DEPARTMENT OF APPLIED PSYCHOLOGY

Ph.D. Program in Counseling Psychology (CNPS)

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

Doctoral Student Handbook
2015-2016

(Previous version: 11/7/14)
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INTRODUCTION

Welcome to the doctoral program in counseling psychology in the Department of Applied Psychology at NYU Steinhardt School of Culture, Education, and Human Development.

This handbook provides critical information about degree requirements, program procedures and guidelines, and forms. It is important that you keep a copy of the handbook for the year you entered the program, as these are the requirements and procedures that you will be held to for the completion of your degree.

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 edition of the Handbook. Nonetheless, if revisions are made to the Handbook after a student enrolls in the program, a student may still opt to follow the requirements of Handbook that was extant at the time of his or her enrollment in 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 edition of the Handbook. 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 edition or the other, but students cannot pick and choose between various aspects of the two or more editions. (See Exhibits A & B for a listing of the major and minor changes in this handbook edition from the previous edition.)
Part I: PROGRAM DESCRIPTION

Program Director: Professor Sumie Okazaki
Associate Director of Clinical Training: Professor Kesia Constantine

DEFINITION OF COUNSELING PSYCHOLOGY

“Counseling psychology as a psychological specialty facilitates personal and interpersonal functioning across the lifespan 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

PROGRAM HISTORY AND PHILOSOPHY

The doctoral program in Counseling Psychology at New York University is offered through the Department of Applied Psychology in the Steinhardt 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 are eligible for licensure by the State. For information about New York State licensure, contact:

New York State Education Department
Office of the Professions
http://www.op.nysed.gov/prof/psych/psychlic.htm
The Counseling Psychology program has been fully accredited since 1981 by the American Psychological Association. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E., Washington, DC 20002
(202) 336-5979
Email: apaaccred@apa.org
http://www.apa.org/ed/accreditation/

In 1989, the Department of Counselor Education and the Department of Educational Psychology were merged into the current Department of Applied Psychology.

While originally geared 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 8 years, per NYU Steinhardt doctoral policies.

Our program follows the Scientist-Practitioner model of doctoral psychology training as well as the basic tenets in the field of Counseling Psychology. The major philosophical principles underlying our doctoral program are: 1) a focus on a developmental understanding of clients; 2) a commitment to a health and wellness model of intervention and research; 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 to be central to our definition of Counseling Psychology.

Also important to our training model is our understanding that scholarship and research are integral aspects of becoming a professional psychologist. As such, our program strives to train psychologists who demonstrate excellence in scientific psychology as well as professional practice.

Program Goals

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

1. are knowledgeable regarding current theory, research, and practice in psychology, in general, and in counseling psychology, specifically.
2. are committed to promoting an understanding of optimal human functioning and adaptation across the lifespan.
3. 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.
4. have a professional identity of a counseling psychologist and who are able to develop additional knowledge and skills appropriate to this area of specialty.
5. have attained awareness, knowledge, skills, and attitudes to work effectively with clients from diverse backgrounds, particularly in urban settings.
6. 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.
7. are knowledgeable about the research process and the creation of new knowledge.

The goals, objectives, competencies, and outcome measures, as defined by our program, are operationalized for specific domains (see Guide 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 Guide D).

**POLICY ON STUDENT DISCLOSURE**

A major goal of our graduates is to demonstrate core professional identity as counselors or as counseling psychologists in science, practice, teaching, supervision, and other roles. Core values of counseling and counseling psychology include understanding contextual and cultural influences, holding a strength-based, social justice approach, understanding self and others as being shaped by cultural diversity, and demonstrating capacity to engage in reflective practice. We believe that self-awareness of attitudes, values, and beliefs toward diverse others and the ability to continually reflect on one's own personal and interpersonal dynamics are critical to the development of effective professional skills and identity.

Towards this aim, students will be asked to engage in a process of personal exploration with their supervisors and trainers in their clinical practicum, externship, and/or internship settings. Some courses also require completing assignments that involve self-disclosure and self-reflection about personal history and cultural identities. Although contents of self-disclosure will not be used as a basis for grading, students may be evaluated on their capacity to engage in self-reflective processes that are critical to professional development and practice. Please also note that should a student disclose information indicating impairment or the potential for harm to clients, the faculty may take appropriate action in accordance with the *ACA Code of Ethics* (2014) Section E.8.d and/or *APA Ethical Principles of Psychologists and Code of Conduct* (2002) Standard 7.04.
ETHICAL GUIDELINES

NYU Counseling Program holds our faculty and students to the professional ethical code, as set forth by the *APA Ethical Principles of Psychologists and Code of Conduct*. Ethical principles and behavior, as well as issues in ethical decision making, are covered in-depth in the Counseling Psychology Program Seminar (APSY-GE 3611) and are also discussed in various didactic and practicum courses and settings. However, it is also the responsibility of each entering student to be familiar with the most recent version of the APA Ethics Code, which can be found online:

DEPARTMENT OF APPLIED PSYCHOLOGY

Department Chair: Professor LaRue Allen

The Department of Applied Psychology consists of 35 full-time faculty members who hold doctoral degrees. The faculty believes that all applied fields of study must rest on solid base of scientific psychology and the opportunity for practical application through field experience and research.

The following programs are housed in the department:

**Bachelor of Science degree**  
Applied Psychology Undergraduate Program (Director: Gigliana Melzi)

**Master of Arts degrees**  
School Counseling, K-12 (Director: Lisa Suzuki)  
Bilingual School Counseling K-12 (Director: Lisa Suzuki)  
Counseling for Mental Health and Wellness (Director: Randolph Mowry)  
Human Development & Social Intervention (Director: Sandee McCowry)

**Ph.D. degrees**  
Counseling Psychology (Director: Sumie Okazaki)  
Psychology & Social Intervention (Director: Edward Seidman)  
Psychological Development (Director: Catherine Tamis-Lemonda)

Please check the following webpage for the names, contact information, and main responsibilities of the Administrative Staff for the Department of Applied Psychology:

[www.steinhardt.nyu.edu/apppsych/staff](http://www.steinhardt.nyu.edu/apppsych/staff)
Part II: FACULTY AND STAFF

CNPS CORE FACULTY

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

Alisha Ali: 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 (On Sabbatical 2015-16)

Anil Chacko: Development of prevention, intervention, and service delivery models for youth at risk for or affected with disruptive behavior disorders

Kesia Constantine: Coordinate practicum, externship, and internship applications and placement sites for doctoral students; coordinates Counseling Lab courses.

Arnold Grossman: 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

Perry Halkitis: 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

Shabnam Javdani: Development of, and social response to violence and antisocial behavior, focusing on psychopathology, criminal justice systems response, and the role of gender and adolescence; the roles of genetics, environment, and trauma violent behavior in eliciting violence among women and girls; social justice focus of advocacy for young women involved in the juvenile justice system

Samuel Juni: 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 (At NYU-Tel Aviv 2015-16)

Sandee McClowry: Examining the efficacy of a temperament-based intervention in fostering the self-regulation of urban primary grade children and in enhancing the efficacy of their parents and teachers; also is on faculty of Department of Teaching & Learning
Mary McRae: 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

Sumie Okazaki: Immigration, community contexts, individual differences, and racial minority status and the mental health of Asian American individuals and families

Mary Sue Richardson: Development through work and relationships in peoples’ lives, gender issues, supervision and training, psychoanalytic theory and psychotherapy, feminist and qualitative research methods

Lisa Suzuki: Multicultural assessment and counselor training; qualitative research methods; intelligence testing with diverse populations

OTHER FACULTY AND STAFF IN COUNSELING

Celia Goldsmith: Provides administrative support

Erika Jackson: Advises MA students in the Department of Applied Psychology

Randolph Mowry: Directs MA programs in Counseling for Mental Health & Wellness; 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

Julia Shiang: Directs Psychology Externship and Postdoctoral Fellowship programs at NYU Student Health Center Counseling & Wellness Services; psychodynamic theory and practice; supervision and cultural factors; human development

ROLE OF FACULTY

Program Director

The Program Director is a faculty member whose major responsibilities include: 1) maintaining contact with APA Office of Program Consultation and Accreditation regarding requirements for accreditation (including coordinating the Self-Study and Accreditation processes as well as the Annual Reporting requirements for maintaining and renewing accreditation); 2) maintaining appropriate documentation of student records and training activities, consistent with APA guidelines, School regulations, and NY State education requirements; 3) coordinating training and curriculum policies and procedures and providing information to students and faculty regarding changes in various regulations and policies as they occur; 4) working with Department administration; 4) representing the doctoral program within the Department and the School
leadership; and 5) serving as a liaison with professional organizations and agencies (e.g., the Council of Counseling Psychology Training Programs, state licensing boards, APA Division 17). The Program Director is available to respond to inquiries and questions about general program policies and specific requirements. The Program Director also chairs the Doctoral Program faculty meetings.

**Associate Director of Clinical Training**

The Associate Director of Clinical Training (ADCT) oversees all aspects of foundational and advanced clinical training for students. The ADCT facilitates student applications to practicum and externship sites as well as internship, and serves as the liaison between the Program and external training sites. The ADCT keeps the program faculty and students informed of the Association for Psychology Post Doctoral and Internship Centers (APPIC) policies and procedures. The ADCT advises students regarding clinical training sequence and goals.

**Student Advisement**

When students are accepted into the CNPS program, they are assigned an academic advisor from the Counseling faculty. The academic advisor will help the student with curriculum planning and conducts the annual progress review of the student. The academic advisor may also serve as the research advisor or be a member in student’s dissertation committee.

At the initial advisement period, each student should discuss the course sequence and curriculum for his/her entire course of study (including which previous graduate course, if any, may be eligible for 0-credit transfers: see Section III) and advisor should keep an updated copy of this document will be kept in each student file. Initial Benchmarks must be completed with the Advisor at the start of the student's first semester in the program. Subsequent Benchmarks are completed at the Annual Review period at the end of each academic year.

Before an academic advisor goes on a sabbatical leave, the student and the advisor should discuss and arrange for academic advising during the faculty’s sabbatical leave. Unless the advisor plans to continue advising the student during the sabbatical leave, the advisor must designate another core faculty in the program to serve as the interim academic advisor and inform the Program Director of this arrangement.

The advisor-advisee relationship is quite variable -- in some cases, a close relationship develops; in other cases, it is more distant and formal. The Program offers 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 or Program Director.
Changing Advisors

Students may elect to switch to another academic advisor or another research advisor with the approval of the Program Director. New advisors can be selected from the current members of the core full-time faculty in Counseling Psychology. 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. The request and new agreements must be submitted by the student in writing to the Program Director. Unless there is an official change of an advisor, a student's advisor remains in that position until the student completes the doctoral program.

It is important to note that the dissertation chair serves the role as a mentor for dissertation purposes only. Any full-time member of the faculty in the Department may be selected as a dissertation chair. If the dissertation chair is not a member of the Counseling Psychology program, student must appoint at least one member from the Counseling Program to join the committee.

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 12:00 – 1:30 pm.

Please check the following webpage on NYU Steinhardt recommended Best Practices in Mentoring Research Doctoral Students, which includes a set of expectations for mentors and mentee behavior, relationship building and communication, and additional resources

www.steinhardt.nyu.edu/doctoral/funds/full-time
STUDENT ACTION GROUP

The Student Action Group (SAG) is a student-founded and student-run organization. The goal of SAG is to work towards the continued growth and development of the Counseling Psychology Program. The organization seeks to develop and maintain an ongoing working relationship with the faculty in an effort to strengthen our identity as a doctoral program and as counseling psychologists. SAG members are doctoral students from the Counseling Psychology program (currently enrolled students are encouraged to participate; graduated students of the program are also welcomed). Members attend SAG meetings, plan and attend social events, and help bring about changes in the counseling psychology doctoral program by working collaboratively with the faculty and administration.

Students meet monthly to discuss issues pertaining to the Counseling Psychology doctoral program. During these meetings, the SAG will develop agenda items to be discussed in monthly Faculty Meetings. Every semester, one student will volunteer or be elected to serve as the Student Representative. The Student Representative is a full semester commitment; and he/she serves as the liaison between faculty and students and must attend both SAG and Faculty monthly meetings.
Part III: PROGRAM CURRICULUM

The major components of the CNPS Doctoral Program in Counseling Psychology are *course work, clinical training (practicum, externships, internship), and research training (including 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 (Guide 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 is intended for students who need to deviate from the prescribed schedule.

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 our students. There are four components to our program: course work, program comprehensives and departmental candidacy, practicum/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 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 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, gender identity, gender expression, or handicap.

**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 of introductory statistics (APSTA-GE 2001 Statistics for the Behavioral and Social Sciences I) is a prerequisite of this program. Mastery may be evidenced by previous coursework, by passing an exam, or by other appropriate indicators.

Following is the list of courses required in our program:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>APSY-GE 2682</td>
<td>Cross Cultural Counseling</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE 2620</td>
<td>Group Dynamics</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE xxxx</td>
<td>Counseling Psychology Specialty Elective</td>
<td>3 points</td>
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<tr>
<td></td>
<td>(9 points)</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 2658 &amp; 2659</td>
<td>Individual Counseling: Practice I &amp; II (per advisement)</td>
<td>2 courses, 0 point each</td>
</tr>
<tr>
<td>APSY-GE 3607 &amp; 3608</td>
<td>Advanced Practicum</td>
<td>2 courses, 2 points each</td>
</tr>
<tr>
<td>APSY-GE 3629</td>
<td>Practicum in Counselor Training</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE 3620</td>
<td>Forum in Counseling Psychology</td>
<td>0 point</td>
</tr>
<tr>
<td>No course number</td>
<td>Identification &amp; Reporting of Suspected Child Abuse/Maltreatment (online tutorial &amp; test)</td>
<td>0 point</td>
</tr>
<tr>
<td></td>
<td>(7 points)</td>
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<tr>
<td>APSY-GE 2657</td>
<td>Counseling Theory &amp; Process</td>
<td>3 points</td>
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<tr>
<td>APSY-GE 3633</td>
<td>Seminar in Counseling Theory &amp; Research</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE 3657</td>
<td>Seminar in Vocational Development</td>
<td>3 points</td>
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<td></td>
<td>(9 points)</td>
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<tr>
<td>APSY-GE 3009</td>
<td>Departmental Seminar: Theories of Change</td>
<td>3 points</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Points</td>
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<tr>
<td>APSY-GE 3611</td>
<td>Counseling Psychology Program Seminar</td>
<td>3</td>
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<tr>
<td>APSY-GE 2140</td>
<td>Measurement: Classical Test Theory</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2672</td>
<td>Interpretation &amp; Use of Tests</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3665 &amp; 3666</td>
<td>Clinical Assessment I &amp; II</td>
<td>2 points</td>
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<tr>
<td>APSY-GE 2002</td>
<td>Statistics for the Behavioral &amp; Social Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2073</td>
<td>Research Design in the Behavioral &amp; Social Sciences methods electives</td>
<td>3 courses, 3 points each</td>
</tr>
<tr>
<td>APSY-GE 2039</td>
<td>Theories of Personality</td>
<td>3</td>
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<tr>
<td>APSY-GE 2038</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2003</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2271</td>
<td>Survey of Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2001</td>
<td>Neuropsychology of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3103</td>
<td>Historical Perspectives of Psychological Theory</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2261</td>
<td>Emotional Development: Organization, Cognition &amp; Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3001</td>
<td>Dissertation Proposal Seminar</td>
<td>0</td>
</tr>
<tr>
<td>APSY-GE 3016</td>
<td>Internship</td>
<td>2 courses, 0 point each</td>
</tr>
</tbody>
</table>

Total number of points: 79

The program course requirements incorporate the doctoral study requirements by Steinhardt as well as APA accreditation distribution requirements and NY State Licensure requirements for competency in the basic psychology areas.

Steinhardt-wide course requirements can be found here: [http://steinhardt.nyu.edu/research/doctoral/policies#schoolwidecourserequirements](http://steinhardt.nyu.edu/research/doctoral/policies#schoolwidecourserequirements)
A list of designated courses that fulfill distribution requirements can be found in Guide E. It is important to note that course titles sometimes do not reflect course content. Alternate courses must be documented in detail (e.g., with syllabus) by the student and advisor to ensure that APA criteria for the area are indeed met by those courses and to ensure that the student will be allowed to sit for the licensure exam.

Our department does not offer each program course during all semesters. Students who need to deviate from the prescribed course of study (Guide A) must therefore ascertain that the courses they intend to take any particular semester will indeed be offered. Guide C lists the usual rotation of offerings of our courses.

**0-credit Transfer Credits**

Our list of program-required curriculum amounts to 79 graduate points. It should be noted that the 79-point 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 points. 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. Only those courses completed with a grade of B or better are eligible to be considered for the 0-credit transfer. These courses will appear on the student’s NYU transcript.

The form for the 0-credit transfers can be found here:

[http://steinhardt.nyu.edu/apppsych/phd/counseling_psychology/current_students](http://steinhardt.nyu.edu/apppsych/phd/counseling_psychology/current_students)

**Childhood & Adolescence Focus**

Our program is based on a life span developmental perspective. Many of our courses, practica, externships, internships, and research settings permit students to specialize in a particular age group 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 points) with their advisors to build up a specialty portfolio in their coursework. Recommended courses include Parenting, Temperament Based
Intervention, Adolescent Development, Development of Immigrant Children, etc. 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. Students specializing in children and adolescents should pursue externships and internships in settings serving these populations.

Training in Consultation

Training in consultation is now integrated in specifically designed modules in APSY-GE 3611 Seminar in Counseling Psychology and APSY-GE 3629 Practicum in Counselor Training.

Applied Psychology Departmental Colloquium

The AP Department Colloquium, which meets weekly is required for all first year students in the CNPS program and strongly encourage for more advanced students. First-year students are required to register for APSY-GE 3620 (0 credits). This colloquium series 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. Failure to attend the first year colloquia may result in an evaluation of ‘unsatisfactory’ for the academic year. As a core component of the training program, this 1-year weekly series exposes students to critical work in the areas of theory, practice, research and consultation. Through presentations by nationally recognized experts, faculty, and students, the colloquium will explore substantive, methodological, and professional issues in psychology.

Note: The Applied Psychology Colloquium is usually held on Wednesdays from 12 to 1:30 pm in the Kimball Hall.

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) to acquaint themselves with internship application requirements early in their doctoral training. Please also note that students can utilize www.mypsychtrack.com (recommended) or www.time2track.com rather than the form provided and submit a hard copy for program files. (See Form B.)

The academic courses of the program in clinical training include the following:
### APSY-GE 2658
**Individual Counseling: Practice I**
MA level, small group laboratory experiences, basic skill learning

### APSY-GE 2659
**Individual Counseling: Practice II**
MA level, laboratory seminar, problem appraisal, development of intervention strategies

### APSY-GE 3607 & 3608
**Advanced Practicum I & II**
See clients at externship sites and carry a case load, group supervision, increase clinical competencies

### APSY-GE 3629
**Practicum in Counselor Training**
Run counseling labs for MA students

### APSY-GE 3016
**Internship I & II**
Engage in full-time internship

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**Note:** Students who are engaging in Practicum and Externship training through NYU are fully insured through the University.

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**Policy and Guidelines regarding Doctoral Practicum**

The following guidelines are intended to assist students who are registering for Advanced Practicum (APSY-GE 3607 & 3608), 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.

The Practicum, typically taken in the 2nd year of doctoral training, 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.

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 (APSY-GE 2658 and APSY-GE 2659) before enrolling in the doctoral practicum courses.
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 notes, 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).

Students are expected to keep a clinical log of their Practicum hours (See Form B). Please also note that students can utilize [www.mypsychtrack.com](http://www.mypsychtrack.com) (recommended) or [www.time2track.com](http://www.time2track.com) rather than the form provided and submit a hard copy for program files.

B. **On-Site Supervision**

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 Associate Director of Clinical Training at the start of the semester. (See Form C.)

On-Site supervisors will be asked at the end of each semester to complete an evaluation of the student’s work through the Taskstream system (see Guide G). Evaluations will be available to the student on the system and it is recommended that students meet and discuss the evaluation and any concerns that may have arisen about performance.

C. **NYU Supervision**

The usual model of supervision is group supervision. 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; and 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.
D. 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 and evidence-based practice. 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 expected.

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
2. Intervention plan, including goals and theoretical orientation used
3. Description of the sessions, including dynamics and interactions
4. Assessment of success or failure

E. 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 overall 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 faculty supervisor 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, NYU faculty must:

1. Notify the ADCT.
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 will be asked at the end of each semester to complete an evaluation of the student’s clinical development and progress and meet to discuss the evaluation with the student. A copy of the evaluation will be placed in the student’s departmental file.

**Doctoral Externship**

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 the ADCT and their academic and research advisors. An up-to-date file of externship sites is available from the ADCT.

Externship applications are due mid-January, and the process ends in early March. Students who are notified about having been accepted to an Externship site typically have approximately 24 hours to accept the offer by contacting Externship supervisors of the acceptance. In addition, a student cannot hold more than one externship offer. Please keep in mind that the externship training process is reviewed annually. Students should check with the ADCT for the most up-to-date guidelines and policies.

The recommended number of hours that students spend at an externship is 16 hours weekly. The exception is made for advanced students who have finished their coursework, but 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. Supervisors are asked to complete evaluations at the end of each semester through the Taskstream system (see Guide G).

**Doctoral 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 ensure the trainee that the internship will be a training experience that is exacting and
demanding, while also being broad in its scope, with the aim of fine tuning the program’s training objectives.

All matriculated students in the Counseling Psychology Doctoral Program are required to complete a one-year internship that 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 prior to starting the internship.

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. You must successfully complete all courses, practica, program comprehensives, and departmental candidacy requirements before you can apply for an Internship. Students should consult the APPIC website (www.appic.org) for the application requirements.

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 when you begin your Internship. It is imperative to begin the application process early.

The ADCT will guide you throughout the entire process. You should notify the ADCT early in late Spring or summer of the year in which you will be applying for internship of your intention to apply. Typically, the ADCT 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.

A. Requirements of Internship Training

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 gained 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 the primary emphasis must remain on training by professional psychologists, collaborative work with representatives of other disciplines is desirable. 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 ADCT. Supervisors are asked to complete evaluations at the end of each semester through the Taskstream system (see Guide G).

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 hours/week for half-time placements of formally scheduled individual supervision.

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

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

10. Registration for Internship Placement is required (APSY-GE 3016, a zero-credit course).
B. Procedure and Eligibility for Applying to Internship

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.

a. Completion of all required coursework for the doctoral program
b. No outstanding incomplete grades for coursework
c. Passed all components of comprehensive exam and admitted to candidacy
d. Approved dissertation proposal (if not yet approved, discussion with research advisor to ensure that the proposal will be submitted to the committee and reviewed by the departmental review panel in time to be approved prior to the submission of APPIC deadline)
e. at least 2 years of doctoral level clinical experience at 2 distinct training sites or 2 distinct training experiences (3 strongly recommended)
f. at least 7 integrated psychological testing batteries
g. Up-to-date practicum and internship portfolio, documenting all evaluations and hours of clinical training
  f. Approval of academic and research advisors to move forward with internship applications

C. Policy regarding 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 site meets specific APA requirements (above-noted) for internship training. (See Form M.)

D. Internship Application

Students should work closely with the ADCT, 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. The ADCT will schedule various group and individual meetings as well as provide written guidelines regarding the internship application process.

E. Documentation for During Internship

At the end of the first semester of the internship year a Mid-Year Internship/Post-Internship Clinical Evaluation should be completed by your site (see Guide G).
At the completion of your internship an *End of Year Internship/Post-Internship Clinical Evaluation* should be completed by your site (see Guide G). Along with the end of year evaluation, a letter from the training director of your internship site briefly describing your internship experience and stating that you successfully completed all requirements for a year long full-time or two-year part-time equivalent clinical internship is required. The clinical log (Form B) and the evaluation of the internship site (Form F) should also be completed.

**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 may choose to join any appropriate research effort (within or outside the University) after consulting with their advisors. The Steinhardt School has a number of research centers where students can engage in projects; details are available at [http://steinhardt.nyu.edu/centers](http://steinhardt.nyu.edu/centers)

The Applied Psychology Department provides full funding to all students in their first three years, with no upper limits in number of points they may take. Funding includes courses in intersession and summers. The fourth year funding is by scholarship, which excludes tuition remission. (During the fourth year, opportunities for Research Assistantships on grants may also be available. The Steinhardt School provides numerous opportunities to engage in research. The department also offers Monroe Stein awards and Raymond and Rosalie Weiss awards.) It is therefore advisable for students to get all of their coursework done in the first three years, and to leave the Dissertation Proposal course for the fourth year, especially as the program is considering making the Dissertation Proposal course a zero-credit course for our students.

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).
Research Method and Statistic Courses

Students are required to take the first semester of the Research Design sequence, APSY-GE 2073. Students then take the second semester, APSTA-GE 2002 Statistics for Behavioral and Social Science II. The School requirements include 15 points in Research Courses, in which 6 of these points must be in Research Methods. Additionally, a 3-credit specialized Research course is required.

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 by teaching other courses at NYU. All students who teach courses at NYU are either paid hourly as TA's or per course as adjunct instructors. The department also offers students the opportunity to teach as Adjunct Faculty. Please note that students engaged in Research Assistantships are not permitted to teach during the term of the Assistantship. Students funded through fellowships or scholarship may teach during their fellowship/scholarship terms. As per the policies at the Steinhardt School, students are paid as adjuncts for courses in which they serve as instructors of record and on an hourly basis when the students functions as assistants to the classes. However, students funded as Research Assistants on external grants may not serve in these roles while in the position of Research Assistants.

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.
Part IV: EVALUATION, BENCHMARKS, AND MILESTONES

The program faculty evaluates students in the Department of Applied Psychology on an annual basis. Students are evaluated in terms of their achievement of established academic and professional development milestones. These milestones include successful progress through course work; research, teaching and counseling practice objectives; external funding submissions; and evidence of professionally competent and ethical behavior. Students are notified of their academic standing prior to the beginning of each new academic year. Funding is contingent upon earning a satisfactory annual evaluation. Students who do not meet the established benchmarks may forfeit their funding and may be terminated from the program.

ANNUAL REVIEW OF STUDENT PROGRESS

During the annual review meeting held at the beginning of May each year, all students are assessed based upon the program goals, objectives, and competencies. The annual review form is now being administered through Taskstream (see Guide G). 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 Fail 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.

- **Writing Competence:** As a part of the Steinhardt-wide annual self-review of doctoral competency, our program conducts an annual review (typically in mid-Spring) to assess the student competency in their scholarly writing.

- **Comprehensive Examination:** Students must pass with a score of 3 (Average) or higher on all 3 components of the Comprehensive Examination. Those who receive Deferred Pass with Condition grade on Parts B or C are given an opportunity to revise within one month and have it reevaluated. Those who receive Fail rating on Parts A, B, or C in the initial attempt may re-take the failed component at the next exam administration of that component.

- **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 on 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.

• **Successful Internship Completion**

• The criteria for a rating of Unsatisfactory on the Annual Review may include any of the following: failure to meet benchmarks for the year; achieving below a grade of B for any course (unless justified by special circumstances), unethical behavior, incomplete grades whose benchmarks for completion have passed and unsatisfactory evaluation in externships, internship, or practica.

**EVALUATION OF CLINICAL 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. Please also note that students can utilize
www.mypsychtrack.com (recommended) or www.time2track.com rather than the form provided and submit a hard copy for program files.

Practica and Externships are evaluated with the Mid-Year and End of Year Practicum/Externship Clinical Evaluation from through the Taskstream system. 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 4-point scale in each of nine competency areas:
- 1 = struggling to meet expectations
- 2 = meeting expectations inconsistently
- 3 = meeting expectations consistently
- 4 = exceeding expectations

Students must receive ratings of 3 (i.e., meeting expectations consistently) or above in each of the nine competency areas. Students receiving a 2 (i.e., meeting expectations inconsistently) or below will receive clear instructions from their advisor regarding remediation as outlined on the form. (The advisor in consultation with the program director, ADCT, and clinical site supervisor will determine details of the remediation.) Among the possible remediation steps are 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.

COMPREHENSIVE EXAM and DEPARTMENTAL CANDIDACY

The School requires all students to apply for designation as a Doctoral Candidate during their course of study. In order to establish candidacy in the Department of Applied Psychology, the students must pass their program’s Comprehensive Exam. The exam is administered by the CNPS faculty and managed by a member of our program faculty who serves as the Director of the Counseling Psychology Program Comprehensive Exams.

Students must complete all incomplete grades prior to taking the comprehensives.

Counseling Psychology Comprehensive Exam

Counseling Psychology Program Comprehensive Exam Committee is made up of the chairperson (3 year term) and 2 other faculty members from Counseling Psychology Program (2 year terms). Responsibilities of the Chair include convening the committee and coordinating the administration and grading of the exam. The Committee is responsible for construction of the exam each year and resolution of any issues that arise regarding the exam.
Following successful completion of the Comprehensive Exams, students should complete the Departmental Admission to Candidacy form (Form O), secure the signature of their advisor and the Director of Comprehensive Exams, and submit the form to appropriate administrative units for processing.

**Timing of Exam**

Students are required to take the Comprehensive Examination Part A in late summer following completion of required coursework (see below), typically after their second year in the program. Students are required to complete Parts B and C in either Fall or Spring during their third year. Students should discuss their Comp Exam timeline with their advisors, and if they decide to take Part A in late summer that year to indicate this on their annual progress review (typically conducted late April or early May).

**Courses needed prior to sitting for program comprehensive exam**

The following courses must be completed prior to taking Part A of the Comprehensive Exam.

- 2 courses in Statistics
- Research Design
- Counseling Theory & Process
- Cross Cultural Counseling
- Group Dynamics
- Abnormal Psychology
- Developmental Psychology
- Theories of Personality
- Clinical Assessment (2 semesters)
- Advanced Practicum (2 semesters)
- Counseling Psychology Program Seminar
- Seminar in Counseling Theory and Research
- Seminar in Vocational Development

Because some courses are only offered every other year (see Guide C), students should plan their curriculum carefully in order to make sure they are able to take all the required courses prior to the Comprehensive Exam.
Exam Structure

The Comprehensive Exam requires students to demonstrate knowledge and competency in the areas of: 1) psychological theory (particularly theory related to Counseling Psychology), 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 theory & professional issues
   B) A clinical case study paper to assess competence in professional practice
   C) A data-based research paper to assess competences in research

Part A is administered as a written exam, administered in a take-home format in which students are given one weekend (Friday 6pm to Monday 9am) in late August to write responses to the questions. It is expected that students take the Part A at the end of summer just prior to starting the 3rd year of doctoral study (unless they have not completed all courses needed to sit for the Comprehensive Exam). Each response should be 5-7 pages typed, double-spaced, plus references. The responses are evaluated by faculty within 2 weeks of the first day of Fall classes.

Parts B and C are evaluated together. Student must submit papers for Parts B and C together either on November 1 or March 1. It is expected that students submit these papers during the 3rd year of doctoral study. The evaluation of Parts B and C include an oral exam up to 2 hours in duration), which is to be scheduled to take place within one month of the submission of the papers. Any required revisions (if given Deferred Pass grade) will be due within one month of the oral exam date.

The Director of the CNPS Comprehensive Exam will select two faculty members for the examination committee (not the student’s advisor or dissertation chair).

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
      ● Vocational Development
b. Part A will consist of four essay questions that test for knowledge within and across the above domains. Students will have access to resources (syllabi and readings from the courses that cover materials that correspond to the domains, examples of integrative questions) to prepare for the exam.

Guidelines for Part B: Case Report

This paper should be 10-15 double-spaced pages in length, based on a clinical case in which the student served as the primary therapist (typically at a practicum or an externship under the supervision of a licensed psychologist). Students are encouraged to work closely with, and receive appropriate guidance from their clinical supervisor for the case in preparing for this portion of the exam. If the clinical supervisor for the case is not available to provide guidance, the Associate Director of Clinical Training (Kesia Constantine) may be consulted. An outline for this paper is provided below. (This case report paper is expected to also be useful preparation for applying for internships.) No written transcripts are required.

1. Overview of Basis for Treatment: Use of theory and research to provide an overview/introduction to the case and treatment that will be presented.
2. Brief Case Introduction: Summary description of the client and the case
3. Presenting Complaint(s)
4. History: Provide relevant psychosocial background information (i.e., family history; social/relational/sexual history; educational/vocational history; psychiatric history; substance abuse and trauma history, etc.)
5. Assessment/Initial Impression: Document what assessment measures were used and report initial diagnostic impression
7. Course of Treatment: Document significant features/aspects of the beginning, middle, and end of treatment, as it pertains to the case conceptualization and broader theoretical frame being used. This would include challenges and barriers in the treatment, as well as information about outcomes.
8. Treatment Implications
9. Treatment Considerations: Discussion of recommendations for working this client or similar clients in the future

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 a research question, analyze the data, and prepare a manuscript for a peer reviewed journal. This work should be completed under the guidance and supervision of their faculty research mentor. It is expected that the student works closely with, and receives appropriate guidance from their research mentor in completing a project that forms the basis of this portion of the exam. Students must indicate the name of the faculty research mentor on the cover sheet of the research paper.
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 archival data bases, or it can be based on original data collected by the student.

c. The data-based paper can be based on a collaborative project with more than one author. However, the student taking the exam must be the first author (i.e., 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. Length of the paper should be standard length empirical paper in a format ready for submission to a journal in a field of psychology. The paper must include a section discussing the implication of the study for the field of counseling psychology.

Exam Grading and Reporting

Grading criteria for the Comprehensive Exams can be found in Guide D. Form N is used by faculty to report exam results and to specify remediation if appropriate.

Students will receive Pass/Fail grade for Part A and Pass/Deferred Pass with Condition/Fail for Parts B and C of the Comprehensive Exam. Students must receive the grade of Pass on all 3 parts to pass the Comprehensive Exam and advance to doctoral candidacy. The student has one opportunity to re-take any part of the exam they failed. They do not need to re-take any part of the exam for which they have received a Pass grade.

The results of the Counseling Psychology Program Comprehensives Examination, either Pass or Fail, are reported by the academic program or department to the Steinhardt Office of Graduate Studies. That office will, in turn, officially notify the student and the Office of the University Registrar by letter.

The program will not report the Comprehensive Exam result (Pass/Fail) to the Department and to the School until the student has taken and has received grades for all 3 parts of the exam. If a student fails Part A on the first try, the student will be given an opportunity to re-take Part A again the next time it is administered and we will withhold reporting the Comp Exam grade until after the second attempt. If the second attempt at Part A results in a Fail grade, then the Fail grade for the entire Comp Exam is reported to the Department and the School. No further opportunities will be given to the student to re-take the Comp Exam.
**Grading for Part A**

The chair of the CNPS Competency Exam Committee will coordinate grading for Part A. Student identity will be kept confidential throughout the grading process.

Two faculty members will grade each exam question using the evaluation rubric (Guide D). If a student receives a grade of 3 or better on a question from each of the faculty members, the student passes that question. If a student receives a score of 2 or less on a question from each of the faculty members, the student fails that question. If a student receives a score of at least 3 on a question from one faculty member and a score of 2 or less on a question from a second faculty member, a third faculty member will be asked to grade the question. If the student receives a grade of 3 or better on that question from the third grader, the student passes that question. If a student receives a grade of 2 or less on that question from the third faculty member, the student fails that question.

Students must pass all 4 questions on the Part A written exam to receive the grade of Pass on this part of the exam. If a student fails one or more of the 4 questions on Part A written exam, the student fails this part of the exam.

If a student fails Part A written exam (resulting in the failure of Comprehensive Exam), the student may petition to take this part of the exam one more time the following year following completion of any recommended remediation, which may include steps such as taking new courses, re-taking courses, attending focused learning groups, participating in specific arranged mentoring, and so on.

**Grading for Part B**

In order to pass Part B, students must receive ratings of at least 3 on all five criteria for the case study paper by both members of the Oral Exam Committee. See Guide D for the evaluation criteria. If a student does not obtain ratings of 3 on all five criteria from both committee members, a third faculty will read and evaluate the Clinical Report paper.

If the student obtains ratings of at least 2 (minimally adequate) or above on all five criteria but less than 3 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 within 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 student may retake this portion of the exam one more time.
If a student receives a rating of 1 (poor) on any of the five criteria for Part B, then student fails Part B of the Comprehensive Exam (and therefore 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 recommend a remediation plan. Often, specific forms of remediation may be required (including, for example, repetition of specific coursework, writing specific papers, etc.) and specified in writing by the Oral Exam Committee on Form N. 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 recommending the student to retake Part B again, or requiring additional remediation. A student who fails Part B may petition to re-take this portion once.

All steps in this process will be documented in Form N.

**Grading for Part C**

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. See Guide D for the evaluation criteria. If a student does not obtain ratings of 3 on all five criteria from both committee members, a third faculty will read and evaluate the Data-based paper.

If the student obtains ratings of at least 2 (minimally adequate) or above on all five criteria but less than 3 on all five criteria, the student will receive a Deferred Pass with Conditions for Part C. 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 within 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 C to a Pass or a Fail, based on the quality of the submission. If the grade is changed to Fail, the student may retake this portion of the exam one more time.

If a student receives a rating of 1 (poor) on any of the five criteria for Part C, then student fails Part C of the Comprehensive Exam (and therefore the Comprehensive Exam). In such cases, the Oral Exam Committee will review the ratings to determine the reason for the failure. Based on the diagnostic, the committee will recommend a remediation plan (e.g., repetition of specific coursework, writing specific papers, etc.). These requirements will be specified in writing by the Oral Exam Committee on Form N. 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 recommending the student to retake Part C exam again, or requiring additional remediation. A student who fails Part C is allowed to re-take this portion once.
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 the Comprehensive Exam (i.e., received the grade of Fail on one or more parts of the exam), the student’s matriculation is suspended by Steinhardt School. The student must then meet any recommended remediation efforts successfully. After the remediation is documented, the student will be allowed to sit again once for each portion of the exam that the student failed (except for Part A, because we will not report the first Fail result for Part A). If the student does not retake the exam following a completion of the remediation plan, the student’s matriculation is terminated.

If the second attempt is successful (with a grade of Pass), successful completion of the Comprehensive Exam is reported to the Department and to the School. The student must file the paperwork with Steinhardt to reinstate matriculation.

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.

If a student fails any portion of the exam the second time, the student’s matriculation is terminated. See http://steinhardt.nyu.edu/doctoral/policies/#AdmissiontoDegreeCandidacy for Steinhardt doctoral policy regarding admission to degree candidacy.

DISSERTATION

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. See http://steinhardt.nyu.edu/doctoral/dissertation for Steinhardt policies governing the process.

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:
1) Departmental Seminar
2) Seminar in Vocational Development
3) Seminar in Counseling Theory & Research

All three 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.

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 (e.g., case study, phenomenological, ethnographic, historical) 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. Students are strongly encouraged to enroll in advanced methods courses (e.g., multilevel modeling, growth curve modeling, etc.)

Dissertation Proposal Seminar

APSY-GE 3001 Dissertation Proposal Seminar 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.

Based on the amount of coursework needed to complete the Dissertation Proposal, the student’s advisor will determine whether the student should register for a 0-credit or 3-credit Dissertation Proposal Seminar. Students register for 0 credits for Dissertation Proposal Seminar; it is assumed that you are working closely with their research mentors to complete your dissertation proposals. It is expected that students have a clearly articulated research problem and that you have a research mentor with whom they are working intensely on developing your dissertation proposal. You will only be using the course to obtain minimal feedback (e.g., research questions/hypotheses that need to be stated more clearly; content that requires further explanation as it is “jargon” that potential readers will not understand; content that raises more questions than it answers; referrals to literature that would amplify research problems, literature review, or research methods).
By the conclusion of Dissertation Seminar, the student will have prepared a draft proposal 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

**Dissertation Committee**

A dissertation committee is composed of three faculty members - 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 experience 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.)

**Dissertation Proposal**

The dissertation proposal process specific to Applied Psychology is as follows:

1. You and the Chair meet with the full committee (you, Chair, and the officially-appointed committee members) in person or through other exchanges (e-mails).
2. Once the Dissertation Committee approves your proposal for submission, the Chair contacts the Department academic manager, requesting the names of potential reviewers. The department’s academic manager will then, using an alphabetized list of faculty, propose the next two names on the list (faculty who have not served in the current “run through” of the list). The advisor will accept these suggestions then proceed
to schedule a proposal review, or address a request to the department chair that one or more of the names be skipped, for scholarly reasons (past disagreement about methodology, for example). Any other exceptions sought by the advisor or the potential readers should be addressed to the Department Chair. If agreement is reached that a name should be replaced, the academic manager will provide the next name on the list, and so on.

3. You and the Chair schedule a meeting with the Proposal Review committee.

4. The Review Committee makes a recommendation regarding the approval of your dissertation proposal, which is then filed with Steinhardt Office of Research and Doctoral Studies.

Please be sure to follow all guidelines and steps for NYU Steinhardt doctoral dissertation proposal and filing (including obtaining IRB approval), which can be found on:

http://steinhardt.nyu.edu/doctoral/dissertation

Human Subjects Review

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 NYU’s University Human Subjects Review Committee (UCAIHS).

http://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research.html

It is important to note that students who initiate a UCAIHS application – either for the dissertation or for other projects – must first obtain pre-approval from Steinhardt prior to submitting their applications to UCAIHS. Procedures for obtaining clearance are found on the Office of Graduate Studies website:

http://steinhardt.nyu.edu/doctoral/dissertation

Note: All investigators are required to review the Collaborative Institutional Training Initiative (CITI) human subjects training online tutorial and pass the UCAIHS Certification Exam before submitting the proposal to the UCAIHS. See the UCAIHS website for links to the tutorial and the exam.
Dissertation Defense

When the dissertation research is completed, the Dissertation Committee must approve the student to file his/her dissertation with Steinhardt Office of Research and Doctoral Affairs. Please follow all guidelines and steps for dissertation filing. Note that student must be matriculated at NYU in order to file for and defend his/her dissertation.

UNSATISFACTORY PROGRESS AND REMEDIATION

Their program faculty evaluates students in the Department of Applied Psychology annually. Specific standard benchmarks are stated on the Advisement Record (Guide A) as well as the Annual Review Form (Form A). Student progress is discussed in detail at the end of each academic year during the annual review meeting between students and their respective academic advisors using the Annual Review Form, where concerns are brought up during this meeting. Plagiarism and behavior in violation of the Ethics Code are also subject to the evaluation of unsatisfactory progress. If applicable, remediation steps for students who are unable to satisfy the program benchmarks may be asked to complete one or more of the following remediation steps: take new courses, re-take courses, attend focused learning groups, participate in specific arranged mentoring, present written or oral re-conceptualization of a case, complete a paper on a specific topic, pass a course exam, formally present a re-conceptualization of a case, etc.

Students who do not meet the established benchmarks may forfeit their funding and may be terminated from the program. Students receiving two consecutive unsatisfactory ratings on their Annual Review Form are terminated from the program.

In the event that a student fails one or more of the three parts of the comprehensive exam, the student is considered to be making unsatisfactory progress in the program. The student must then meet any recommended remediation efforts successfully (Refer to detailed policy regarding Comprehensive Exams in this Handbook). 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 a student fails the exam the second time, the student’s matriculation is terminated.

For students who are unable to show promising progress, especially those are not making satisfactory progress toward a timely completion of the program, will be sent a formal letter by the Program Director, cosigned by the Department Chair, informing them they that are approaching the limits of their matriculation and spelling out a deadline for items that remain to be completed. These students will also be instructed to contact their respective dissertation chairs. The chairs will also institute a system that keeps in touch with these students regularly so that their progress could be monitored.
Additionally, a member of the faculty or dissertation committee may at any time recommend the termination of a student's matriculation (or degree candidacy) to the Dean's office, provided that such recommendation is accompanied by substantiating evidence. Reasons for recommending termination of matriculation may include, but are not restricted to, poor academic performance, academic misconduct (including plagiarism), and lack of satisfactory progress toward completion of degree requirements. Matriculation is automatically terminated under the following circumstances:

- Expiration of the matriculation period without an approved extension
- Two outcomes of fail on the departmental candidacy examination
- Two outcomes of fail on the final oral examination
Part V: OTHER POLICIES AND PROCEDURES

In addition to the Applied Psychology departmental requirements and the CNPS program requirements, students are expected to familiarize themselves with the NYU Steinhardt Doctoral Student Policies found on:

http://steinhardt.nyu.edu/doctoral/policies/

CONTINUOUS MATRICULATION AND FULL-TIME COMMITMENT

This is a full-time program. Full-time doctoral students are required to complete the degree within eight years of the date of matriculation (indicated on each student's statement of requirements) with a minimum grade point average of 3.0, per Steinhardt-wide doctoral policy. 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 points (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.

Points 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 he/she is registered for a minimum of 12 points of course work per semester, and half-time when registered for 6 points. 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 points for
a particular semester – may be eligible to apply for Full Time Equivalence (FTE) status or half-time status in certain circumstances.

FUNDING AND BENEFITS

Fellows and Research Assistants

All full-time Ph.D. students admitted to the Department of Applied Psychology are funded for 4 academic years either as Fellows or as Research Assistants. Financial support is not available to part-time students. Fellows are funded by the Steinhardt School of Culture, Education and Human Development and select a primary research mentor upon arrival in the Fall of their first year. The funding for Research Assistants is provided by specific faculty grants. Research Assistants are required to work with faculty on the grant throughout the course of the Research Assistantship. These two funding streams are described below.

Fellows

The 4-year Fellowships offered by the Department of Applied Psychology are divided into 3 fellowship years and 1 scholarship year:

1. In each of the 3 “fellowship years” Fellows will receive
   a. full tuition plus fees and health insurance, and
   b. a yearly stipend ($26,457 for 2015-16), payable in 9 monthly payments
2. In the “scholarship year” students will receive:
   a. a scholarship stipend of $18,000. These funds are paid directly to the student in two semester payments and can be used for tuition support or living expenses.

Research Assistants (RAs)

RAs on grant projects will receive:

   a. full tuition plus fees and health insurance
   b. a yearly stipend ($26,457 for 2015-16) payable in 9 monthly payments, and
   c. summer funding of $7,600 (paid on a bi-weekly basis).

Notes: a) Although Fellows and RA’s may register for an unlimited number of tuition points, those who register for more than 12 points must receive advisor approval; b) Tuition funding for Fellows and RAs can be used in Fall, Spring, and Summer semesters but cannot be awarded for less than the whole year; c) Fellowship awards typically cannot be suspended or “banked” for later use; d) It is advisable for students to finish all of their coursework in the first three years and to leave the Dissertation Proposal Seminar (0-credit) for the fourth year.
Other Funding Streams

Student Grants, Fellowships or Scholarships:

Students may receive their own externally funded grants, fellowships or scholarships (e.g., Ford Diversity Fellowship, APA Minority Fellowship). The stipends from these external funding sources may be used to supplement the funding that the student receives from the school to the extent permitted by the funding agency and the Office of Financial Aid.

Anytime a doctoral student applies for extramural funding, the student must check in with the Applied Psychology Director of Doctoral Studies (Professor Shabnam Javdani) AND have the application processed through the Steinhardt Office of Doctoral Studies (Michael Marino).

The Steinhardt School also provides numerous opportunities to engage in research. A list of the department affiliated and other research centers and institutes can be found at:

http://steinhardt.nyu.edu/centers/

The department also offers Monroe Stein awards and Raymond and Rosalie Weiss awards.

Teaching and Grading: During the term of their fellowship Fellows may supplement their income by teaching as Adjunct Faculty in the department of Applied Psychology. Fellows teaching in the department receive teaching training and support (e.g., teaching mentorship) through the Applied Psychology Undergraduate program (APUG). Fellows who conduct any other approved work (e.g., readers, class graders) will be paid at an hourly rate to be determined by the Department.

Students are not eligible to teach or serve as graders while they are employed as RA’s.

Health Care Benefits

During RA and “fellowship years” candidates will be eligible for the university Graduate Assistant Health Insurance plan. In non-fellowship years (i.e., scholarship or unfunded years) students will be eligible for the standard student health insurance plan, which can be purchased with the scholarship stipend.
ADDITIONAL PROGRAM POLICIES

The following are important program policies of which students should be aware:

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 not completed the degree within the 8 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. Admission is not guaranteed. In case of readmission, the students' points 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.”

Our program is designed to give students the necessary exposure to supervised psychological practice in institutional settings for its broadening educational impact as well as to further develop their identities as psychologists. New York State Law makes it illegal to practice as a psychologist without being fully licensed or to give clients any reason to believe that one was a psychologist or a psychologist-in-training.

Therefore, students enrolled in the Counseling Psychology doctoral program 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 license. 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 may 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.

4) Students who use social networking sites (e.g. Facebook or any other social media) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist.

SCHOOL STANDARDS

School standards require a minimum average GPA of 2.5 in order to be granted an M.A., and a minimum average GPA of 3.0 in order to be granted a Ph.D.

School policy for doctoral programs requires minimum residence requirement of 54 points for students admitted with a B.A. and 36 points for students admitted with an M.A. 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 points do not exceed 30% of program points.

Advisors do have the option of exempting students from certain required courses based on previous courses, even if previous points 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.

The program director and the student’s advisor will come up with a remediation plan if a student receives a grade below a B in any course. This plan needs to be documented in writing, and will be submitted to the course instructor. This document will be signed by the student, the course instructor, the program director, and the student’s academic advisor, and will be kept in the student file.
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 student’s 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 members.

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 communicate the results of this procedure to the Department Chair for appropriate actions.
STUDENT GRIEVANCE PROCEDURE

NYU Counseling Psychology Program recognizes that differences in opinions, complaints, or grievances may occur in the relationships between the faculty and students of the counseling psychology program. We believe it is the responsibility of all program members to establish and maintain a climate within which a student problem or complaint can be promptly identified, presented, discussed, and given fair, timely consideration without fear or recrimination or retribution.

The following steps are recommended for students who feel they have been unjustly or unfairly treated in the course of their education.

1. If a single faculty member is involved, the preferred course of action is for the student to discuss the matter directly with that person. If multiple students share the concern, appointing a spokesperson to describe the difficulty and explore solutions with the faculty member may be helpful.

2. If the above step is unsuccessful or the student(s) feel dismissed or intimidated, the student(s) may discuss the problem with his/her academic advisor in the hope that his/her input will be effective in communicating the nature of the concern and in initiating an appropriate remedial process. Alternatively, the student(s) can bring the matter to the attention of the Program Director, the Applied Psychology Department Director of Doctoral Studies, or the Department Chair as appropriate.

3. If a problem exists across multiple faculty members, those affected should request that the Student Action Group representative(s) bring the matter to the faculty meeting. In many cases, discussion of the problem in that form can occur without identifying specific faculty or students.

4. Although the order of appeal as presented above is preferred, the student may feel that the urgency of the issue or other factors may make it necessary to appeal directly to the Department Chair.

5. If the issue cannot be resolved at the department level, then a number of appeal options described in the NYU Steinhardt doctoral policies are available. Please see: http://steinhardt.nyu.edu/doctoral/policies/#studentcomplaint

6. There may be instances when a student may need to resolve grievance involving those outside of the Department of Applied Psychology or NYU Steinhardt. Summary of the formal Student Grievance Procedure for New York University can be found on: http://www.nyu.edu/life/student-life/student-communitystandards/student-grievance-procedure-.html

7. NYU-wide policy and procedures for complaints of assault, harassment and other forms of sexual misconduct can be found on http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-assault--harassment-and-other-forms-of-sexual-misconduct.html
ACCOMODATIONS

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
Exhibit A: Listing of Significant Changes in Current Handbook

List of Changes from 2014 to 2015 edition

- Comprehensive Exam Part A format change has been noted and the new guidelines documented
- Due to feedback from the APA Commission on Accreditation, PSYCH-GA 2010 Principles of Learning is no longer recommended for fulfill the requirement for Cognitive Basis of Behavior. APSY-GE 2038 Abnormal Psychology, while still required, is also no longer appropriate for fulfilling the requirement for Affective Basis of Behavior. Instead, APSY-GE 2261 Emotional Development: Organization, Cognition, & Neurobiology has been re-designed specifically to meet both Cognitive and Affective Basis of Behavior requirement.
- Appendices have been renamed as Guides.
- Guide A (formerly Appendix A) was revised to reflect minor changes (e.g., elimination of audit options, course number or title changes) and to clarify expectations and benchmarks.

List of Changes from the 2013 edition (9/4/13) to 2014 update

- Handbook contents reorganized into Introduction and 5 Parts, with new Table of Content created.
- Information on the new 0-credit transfer form included.
- Text on requirement for 96 points to complete the program is eliminated.
- Policy on Student Disclosure included on p. 7.
- Externship acceptance policy (how long to hold holding acceptances) was changed. New policy is stated on p. 20.

List of Changes from the 2012 edition (6/10/12) to 2013 update (9/4/13)

- Appendices C (Listserv: Subscription and Utilization) and K (Applying for Internship) are eliminated
- Termination policies is included
- The schedule for 2013-14 Summer Comprehensive exams is updated
- A description of the Student Action group (SAG) is included
- Text on dissertation proposal review committee appointment procedures is updated
- Student grievance procedures section is added

List of Changes from the 2011 edition (2/17/11) to 2012 update (6/10/12)

- Details regarding the program comprehensive exam have been revised (P. 29). The schedule of exam for 2012-2014 has also been updated.
- Form A (Annual Review Form) has been revised
- Appendix F has been eliminated.
The page numbers on the content page are updated.

List of Changes from the previous edition (8/10/09) to update 0 (2/17/11)

- The numbers of points for some courses have been changed.
- Our program-required points are now changed from 83 to 82 points
- 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.
- Courses required to sit for comprehensive exam are revised
- The list of alternates graduate courses are removed
- Approved Dissertation Proposal is now required before Internship.
- Comprehensive Exam Reading List has been updated
  - Readings are updated in the following sections:
    - Counseling and Clinical Theory
    - Vocational
    - Empirically supported interventions or Evidence-based practice
  - Two new sections are added to the reading list:
    - Ethical & Professional Standards
    - Current Theoretical & Professional Issues
- Sample Questions for Comprehensive Exam are revised
- 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.
- Childhood & Adolescence option is offered.
- Benchmarks must now be completed at initial advisement session for incoming students as well as at each Annual Review.
- Course E63.2074 is no longer offered
- We no longer have a full time Director/Coordinator of Externship, Practica and Internship
- Consultation will be highlighted as a program focus in update 1 of Program Handbook.
  - Training in consultation will be integrated in specifically designed modules in E63.3611 Seminar in Counseling Psychology and E63.3639 Practicum in Counselor Training. Application of consultation theory will be addressed in two dedicated counseling psychology forum presentations both in Year 1 and Year 2 of the program. Students pursuing a specialization in group training may also elect to take E63.2625 Advanced Group Dynamics: Consultation and Facilitation.
- Faculty voted to approve to move the deadline for submitting comp papers (A. Clinical Case study paper, B) Data-based research paper from concurrent with written exam to two weeks following the written exam.
- Externship evaluation form has been modified according to the program goals and objectives
- Policies regarding social networking have been included in this handbook update
Exhibit B: Listing of Minor Changes in Current Handbook

List of minor changes from 2014 edition to 2015 update
● Table of contents Appendices is reformatted
● Addition and removal of staff members are noted
● Stipend amount is updated for the academic year of 2015-16
● Forms are converted to Adobe Forms and made available separately online

List of minor changes from 2013 edition to 2014 update
● In the section on Policy and guidelines regarding doctoral practicum, section on tape recording sessions has been taken out.
● Slight wording changes in the text about the Externship application process.

List of minor changes from the 2012 edition (6/10/12) to 2013 update (9/4/13)
● Table of contents is renumbered
● Faculty number is updated from 35 to 38
● School psychology is no longer accepting new students
● Director of program is updated to reflect current changes
● ADCT is added
● Addition and removal of faculty members are noted
● Titles of faculty are updated
● A note describing the plan to implement new competency assessment into annual student reviews is included.
● A statement describing the maximum matriculation time allowed in the program is included
● Stipend amount is updated for the academic year of 2013-14
● A statement on students intending to apply for extramural funding is added
● A statement on the requirement of first-year and second-year students to register for the monthly Counseling forum: APSY-GE.3620 (0 credits) is included
● Internship Coordinator is now ADCT

List of minor changes from the 2011 edition (2/17/11) to 2012 update (6/10/12)
● In Appendix G: “Course of Counseling/Psychotherapy Intervention: Themes; techniques; deviation from initial course; cultural/racial issues; ethical issues” has now been changed to: “Course of Counseling/Psychotherapy Intervention: Themes; techniques; deviation from initial course; cultural / linguistic/ racial / religious / gender issues.”
● On P. 93, “Students should fill in as many items as they can on a provisional electronic copy of the Annual Review Form (copy attached) “ has now been changed to: “Students should fill in as many items as they can on a provisional electronic copy of the Annual Review Form.”
● A typo in the paragraph on p. 99 and p.25 have been corrected
In Appendix B, “Ratings of 2 or higher as total for items 44 through 55 (Section VI Assessment) on Practicum and Externship evaluation forms.” has now been changed to: “Ratings of 2 or higher as average for the items in Section VI (Assessment) on the Practicum.”

The paragraph on p.72 that describes “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” has been renumbered.

The statements in Appendix B under Objectives for Goal #2 has been renumbered.

List of Minor changes from update 0 (2/18/11) to update 1 (4/6/11)

- A note has been added in Form A instructing students to complete as many items as they can on a provisional electronic copy of the Annual Review Form, detailing goals achieved in all areas (teaching, research, etc.) and a listing of all of next year's goals / benchmarks for each area, and then emailing this semi-completed form to their advisors as soon as possible. The note also states that students are responsible to ask each of their supervisors and mentors for to give them evaluation and benchmark / goal notes (or to send them to the advisor) before the annual review meeting. It is also noted that students must contact their advisors and schedule a REQUIRED meeting BEFORE the Annual Review date to discuss (and / or modify) the review and benchmarks. The note also reminds students to bring a hard copy of your provisional Annual Review Form to the meeting. A link for downloading the Annual Review Form has been provided.

The Annual Review Form can also be downloaded from the following link: http://steinhardt.nyu.edu/scmsAdmin/media/users/lec321/Annual_Review_Form_updated_4_1_12_.docx

- The redundant benchmarks page has been deleted from Appendix A (Advisement Record) and Form A (Annual Review Form).
- The paragraphs on p. 48 in Appendix A (Advisement Record) under School Requirements have been relabeled
- In Appendix A (Advisement Record), asterisks have been removed from ‘E63.2620 Group Dynamics’
- E63.2039 Theories of Personality is switched to SPRING of the first year.
- E63.2271 Survey of Developmental Psychology: Advanced is switched to FALL of first year
- E63.2273 Identification & Reporting of Suspected Child Abuse/Maltreatment is no longer a workshop. When students register, they receive a notice regarding an online tutorial/test, as well as the requirement of submitting a copy of a certificate of satisfactory completion
- Typos on p 48 in Appendix A (Advisement Record) have been corrected.
- On p. 50 in Appendix B, Objectives for Goal #2 have been re-labeled as 2.1 and 2.2.
A section on courses to be taken and incomplete grades to be resolved is added in the beginning of the Annual Review Form.

List of minor changes from update 1 (4/6/11) to update 2 (10/30/11)

p. 15, the following paragraph is added to the Departmental Funding description:

It is advisable for students to get all of their coursework done in the first three years, and to leave the Dissertation Proposal course for the fourth year, as the Dissertation Proposal course is a zero-credit course for our students.

p. 19 - The description to APSY-GE.3620 Forum in Counseling Psychology has been expanded with following paragraph:

“As a core component of the training program, this 2 year – long monthly forum exposes students to critical work in the areas of theory, practice, research and consultation. Through presentations by nationally recognized experts, faculty, and students, the forum will explore substantive, methodological, and professional issues in counseling. Each session will include reviews and discussions of pertinent journal articles. This is a 0-credit course, and can be repeated for a total of 4 semesters. The course is for 9 hours per semester.

P. 29

The dates for the written part of the comps are November 11, 2011 and March 11, 2012. Students must register for the exam by October 21st for the Fall exam. Registration is online.

Comp dates for the next three years (2011-2014) have been updated as follows

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>November</td>
<td>March 30</td>
</tr>
<tr>
<td>2012-2013</td>
<td>October 19</td>
<td>March 15</td>
</tr>
<tr>
<td>2013-2014</td>
<td>October 26</td>
<td>March 28</td>
</tr>
</tbody>
</table>

p.38 (under Dissertation Proposal Seminar)

An additional paragraph on Dissertation proposal seminar is added to the original course description:

“Based on the amount of coursework needed to complete the Dissertation Proposal, the student’s advisor will determine whether the student should register for a 0-credit or 3-credit Dissertation Proposal Seminar. Students register for 0 credits for Dissertation Proposal Seminar; and therefore, it is assumed that you are working closely with their research mentors to complete your dissertation proposals. It is expected that students have a clearly articulated
research problem and that you have a research mentor with whom they are working intensely on developing your dissertation proposal. You will only be using the course to obtain minimal feedback, e.g., research questions/hypothesis that need to be stated more clearly; content that requires further explanation as it is “jargon” that potential readers will not understand; content that raises more questions than it answers; referrals to literature that would amplify research problems, literature review, or research methods.”

P. 44 Advisement Record (Appendix A)
- Course schedule changes have been made to the Advisement Record. Additionally, the course APSY-GE.3620 Forum in Counseling Psychology (0 unit) is now added to the curriculum for Year 1 & 2 Fall and Spring semesters. Students need to register for APSY-GE.3620 Forum in Counseling Psychology throughout their first and second years.
- APSY-GE.3001 Dissertation Proposal Seminar is now offered as a 0 unit course for students in the Counseling program starting in the Fall semester of 2011.

p. 49 Curriculum notes:
It should read:
1. APSY-GE 3009 (Departmental Seminar: Theories of Change) is offered each Fall semester. It must be taken during the first Fall semester in attendance.

p. 52, 53
- Appendix B (Goals, objectives and outcome measure) has been modified:
  - Outcomes 3.1c now reads: A PASS in E63.3620 Forum in Counseling Psychology
  - Outcomes 4.2a now reads: A PASS in E63.2620 Forum in Counseling Psychology

P. 65 Appendix G Case Study Outline
A new case study outline for the Comps case study paper was developed

p. 82
The following sentence “To apply for candidacy, students must be matriculated, have a B average or higher, and have less than 12 points with Incomplete or N grades” has been replaced by “The completion of both the Psychology Core Requirement Courses and passing the Comprehensive Exam satisfies the requirements for Department Candidacy.”

p. 85 Students may use Appendix G as a reference for a sample format for the Comprehensives Case Study Paper.

P. 98
The externship/practicum evaluation form (Form D) has been updated so that the modified evaluation form includes program goals and competencies (as listed in Appendix B) that are relevant to students’ practicum and externship experience.

Changes throughout the handbook:
Course numbers have been changed throughout the handbook. All E63 courses now begin with the course code APSY-GE, all E10 courses begin with the course code RESCH-GE and G89 courses begin with PSYCH-GA.

Candidacy exam are now referred to as Comprehensive Exam. The following terms have been eliminated from the handbook: ‘Core Requirements’, ‘Core Domains’, and ‘Core Competencies’