receive information from each of these other supervisory personnel.

5. The supervisor in the internship must provide written evaluation on the intern’s performance to the Director of Fieldwork and Internship.

6. The intern’s commitment to the training site must involve a minimum of 2000 “clock” hours, which may include released time off-site for professional development activities. Of these 2000 “clock” hours, 800 hours must involve direct service to clients.
7. The internship program must provide supervised experience in an organized sequence of activities including direct delivery services or functions and services that benefit clients indirectly (e.g., administration, research, teaching, supervision, program development). However, the intern must be assured of time allotted to:

   A. Professional development activities (including dissertation research) of 4 hours/week for full-time placements and 2 hours/week for half-time placements.

   B. A minimum of two hours/week for full-time placements and 1 hour/week for half-time placements of formally scheduled individual supervision.

8. Interns must learn and apply ethical standards in their practice of psychology.

9. At the end of each academic term, students are required to submit client contacts logs, verified and signed by a representative of the training site, to the Internship Training Director. These logs should indicate the number of “clock”, client contact, and supervision hours accrued during the term.

10. The academic department reserves the right to remove an intern from a site if that site does not comply with the training standards.

11. Registration for Internship Placement is required (E63.3016, a zero-credit course).

**INTERNSHIP ELIGIBILITY**

Internship applications are to be filed during the Fall semester of the year prior to Internship. Students who have not fulfilled all eligibility requirements below must withdraw all internship applications by end of fall semester.

Requirements for internship eligibility:

a. Up-to-date and completed practicum and externship portfolio in your folder and a completed evaluation from supervisor for each externship completed. (Students should also maintain copies of these documents in their personal files.) Documentation for this requirement will be requested during fall semester of application year.

b. Students planning to go on internship will set up a "closure" meeting with your adviser in the fall semester of the year preceding the expected internship. Students should bring a current transcript (student copy from ALBERT is acceptable), and all information related to completion of courses and requirements. Advisers will subsequently be asked to verify other requirements still remaining and timetable for completion (such as any incompletes). **Outstanding incompletes must be completed by the last day of the fall semester.**

c. All doctoral students must have passed Departmental Comprehensive Exams by **last**
day of classes of the fall semester.

d. All doctoral students must complete a dissertation proposal which has passed proposal review, by last day of classes of the fall semester.

Non-APA Internship Sites

We strongly encourage students to do their internship at an APA approved site. In some circumstances, students will be permitted to choose a non-APA approved site. In such cases, the student will be required to sign a disclosure statement confirming the potential difficulties such a decision may entail. In addition, the student will need to file a proposal form, co-signed by Program Director and the Internship Supervisor, confirming that the specific APA requirements (above-noted) for internship training are met by that site. (See Form M.)

Internship Application

Students should work closely with the NYU Counseling Doctoral Internship Coordinator, who will advise and guide students through the paperwork preparation, application, and decision process.

The Internship application process requires planning, documentation, diligence, and follow-up. Appendix I provides useful tips that will orient the student.

Internship Evaluations:

The Director of the Internship Program where the student is interning will be expected to provide an evaluation of the intern at the midpoint and completion of the Internship Year (Forms P & Q). Students are also asked to evaluate their internship experience following the completion of their internship (Form F).

Dissertation Information

The dissertation is the final requirement in fulfillment of the Ph.D. Customarily, the thesis is an extensive data-based paper. However, unlike most other academic papers, "the dissertation" is also a process, which includes formal and informal guidelines and procedures.

Finding an Interest Area

The consensus is that it is never too early to begin thinking about one's dissertation. Discovering areas of interest, and subsequently narrowing one's focus within an area, provide possible dissertation topics. Obviously, reading material in the field, whether for course work or for general information, is useful for finding areas of interest and remaining current within those areas. Papers written for course requirements present an excellent opportunity to review a body of literature and receive feedback. Seminar papers may, at times, evolve further into a dissertation topic. The following seminars are most useful for developing such papers:
All four seminars are excellent forums in which to explore and discover interest areas and receive feedback from professors and peers. It is important to note that the further along you are in your thinking about your areas of interest and the problem (or problems) you might want to study for your dissertation, the better you will be able to choose and utilize your research methods courses.

Research Design

Students are required to take the first semester of the Research Design sequence, E63.2073. Students then take the second semester, E63.2074, or a second research design course more in line with their interests, such as a qualitative research course.

In recent years, a number of students have done dissertations which require methodologies other than the traditional quantitative approaches typical of most psychological research. Students interested in a research problem for which a nontraditional (i.e., case study, phenomenological, ethnographic, historical, etc.) method is most appropriate may wish to consider taking their second semester of research methods course work in one of the available alternative methods courses in the School.

Required Course - E63.3001: Dissertation Proposal Seminar (Graded as Pass / Fail only)

PREREQUISITES: (1) Description of topic for dissertation and (2) Identification of a mentor who has been working with student on topic description.

COURSE REQUIREMENTS: Preparation of draft of the dissertation manuscript which includes the elements outlined on the following page.

The course is open to students who have formulated a topic for research and have a dissertation chair. The seminar will focus on the development of a rationale for the research, questions, and hypotheses, and a preliminary review of the literature. Students will become familiar with the dissertation process and will prepare a manuscript containing the elements indicated on the following page. Simultaneously, students will begin to identify faculty who can serve as committee members. While it is our expectation that students will complete the requirements of the course within the semester, we will assign those who do not complete the requirements a grade of “Incomplete” and recommend that they repeat the course until the manuscript is completed. The course will be offered in the fall of each academic year.

By the conclusion of Dissertation Seminar, the student will have prepared a draft manuscript including the following elements of the dissertation:

- Aims of the research study
- Rationale for the research study
- Significance of the research study
- Research questions
- Research hypotheses (may not be applicable for qualitative designs)
- Preliminary review of the literature
Theoretical model guiding the research

Committee

Three persons compose a dissertation committee -- a Chairperson and two committee members. The Chairperson must be a member of the Counseling Psychology Program Committee. At least one committee member must be from outside the program. In rare cases and only for strong educational reasons a student may wish to have as a chair a person from outside the program. In this case the student should request permission to appoint such a chair from the Counseling Psychology Program Committee. In making the request the student should present a well-formulated rationale for approval. In any case, one committee member must be from the Counseling Psychology Program.

While enrolled in Dissertation Seminar and developing a proposal, students concurrently need to organize a committee. Most important in this process is securing a Chairperson. It is helpful to select professors who have an interest in your topic area and, more importantly, to select professors with whom you can work well. However, the construction of a dissertation committee is a process of negotiation. A professor does not have to agree to serve on your committee and thus, organizing a committee is a mutual selection process. Always provide a potential committee member with a copy of your proposal and check professor sabbatical schedules (particularly for your desired Chairperson.)

The final portion of the dissertation process consists of:
1) numerous meetings with your Chair and committee members
2) a formal committee meeting (with you and your full committee)
3) a formal proposal review (outline review with 2 outline readers)
4) final orals

It is important to note that the dissertation process is a long one and can be tedious and frustrating. Faculty members may not be able to respond as quickly as you might like, meetings take time to arrange, committee members don't always agree, dissertations take a while for most people to read, etc. In addition to this are all the issues that can arise in actually doing the study. A sense of humor and some patience and perseverance can go a long way to ameliorate the stress of the situation.

After the proposal is approved by the dissertation committee, the candidate needs to apply to the Department for Proposal Review. The review committee will consist of the Dissertation chair and two Departmental faculty. The candidate will meet with the Proposal Review Committee to receive feedback and a decision.

If the proposal is approved by the Proposal Review Committee, the candidate then needs to submit two copies to the Department Academic Affairs Administrator, who will submit the proposal to the School office of Graduate Studies for school approval. In addition, the candidate must also submit the proposal to the Human Subjects Committee for its approval.

Note: Candidates must take the Human Subjects On-Line Tutorial and pass the on-line Human Subjects Exam before submitting the proposal to the Human Subjects Committee. (It is also noted that dissertation chairs are required to pass the exam as well before they can be approved as chairs.)
DISSERTATION SEQUENCE FLOWCHART

Description of topic? Identification of chair?

Y  N

SEMINAR E63.3001  Work with program faculty

Successful completion of Seminar I requirements

Y  N

Work with committee  COMPLETED DISSERTATION

N
HUMAN SUBJECTS COMMITTEE

Doctoral students need to be aware that all research studies involving human subjects, including data collections for data based comprehensive papers, pilot studies, for dissertation proposals, and dissertation data collections need to be approved by the University Human Subjects Review Committee. Students should contact the Office of Sponsored Programs at the University to obtain required forms and to find out the current timetables of committee review dates. The Committee generally meets a number of times each semester and all materials to be reviewed must be submitted a specified number of days prior to the review dates.

It is important to note that students who are undertaking research -- either for the dissertation or for other projects -- must obtain school-wide clearance prior to submitting their applications to UCAIHS (University Committee on Activities Involving Human Subjects). Procedures for obtaining clearance are found on the Office of Graduate Studies website: http://steinhardt.nyu.edu/policies_doctoral/dissertation

ANNUAL REVIEW OF STUDENT PROGRESS

During the annual review meeting held at the beginning of May each year, all doctoral students are assessed based upon the program goals, objectives, and competencies. This review includes attention to the following:

- **Transcript Review**: Specified outcome measures based upon grades of B or higher or PASS are noted. Students receiving a grade below a B or PASS will meet with their advisor to determine remedial steps. Incompletes in coursework will be flagged and benchmarks will be set up to ensure timely completion.

- **Comprehensive Examination**: Students must pass with a score of 2 (Minimally Adequate) or higher on all components of the Comprehensive Examination. Those scoring below 2 on any component will be notified and remedial steps will be specified to ensure that this competency is reached. The program director and the student’s advisor in consultation with the program faculty will determine remedial steps. Those scoring at a 2 (Minimally Adequate) will be asked to rewrite their response as a take-home exam. Answers must include a full reference list and appropriate citations of seminal works relevant to the area being assessed.

- **Practicum/Externship Evaluation**: The internship/externship coordinator will review Evaluation forms completed by site supervisors. Any concerns raised regarding a student’s performance this will be shared with the student’s advisor, and the program director. In collaboration with the student and site supervisor, remediation activities will be determined and benchmarks established. Concerns will also be brought up for discussion at the annual review meeting.
• **Research Experience:** Students are expected to be involved in research teams with faculty in the Department. The annual review will include attention to research productivity in the form of publications, presentations at regional and national conferences, applications for fellowship awards, and involvement in grant writing. Faculty will report on the involvement of students on research teams. Written summaries of a student’s performance on a research team will be sought if students are working with faculty who are not members of the Counseling Psychology Program. If concerns are raised, remediation efforts will be specified and discussed with the student.

• **Teaching Experience:** Acquisition of teaching skills is a goal for students in our program. Progress in this domain will be evaluated based on evaluations from the teaching mentor. An important aspect of progress in this domain is the development of an elaborated philosophy of teaching and pedagogy by the student.

• **Attendance at the Counseling Forum:** Student attendance at the Counseling Forum will be noted during the annual review meeting. Active participation is required for first and second year students.

• **Involvement in Professional Organizations:** Students are expected to be involved in local, regional, and/or national organizations. This can include memberships, presentations at professional meetings (e.g., APA, APS, SRCD), involvement in student organizations (e.g., APAGS), etc.

• **Dissertation Progress:** The faculty member serving as the dissertation chair will report on the student’s progress to the program director. Students who are deemed to be making slower progress than expected, based upon established program milestones, will work with their chair to develop specific benchmarks to ensure timely completion.

(See Form A for a copy of the Annual Review Form.)

**STUDENT GRADE APPEAL PROCEDURES**

The following instructions are for students who wish to appeal a grade given by a professor or instructor in a course.

1. A student who wants to appeal a grade should first schedule a meeting with the professor of the course and if they cannot come to an agreement then the student may appeal to the Program Director.

2. A student who wishes to appeal a grade received in a course will file the appeal with the Program Director, providing documentation, such as a copy of course syllabi, all papers, quizzes, exams with the grades for each and a written statement of their reasons for requesting an appeal of the grade.
3. Two program faculty members will be appointed to review the students’ appeal. The Program Director will assign one faculty member based on a system of sequential scheduling. The student making the appeal will select the other faculty member.

4. The faculty member appointed by the Program Director will schedule a meeting of the grievance committee with the student to review both sides of the appeal. A second meeting will be held with the faculty member whose grade has been appealed. The faculty committee will make a decision on whether to grant the student a grade change or to hold to the existing grade.

5. The Program Director will make the final decision when there is a tie vote on the part of the faculty committee hearing of the appeal.

6. As the final step in this process, the Program Director will relay the results of this procedure to the Department Chair for appropriate actions.

PROGRAM GOVERNANCE

The CNPS committee is composed of those full-time faculty members in the program who make a primary commitment to this doctoral program and CNPS student representatives. This committee, chaired by the Program Director, is responsible for the administration of the program and is the forum of the program, curriculum and student evaluation, development of policy regarding the program and attention to any other considerations relating to the program. All policy emanating from the committee must be formally approved at a program meeting.

The committee usually meets one or more times monthly on Tuesdays from 12:15 – 1:45 pm. Meetings are usually scheduled in Kimball Hall, 246 Greene Street, Room 607.

Accommodations:

Anyone with a disability which may require some modification of seating, testing, assignments, or other class requirements should alert the advisor and all supervisors (practicum, externship, internship, research mentors, etc), as well as each Professor before a course begins.

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing, should register with the Moses Center for Students with Disabilities 719 Broadway, 2nd Floor, 212.998-4980 (telephone and TTY), www.nyu.edu/csd
CNPS Advisement Record - 1

APPENDIX A: CNPS Advisement Record & Course Schedule

NYU Counseling Psychology Ph.D. Program (CNPS)
Advisement Record & Course Schedule

(Approved: 1/25/11)

(Note: Scheduling Changes May Affect Course Availability in Any Semester or Year.)

Name: _______________________________ Date: _______________
Address: ____________________________ Phone: _______________
______________________________________ Cell: _______________
______________________________________ Email: _______________

Psychology Prerequisites: 18 Credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Institution</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

18

NOTE: Course work is presented by area, together with credits or points minimally required in each area. The examples given within each area are not exhaustive.

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Course</th>
<th>Date Taken</th>
<th>Passed (Initials of Grader)</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>E10.2001 Educational Statistics I</td>
<td></td>
<td></td>
<td>May be passed by Exam or exempted based on syllabi of previous coursework. Documenting Memo must be placed in File.</td>
</tr>
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</table>

Summer prior to Year 1, or Fall of Year 1, or Spring of Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Equivalent</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>E63.2658 Individual Counseling: Practice I</td>
<td>audit</td>
<td></td>
</tr>
<tr>
<td>E63.2659 Individual Counseling: Practice II</td>
<td>audit</td>
<td></td>
</tr>
</tbody>
</table>

Note: CNPS students may audit these courses free of charge if they did not take these courses previously.
### Year 1: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th><em>equiv</em></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E63.2039 Theories of Personality</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.2657 Counseling Theory and Process</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.2682 Cross Cultural Counseling</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.2620 Group Dynamics ODD YEARS</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.3611 Counseling Psychology Program Seminar EVEN YEARS</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.2672 Interpretation and Use of Tests</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**15**

### Year 1: (Anytime; earlier is best)

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Equivalent</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>E63.2273 Identification &amp; Reporting of Suspected Child Abuse / Maltreatment (2-hour workshop)</td>
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### Year 1: Spring

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>E63.2038 Abnormal Psychology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.2271 Survey of Developmental Psychology: Advanced</td>
<td></td>
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</tr>
<tr>
<td>E63.3009 Departmental Seminar: Theories of Change</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E10.2002 Educational Statistics II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.3657 Seminar in Vocational Development EVEN YEARS</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.3633 Seminar in Counseling Theory &amp; Research ODD YEARS SEE NOTE BELOW</td>
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<td></td>
</tr>
</tbody>
</table>

**15**

**Note:** Students may register for E63.3633 (Seminar in Counseling Theory & Research) only if they have completed at least one of the following prerequisites:

- At least one semester of Advanced Practicum: Individual 1 (E63.3607)
- Two semesters of Supervised Counseling Practicum (E63.2658 & E63.2659, or equivalent courses)

Most students with a Counseling MA will have met the pre-requisite of two semesters of Supervised Counseling Practicum. Students need to keep in mind that E63.3633 is offered only in the Spring of even years. Thus, students who are admitted in an even year without having completed two semesters of Supervised Counseling Practicum will need to take the seminar in their third year. This will delay their candidacy for another year. (A student may also opt to register for E63.3607 and E63.3608 for the first and second semesters of the first year, respectively, in order to be able to register for the seminar in their first Spring semester of an even year. This would, however, entail a very heavy course load.)
# CNPS Advisement Record - 3

## Year 2: Fall

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>E63.2140 Classical Test Theory</td>
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<td>3</td>
</tr>
<tr>
<td>E63.3665 Clinical Assessment I</td>
<td></td>
<td>3</td>
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<tr>
<td>E63.3611 Counseling Psychology Program Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>E63.2620 Group Dynamics**</td>
<td>EVEN YEARS ODD YEARS</td>
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</tr>
<tr>
<td>E63.2073 Research Design and Methods I</td>
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</tr>
<tr>
<td>E63.3607 Advanced Practicum: Individual &amp; Group I</td>
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## Year 2: Spring

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<tr>
<td>E63.2003 Social Psychology</td>
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<tr>
<td>E63.3608 Advanced Practicum: Individual &amp; Group II</td>
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<tr>
<td>E63.3657 Seminar in Vocational Development</td>
<td>EVEN YEARS ODD YEARS</td>
<td>3</td>
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<tr>
<td>E63.3633 Seminar in Counseling Theory &amp; Research</td>
<td>EVEN YEARS ODD YEARS</td>
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<tr>
<td>E63.2001 Neuropsychology of Behavior</td>
<td>ODD YEARS</td>
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<td>E63.3103 Historical Perspectives of Psychological Theory</td>
<td>EVEN YEARS</td>
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<td>G89.2010 Principles of Learning</td>
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<tr>
<td>Counseling Specialty Elective</td>
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<td>Research Elective (Approved by advisor)</td>
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<tr>
<td></td>
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<td>COMPREHENSIVE EXAM</td>
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<td>Externship</td>
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<td>File for Departmental Candidacy</td>
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### Year 3: Spring

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<tr>
<td>Research Elective (Approved by advisor)</td>
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<tr>
<td>E63.2001 Neuropsychology of Behavior ODD YEARS</td>
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<td>E63.3103 Historical Perspectives of Psychological Theory EVEN YEARS</td>
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<td>Research Elective (Approved by advisor)</td>
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### Year 4: Fall

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<th>Course</th>
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<td>Dissertation Proposal Review</td>
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<td>MUST BE COMPLETED BY END OF FALL SEMESTER</td>
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### Year 4: Spring

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### Year 5: Fall

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<tbody>
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### Year 5: Spring

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<tr>
<td>Oral Defense</td>
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</table>

**Number of Credits Required by Program:** 83  
**Additional State Requirement Credits: Extra Electives:** 13  
**Total Number of Required Credits:** 96
The notes on the following pages of the Advisement Record are relevant to those students who do not follow the prescribed program schedule detailed above.

SCHOOL REQUIREMENTS

a. Six credits of Foundations Requirements are satisfied by:
   - G89.2010 Principles of Learning
   - E63.3103 Historical Perspectives of Psychological Theory

b. Six credits of Cognate Requirements are satisfied by:
   - E63.2001 Neuropsychology of Behavior
   - E63.2003 Social Psychology

This program includes the school requirements of 15 credits of Research & Statistics. 
(These 15 credits must include E63.2073 Research Design & Methods 1 plus 3 other credits in Methods plus 3 credits of Specialized Research)

c. E63.2140 Classical Test Theory satisfies requirements for Measurement and Evaluation.

Curriculum Notes:

1. E63.3009 (Departmental Seminar: Theories of Change) is offered each Spring semester. It must be taken during the first Spring semester in attendance.

2. E63.3611 (Counseling Psychology Program Seminar), E63.3633 (Seminar in Counseling Theory), and E63.3657 (Seminar in Vocational Development) are offered once every other year.

3. Graduate Courses in Theories of Personality and Abnormal Psychology must be completed before enrolling in Clinical Assessment I.

4. Students with appropriate background may take E63.2621 instead of E63.2620. However, they are reminded that E63.2621 is taught as an elective and that participation in the group experience in this course is required.

5. Most cases practicum sites require a one-year commitment from students. Thus, it is usually best to plan for a full academic year of individual practicum. In order to get a placement, it is best to preregister with the Internship Coordinator early in the Spring semester preceding the year in which a student plans to take individual practicum.
6. Students are advised to begin their research experience early in the program. They will need research methods background in order to design and implement a study for their data based comprehensive exam paper. Also be advised that one year of statistics is a prerequisite to taking E63.2073: Research Design & Methods I.

7. Students may be exempted, on a case-by-case basis, of the state-required “extra electives” based on individual academic and background considerations. We expect that an upcoming Curriculum Revision to be submitted to the school should result in minimizing the number of required credits.

Note to Advisors

For all required prerequisites (including undergraduate courses), and for all program courses which the student is exempt based on coursework elsewhere, be sure to list for each course that is being substituted:

a. The institution where the course was taken
b. The course number
c. The course title
d. The semester the course was taken

Advisors are cautioned that other schools often offer courses with similar (or even identical) titles which are not equivalent to our courses. As a rule, the following documentation should be included in the file at the time a course substitute or exemption is granted, especially if the alternate course is not identical to ours:

a. A copy of the bulletin description of the course
b. A copy of the syllabus, including the text
c. A written rationale by one of our faculty who regularly teaches the course, supporting the course equivalence. (Students can be asked to prepare a memo detailing the equivalence rationale, which the adviser can then route to the appropriate faculty member for review, editing, and approval.)
APPENDIX B: Program Goals, Objectives, Competencies, and Outcome Measures

Goal #1: To produce graduates who are knowledgeable regarding current clinical theory.

Objectives for Goal #1:
1.1 To learn current theory related to individual and group intervention
1.2 To critically integrate theory related to individual and group interaction

Competencies Expected for these Objectives:
1.1 Students will demonstrate an understanding of the key theories of psychological intervention at the individual and group levels including: psychoanalytic, systems, and cognitive behavioral theories
1.2 Students will apply these theories to the analysis of case material in the service of developing case formulations and appropriate counseling and therapeutic interventions.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
- A PASS in E63.3607 Supervised Counseling Practicum Individual (Advanced)
- A score of 2 (Minimally Adequate) or higher on the case paper component of the Comprehensive Examination

Goal #2: Produce graduates who understand adaptive and maladaptive human functioning across the lifespan.

Objectives for Goal #2:
1.1 To understand social, emotional, cognitive, physiological, and vocational development from childhood through adulthood.
1.2 To understand problematic human development

Competencies Expected for these Objectives:
2.1a Students will demonstrate understanding of developmental theories pertaining to adaptive and wellness focused human functioning and life-span maturational processes
2.2a Students will demonstrate knowledge of theories of psychopathology relevant to maladaptive behavior
2.2b Students will demonstrate knowledge of the DSM-IV and of diagnostic formulations
2.2c Students will demonstrate the ability to conduct psychological assessments with children, adolescents and adults from non-clinical as well as clinical populations

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:
Outcomes 2.1
- A grade of B or higher in E63.2271 Survey of Developmental Psychology: Advanced
- A grade of B or higher in E63.3009 Theories of Change in Applied Psychology
- A grade of B or higher in E63. 2003 Social Psychology
- A grade of B or higher in E63.3657 Seminar in Vocational Development: Theory and Research
- A grade of B or higher in E63.2039 Theories of Personality
- A grade of B or higher in G89.2010 Principles of Learning
- A grade of B or higher in E63.2001 Neuropsychology of Behavior
Goals, Objectives, Competencies, Outcome Measures - 2

Outcomes 2.2a
- A grade of B or higher in E63.2038 Abnormal Psychology

Outcomes 2.2b
- A grade of B or higher in E63.2038 Abnormal Psychology
- A PASS in E63.3607 Supervised Practicum CIP Individual (Advanced)
- A grade of B or higher in E63.3665/3666 Clinical Assessment I/II
- A score of 2 (Minimally Adequate) or higher on the case paper component of the Comprehensive Examination

Outcomes 2.2c
- A grade of B or higher in E63.3665 Clinical Assessment in Counseling Psychology I; E63.3666 Clinical Assessment in Counseling Psychology II
- Ratings of 2 or higher as total for items 44 through 55 (Section VI Assessment) on Practicum and Externship evaluation forms.
- Optional: A grade of B or higher in specialty elective E63.2672 Interpretation and Use of Tests in Counseling Adults and/or E63.2673 Interpretation and Use of Tests in Counseling Children and Adolescents

Goal #3: Produce graduates who are prepared to function as multi-faceted and multi-skilled professionals in a wide range of roles as counseling psychologists

Objectives for Goal #3:
3.1 To understand the training, supervision, and consultation roles of Counseling Psychologists

Competencies Expected for these Objectives:
3.1a Students will demonstrate the ability to teach basic counseling skills
3.1b Students will demonstrate the ability to supervise the application of individual counseling skills
3.1c Students will demonstrate knowledge of consultation models

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Outcomes 3.1a
- A grade of B or higher in E63.3611 Counseling Psychology Program Seminar
- A grade of PASS in E63.3629 Practicum in Counselor Training

Outcomes 3.1b
- A PASS in E63.3629 Practicum in Counselor Training

Goal #4: Produce graduates whose professional identity is that of a counseling psychologist and who are able to acquire additional knowledge appropriate to this specialty

Objectives for Goal #4:
4.1 To understand the history of psychology and the emergence of counseling psychology as a unique discipline
4.2 To develop an identity as a Counseling Psychologist
Competencies Expected for these Objectives:

4.1a Students will demonstrate understanding of the history of psychology and the discipline of counseling psychology.

4.2a Students will demonstrate a commitment to the professional of psychology/counseling psychology.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

**Outcomes 4.1a**
- A grade of B or higher in E63.2103 Historical Perspectives of Psychological Theory
- A grade of B or higher in E63.3611 Seminar in Counseling Psychology

**Outcomes 4.2a**
- Membership in a professional counseling organization (e.g., APA, Division 17, New York State Psychological Association, American Counseling Association)
- Attendance at the Counseling Psychology Forum
- A score of 2 (Minimally Adequate) or higher on questions pertaining to professional development on the Comprehensive Examination
- Complete and successfully orally defend a dissertation on a topic consistent with the field of counseling psychology.

Goal #5: Produce graduates who attained awareness, knowledge, skills, and attitudes to work effectively with clients from diverse backgrounds, particularly in urban settings

Objectives for Goal #5:

5.1 To understand key social identity constructs

Competencies Expected for these Objectives:

5.1a Students will demonstrate knowledge of theories that examine how people of diverse backgrounds construct identity across the lifespan

5.1b Students will demonstrate knowledge of intersecting identities (e.g., race, ethnicity, class, sexual orientation, gender)

5.1c Students will demonstrate an understanding of how dyadic and group processes are shaped by multiple aspects of identity

5.1d Students will apply theories of acculturation, enculturation, and minority stress in relevant academic coursework and clinical practice

5.1e Students will demonstrate knowledge of a social justice perspective

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: (Note Outcomes measured for all competencies)

- A course grade of B or higher in: E63.2682 Cross-Cultural Counseling;
- A course grade of B or higher in: E63.2620 Group Dynamics Theory and Practice
- A PASS in E63.3607/3608 Supervised Counseling Practicum: Individual and Group I/II
- Satisfactory or higher ratings from Externship site supervisors’ ratings on questions regarding the student’s ability to work effectively with diverse populations
- Satisfactory or higher ratings from Internship site supervisors on questions regarding the student’s ability to work effectively with diverse populations.
- A PASS in E63.3016 Internship in Counseling Psychology
Goals, Objectives, Competencies, Outcome Measures - 4

- A score of 2 (Minimally Adequate) or higher on the written question(s) related to multiculturalism on the Comprehensive Examination.
- A score of 2 (Minimally Adequate) or higher on the Case Report of the Comprehensive Examination.
- Optional: A course grade of B or higher in specialty electives such as E63.2669 Religiosity and Spirituality: Theory Research and Counseling Toward Wellness; E63.2105 Culture Context and Psychology; E63.2222 Cross-Cultural Research Methods.
- Optional: Participation in the Group Relations Conference – an experiential conference that requires participants to examine how group processes are influenced by social identities (e.g., sexualities, class backgrounds, ethnic backgrounds).
- Optional: Participation and attendance at the Winter Roundtable on Cultural Psychology and Education, Teachers College, Columbia University.

Goal #6: Produce graduates who have developed a high level of ethical sensitivity and behavior in their professional roles as researchers and practitioners

Objectives for Goal #6:
6.1 To master professional ethical guidelines
6.2 To critically apply professional and ethical guidelines

Competencies Expected for these Objectives:
6.1a Students will demonstrate knowledge of the APA Code of Ethics
6.1b Students will demonstrate knowledge of guidelines for practice with girls and women
6.1c Students will demonstrate knowledge of guidelines on multicultural research and practice
6.1d Students will demonstrate knowledge of guidelines for practice with older adults
6.1e Students will demonstrate knowledge of practice with lesbian, gay, bisexual, and transgender clients
6.1f Students will demonstrate knowledge of guidelines pertaining to collaborative and interprofessional collaboration
6.1g Students will demonstrate knowledge of federal guidelines regarding conducting ethical practice in research involving human subjects
6.2a Students will critically apply their knowledge of the ethical and practice guidelines in their work with clients
6.2b Students will critically apply their knowledge of APA ethical guidelines in their research
6.2c Students will critically apply their knowledge of federal guidelines regarding conducting ethical practice in research involving human subjects

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Outcomes 6.1
- A grade of B or higher in E63.3611 Counseling Psychology Program Seminar on ethics and professional development
- A PASS in E63.3629 Practicum in Counselor Training
- Satisfactory evaluation ratings by NYU faculty supervisor.
Goals, Objectives, Competencies, Outcome Measures – 5

- Scores of 2 (minimally satisfactory and needs improvement) or higher in each domain on practicum, externship, and internship evaluations -- Professionalism, Reflective Practice/Self-Assessment and Care, Relationships, Individual and Cultural Diversity, Ethical and Legal Standards, Assessment, Intervention, and Supervision.
- A score of 2 (Minimally Adequate) or higher on questions related to ethics and professional practice guidelines on the Comprehensive Examination
- Completion of the Human Subjects tutorial and a passing score on Institutional Review Board (IRB)’s Human Certification Exam

Outcomes 6.2
- A score of 2 (Minimally Adequate) or higher on the Case paper of the Comprehensive Examination
- Completion of a dissertation
- Optional: Completion of research proposals and data-based projects beyond the designated requirements of the program

Goal #7: Produce graduates who are knowledgeable about the research process and the creation of new knowledge

Objectives for Goal #7:
7.1 To understand the measurement of psychological constructs
7.2 To understand the principles of research design and methods
7.3 To understand principles of effective writing and presentation of research

Competencies Expected for these Objectives:
7.1a Students will demonstrate knowledge of measurement constructs as they relate to various psychological domains
7.1b Students will demonstrate knowledge of appropriate test development practices
7.2a Students will demonstrate the ability to design, implement, analyze, and interpret findings obtained in self-directed research projects
7.2b To independently conduct multivariate quantitative analysis and other appropriate methods such as qualitative or narrative analysis and mixed methodologies
7.3a Students will demonstrate the ability to present research findings in an appropriate professional manner

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Outcomes 7.1
- A grade of B or higher in E63.2140 Measurement: Classical Test Theory
- A score of 2 (Minimally Adequate) or higher on data-based paper component of the Comprehensive Examination

Outcomes 7.2
Goals, Objectives, Competencies, Outcome Measures – 6

- A grade of B or higher in two required specialized research electives such as E63.3040 Listening Guide Method of Psychological Inquiry; E10.2140 Approaches to Qualitative Inquiry; E10.2145 Advanced Seminar in Qualitative Methods; E63.2143 Construction of Psychological Tests; E63.2141 Measurement: Modern Test Theory; E63.2375 Multivariate Strategies in Psychoeducational Research; E63.2242 Theory and Measurement of Attitudes; E10.2014 Advanced Topics in Quantitative Methods: Statistical Analysis of Networks; E10.2995 Biostatistics I; E10.2143 Participatory Action Research; E10.2141 Case Study and Ethnographic Inquiry; E10.2040 Multilevel Models: Growth Curves; E10.2012 Advanced Topics in Quantitative Methods: Causal Inference: Statistical Methods for Program Evaluation and Policy Research
- A score of 2 (Minimally Adequate) or higher on the data based paper submitted for the Comprehensive Examination.
- A PASS in Dissertation Proposal Seminar
- Successful completion of a dissertation

Outcomes 7.3

- A score of 2 (Minimally Adequate) or higher on the data based paper submitted for the Comprehensive Examination
- Successful completion of an original, data-based dissertation study

Optional: Presentation of original research at professional conference; publication in a scholarly journal or book; presentation of original research at the Counseling Forum
APPENDIX C: LISTSERV: Subscription and Utilization

To subscribe:
To subscribe to Listserv, send a blank (that is, NOTHING typed in the body or subject field) e-mail to:
Join-counspsych@lists.nyu.edu
To contribute to this list by e-mail, send a message to:
Counspsych@lists.nyu.edu
Your message will be conveyed to all subscribers of the listserv.

* If your e-mail address is in someone else’s name other than your own (for instance a spouse, a relative or friend) or might possibly be otherwise unrecognizable to the department, please e-mail Dr. Juni (sam.juni@nyu.edu) at the same time you subscribe to the list so that you may be cleared.

To reply to a message:

In Pine:
Replying to the e-mail’s author only:
If you read an email and want to respond only to the person who sent the e-mail rather than the whole listserv, hit the command for reply, “r”, and the program will give you the prompts: “Include original message in reply?”; to which you should respond “y” or “n”.
“Use the reply-to-address instead of from address?”; to which you should respond “n”
“Reply to all recipients?”; to which you should respond “n”.
Then, proceed typing in the subject and body of your e-mail, as normal.

Replying to all recipients:
Proceed as above, except at the “Reply to all recipients?” prompt, respond “y”

In Eudora:
Replying to the e-mail’s author only:
If you want your reply to a message to go only to the individual who sent the message, hit “r” for reply and then delete the addresses in the “to” field on your e-mail response window. Look at the original e-mail message: the e-mail address of the person who sent the message will be listed at the top of the e-mail. Simply type that address into the “to” field and then proceed typing in the subject and body of your e-mail, as normal.

Replying to all recipients:
If you want your reply message to go to all listserv recipients, simply hit “r” for reply and your message will be automatically sent to all subscribers. Proceed typing in the subject and body fields of your email, as normal.
Appendix D: Designated, Equivalents, and Alternates Courses for Core Areas

NEED TO VERIFY IF THESE COURSE NUMBERS ARE CORRECT OR EXIST

Following is a listing of designated courses, as well as comparable graduate courses and alternate approved electives, for some of our required program courses in “core” areas.

It is important to note that course titles sometimes do not reflect course content. Alternate courses must be documented in detail (e.g., syllabus) by the student and advisor to insure that APA criteria for the area are indeed met by those courses, and to insure that the student will be allowed to sit for the licensure exam.

I. HISTORY AND SYSTEMS: designated course is:
   E63.2103   Historical Perspectives of Psychological Theory.

   Equivalent graduate courses: None

II. MEASUREMENT: designated course is:
    E63.2140   Classical Test Theory

    Equivalent graduate courses:
    E63.2035   Measurement and Evaluation
    G89.2060   Introduction to Psychological Testing

    Alternate approved electives:
    G89.2243   Psychometric Theory I: Test theory
    E63.2036   Measurement and Evaluation: Psychometric theory
    E63.2042   Construction of Psychological Tests and Scales
    E75.2136   Psychological and Educational Measurements in Special Education

III. BIOLOGICAL BASES OF BEHAVIOR (NEUROPSYCHOLOGY):
    Designated course is:
    E63.2001   Neuropsychology of Behavior

    Equivalent graduate courses:
    G89.2031   Neuropsychology
    G89.2238   Biological Bases of Behavior
    G89.2012   Physiological Bases of Behavior

    Alternate approved electives:
    E63.2401   Neuropsychological Assessment
    G89.2201   Physiological Psychology I
    G89.2202   Physiological Psychology II
    G89.2205   Physiological Psychology III
    G89.2030   Physiological Bases of Abnormal Behavior
Designated Core Courses – 2

G89.2051        Health Psychology and Medicine
G89.2068        Human Psychophysiology
G89.2203        Laboratory in Neural Science I
G89.2204        Laboratory in Neural Science II
G89.3239        Current Areas in Physiological Psychology

IV. DEVELOPMENTAL PSYCHOLOGY: designated course is:
E63.2271        Survey of Developmental Psychology; Advanced.

Equivalent graduate courses:
G89.2209        Developmental Psychology

Alternate approved electives:
E63.2012        Art and Psychoanalytic Theories of Development
E63.2016        Psychoanalytic Concepts of Women
E63.2089        Psychoanalytic Theory of Childhood
E63.2198        Cognitive Development
E63.3021        Seminar: Problems in Developmental Psychology
E63.2671        Current Perspectives on Women's Development
G89.2020        Child Development
G89.2035        Psychology of Aging
G89.3317        Seminar in Psychological Development

VI. PSYCHOPATHOLOGY: designated course is:
E63.2038        Abnormal Psychology

Equivalent graduate course:
G89.2034        Foundations of Psychopathology

Alternate approved electives:
E63.2041        Women and Mental Health
E63.2091        Family Diagnosis and Therapy
E63.2179        Family Diagnosis and Therapy
E63.2181        Psychological Disturbances in Children
E75.2107        Emotional Disturbances in Childhood I
E75.2108        Emotional Disturbances in Childhood II
G89.2080        Introduction to Family Therapy
G89.2121        Techniques of Psychological Treatment
G89.2237        Research Models of Adult Psychopathology
G89.2249        Child Psychopathology
G89.2261        Psychodynamic Approaches to Adult Psychopathology
Designated Core Courses – 3

G89.2262 Psychology of Depression
G89.2275 Psychodynamic Psychotherapy

V. **PERSONALITY**: designated course is:
   *E63.2039 Theories of Personality*

**Equivalent graduate courses:**
- G89.2015 Personality and Behavior
- G89.2231 Theories of Personality
- G89.2215 Experimental Contributions to Personality Psychology
- G89.2235 Introduction to Freudian Thought
- G89.3214 Social/Personality Development

VI. **LEARNING**: designated course is:
   *G89.2010 Principles of Learning*

**Equivalent graduate courses:**
- *E63.2214 Learning Theories*

**Alternate approved electives:**
- E63.3098 Seminar in Cognition
- G89.2025 Cognitive Psychology
- G89.2214 Language Acquisition
- G89.2221 Human Information Processing
- G89.2226 Psycholinguistics and Thinking
- G89.2227 Conditioning and Motivation
- G89.3210 Seminar in Psycholinguistics
- G89.3219 Seminar in Conditioning and Learning
- G89.3250 Seminar in Verbal Learning and Verbal Behavior
- G89.3326 Seminar in Human information Processing
VII. SOCIAL PSYCHOLOGY: designated course is: *E63.2003 Social Psychology.*

Equivalent graduate courses:
- G89.2014  Psychology of Social Behavior
- G89.2216  Theories of Social Psychology

Alternate approved electives:
- E63.2014  Psychology of Women: A Social-Psychological Approach
- E63.2199  Social Perception and Cognition
- E63.2504  Racism in the United States
- G89.2036  Social Psychological Perspectives on Aging
- G89.2256  Psychology of Group Behavior
- G89.2268  Environmental Psychology
- G89.2269  Intervention and Social Change
- G89.2270  Social Adaptation
- G89.2271  Community Mental Health
- G89.2272  Primary Prevention
- G89.2279  Seminar in Social Psychology
- G89.2290  Organizational and Community Processes
- G89.2291  Foundations of Social Cognition
- G89.2292  Psychological Theory and Social Issues
- G89.3282  Seminar in Selected Research Topics in Social Psychology
- G89.3286  Attitude Theory
- G89.3214  Social/Personality Development
APPENDIX E: CNPS Core Courses: Typical Schedule

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>E10.2002</td>
<td>Educational Statistics II</td>
<td>Spring</td>
</tr>
<tr>
<td>E63.2073</td>
<td>Research Design and Methods I</td>
<td>Fall</td>
</tr>
<tr>
<td>E63.3611</td>
<td>Counseling Psychology Program Seminar</td>
<td>Fall (even years only)</td>
</tr>
<tr>
<td>E63.3009</td>
<td>Departmental Seminar</td>
<td>Fall</td>
</tr>
<tr>
<td>E63.3633</td>
<td>Seminar in Counseling Theory and Research</td>
<td>Spring (odd years only)</td>
</tr>
<tr>
<td>E63.3657</td>
<td>Seminar in Vocational Development</td>
<td>Spring (odd years only)</td>
</tr>
<tr>
<td>E63.3629</td>
<td>Practicum in Counselor Training</td>
<td>Fall</td>
</tr>
<tr>
<td>E63.3607</td>
<td>Supervised Counseling Practicum I</td>
<td>Fall</td>
</tr>
<tr>
<td>E63.3608</td>
<td>Supervised Counseling Practicum II</td>
<td>Spring</td>
</tr>
<tr>
<td>E63.2665</td>
<td>Clinical Assessment I</td>
<td>Fall</td>
</tr>
<tr>
<td>E63.2666</td>
<td>Clinical Assessment II</td>
<td>Spring</td>
</tr>
<tr>
<td>E63.3015</td>
<td>Internship in Counseling Psychology I</td>
<td>Fall</td>
</tr>
<tr>
<td>E63.3016</td>
<td>Internship in Counseling Psychology II</td>
<td>Spring</td>
</tr>
<tr>
<td>E63.3103</td>
<td>Historical Perspectives of Psychological Theory</td>
<td>Spring (even years only)</td>
</tr>
<tr>
<td>E63.2001</td>
<td>Neuropsychology of Behavior</td>
<td>Spring (odd years only)</td>
</tr>
</tbody>
</table>
APPENDIX F: Courses Required to Sit for Comprehensive Exam

Students who are unable to follow the prescribed program course schedule in Appendix A, need to make sure to plan their programs in order to complete the Counseling Core courses prior to sitting for the comprehensives exam.

The statistics and research design courses will help to prepare students for the required data based paper. Since some courses are only offered every other year, students need to plan their programs carefully in order to make sure they are able to take the required courses. (See course schedule in Appendix E.)

- Developmental Psychology
- Counseling Psychology Program Seminar
- Seminar in Counseling Theory and Research
- Seminar in Vocational Development
- 2 courses in Statistics
- Research Design
- 2 courses in Clinical Assessment
- Counseling Theory & Process
- Cross Cultural Counseling
- Group Counseling
- Abnormal Psychology
- Theories of Personality
- Advanced Practicum: Individual & Group (two courses)
- Practicum in Counselor Training
APPENDIX G: Reading List for Comprehensive Examination

The domains are for Part A are: History of Counseling Psychology; Assessment; Counseling & Clinical Theory (includes Groups and Systems); Ethics; Working with Difference & Cultural Competence; and Vocational. In addition, the examination should reflect the student’s knowledge of ethical and professional standards in psychology as well as knowledge of current theoretical and professional issues in psychology, and particularly in counseling psychology. There are also readings in for conceptualizing the Case Study in the area of Empirically-supported Interventions or Evidence-based Practice.

Note to Candidates: The purpose of the Comprehensive Examination is to ensure that you have attained mastery of the field. This Reading List is intended to help you review, and (in some cases) to update, what you have learned. The list is not meant to substitute for the readings, assignments, lectures, and practica which comprised your curriculum.

History of Counseling Psychology


Assessment


Counseling and Clinical Theory


- Empirically-supported Interventions or Evidence-based Practice


- Groups and Systems


Reading List for Comprehensive Exam – 3

Ethics


Working with Difference & Cultural Competence


Reading List for Comprehensive Exam – 4


Vocational


Ethical & Professional Standards

(with particular reference to the most recent APA standards)

Ethical Principles of Psychologists

Ethical principles in the Conduct of Research with Human Participants

Standards for Educational and Psychological Tests and Manuals

Standards for Providers of Psychological Services

Current Theoretical & Professional Issues

(in psychology in general, and particularly in counseling psychology).

Issues that appeared in the two years previous to the exam

in such professional publications such as:

The Counseling Psychologist

American Psychologist

Journal of Counseling Psychology
APPENDIX H: Sample Questions on Comprehensive Exam (Part A)

Define structuralism, functionalism, and existentialism. What are the major tenets of these perspectives?

Give examples of contemporary psychology where one can find elements of these orientations.

Many would argue that there is a contemporary crisis in vocational psychology, precipitated in part by the drastic changes in the world of market work. Please discuss your understanding of this crisis in relation to the kinds of changes that have occurred in the world of market work, and the impact of these changes on traditional theory and practice in the field.

The major schools of counseling and clinical theory are psychodynamic and cognitive behavioral.

Please compare and contrast these schools in terms of 1) their theory of personality development and the etiology of psychopathology, and 2) their understanding of how change occurs in counseling and psychotherapy. You may answer this question with respect to specific theories within these schools or with respect to your understanding of these schools in general.

Empirically-supported interventions have gained increasing popularity in our profession given emphases placed upon accountability. Please highlight the strengths and limitations of empirically supported interventions. Discuss potential ethical concerns that may arise in the implementation of empirically-supported interventions.
Appendix I: Rubrics for Comprehensive Examination Evaluation  
(Case Report & Data-Based Papers)

### Comprehensive Examination Evaluation Criteria

<table>
<thead>
<tr>
<th>Grade/Competence</th>
<th>Points</th>
<th>Narrative Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
<td>Narrative provides a detailed response to all components of the question(s) posed; outstanding demonstration of mastery of theories and concepts; claims/points are supported in detail with evidence from the literature; candidate goes beyond a simple repetition of existing ideas to demonstrate a thoughtful, subjectively developed critical integration of ideas; prose is clear and compelling</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>Narrative provides a detailed response to most components of the question(s) posed; very good demonstration of mastery of theories and concepts; claims/points are supported with evidence from the literature, however, response requires greater detail; ideas are generally repetitions of existing ideas, however there is some evidence of subjectively developed critical integration of ideas; prose is clearly written and persuasive</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
<td>Narrative responds to most components of the question(s) posed; evidence of good level of mastery of theories and concepts; claims/points are supported with evidence from literature, however, responses lack detail; quality of prose is adequate</td>
</tr>
<tr>
<td>Minimally Adequate</td>
<td>2</td>
<td>Narrative provides a detailed response to some but not most components of the question(s) posed; adequate demonstration of mastery of theories and concepts (candidate demonstrates familiarity with key concepts, but provides little compelling evidence of ability to critically use or integrate those concepts); claims/points are supported with only minimal evidence from literature; quality of prose is adequate</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>Narrative is unresponsive to the question(s) posed; level of mastery over theories and concepts is inadequate/sub-standard; claims/points are not clearly supported with literature; quality of prose is poor and or unintelligible</td>
</tr>
</tbody>
</table>
Comprehensive Examination Evaluation – 2

Comprehensive Examination - Case Report Paper

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<th>Rating</th>
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<tbody>
<tr>
<td>Client Conceptualization:</td>
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<td></td>
<td>Case Conceptualization is well organized, clear and concise; demonstrates thorough knowledge of client in sufficient detail; interventions are clearly informed by client conceptualization</td>
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<td>Case Conceptualization is sufficient, however attention to greater detail regarding client dynamics and evidence to support ideas is needed</td>
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<td>Case Conceptualization is reasonable however attention to client dynamics and synthesis of information is limited</td>
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<td></td>
<td>Case Conceptualization is highlighted but little evidence is provided to address client dynamics and synthesis of information is insufficient to support ideas</td>
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<td>Case Conceptualization does not demonstrate sufficient understanding of the client, is poorly organized or developed, and interventions are not clearly informed by a theoretical frame</td>
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<tr>
<td>Development of Diagnostic Impressions:</td>
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<td>Diagnostic Impressions are clearly presented and tied to client conceptualization and intervention</td>
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<td>Diagnostic Impressions are presented however needs more specific details to support formulation of the diagnosis and intervention(s)</td>
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<td>Diagnostic Impressions are highlighted however discussion of symptoms is limited and the process is not presented in sufficient detail to provide clear evidence for diagnosis and planned intervention(s)</td>
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<td></td>
<td>Diagnostic Impressions are not adequately addressed nor described in sufficient detail. Diagnostic Impressions are not related to intervention(s)</td>
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<tr>
<td>Description of Theoretical Approach:</td>
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<td>An informed Theoretical Approach is clearly identified and serves as a framework for the conceptualization of the case and identified intervention(s)</td>
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<td>Description of a Theoretical Approach is provided; greater level of detail is required to address conceptualization of the case and the theoretical basis for intervention(s)</td>
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<td>A Theoretical Approach is provided; limitations in application to conceptualization of the case and chosen intervention(s)</td>
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<td>Theoretical Approach while present, is not provided in sufficient detail to clearly frame the conceptualization of the case and basis for intervention(s)</td>
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<td></td>
<td>Theoretical approach is disorganized, unclear, and difficult to follow. The theoretical approach does not inform the conceptualization of the case nor the described intervention(s)</td>
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</table>
### Reviewers Comments:

**Comprehensive Examination - Case Report Paper (continued)**

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<th>CRITERIA</th>
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<th>Grade</th>
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<td><strong>Discussion of Critical Issues:</strong></td>
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<tr>
<td>• Ethical issues related to the case are clearly described</td>
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<td>• Multicultural issues are highlighted (e.g., race, ethnicity, gender, class, sexual orientation, age)</td>
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<tr>
<td>Discussion of Critical issues is clear and cohesive; issues are discussed in relation to past literature; includes implications of issues identified (e.g., ethics, multicultural (race, ethnicity, gender, class, sexual orientation, age))</td>
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<td>Discussion of Critical issues is provided, however, more detail is needed for a more complete integration of critical issues identified in past literature and research</td>
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<td>Some Critical issues are identified but limitations are noted in their application to the case presented</td>
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<td>A few Critical issues are highlighted but not addressed in sufficient detail to inform the presentation of the case; not all relevant critical issues are addressed</td>
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<tr>
<td>Discussion is disorganized and difficult to follow. Few connections, if any, are made between the literature regarding the specified critical issue and its implications for the case conceptualization and intervention</td>
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<tr>
<td><strong>Writing:</strong></td>
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<tr>
<td>• Grammar, punctuation, word choice, spelling</td>
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<tr>
<td>Is free of grammatical errors; clearly written and developed, good transitions, succinct, well-organized and effective synthesis of literature; engages reader</td>
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<tr>
<td>Mostly free of grammatical errors with clear transitions and flow. Needs more development of material and original thinking</td>
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<tr>
<td>Quality of writing is adequate, however needs more detail in development of material, original thinking, flow, and organization; needs to be more succinct and engaging</td>
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<td>Quality of writing is minimally adequate, however is missing details in support of material, transitions are abrupt or not clear, not well organized; major points are minimally supported from theory and findings from research and past literature</td>
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<tr>
<td>Inappropriate format; poor organization; many grammatical errors. Confusing prose, not always related to main question and major points are not supported from theory and findings from research and past literature</td>
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### Comprehensive Examination Evaluation – 4

#### Comprehensive Examination- Data Based Paper

<table>
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<tr>
<th>CRITERIA</th>
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<th>Rating</th>
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<tbody>
<tr>
<td>Introduction: (Areas)</td>
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<tr>
<td>• importance of topic</td>
<td>Introduction is well organized, clear and concise; demonstrates knowledge of the area and importance of the study</td>
<td>Introduction addresses relevant areas but greater detail is required regarding critical integration of ideas</td>
<td>Introduction highlights most important areas, however, response lacks sufficient detail</td>
<td>Introduction minimally addresses important areas, and discussion of features of introduction are not complete</td>
<td>Introduction is not well organized. Information presented is tangential and the focus of the study is unclear</td>
<td></td>
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<tr>
<td>• purpose of study</td>
<td></td>
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<tr>
<td>• relevance to counseling psychology</td>
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<tr>
<td>• Research questions / hypotheses</td>
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</table>

| Literature Review: | | | | | | |
| Literature review is well organized, clear and concise; demonstrates thorough control of the topic | Literature review demonstrates very good mastery of material related to topic; response requires greater detail; need for more fully developed integration of literature and critical analysis | Literature review addresses most components of the literature review; evidence of good level of mastery of theories and concepts; points are supported by relevant literature; responses lack detail | Literature review addresses some important aspects but key points are not compellingly and clearly supported by relevant literature | Literature review does not demonstrate sufficient control of the topic, is poorly organized or developed, and ideas are difficult to follow | |

| Method: (Subsections) | | | | | | |
| Participants | Method section includes all subsections, and ideas are developed, organized, and clear | Methods section is sufficient but some subsections need greater detail to fully address procedures and statistical and/or qualitative methods employed | Methods section addresses some subsections; some need to be developed; missing or confusing rationale for match between research questions and research method | Methods are not described in adequate detail and/or are not developed; match between research question and method is poorly organized, and rationale is poorly expressed | |
| Procedures | | | | | | |
| Instruments | | | | | | |
| Analysis | | | | | | |
| (Note attention to ethical treatment of human subjects) | | | | | | |
Comprehensive Examination Evaluation – 5

Comprehensive Examination- Data Based Paper (continued)

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<th>Rating</th>
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<tbody>
<tr>
<td>Results</td>
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<tr>
<td>Results are presented in a clear and concise manner; analyses match the research design and provide answers to the research questions posed.</td>
<td>Results are presented in a clear and concise manner but some areas of analysis require a few more details to clarify their relationship to the research questions posed.</td>
<td>Results are presented in a sufficient manner but some areas of analysis need more specific details to clarify their relationship to the research questions posed.</td>
<td>Results are presented in a minimally sufficient manner but need correction of specific details to understand their relationship to research questions posed.</td>
<td>Results are disorganized, unclear, and difficult to follow; analyses used are not appropriate for the research design and do not address the research questions posed.</td>
<td></td>
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</tr>
</tbody>
</table>

| Discussion |   |   |   |   |   |        |
| Discussion is clear and cohesive; findings are discussed in relation to past research; includes implications of the study, limitation are addressed, and suggestions for future research are provided. | Discussion of findings is clear and concise but a few more details are needed to link the results to the relevant literature; implications of findings for CP, limitations, and future directions are indicated. | Discussion of findings is sufficient but more specific details and key concepts are needed to link the results to the relevant literature; implications of findings for CP, limitations, and future directions need more development and details. | Discussion of findings is sufficient but specific details and key concepts needed to link the results to the relevant literature need to be developed and clarified. Implications of findings for CP, limitations, and future directions are not developed and/or are confusing. | Discussion is disorganized and difficult to follow. Few connections, if any, are made between results of the study and past research. No implications or suggestions for future research are suggested. |
### Comprehensive Examination- Data Based Paper (continued)

<table>
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<tr>
<th>CRITERIA</th>
<th>5</th>
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<th>1</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>Writing:</strong></td>
<td>Is free of grammatical errors; clearly written with an effective synthesis of literature; engages reader</td>
<td>Some grammatical errors are noted but do not interfere with overall synthesis of information; material is engaging</td>
<td>Some grammatical errors yet material shows mastery of concepts; needs more original thinking</td>
<td>Grammatical errors interfere with expression of ideas and synthesis of information; needs to be more clearly written, developed. Material is not engaging</td>
<td>Inappropriate format; poor organization; many grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>APA Style:</strong></td>
<td>Paper is formatted following APA style (inc. title page)</td>
<td>Formatting, citation and reference errors; inconsistencies minimally interfere with overall work</td>
<td>Formatting and citation and reference errors; inconsistencies interfere with overall work</td>
<td>Formatting and citation and reference errors; inconsistencies interfere with overall work</td>
<td>Inappropriate format; many APA style errors.</td>
<td></td>
</tr>
<tr>
<td><strong>References:</strong></td>
<td>All sources are appropriate and empirically valid</td>
<td>Referencing is good; some additional references pertaining to topic would be useful</td>
<td>References are appropriate but need to be expanded to include more recent citations and others relevant to topic</td>
<td>References are minimally adequate; need expansion (more recent and relevant to topic); some references not clearly linked to topic or do not meet empirical standards</td>
<td>Sources are not appropriate for topic or do not meet empirical standards</td>
<td></td>
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**REVIEWERS COMMENTS:**
Comprehensive Exam Results - 1

APPENDIX J: COMPREHENSIVE EXAM RESULTS

The exam consists of three parts.
Students who pass each of the three parts will receive a grade of Pass for the exam.
Students who receive a Deferred Pass with Conditions for one or more parts, but do not fail any parts will receive a grade of Deferred Pass with Conditions for the exam.
Students who fail one or more parts of the exam will receive a grade of Fail for the exam.

The results of the candidacy examination are reported by the program or department to the Office of Graduate Studies. That office will, in turn, officially notify the student and the Office of the University Registrar by letter. If the candidacy examination results in a deferred pass with conditions, the students will be notified by the department or program of what is required in order to have the conditions removed.

Part A. Written Exam:

In order to Pass Part A, students must obtain a ratings of 3 (average) or above on all four questions.

If a student does not obtain ratings of 3 or above on all four questions, but, instead, obtains ratings of at least 2 (minimally adequate) or above on all four questions, the students will receive a Deferred Pass with Conditions for Part A. In such cases, students will be asked to rewrite their minimally adequate responses as a take-home exam. Answers must include a full reference list and appropriate citations of similar works relevant to the area being assessed. These take-home exams will be due two weeks following notification to the student and will be reviewed by the original exam committee. After that review, the grade for Part A will be changed either to a Pass or to a Fail. All steps in this process will be documented in Form N.

Part A which results in a rating of 1 (poor) on any of the four questions will be graded as Fail. This will constitute a Fail for the Candidacy Exam. In such cases, the student’s advisor and the Director of the Program Comprehensive Exams will review the responses to determine the reason for the failure. Based on the diagnostic, the student’s advisor and the Director of the Program Comprehensive Exams may decide that the student should study more thoroughly and to simply apply to take the exam again next time it is offered by the Department. Often, however, specific forms of remediation may be required (including, for example, repetition of specific coursework, writing specific papers, etc.). These requirements will be specified in writing by the Director of the Program Comprehensive Exams. When the Director of the Program Comprehensive Exams receives the materials or documents supporting these remediation efforts, it will then evaluate (in consultation with the program director, the student’s advisor, and the program faculty). If the student meets the remediation criteria, the Director of the Program Comprehensive Exams will then allow Part A of the exam to be scheduled again. (It will be up to the judgment of the Director of the Program Comprehensive Exams whether the student has to
Comprehensive Exam Results – 2

sit for all four Part A questions again, or to sit only for the question which was rated as poor.) If the student does not meet the remediation criteria, the exam will be rated as Fail. The Director of the Program Comprehensive Exams, after consulting with the Program Faculty, they will then decide whether to allow or to disallow the student to sit for the exam again. In case the student is allowed to sit again for the exam, the committee will specify which parts (A, B, C) the exam will include. All steps in this process will be documented in Form N.

Part B. Case Study:

In order to pass Part B, students must receive ratings of at least 3 (average) on all five criteria for the case study paper.

If a student does not obtain ratings of 3 on all five criteria, but, instead, obtains ratings of at least 2 (minimally adequate) or above on all five criteria, the student will receive a Deferred Pass with Conditions for Part B. Such students will be asked to revise the case study (or to submit a new one) to bring the quality up to the required standard. The revision (or resubmission) will be due one month following notification of the student and will be reviewed and rated by the original oral exam committee. After that review, the committee will change the grade for Part B to a Pass or a Fail, based on the quality of the submission. If the grade is changed to Fail, the committee will decide whether to allow or to disallow the student to sit for the exam again. In case the student is allowed to sit again for the exam, the committee will specify which parts (A, B, C) the exam will include. All steps in this process will be documented in Form N.

Part B of the exam which results in a rating of 1 (poor) on any of the five criteria will be considered a Fail. This results in a Fail for the Comprehensive Exam. In such cases, the Comprehensive Exam Committee will review the ratings to determine the reason for the failure. Based on the diagnostic, they will then decide whether to allow or to disallow the student to sit for the exam again. As a precondition, the committee may decide that the student should study more thoroughly. Often, specific forms of remediation may be required (including, for example, repetition of specific coursework, writing specific papers, etc.). These requirements will be specified in writing by the Oral Exam Committee. When the Oral Exam Committee receives the materials or documents supporting these remediation efforts, it will then evaluate them and recommend the next step (in consultation with the program director, the student’s advisor, and the program faculty). Based on the judged adequacy of the remediation, the next step may entail either allowing the student to retake the exam again, or requiring additional remediation, or the decision to disallow the student to sit for the exam again. In case the student is allowed to apply to sit again for the exam, the committees will specify which parts (A, B, C) the exam will include. All steps in this process will be documented in Form N.
Part C: Data-Based Research Paper

In order to pass Part C, students must receive ratings of at least 3 (average) on all eight criteria for the data-based research paper.

If a student does not obtain ratings of 3 on all eight criteria, but, instead, obtains ratings of at least 2 (minimally adequate) or above on all eight criteria, the student will receive a Deferred Pass with Conditions for Part C. Such students will be asked to revise the paper (or to submit a new one) to bring it up to the required standard. The revision of any paper that receives a Deferred Pass with Conditions will be due one month following notification of the student and will be reviewed by the original exam committee. After that review, the committee will change the grade for Part C to a Pass or a Fail, based on the quality of the submission.

Part C of the exam which results in a rating of 1 (poor) on any of the five criteria will be considered a Fail. In such cases, the Oral Exam Committee will review the ratings to determine the reason for the failure. Based on the diagnostic, the committee may disallow the student to sit for the exam again or the committee may decide that the student should study more thoroughly and to simply apply to take the exam again next time it is offered by the Department. Often, however, specific forms of remediation may be required (including, for example, repetition of specific coursework, writing specific papers, etc.). These requirements will be specified in writing by the Oral Exam Committee. When the Oral Exam Committee receives the materials or documents supporting these remediation efforts, it will then evaluate them and recommend the next step (in consultation with the program director, the student’s advisor, and the program faculty). If remediation criteria are met, the student will be allowed to sit for the exam again, and the committee will specify which parts (A, B, C) the exam will include. All steps in this process will be documented in Form N.

For Those Who Fail the Comprehensive Exam:

In the event that a student fails one or more of the three parts of the comprehensive exam, the student’s matriculation is suspended. The student must then meet any recommended remediation efforts successfully. After the remediation is documented, the student will be allowed to sit again for the exam, and the committee will specify which parts (A, B, C) the exam will include. The student then must file with the Department to take the exam again for the next scheduled date. All steps in this process will be documented in Form N. If the student does not take the exam at that time, the student’s matriculation is terminated.

If the second attempt is successful, matriculation is re-established and their original date of matriculation is restored.

If a student receives a Deferred Pass with Conditions on Part B or Part C of the exam at the second attempt, he or she will be asked to revise the paper or study (or to submit a new one) to
bring it up to the required standard. The revision of any paper that receives a Deferred Pass with Conditions will be due one month following notification of the student and will be reviewed by the original exam committee. After that review, the committee will change the grade for Part C to a Pass or a Fail, based on the quality of the submission. All steps in this process will be documented in Form N.

If a student fails the exam the second time, the student’s matriculation is terminated.
APPENDIX K : Comprehensive Exam Construction and Grading Process

Part A:

The Coordinator of the Comprehensive Examination will be responsible for soliciting questions in each of the domains of the written exam (Part A), selecting questions for the exam, and assigning graders.

A test bank of questions will be maintained by the Coordinator of the Comprehensive Examination. While new questions will be solicited, it is also possible that a question that had been used in an earlier exam will be reused.

The Written Exam will be graded anonymously by two faculty members. Attempts will be made to assign faculty members to read exam questions in their primary area of competence.

For any question which is rated consistently by both raters (i.e., both rating are 3 or above, both ratings are 2, or both ratings are 1), those ratings are taken as definitive.

In the event that one rating is 3 or above while the other is below 3, or in the event that one rating is 2 while the other is 1, a third faculty member will be asked to rate that question. If the third rating matches the level of one of the previous ratings (i.e., both rating are 3 or above, both ratings are 2, or both ratings are 1), those ratings are taken as definitive.

If consistency is still not reached after the third rating (i.e., there is not set of ratings which are both 3 or above, 2, or 1), the three raters will meet to come up with a consensus rating.

PART B and PART C

PART B and PART C will be rated by the Oral Exam Committee by consensus after discussion.
APPENDIX L: APPLYING FOR INTERNSHIP: FROM TRIBULATIONS TO TRIUMPH
From the Experiences of Karen Binder, NYU Doctoral Alumnus

I. Way Ahead of Time
   1. Determine when you can do Internship
   2. Speak to people to start getting some names of sites.
   3. Look through file cabinet in Department library for reviews.

II. Summer Before You Will Apply
   1. Look through APPIC book in the office of the Director of Fieldwork and Internship.
   2. Speak to the Director of Fieldwork and Internship.
   3. Write away to sites you wish to apply to.
   4. Begin some type of file system.
   5. Begin collecting or updating resume, transcripts from Masters, Undergraduate programs, getting together case write-ups, psychological test reports, work samples, etc.

III. Fall You Will Apply
   1. Decide where you'll apply, read materials carefully and start filling out applications.
   2. Have transcripts sent (do this early).
   3. (Get letters of recommendation (usually 3, and 1 from the NYU Counseling Doctoral Internship Coordinator stating that you are eligible for internship).
   4. Complete application forms that are available online (www.appic.org) and get the signature of the NYU Counseling Doctoral Practicum Coordinator.
   5. Write good statements if required.
   7. Speak to others about your applications, get feedback and support.
   8. Mail all materials well before deadlines!! (Most are Dec. 15, Jan. 1)
   9. Wait for interview calls unless application says you are to call.

IV. If You Get an Interview, and You Will!
   1. Make sure you find out how to get to site.
   2. Get there early!
   3. Dress professionally (most women and men wear suits)
   4. Be prepared. Re-read site brochures and try to have some questions prepared.
   5. Indicate your interest and be specific as to why at each site.
   6. Ask for names of present interns with whom you can speak.
   7. After all your interviews, try to determine first choice.
   8. Now you have to sit and sweat.

V. The Second Monday in February – APPIC has decided to use a national matching service. A matching program provides an orderly process to help applicants and internship programs obtain positions and applicants of their choice.
Appendix M: Selected School Requirements and Regulations for Doctoral Degree

For students admitted with an MA, 36 graduate credits (numbered 2000 or higher) are required in residence.

For students admitted with a BA, 54 graduate credits (numbered 2000 or higher) are required in residence.

Required Courses
- Foundations: 6 credits
- Cognates: 6 credits
- Departmental Seminar: 3 credits
- Research & Statistics: 15 credits
  - (These 15 credits must include E63.2073 Research Design & Methods 1 plus 3 other credits in Methods plus 3 credits of Specialized Research)
- Dissertation Seminar: 3 credits

The Counseling Psychology Ph. D. Program requires competency in the following seven Basic Psychology Core areas. These areas, along with the respective courses recommended by our program, are as follows:

- HISTORY AND SYSTEMS: E63.2103 Historical Perspectives of Psychological Theory
- MEASUREMENT: E63.2140 Classical Test Theory
- BIOLOGICAL BASES OF BEHAVIOR: E63.2001 Neuropsychology of Behavior
- DEVELOPMENTAL PSYCHOLOGY: E63.2271 Survey of Developmental Psychology
- PERSONALITY THEORY: E63.2039 Theories of Personality
- LEARNING THEORY: G89.2010 Principles of Learning
- SOCIAL PSYCHOLOGY: E63.2003 Social Psychology
- PSYCHOPATHOLOGY: E63.2038 Abnormal Psychology
- CROSS-CULTURAL PSYCHOLOGY: E63.2682 Cross-Cultural Counseling
- GROUP DYNAMICS: E63.2620 Group Dynamics
- VOCATIONAL PSYCHOLOGY: E63.3657 Seminar in Vocational Development

Competency in the each core areas can be demonstrated either by: A) Completion of designated graduate competency course, with a grade of “B” or better, or B) Completion of equivalent graduate course, with a grade of “B” or better, or C) Comparable undergraduate course plus alternate approved graduate elective in the same area. A comprehensive list of designated courses, as well as comparable graduate courses and alternate approved electives, for each of these areas can be found in Appendix D.
Licensure requirements in NYS indicate that HISTORY AND SYSTEMS and MEASUREMENT must be taken at the graduate level.

The 3 hour workshop in Identifying and Reporting Suspected Child Abuse, E63.2273, is not a requirement of the doctoral program. However, it is a requirement for New York State Licensure.

Pass/Fail course options can be elected for no more than 25% of the total program, and no more than 25% of specialty requirements.

Incomplete Grades turn into F or N after six months.

Students with 12 (or more) credits which have Incomplete or N grades will be placed on probation.

To apply for candidacy, students must be matriculated, have a B average or higher, and have less than 12 credits with Incomplete or N grades.

Foundations courses must be completed before constituting a dissertation committee.

Leaves of absence are not granted in our program. Students must take a minimum of 3 credits per semester, or register for 1 credit of Doctoral Advisement.

The Dissertation chair must be a faculty member from the student’s program.
APPENDIX N: Full Time Equivalence (FTE) and Half Time Status Eligibility

A student is considered full-time by the University when registered for a minimum of 12 credits of course work per semester, and half-time when registered for 6 credits. Students who must maintain full- or half-time status to obtain student loans, defer repayment of student loans, or satisfy student visa requirements – but are not registered for the required number of credits for a particular semester -- may be eligible to apply for Full Time Equivalence (FTE) status or half-time status in certain circumstances.

The following serve as legitimate rationales for an equivalency application, only if the students spends a minimum of 40 hours per week (for FTE), or a minimum of 20 hours per week (for half time status equivalency), on a combination of course work and/or the relevant items which appear below:

- Internship (up to full time equivalence; may be granted for any semester of full time internship)
- Externship (equivalence of 3 credits; may be granted for any semester of externship)
- Practicum (equivalence of 3 credits; may be granted for any semester of practicum)
- Teaching Fellow, Research or Graduate Assistant (equivalence of 6 credits; may be granted for any semester by students with official university appointments working a minimum of 20 hours per week.
- Candidacy Preparation (equivalence of 3 credits; may be granted once only during the program)
- Dissertation Proposal Preparation – Prior to Chair Appointment (equivalence of 3 credits; may be granted once only during the program)
- Supervised Dissertation Proposal Preparation – After Chair Appointment (up to full time equivalence; may be granted for up to four semesters only during the program)
- Supervised Dissertation Work (up to full time equivalence; may be granted for any semester of dissertation work)

An application for equivalency status for a particular semester will only be considered if the student is registered for a minimum of 3 credits of course work, or for 1 credit of Doctoral Advisement or for the zero-credit Internship course.
APPENDIX O: Listing of Significant Changes in this Handbook Edition

The numbers of credits for some courses have been changed.

Research and Teaching are added as key program components.

Matriculation period is now 8 years.
   (An extension may be granted - though very rarely.)

Benchmarks have been modified, based on the new matriculation period.

Course offerings & Program Advisement Schedule has been revised.

Approved Dissertation Proposal is now required before Internship.

Added to Comp Reading List
   Ethical & Professional Standards
   Current Theoretical & Professional Issues

The Candidacy Exam has been revised in terms of grading criteria, ratings, and contingencies in case of Failures or Deferred Passes with Conditions.

Program is based on full funding for students.

FTE is now spelled out clearly.

Child Track is offered.

Commented [E.L.7]: The number of courses required to sit for comps have been increased – refer to p. 34 of handbook (version 2008-2009)
NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

DEPARTMENT OF APPLIED PSYCHOLOGY
Doctoral Program in Counseling Psychology

Annual Review

Academic Year __________

Name of Student: ______________________________________
Address: _____________________________________________
Phone #: _________________________ E-mail: __________________
Name of Advisor: _____________________________________
Year of original matriculation: _______ Master’s Degree Prior to NYU? Yes___ No___

Credits Completed
Credits to be completed during the current academic year __________
Total number of credits to be completed at the end of the current academic year ______________
Total number of credits left to complete at the end of the current academic year ______________

Work and Student Status during Current Academic Year

Work Status (Check One) Full-time ☐ Part-time ☐
Student Status (Check One) Full-time ☐ Part-time ☐

Full-time work = 25 or more hours per week
Full-time student = 12 or more credits or equivalent per semester

Program Comprehensive Exam and Department Candidacy

Preparation for Comprehensives (Check the appropriate ones)

Data Based Research Paper ☐ Not yet started ☐ In prep. ☐ Completed
Case Study Paper ☐ Not yet started ☐ In prep. ☐ Completed

Comprehensives results

Comprehensive exam: Written date: __________
Comprehensive exam: Orals date: __________
Comprehensives papers titles:
1. ____________________________________________________________________________
2. ____________________________________________________________________________

Comprehensive Exam Results: __________________________________________ date: ________
__________________________________________________________________________________ date: ________

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Externship/Practicum Experiences

Semester/Year: ___ Site: ________________
Type of Setting: _______________________
Name of Primary supervisor: ________________ Degree ______
Licensed: Yes___ No__ Hrs per week:_______ Total Hours: ______

Semester/Year: ___ Site: ________________
Type of Setting: _______________________
Name of Primary supervisor: ________________ Degree ______
Licensed: Yes___ No__ Hrs per week:_______ Total Hours: ______

Research Experience

Semester/Year: ___ Site: ________________
Type of Setting: _______________________
Name of Mentor: _______________________
Hrs per week:_______ Total Hours: ______

Semester/Year: ___ Site: ________________
Type of Setting: _______________________
Name of Mentor: _______________________
Hrs per week:_______ Total Hours: ______

Publications & Presentations:

Teaching Experiences

Training in Teaching:

Course Taught: ________________Semester/Year: ___ School, Department:_______
Name of Mentor: ________________

Course Taught: ________________Semester/Year: ___ School, Department:_______
Name of Mentor: ________________

Teaching Evaluations:

Dates of Counseling Forums attended:
Internship

Preparation for internship
In what year do you plan to do your internship? ______________________________

Is there a current (this academic year) update of your internship portfolio in your file? (Check one) □ Yes □ No

If you have completed or are currently on internship, please complete the following questions about internship.
Internship year:
Internship setting/institution:
APA status of internship:
Funding status of internship (Check one): □ Full □ Partial □ None

Dissertation

Dissertation Proposal Seminar (Check one)
Not yet taken □ One semester taken or in progress □

Dissertation chair (Check one)
Yes (Name of Chair: __________________) □ No □

Full Dissertation committee appointed and filed with graduate office (Check one)
Yes (Date: __________________) □ No □

Names of committee members: _______________________________________________

Dissertation proposal approved
Yes (Date: __________________) □ No □

Title of Dissertation: ________________________________________________________
PROFESSIONAL DEVELOPMENT (For this academic year)

Membership in Research and Professional Organizations (please list): ___________
_____________________________________________________________________

Teaching Experiences: Course Title________________________________________
Supervisor ____________________________ MA level _____ Undergrad_______

Conference Presentations: Date: _____ Name of Conf.________________________
Title: _________________________________ Type of Presentation: _____________

Research Assistantships: Hours per week_____ Supervisor: ______________________
Activity and topic: __________________________________________________________________

Publications: Submitted _____ Accepted_______ Co-author________________
Title: _____________________________________________________________________________
Journal or book title _____________________________________________________________

I am:

A member of a professional or research society: □Yes □No
Involved in grant-supported research: □Yes □No
Involved Part-time in Supervised Practicum Training on or off campus □Yes □No

Other (Fellowships, Awards): ____________________________

Date of Annual Review meeting with advisor: _______

Signature of advisor: _________________________

Signature of student: _________________________

To be completed after annual review by faculty
Annual review outcome: Satisfactory □ Unsatisfactory □

Students receiving two consecutive unsatisfactory ratings are terminated from the program.
Benchmarks for Next Year

1. __________________________________________________________
   _____________________________________________________________

2. ____________________________________________________________
   _____________________________________________________________

3. ____________________________________________________________
   _____________________________________________________________

4. ____________________________________________________________
   _____________________________________________________________

5. ____________________________________________________________
   _____________________________________________________________

6. ____________________________________________________________
   _____________________________________________________________

Standard Benchmarks for Maintaining Satisfactory Progress
In Counseling Psychology Ph.D. Program

1. Comprehensives should be passed within three years of matriculation.

2. Within four years of matriculation, a student should have a dissertation committee and an approved dissertation proposal.

3. Within four years of matriculation, a student should have been accepted for an internship.

4. Within five years of matriculation, a student should have completed an internship.

5. Within five years of matriculation, a student should have passed the dissertation defense.

Note: These benchmarks can be extended with the approval of the advisor based on extenuating circumstances or specific factors which may delay completion of the internship or the dissertation, so long as there is a concrete target date for completion within eight years of matriculation.
Form B: Clinical Log -1

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development
DEPARTMENT OF APPLIED PSYCHOLOGY
Doctoral Program in Counseling Psychology

CLINICAL LOG: EXTERNSHIP / PRACTICUM/ INTERNSHIP

Students may use this form to log clinical hours or take advantage of online programs developed to assist in the tracking of clinical hours.

CHECK ONE:                 Externship_________             Practicum______________

Student’s Name: ________________________________________________________________

Name of Site: ________________________________________________________________

Address: _____________________________________________________________________

Type of Setting: ________________________________________________________________

Start and End Date at this setting: ______________________________________________

Site Supervisor’s Name & Title: __________________________________________________

NYU Faculty Supervisor’s Name & Title: ___________________________________________

<table>
<thead>
<tr>
<th>Direct Services</th>
<th>Individual Therapy:</th>
<th>Group Therapy:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Hours</td>
<td>Number of Clients</td>
</tr>
<tr>
<td>Infants/Toddlers</td>
<td></td>
<td></td>
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<tr>
<td>Pre-School</td>
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<td>Children</td>
<td></td>
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<tr>
<td>Adolescents</td>
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<td>Adults</td>
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<td><strong>Totals</strong></td>
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<td></td>
</tr>
</tbody>
</table>

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212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/appsych
### Clinical Log – 2

<table>
<thead>
<tr>
<th>Family Therapy:</th>
<th>Couples Therapy:</th>
</tr>
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<tbody>
<tr>
<td>Total No. of Hours</td>
<td>Total No. of Families</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Psychological Test Administration:

<table>
<thead>
<tr>
<th>Name of Test</th>
<th># Administered &amp; Scored</th>
<th># of Reports Written</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Supervision:

<table>
<thead>
<tr>
<th></th>
<th>Individual Supervision Hours</th>
<th>Group Supervision Hours</th>
</tr>
</thead>
<tbody>
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<td>Individual Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Couples Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Clinical Log – 3

Number of Psychological Assessment Reports Written:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants/Toddlers</td>
<td></td>
</tr>
<tr>
<td>Pre-School</td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
</tr>
<tr>
<td>Adolescents</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above named student has completed the hours and activities documents above.

Site Supervisor’s Name: ________________________________________________

Site Supervisor’s Signature: ___________________________ Date: ___________
Form C: Site Approval Form – I

Practicum / Externship Site Approval Form

Course Number: E63.3607 ___ E63.3708 _____ Externship_____ (Please check one)

Name of Supervisee / Student ____________________________________________________

Name of Supervisor / Instructor __________________________________________________

Period of Supervision: From _______________ To _____________________________

Name of Agency / Class: ___________________________________________________________

I (print supervisor’s name) ________________________________, hereby accept NYU Doctoral Student, ________________________________________________, as a Practicum Student__________ Extern_________ (Check one) for the Fall______ Spring__________ (Check one) semester of _______ (Year).

Site Supervisor’s Name________________________ Degree/Credentials____________

Site Supervisor’s Position_______________________________________________

Organization _____________________________________________________________

Work Address: ________________________________

__________________________________________

Work Phone: ______________________ Email: __________________________

Cell Phone: ______________________________

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Doctoral Program in Counseling Psychology

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Name of Student_____________________

The student counselor will begin the placement on ____________________.

Schedule: Days per week ______________________

   Hours Per week ______________________

Please provide a detailed description of the agreed upon responsibilities/activities of the trainee:

The trainee will:

1. 

2. 

3. 

4. 

5. 

6. 

I have received and reviewed the Guidelines for Practicum_______ Externship_______ (Check one), and by my signature I agree to meet the stated requirements.

Site Supervisor Signature: ________________________________ Date __________

Signature of NYU student: ________________________________ Date __________
Evaluation Form of Practicum and Externship Student Competencies

(Two copies of this Form Must be filed; One by the Site Supervisor, and One by the NYU Supervisor)

This Form Ms being completed by (check one): Site Supervisor NYU Supervisor

Course Number: E63.3607 E63.3708 Externship (Please check one)

Name of Supervisee / Student ________________________________________________

Name of Supervisor / Instructor _______________________________________________

Period of Supervision: From _______________________ To _____________________________

Name of Agency / Class: ________________________________________________________

The Evaluation of Practicum & Externship Student Competencies Form Ms designed to provide feedback on counseling-related skills and behaviors from both practicum/externship supervisors and practicum class instructors.

1. The student fulfilled the practicum or externship requirements as outlined in the guidelines:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

   Please Comment:

2. In your opinion, the practicum experience was beneficial for the student:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

   Please Comment:

3. (If this is a course evaluation) Did the student pass this course? ( ) Pass ( ) Fail ( ) Incomplete
Practicum / Externship Evaluation - 2

Please rate trainee on each item using the following scale:

1 – Student needs marked improvement to continue acceptable progress; may require remediation
2 – Student’s performance is minimally satisfactory for her / his level of development and needs improvement.
3 – Student’s performance is commensurate with her / his level of development.
4 – Student demonstrates above average skill, ability, or knowledge for her / his level of development.
5 – Student is at or near professional level of development.
NA – Not applicable or not enough information to rate.

When computing the mean score for each competency area, do not include NA.

I. PROFESSIONALISM

1. _____ Displays awareness of counseling psychology’s focus on context, normal development, and strengths
2. _____ Displays professional demeanor and language
3. _____ Displays compassion and respect in interpersonal interactions
4. _____ Demonstrates integrity by adhering to professional values.
5. _____ Demonstrates effort to effectively resolve conflict.
6. _____ Completes case documentation accurately.

Total Score for Professionalism Section (Items 1-6) _____

II. REFLECTIVE PRACTICE / SELF ASSESSMENT & CARE

A. Reflective Practice

7. _____ Reflects mindfully on practice.
8. _____ Understands impact of therapy relationship on self.
9. _____ Understands own impact on client in therapy relationship.
10. _____ Maintains appropriate therapist-client boundaries.
11. _____ Uses persons other than supervisor for skill development.
12. _____ Provides helpful feedback and critique to others.
13. _____ Is sensitive to the needs and strengths of peers.
14. _____ Shows a non-judgmental toward clients.

B. Self-Assessment & Self-Care

15. _____ Demonstrates awareness of clinical competencies and identifies areas for professional growth.
16. _____ Critiques and analyzes own interview/sessions accurately and appropriately.
17. _____ Recognizes own limitations in treating a particular client.
18. _____ Takes appropriate care of self and is aware of own needs.

Total Score for Practice Section (Items 7-18) _____
Practicum / Externship Evaluation - 3

III. RELATIONSHIPS

A. Interpersonal Relationships

19. _____ Forms and maintains productive and respectful relationships with peers or colleagues.
20. _____ Forms and maintains productive and respectful relationships with supervisors or instructors.
21. _____ Demonstrates cooperative discourse (e.g., refrains from interrupting, does not dominate, contributes actively)
22. _____ Conveys counseling atmosphere of trust and safety.
23. _____ Demonstrates acceptance of the client.
24. _____ Expresses warmth and caring with clients.
25. _____ Shows a non-judgmental orientation toward peers.
26. _____ Recognizes impact of self on others.

B. Affective Skills

27. _____ Exhibits appropriate verbal regulation of emotion (i.e., expression and containment).
28. _____ Understands clients’ feelings.
29. _____ Exhibits appropriate nonverbal regulation of emotion (i.e., expression and containment).

C. Expressive Skills

30. _____ Communicates clearly using verbal skills.
31. _____ Nonverbal communication matches verbal content.
32. _____ Communicates clearly using written skills.
33. _____ Demonstrates sensitivity to clients’ nonverbal behavior.
34. _____ Communicates to clients that their feelings are understood.

Total Score for Relationships Section (Items 19-34) _____

IV. INDIVIDUAL AND CULTURAL DIVERSITY

35. _____ Understands one’s own cultural identity and personal attitudes toward diverse others.
36. _____ Recognizes the way culture shapes others’ identity and behavior.
37. _____ Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation.
38. _____ Directly addresses issues of difference between therapist and clients along salient dimensions.
39. _____ Therapeutically processes issues of cultural difference and diversity.
40. _____ Asks questions or offers suggestions that help client think about how contextual issues may impact presenting concerns.

Total Score for Diversity Section (Items 35-40) _____

V. ETHICAL AND LEGAL STANDARDS

41. _____ Demonstrates knowledge and awareness of appropriate ethical codes and state laws.
42. _____ Identifies potential ethical concerns and legal issues.
43. _____ Adapts behavior in accordance with ethical codes and state laws.
VI. ASSESSMENT

A. Evaluation & Diagnosis

44. _____ Selects appropriate assessment measures for cases at practice site.
45. _____ Identifies areas of client functioning where further assessment is needed.
46. _____ Provides appropriate feedback to clients based on assessment measures.
47. _____ Applies concepts of normal/abnormal behavior to case formulation and diagnosis within a developmental context.
48. _____ Applies concepts of normal/abnormal behavior to case formulation and diagnosis within the context of diversity.
49. _____ Writes assessment reports and progress notes effectively.

B. Conceptualization

50. _____ Ties together seemingly discrete and isolated components of client’s behavior.
51. _____ Generates hypotheses concerning client behavior and dynamics.
52. _____ Provides rationale for conceptualization based on psychological theory and research.
53. _____ Provides rationale for conceptualization based on client data.
54. _____ Formulates appropriate interventions based on conceptualization.
55. _____ Attends to systemic issues in case conceptualization.

Total Score for Assessment Section (Items 44-55) _____

VII. INTERVENTION

A. Intervention Planning

56. _____ Demonstrates knowledge of interventions and explanations for their use in practice based on evidence.
57. _____ Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.
58. _____ Evaluates treatment progress and modifies treatment planning as indicated.

B. Basic Counseling Skills

59. _____ Is able to track client work.
60. _____ Acts purposefully and with intentionality.
61. _____ Uses appropriate and therapeutic open-ended questions.
62. _____ Uses closed questions appropriately for purposes of diagnosis and assessment.
63. _____ Can paraphrase and summarize content.
64. _____ Accurately reflects feeling.
65. _____ Encourages client to be specific and concrete.
66. _____ Does not talk over or interrupt clients inappropriately.
67. _____ Clarifies client content when appropriate.
68. _____ Handles silence and uses it effectively in treatment.
69. _____ Establishes appropriate goals.
Practicum / Externship Evaluation

70. _____ Explores resolution of similar problems.
71. _____ Able to separate process from content.
72. _____ Encourages client to accept responsibility in relationship.

C. Basic Group Skills

73. _____ Understands group process.
74. _____ Understands group development.
75. _____ Understands the group as a whole entity.
76. _____ Understands and can use group as agent of change.
77. _____ Understands and masters group intervention skills.

D. Intervention Implementation

78. _____ Demonstrates the ability to effectively implement therapeutic treatment interventions.
79. _____ Implements interventions one at a time and stays with interventions once initiated.
80. _____ Exercises therapeutic control in session.
81. _____ Works with depth of affect.
82. _____ Confronts appropriately and in the moment.
83. _____ Demonstrates appropriate use of self in session.
84. _____ Uses therapeutic process effectively.
85. _____ Recognizes client resistance.
86. _____ Handles client resistance appropriately and effectively.
87. _____ Is able to comfortably discuss sensitive issues with clients (e., sexuality, transference/countertransference).
88. _____ Provides crisis management interventions, as appropriate.

E. Systemic Interventions

89. _____ Develops and tests hypotheses using systemic principles.
90. _____ Makes contact and attends to all family members.
91. _____ Helps family/couple establish appropriate boundaries.
92. _____ Attends to covert family/couple conflicts, alliances, and coalitions.
93. _____ Attends to systemic interactions in intervention.

Total Score for Intervention Section (Items 56-93) _____

VIII. SUPERVISION

94. _____ Demonstrates knowledge of the supervision process including one’s own roles and responsibilities as a trainee.
95. _____ Uses supervision process to reflect on areas of strength and those needing improvement.
96. _____ Demonstrates willingness to admit errors and accept feedback.
97. _____ Is willing to be observed and evaluated by supervisor.
98. _____ Integrates feedback from supervisor into performance.

Total Score for Supervision Section (Items 94-98) _____
IX. OTHER AREAS OF COMPETENCY

A. Scientific Knowledge and Methods
   99. _____ Values and applies scientific methods to professional practice.

B. Interdisciplinary Systems
   100. _____ Appreciates expertise and professional roles of others.
   101. _____ Makes appropriate referrals and works effectively with professionals from other specialties.

C. Consultation
   102. _____ Is able to provide consultation in the form of professional guidance.

D. Teaching
   103. _____ Is able to provide psychoeducation and outreach to support developmental or preventative efforts.

E. Management-Administration
   104. _____ Functions effectively within professional settings by complying with policies and participating in management structure.

F. Advocacy
   105. _____ Assists clients in development of self-advocacy plans.

Total Score for Other Areas Section (Items 99-105)
### Summary Profile of Mean Scores for Each Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>TOTAL SCORE</th>
<th>Number of Items</th>
<th>MEAN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
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<tr>
<td>Reflective Practice / Self Assessment &amp; Care</td>
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<tr>
<td>Relationships</td>
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<tr>
<td>Individual and Cultural Diversity</td>
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<tr>
<td>Ethical &amp; Legal Standards</td>
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<td>Assessment</td>
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<td>Intervention</td>
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<td>Supervision</td>
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<tr>
<td>Other Areas of Competency</td>
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</tbody>
</table>

Minimum Pass = 2 or better on each domain

**Scores of 3 or higher:**
Student’s performance is *commensurate* with his/her level of development (or better) and the student is meeting the requirements for that competency.

**Score of 2:**
Student’s performance for that competency is *minimally satisfactory* and needs improvement.
Possible steps of remediation to include (in consultation with student’s advisor):
- Recommending certain courses
- Auditing courses
- Attending focused learning groups
- Arranging specific mentoring
- Presenting written or oral re-conceptualization of a case

**Score of 1:**
Student’s performance for that competency *needs marked improvement and may require a written plan of remediation.*
Remediation steps to include (in consultation with student’s advisor and program director):
- Taking specific courses
- Taking practicum
- Required paper on specific topic
- Passing specific course exam
- Required formal presentation of a re-conceptualization of a case
Please Comment on the following:

TARINESS LEVEL OF MULTICULTURAL COMPETENCE AND ETHICAL SENSITIVITY
IN WORKING WITH CLIENTS:

SUMMARY OF TRAINEE’S STRENGTHS AS A COUNSELOR:

SUMMARY OF TRAINEE’S WEAKNESSES AS A COUNSELOR:

SUMMARY OF AREAS OF GROWTH FOR THIS TRAINEE:

Signature of Evaluator: ____________________________ Date ________________

Signature of Supervisee / Student: ____________________________ Date ________________

NOTE: The student and the evaluator must both receive copies of this form
after it has been signed by both parties. The original should be turned in to
the Internship/Externship Director for placement in the student’s clinical
portfolio.
FORM E: Evaluation of Clinical Supervisor by Student

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>E63.3607</th>
<th>E63.3708</th>
<th>Externship</th>
<th>(Please check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Supervisee / Student</td>
<td>________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Supervisor / Instructor</td>
<td>________________________________</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Period of Supervision: From</td>
<td>To ________________________________</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Name of Agency / Class</td>
<td>________________________________</td>
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</tr>
</tbody>
</table>

1. Briefly describe the nature of your site supervision in terms of whether it was individual and/or group supervision and how much time per week was spent in each kind of supervision.

2. Supervision with my site supervisor was a beneficial experiences for me:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

Please Comment:

3. I would recommend this supervisor to other students:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
</table>

4. Please describe your site supervisor’s strengths and weaknesses as a supervisor:
Evaluation of Practicum / Externship / Internship Site by Student

Practicum E63.3607 ___ Practicum E63.3708 _____ Externship_____ Internship_____
(Please check one)

Name of Supervisee / Student / Intern _____________________________________________

Name of Supervisor / Instructor __________________________________________________

Period of Supervision: From _______________________ To _____________________________

Name of Agency / Class: ___________________________________________________________

1. What were the duties you performed/observed at this site?

2. Please describe the positive aspects of your experience at this site:

3. Please describe the negative aspects of your experience at this site:

4. I would recommend this practicum site to other students:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>6 7</td>
</tr>
</tbody>
</table>

Please Comment:
RESEARCH PRODUCTIVITY LOG
(cumulative record)

Student’s Name: ________________________________________________________________

Date:___________________________________________________________

Manuscripts

Published Papers: (full citation):

Manuscripts under revision (per journal editor’s specifications):

Manuscripts Submitted or Publication:

Manuscripts in Preparation: (title, status, date):
Conference Presentations

Invited Address & Symposia:

Papers & Posters presented:

Proposals Accepted:

Proposals Submitted:

Grants & Fellowships

Funded:

Submitted:

In preparation:

Statement of Research Goals:
Form H: Research Evaluation -I

NYUSteinhardt
Steinhardt School of Culture, Education, and Human Development
DEPARTMENT OF APPLIED PSYCHOLOGY
Doctoral Program in Counseling Psychology

Evaluation of Research Competence & Productivity

Name of Student ___________________________ Name of Supervisor / Mentor ________________________

Period of Supervision: From _______________________ To _____________________________

Location or Agency ________________________________________________________________

Description of Research
(Please include details of activities and the total amount of time spent by the student on each of these activities.)

The student fulfilled the expectations in his or her role.

Strongly Disagree  Strongly Agree
1  2  3  4  5  6  7

Please Comment:

In your opinion, the research experience was beneficial for the student:

Strongly Disagree  Strongly Agree
1  2  3  4  5  6  7

Please Comment:
Research Evaluation -2

**Research Productivity** (e.g., published papers, manuscripts produced, presentations, grants written):

Please rate the levels of any skills in the areas below using the following notation:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Excellent</td>
<td></td>
</tr>
<tr>
<td>4 Good</td>
<td></td>
</tr>
<tr>
<td>3 Average</td>
<td></td>
</tr>
<tr>
<td>2 Minimally Adequate</td>
<td></td>
</tr>
<tr>
<td>1 Poor</td>
<td></td>
</tr>
</tbody>
</table>

PLEASE LEAVE THE IRRELEVANT SKILLS **BLANK**

<table>
<thead>
<tr>
<th>Research Conceptualization</th>
<th>Review of Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis Formulation</td>
<td>Operationalization of Constructs</td>
</tr>
<tr>
<td>Quantitative Data Collection</td>
<td>Qualitative Data Collection</td>
</tr>
<tr>
<td>Tests &amp; Measurement</td>
<td>Interviewing</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Writing</td>
</tr>
<tr>
<td>Modeling of Professionalism</td>
<td>Ability to Work with Others</td>
</tr>
<tr>
<td>Openness to Supervision</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Ethical Standards</td>
<td>Assessment Skills</td>
</tr>
<tr>
<td>Intervention Skills</td>
<td>Scientific Knowledge and Methods</td>
</tr>
<tr>
<td>Consultation</td>
<td>Teaching and Supervisory Skills</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>Project Management</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Research Protocol Development</td>
</tr>
</tbody>
</table>

Signature of Mentor ___________________________ Date ________________

Signature of Student: ___________________________ Date ________________

**NOTE:** The student and the evaluator must both receive copies of this form after it has been signed by both parties.
NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development
DEPARTMENT OF APPLIED PSYCHOLOGY
Doctoral Program in Counseling Psychology

Evaluation of Research Experience by Student

Name of Student _____________________________________________________

Name of Supervisor / Mentor ____________________________________________

Period of Supervision: From ___________________ To ____________________

Name of Agency / Site / Research Team: __________________________________

Describe the research activities that you were involved with.

What did you gain from this experience?

Describe the positive aspects of your experience.

Describe the negative aspects of your experience?

I would recommend this research / mentor to other students:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
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<th></th>
<th>Strongly Agree</th>
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</tr>
</tbody>
</table>

Please Comment:

246 Greene St, 8th FL | New York, New York 10003
212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/appsych
TEACHING EXPERIENCE LOG
(cumulative record)

Student’s Name: _____________________________________________________________

Date:_________________________________________________________________________

Seminars & Training in Teaching Methods:

Teaching Mentors:

Courses Taught:

  Attach Syllabi

  Attach Teaching Evaluations

  Attach Student Evaluations

Statement of Teaching & Pedagogy Philosophy:
Form K: Teaching Evaluation -1

Teaching Evaluation

Name of Student ___________________________ Name of Mentor ______________________

Period of Mentorship: From _____________________ To _____________________________

School, Department: _____________________________________________________________

Description of Teaching:
(Please include details of activities and the total amount of time spent by the student on these activities.)

Qualitative Evaluation of Teaching Skills and Abilities:

Goals for Improvement:

Signature of Mentor (Evaluator): ___________________________ Date ___________________

Signature of Student: ___________________________ Date ___________________

NOTE: The student and the evaluator must both receive copies of this form after it has been signed by both parties.
FORM L: Evaluation of Teaching Experience by Student

NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development
DEPARTMENT OF APPLIED PSYCHOLOGY
Doctoral Program in Counseling Psychology

Evaluation of Teaching Experience by Student

Name of Student _____________________________________________________

Name of Mentor ____________________________________________________

Description of Teaching:

What did you gain from this experience?

Describe the positive aspects of your experience.

Describe the negative aspects of your experience?

I would recommend this mentor to other students:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</tbody>
</table>

Please Comment:

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212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/appsych
Non-APA Internship Site Proposal

The internship site is approved based on its ability to meet the following criteria:

1. A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus or purpose is assuring breadth and quality of training.

2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. The person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists, and is present at the training facility for a minimum of 20 hours a week.

3. The internship agency training staff consists of at least two full time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists.

4. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least 2 hours per week of regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists regardless of whether the internship is completed in one year or two. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

5. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

6. At least 25% of the trainee’s time is in face-to-face psychological services with patients/clients.

7. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.
8. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

9. The internship agency has a minimum of two full time equivalent interns at the internship level of training during any period of training. These interns must be on site and in training at the time of initial application for APPIC membership.

10. The internship level psychology trainees have a title such as Intern, Resident, Fellow, or other designation of trainee status.

11. The internship agency has a written statement or brochure which provides a clear description of the nature of the training program, including the goals and content of the internship and clear expectations for quantity and quality of the trainees work. It is made available to prospective interns.

12. Internship programs have documented due process procedures, including notice, hearing, and appeal for interns. These procedures are given to interns at the beginning of the training period.

13. The internship experience (minimum 1500 hours) must be completed in no less than 9 months and no more than 24 months.

14. APPIC member programs are required to issue a certificate of internship completion, which includes the word Psychology to all interns who have successfully completed the program.

__________________________  _________________________
Student Intern                 Date

__________________________  _________________________
Internship Training Director   Date

__________________________  _________________________
Counseling Psychology        Date
Program Director
Student Acknowledgement Letter re Non-APA Internship Implications

Student Name
Address
Date

New York University
Steinhardt School of Culture, Education, and Human Development
Department of Applied Psychology
Ph.D. Program in Counseling Psychology
246 Greene Street, 8th Floor
New York, New York 10003

Dear Faculty,

I understand that because the internship I am proposing to complete is a non-APA internship, I may be jeopardizing my ability to obtain certain post-doctoral training positions, to obtain employment in certain settings, and to attain licensure as a psychologist in some jurisdictions. I take full responsibility for this decision.

Sincerely,
Program Comprehensive Exam Results Report Form

Student Name: _____________________________________________

Part A: Written Exam    Date of Part A: __________

Result for Part A: _______Pass_______Deferred Pass with Conditions_______Fail

In case of Deferred Pass on Part A: Questions which need to be rewritten as a take-home exam

Date submitted: _______   Result on Rewritten Questions:_______Pass_______Fail

Oral Examination Committee for Part B: Case Study and Part C: Data-based Paper

Chair:___________    Member:_____________    Date of Oral Exam:___________

Part B:

Results for Part B: _______Pass_______Deferred Pass with Conditions_______Fail

In case of Deferred Pass with Conditions on Part B: Specification of Conditions for a Pass Grade_______

----------------------------------------------------------------------------------------------------------------------------------
----------------------------------------------------------------------------------------------------------------------------------

Date of submission of revised (or new) case study_________

Result on re-submission: _______Pass_______Fail

(Note: More pages may be added to the form to document further Follow-Ups or Actions.)
Part C:

Results for Part C: __________ Pass __________ Deferred Pass with Conditions __________ Fail

In case of Deferred Pass with Conditions on Part C: Specification of Conditions for a Pass Grade __________

________________________________________________________________________________________

Date of submission of revised (or new) Data-based paper __________

Result on re-submission: __________ Pass __________ Fail

In the case of a Fail on Parts A, B, or C:

In the case of a fail on the first attempt to pass this exam, specify what is required of the student and a timetable for completing these requirements, prior to taking the exam a second time, and what Parts will be included in the second exam, ____________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Please submit to the Director of the Program Comprehensive Exams when either a Pass or a Fail has been achieved.

_____________________________ ______________________
Signature of the Director of the Program Comprehensive Exams Date

(Note: More pages may be added to the form to document further Follow-Ups or Actions.)
**ADMISSION TO CANDIDACY**

Student Name: __________________________ Program __________________

Home Address: __________________________________________________________

_____________________________________________________________________

Home Telephone: ______________________________ Business Phone: ______________________________

<table>
<thead>
<tr>
<th>Basic Psychology Competency</th>
<th>Semester taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>E63.2001 Biological Basis of Behavior</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2003 Social Psychology</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2140 Measurement</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2039 Personality</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2103 History &amp; Systems</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2197 Perception</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>G89.2010 Learning</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.3009 Developmental</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2038 Psychopathology</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2682 Cross-Cultural Counseling</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.2620 Group Dynamics</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>E63.3657 Vocational Development</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

**ALL COURSES MUST BE COMPLETED WITH A GRADE OF B OR BETTER**

_________________________ ____________________________
Student’s Signature Date

(Continued on Page 2 for signatures of Advisor & Comprehensives Chair)
Attach a copy of your current transcript, Counseling Psychology Comprehensives Report Form (indicating that you have passed the program comprehensive exam), and secure the signature of counseling program candidacy chair and program advisor. Please give a copy of the Counseling Psychology Comprehensives Report Form to the Program Director. Submit this completed form to the coordinator of Comprehensive Exams, Department of Applied Psychology.

**Comprehensive Exam Chair:**
Student has successfully passed the program candidacy exam.

_________________________
Comprehensives Chair Signature  Date

**Program Advisor’s Statement:**
I have reviewed the academic record and the outcome of the candidacy exam of the above student and recommend that s/he be admitted to Doctoral Candidacy.

_________________________
Program Advisor Signature  Date
INTERIM INTERNSHIP REPORT

Student name____________________   Date____________
Internship site____________________   Date began____________
Address____________________________________________________________________
Supervisor submitting interim evaluation___________________________
Supervisor’s Phone_____________ Fax______________ e-mail________________
Your phone (if different)__________________

Internship Director (and degree) Discipline Licensed Psychologist (Y/N) License #
__________________________________________  ____________________________
Other supervisors:
__________________________________________  ____________________________
__________________________________________  ____________________________
__________________________________________  ____________________________
Please attach written evaluation.

Name (Print)_____________ Signature_________________ Date______________

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Form Q: End-Year Internship Report - 1

END_YEAR INTERNSHIP REPORT

__________________________________________ ________________
Last Name of Intern First Name

Director of Training APA Accredited? (Y/N)___

Internship Address City State ZIP

Director’s phone Director’s fax Director’s email

__________________________________________ ________________
Director’s Psychology License #

State of License

___ / _____ / _____  / _____ / ____
Date Began Date Ended Hrs per Week Total # Hours Salary
### Supervisors

<table>
<thead>
<tr>
<th>Names</th>
<th>Psych. License #</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
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<td>______________</td>
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<td>____</td>
</tr>
</tbody>
</table>

(If supervisor is not a psychologist, list discipline instead of license.)

VALIDATION OF ABOVE INFORMATION BY WHICHEVER SUPERVISOR WILL ATTEST TO YOUR SUPERVISED EXPERIENCE WHEN YOU APPLY FOR LICENSING POST-DOCTORALLY: THE INFORMATION PRESENTED ABOVE IS CORRECT.

Name (Print)  Signature  Date

Please attach written evaluation.