Counseling Psychology Ph.D. Student Handbook

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

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

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

Bachelor of Science Degree:
- Applied Psychology Undergraduate Program

Master of Arts Degrees:
- School Counseling, K-12
- Bilingual School Counseling K-12
- Counseling for Mental Health and Wellness
- Human Development & Social Intervention

Ph.D. Degrees:
- Counseling Psychology
- Psychology & Social Intervention
- Psychological Development
- School Psychology

FACULTY FOR COUNSELING PROGRAMS

Director of Doctoral Program: Prof. Sam Juni
Co-Directors of MA Program: Prof. Alisha Ali, & Randolph Mowry

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

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

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

**Professor Samuel Juni** (212 998-5548)
**Director of Doctoral Counseling Psychology Program**
Psychopathology and differential diagnostics; operationalizing psychoanalytic constructs and personality; assessment theory and test construction; quantitative research of defense mechanisms and object relations; cross-cultural group dynamics.

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

**Professor Sandee McClowry** (212 998-5297)
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.

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

**Clinical Associate Professor Randolph Mowry** (212 998-5224)
**Co-Director of M.A. Counseling Program**
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.

**Dr. Michael C. Nina**
**Instructor / Doctoral Clinical Coordinator**

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

**Professor Mary Sue Richardson** (212 998-5559)
Development through work and relationships in peoples lives, gender issues, supervision and
training, psychoanalytic theory and psychotherapy, feminist and qualitative research methods.

**Associate Professor Lisa Suzuki** (212 998-5575)
Multicultural assessment and counselor training; qualitative research methods; intelligence testing with diverse populations.

**Assistant Professor Shabnam**
Development of, and social response to violence and antisocial behavior, focusing on psychopathology, criminal justice systems response, and the role of gender and adolescence. She elaborates the roles of genetics, environment, and trauma violent behavior in eliciting violence among women and girls. Her focus is one of social justice focus of advocacy for young women involved in the juvenile justice system.

**Professor Julia Shiang**
Joint Appointment with Counseling Center/Wellness Center. Asian American mental health outcomes, treatment and intervention supervision, brief psychodynamic psychotherapy, death and dying, and object relations/attachment.

**FACULTY FOR PROGRAMS in**
Applied Psychology Program Undergraduate Program
   Psychological Development
   Human Development & Social Intervention
   Psychology & Social Intervention
   School Psychology

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

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

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

**Associate Professor Joshua Aronson** (212 998-5543)
Impact of stereotypes and prejudice on development, self-concept, and academic achievement of minority children and adolescents; interventions to boost motivation, achievement, and standardized test scores of low-achieving minorities; social psychology of education.
**Professor Mary Brabeck** (212 998-5000)
**Dean of Steinhardt School of Culture, Education, and Human Development**
Interprofessional collaboration, gender and culture, intellectual and ethical development, professional and feminist ethics, values and conceptions of the moral self.

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

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

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

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

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

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

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

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

**Professor Robert Landy** (212 998-5258)  
Teaching and learning; child development; drama therapy; spiritual perceptions of children; trauma effects on children. His primary appointment is on faculty of Department of Music and Performance Studies.

**Associate Professor Gigliana Melzi** (212 998-9023)  
**Director of Applied Psychology Undergraduate Program**  
Language and literacy development, in particular development of narrative and conversational skills during the preschool years; impact of sociocultural factors on development; language development of Latin American, Spanish-speaking children living in and outside the United States.

**Associate Professor Ronald J. Moglia** (212 998-5780)  
Research interests include sex education particularly in the area of how young children learn about sexuality and how this knowledge can be incorporated into sex education curricula for children.

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

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

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

**Associate Professor Selcuk Sirin** (212 998-5364)  
Muslim American identity development; development of Racial and Ethical Sensitivity Tests (REST); interventions to increase cultural competence among school professionals; school engagement and achievement gap; meta-analysis.
**Professor Carola Suarez-Orozco** (212 998-5282)
Co-Director of Immigration Studies @ NYU; cultural psychology; academic engagement; immigrant youth; identity formation.

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

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

**Professor Willavene Wolf** (212 998-5374)
Cognitive development; language development; parent-child interactions as related to literacy development; child sexual abuse.
DEFINITION OF COUNSELING PSYCHOLOGY

“Counseling psychology as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with a sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

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

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

Endorsed by the APA Executive Committee of Division 17

ACCREDITATION

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

GUIDELINES REGARDING PROGRAM COMPONENTS

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

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

A. Program History and Philosophy

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

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

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

B. Program Design

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

Across all four of these components, attention is given to the integration of practice, theory, and research. For example, students study counseling process in counseling theory courses at both the M.A. and Ph.D. level while they also engage in counseling practice in the counseling psychology 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.

C. Goals, Objectives, Competencies, and Outcome Measures

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

- are knowledgeable regarding current theory, research, and practice in psychology, in general, and in counseling psychology, specifically.
- are committed to promoting an understanding of optimal human functioning and adaptation across the lifespan.
- are prepared to function as multi-faceted and multi-skilled professionals in a wide range of roles as professional psychologists, who have an understanding of wellness, health and meaning models of intervention.
- have a professional identity of a counseling psychologist and who are able to develop additional knowledge and skills appropriate to this area of specialty.
- have attained awareness, knowledge, skills, and attitudes to work effectively with clients from diverse backgrounds, particularly in an urban setting.
- have developed a high level of ethical sensitivity and behavior in their professional roles as researchers and practitioners and who are committed to the continuing development of psychology as a profession.
- 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 Appendix B): satisfactory performance in coursework, practicum/externship, the comprehensive examination, research & dissertation, and internship are specifically noted. These outcomes inform the various periodic student evaluations, and are most relevant in our annual review process (see Form A) and the in evaluation rubrics for our comprehensive examination (see Appendix H).

D. Childhood & Adolescence Options

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.

E. Training in consultation

Training in consultation is now integrated in specifically designed modules in APSY-GE 3611 Seminar in Counseling Psychology and APSY-GE 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 APSY-GE Advanced Group Dynamics: Consultation and Facilitation.

F. Matriculation and Full-Time Study Commitment

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

Leaves of absence are not granted in our program. Thus, if there is a semester when it is impossible for a student to register for at least 3 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 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. These are specified in Appendix M.

G. Departmental Funding for Students:

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. 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 of $23,046, 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 (RA’s) : Research Assistants (RA’s) on grant projects will receive:

a. full tuition plus fees and health insurance
b. a yearly stipend of $23,046 payable in 9 monthly payments, and
c. summer funding of $7,600 (paid on a bi-weekly basis).

Note: 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) financial support is not available to part-time students; c) tuition funding can be used in Fall, Spring, and Summer semesters but cannot be awarded for less than the whole year; and d) fellowship awards cannot be suspended or “banked” for later use.

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.

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.

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 seen 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.

**EVALUATION, BENCHMARKS, AND MILESTONES:** Students in the Department of Applied Psychology are evaluated annually by their program faculty. 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.

**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 gone beyond the eight year time limit) and have exhausted possibilities of extension of matriculation may reapply for readmission. They must go through a whole new application process in order to be admitted. 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 psychologist. 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 CNPS Program in Counseling Psychology are not permitted to engage in independent practice. Those students, however, possessing prior legal certification (e.g., M.S.W.) may engage in independent practice under the auspices of that 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 of 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.

**ADVICEMENT**

When students are accepted into the CNPS program, they are assigned an academic advisor from the Counseling faculty. Students are free to switch to another advisor, who is a faculty member in our program, at any point, with the approval of the Program Director. New advisors can be selected from the faculty serving on the CNPS committee. To accomplish this, one must: 1) select a new advisor and obtain that person's approval; 2) inform the old advisor that a new advisor has been selected; and 3) secure the approval the Program Director for the change. Unless there is an official change of an advisor, a student's advisor remains in that position until the student completes the doctoral program. The advisor will help the student with curriculum planning but does not have to be a member in student’s dissertation committee. 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 will have to appoint at least a member from the Counseling Program to join the committee.

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

**COUNSELING PSYCHOLOGY LISTSERV INSTRUCTIONS**

The Counseling Psychology Program has set up a Ph.D. list service for all in the program to use. This listserv is the primary communication route among program, faculty and students. You should subscribe as soon as possible, to ensure that you are kept abreast of all new information. Follow the instructions in Appendix C to subscribe to the listserv. The appendix also will give you instructions on replying and sending out messages and notices.

**FIRST AND SECOND YEAR DOCTORAL STUDENT COLLOQUIUM: COUNSELING FORUM**

This is a non-credit required monthly Counseling Forum for all first and second year students in the CNPS program. This Forum is designed to introduce students to the Department and to the faculty across programs, to foster a sense of community among students, and to contribute to the scholarly and intellectual life of the Department. A schedule of meeting dates and topics typically is provided to students at the beginning of each semester. Failure to attend the first and or second year colloquia may result in an evaluation of ‘unsatisfactory’ for the
academic year. 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. As an effort to integrate training in consultation, application of consultation theory will be addressed in two dedicated counseling psychology forum presentations both in Year 1 and Year 2 of the program. 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.

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

PROGRAM COURSE REQUIREMENTS

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

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

Our list of program-required points amounts to 79 graduate points. Since the State requirement is 96 points, 17 points (96 minus 79) will be listed as “extra electives.” Students may be exempted, on a case-by-case basis, of these “extra electives” based on individual academic and background considerations. We expect that an upcoming Curriculum Revision to be submitted to the school should result in minimizing the number of required points.

It should be noted that the 79-credit program is formulated for the incoming student who has not taken graduate courses in the field. Those who have taken previous graduate courses often will see a reduction in the number of required 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.

Following is the list of courses required in our program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE2682</td>
<td>Cross Cultural Counseling</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE2620</td>
<td>Group Dynamics</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Counseling Psychology Specialty Elective</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE2658,9</td>
<td>Individual Counseling: Practice (audited)</td>
<td>2 courses, 0 points each</td>
</tr>
<tr>
<td>APSY-GE3607,8</td>
<td>Advanced Practicum</td>
<td>2 courses, 2 points each</td>
</tr>
<tr>
<td>APSY-GE3629</td>
<td>Practicum in Counselor Training</td>
<td>3 points</td>
</tr>
<tr>
<td>APSY-GE3620</td>
<td>Forum in Counseling Psychology</td>
<td>0 point</td>
</tr>
<tr>
<td>APSY-GE2273</td>
<td>Identification &amp; Reporting of Suspected Child</td>
<td></td>
</tr>
</tbody>
</table>
Abuse / Maltreatment (online tutorial/test)  0 point

APSY-GE 2657  Counseling Theory and Process  3 points
APSY-GE 3633  Seminar in Counseling Theory & Research  3 points
APSY-GE 3657  Seminar in Vocational Development  3 points

APSY-GE 3009  Departmental Seminar: Theories of Change  3 points
APSY-GE 3611  Counseling Psychology Program Seminar  3 points

APSY-GE 2140  Measurement: Classical Test Theory  3 points
APSY-GE 2672  Interpretation and Use of Tests  3 points
APSY-GE 3665,6  Clinical Assessment  2 courses, 3 points each

RESCH-GE 2002  Statistics for the Behavioral and Social Sciences II  3 points
APSY-GE 2073  Research Design in the Behavioral and Social Sciences  3 points

Research Electives  3 courses, 3 points each

Number of Program Points: 79

Additional State Requirement: Extra Elective Points: 17

Total number of Points: 96

The program course requirements incorporate the basic courses required by the school, and competency in the Basic Psychology areas. The school requirements are presented in Appendix L.

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

At the initial advisement period, a matriculation agreement will be completed by the advisor and student. Each student will receive a detailed annotated program schedule for his / her entire course of study. A copy of this schedule detailed document will be kept in each student file. (See Appendix A.)

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.

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

**HANDBOOK REVISIONS**

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

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

**CLINICAL TRAINING**

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

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

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. A list of the department affiliated and other research centers and institutes can be seen at http://steinhardt.nyu.edu/centers/. 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).
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 (See Form J).

PRACTICUM INFORMATION

Policy Regarding Doctoral Practicum

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

Specific Requirements

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

**PRACTICUM GUIDELINES FOR STUDENTS AND SUPERVISORS: APSY-GE 3607 & APSY-GE 3608**

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

**I. Purpose of the Course**

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

**II. Requirements**

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

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

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

B. Tape recordings:

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

C. Student Evaluations

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

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

III. On-Site Supervisor:

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

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

IV. NYU Supervisors

A. Supervision
The usual model of supervision is group process. The object of this course is for students: 1) to receive guidance, feedback, and critique of their work with clients; 2) to gain insight observing supervision of other students in the group; 3) to test out their own interpretive suggestions toward fellow students, and to have these suggestions discussed, critiqued, or validated by the supervisor and the peer group; 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.

B. Case Report

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

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

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

C. Criteria for Passing

Practicum supervisors will require a variety of types of evidence indicating the level and quality of student performance such as tape recordings of client-counselor interactions, written reports and case summaries, and measures of the effects of other counselor functions. Broadly stated, students are expected to demonstrate competence in the following areas:

1. Ability to make effective interventions in the counseling session.
2. Ability to explain/understand the value of an intervention (or sequence of interventions) in a session and in relation to the over-all goals of the counseling.
3. A theoretical frame for counseling that can be articulated and is evident in practice.
4. An ability to reflect on his/her interventions in counseling and to critically analyze them.
5. Sensitivity to and understanding of ethical issues in counseling.
6. Interpersonal sensitivity to issues of diversity such as gender, race, ethnicity, class, and sexual orientation.
NYU supervisors should develop criterion for passing the practicum course to be shared with students at the start of the semester. Should a student fail to meet the criteria by mid-semester and risk failure or an incomplete in the course, please:

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

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

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

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

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

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

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

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

**EXTERNSHIP INFORMATION**

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

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

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

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

EVALUATION OF PRACTICUM AND EXTERNSHIP STUDENT COMPETENCIES

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

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

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

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

PROGRAM COMPREHENSIVE EXAM and DEPARTMENTAL CANDIDACY

The Comprehensive Exam is a Departmental requirement. The exam is administered by the CNPS faculty and managed by a member of our program faculty who serves as the Director of the Counseling Psychology Program Comprehensive Exams.

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

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, students must pass their program’s Comprehensive Exams. Our program actually requires that the various courses be completed before a student can sit for the Comprehensive
Exams. The Departmental Psychology Requirements are incorporated into the Counseling Psychology program requirements as indicated in APPENDIX A of this Handbook.

The completion of the basic Psychology Courses and passing the Comprehensive Exam satisfy the requirements for Department Candidacy.

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 Comprehensives Exams, and submit the form to the appropriate secretary for formal action by the department.

**COUNSELING PSYCHOLOGY PROGRAM COMPREHENSIVE EXAM**

**Time of Exam**

The Comprehensive Exam is scheduled by the Department twice yearly: in the Spring and in the Fall. It is recommended that students take the Program Comprehensive Examinations in the Fall following completion of their second year in the program. Students must register for the exam by September 20 for the Fall exam and February 8 for the Spring exam by informing the Director of the Counseling Psychology Program of their intention to take the exam.

**Tentative Schedule of Exam for 2011-2014**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>October 19</td>
</tr>
<tr>
<td>2013-2014</td>
<td>October 18</td>
</tr>
<tr>
<td>2014-2015</td>
<td>October 17</td>
</tr>
</tbody>
</table>

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

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

**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 be submitted with a transcript and audiotape of a therapy session to support competence in professional practice.
C) A data-based research paper to support competences in research.

**Part B and C are due two weeks following the date of the written exam. Students should submit three copies** to the Director of the Program Comprehensive Exams.

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

I. **GUIDELINES FOR PART A: WRITTEN EXAM**

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

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

c. Material covered in Counseling courses (e.g. Program Seminar, Seminar in Counseling Theory and Research, Seminar in Vocational Developmental Theory and Research, Cross-cultural Counseling) and supplementary Program Comprehensive Exam reading list can be helpful in preparing for the exam. The reading list is updated annually by the Director of the Program Comprehensive Exam. Students should use the reading list that is available at the end of the academic year prior to the exam. The reading list is available on the Counseling Psychology Program website.

II. **GUIDELINES FOR PART B: CASE STUDY**

a. Students should provide a clinical case paper based on their work with one client that includes diagnostic impressions, a conceptualization of client dynamics, a cogent theoretical approach to clinical intervention, and a review of the counseling process with this client. Students are required to discuss critical issues (ethical, racial-cultural, etc.) that occur in working with this client. The paper should elaborate and explain the theoretical framework that informed the student’s work with this client, consistent with the requirements of the practicum case report. This paper should be of a quality appropriate for professional presentation or publication and should follow a systematic case study format which includes theoretical conceptualizations of theory and
intervention options, and efficacy considerations. A sample format for the case study paper can be found in Appendix F. Length of the paper should be 15 – 20 pages.

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

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

Part C will be the completion of a data-based research paper, demonstrating the student’s ability to conceptualize and implement a research study, in preparation of a manuscript for a peer reviewed journal.

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

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

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

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

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

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

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

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

SUGGESTIONS

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

1. Working on faculty or Departmental projects.
2. Helping an advanced dissertation student with the collection and analysis of dissertation data and doing some additional or supplementary analyses of data.
3. Doing a pilot study for a possible dissertation project.
4. Doing a piece of evaluation research related to the student’s work setting.
Exam Ratings

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

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

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

INTERNSHIP INFORMATION

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

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

You must plan your internship application in conjunction with your dissertation process, since a student may not begin the internships before the dissertation proposal has been approved. Applying for an Internship is a rigorous, time-consuming and stressful process. Most applications have to be completed by December 1st, the year prior to the Fall when you begin your Internship. It is imperative to begin the application process early.
The NYU Counseling Internship Coordinator will guide you throughout the entire process. You should notify the coordinator early in late Spring or early September of the year in which you will be applying for internship of your intention to apply. Typically, the Internship Coordinator will hold one or several meetings for intern applicants during the Fall term to assist students in the application process. Current APPIC Directories of internship sites are available online.

**The Internship component of the Counseling Psychology Program**

**General purpose of the internship**

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

**Specific requirements**

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

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

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

4. There must be a single clearly designated psychologist with experience in training who will act as the primary supervisor and/or professional responsible for the intern’s training activities. Although 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 Director of Fieldwork and Internship.

6. The intern’s commitment to the training site must involve a minimum of 2000 “clock” hours, which may include released time off-site for professional development activities. Of these 2000 “clock” hours, 800 hours must involve direct service to clients.

7. The internship program must provide supervised experience in an organized sequence of activities including direct delivery services or functions and services that benefit clients indirectly e. g., administration, research, teaching, supervision, program development). However, the intern must be assured of time allotted to:

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

   B. A minimum of two hours/week for full-time placements and 1 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. At the end of each academic term, students are required to submit client contacts logs, verified and signed by a representative of the training site, to the Internship Training Director. These logs should indicate the number of “clock”, client contact, and supervision hours accrued during the term.

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

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

**INTERNSHIP ELIGIBILITY**

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

**Requirements for internship eligibility:**

a. Up-to-date and completed practicum and externship portfolio in your folder and a completed evaluation from supervisor for each externship completed. (Students should also maintain copies of these documents in their personal files.) Documentation for this requirement will be requested during fall semester of application year.
b. Students planning to go on internship will set up a "closure" meeting with your adviser in the fall semester of the year preceding the expected internship. Students should bring a current transcript (student copy from ALBERT is acceptable), and all information related to completion of courses and requirements. Advisers will subsequently be asked to verify other requirements still remaining and timetable for completion (such as any incompletes). *Outstanding incompletes must be completed by the last day of the Fall semester.*

c. All students who are applying for Internship must have passed Departmental Comprehensive Exams by the **last day of classes of the Fall semester.**

d. Each student must have a final copy of his or her dissertation proposal **which has passed proposal review**, by **last day of classes of the fall semester.**

**Non-APA Internship Sites**

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

**Internship Application**

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

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

**Internship Evaluations:**

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

**DISSERTATION INFORMATION**

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

The consensus is that it is never too early to begin thinking about one's dissertation. Discovering areas of interest, and subsequently narrowing one's focus within an area, provides 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.

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, RESCH-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.

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 Research Courses (e.g., Multilevel Models: Growth Curves; Advanced Topics in Quantitative Methods: Causal Inference, Nested-Data Models, etc.)

APSY-GE 3001 DISSERTATION PROPOSAL SEMINAR COURSE REQUIREMENTS

Required Course (Graded as Pass / Fail only)

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

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

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/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

**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.)

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

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

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

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

HUMAN SUBJECTS COMMITTEE

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

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

ANNUAL REVIEW OF STUDENT PROGRESS

During the annual review meeting held at the beginning of May each year, all students are assessed based upon the program goals, objectives, and competencies. This review includes attention to the following:
• **Transcript Review**: Specified outcome measures based upon grades of B or higher or PASS are noted. Students receiving a grade below a B or 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.

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

• **Practicum/Externship Evaluation**: The internship/externship coordinator will review Evaluation forms completed by site supervisors. Any concerns raised regarding a student’s performance this will be shared with the student’s advisor, and the program director. In collaboration with the student and site supervisor, remediation activities will be determined and benchmarks established. Concerns will also be brought up for discussion at the annual review meeting.

• **Research Experience**: Students are expected to be involved 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.

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

**Competencies Expected of Students in Applied Psychology**

I. Research Excellence: Students will be evaluated with respect to the following three areas of competence:

a) Conceptual and theoretical sophistication

b) Conceptual and theoretical sophistication with respect to matters of culture and social identity, and their interface with development in various contexts

c) Competence in data collection, data entry and/or coding

d) Competence in data analysis (e.g., advanced quantitative and or qualitative analysis).

e) Knowledge dissemination: Manuscript preparation/publication

f) Knowledge dissemination: Conference presentation/symposia

g) Observation of professional ethical guidelines related to research

h) Funding proposal preparation (e.g., capacity to prepare intramural or extramural funding applications including fellowship or scholarship applications, grants)

i) Capacity to interface respectfully and effectively in community contexts with community partners and collaborators

j) Capacity to direct a research team or initiative independently

NOTE: Faculty research mentors must, at a minimum, commit to supporting students’ development in competencies a through g. The specific research activities in which each student will be engaged will be outlined by mentors and students at the start of each academic year.

II. Clinical Excellence

a) Competence in conducting psychological assessments and preparing assessment reports

b) Competence in use of diagnostic manual

c) Competence in developing diagnostic formulations

d) Competence in developing and implementing treatment plans

e) Multicultural competence (i.e., competence in working with clients from diverse social identity backgrounds)

f) Competence in working with groups and with individuals
g) Capacity for critical self-reflection
h) Mastery of theories of intervention
i) Knowledge and observation of professional ethical guidelines related to practice
III. Teaching Excellence: Students will demonstrate competence in
a) Preparing syllabi
b) Identifying course objectives
c) Effective assessment (via course assignments) of students in relation to course objectives
d) Lecture preparation and delivery
e) Use of technology to support teaching

STUDENT GRADE APPEAL PROCEDURES

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

1. A student who wants to appeal a grade should first schedule a meeting with the professor of the course and if they cannot come to an agreement then the student may appeal to the Program director.
2. A student who wishes to appeal a grade received in a course will file the appeal with the Program Director, providing documentation, such as a copy of course syllabi, all papers, quizzes, exams with the grades for each and a written statement of their reasons for requesting an appeal of the grade.
3. Two program faculty members will be appointed to review the students’ appeal. The Program Director will assign one faculty member based on a system of sequential scheduling. The student making the appeal will select the other faculty member.
4. The faculty member appointed by the Program Director will schedule a meeting of the grievance committee with the student to review both sides of the appeal. A second meeting will be held with the faculty member whose grade has been appealed. The faculty committee will make a decision on whether to grant the student a grade change or to hold to the existing grade.
5. The Program Director will make the final decision when there is a tie vote on the part of the faculty committee hearing of the appeal.
6. As the final step in this process, the Program Director will relay the results of this procedure to the Department Chair for appropriate actions.

PROGRAM GOVERNANCE

The CNPS committee is composed of those full-time faculty members in the program who make a primary commitment to this doctoral program and CNPS student representatives. This committee, chaired by the Program Director, is responsible for the administration of the program and is the forum of the program, curriculum and student evaluation, development of policy regarding the program and attention to any other considerations relating to the program. All policy emanating from the committee must be formally approved at a program meeting.
The committee usually meets one or more times monthly on Tuesdays from 12:00 – 1:30 pm. Meetings are usually scheduled in Kimball Hall, 246 Greene Street, Room 607.

**ACCOMMODATIONS**

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

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

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

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

Name: _______________________________  Date: __________________
Address: ______________________________  Phone: _________________
______________________________________  Email: ___________________

NOTE: CURRENT ADDRESS, PHONE NUMBERS & EMAIL ARE REQUIRED YEARLY
IN ORDER FOR STUDENT TO RECEIVE VITAL PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Psychology Prerequisites: 18 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>RESCH-GE 2001 Educational Statistics I</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>RESCH-GE 2001 Educational Statistics I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer prior to Year 1, or Fall of Year 1, or Spring of Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>APSY-GE 2658 Individual Counseling: Practice I</td>
</tr>
<tr>
<td>APSY-GE 2659 Individual Counseling: Practice II</td>
</tr>
</tbody>
</table>

Note: CNPS students may audit these courses free of charge if they did not take these courses previously. Students who need to audit these courses should contact Kevin Davis to reserve a spot.

<table>
<thead>
<tr>
<th>Year 1: (Anytime; earlier is best)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Tutorial</td>
</tr>
<tr>
<td>APSY-GE 2273 Identification &amp; Reporting of Suspected Child Abuse / Maltreatment (online tutorial/test)</td>
</tr>
</tbody>
</table>

When students sign up at http://www.nysmandatedreporter.org/courses.html, they will receive a notice regarding an online tutorial/test, as well as the requirement of submitting a copy of a certificate of satisfactory completion.
### Year 1: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 3009 Departmental Seminar: Theories of Change</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2657 Counseling Theory and Process</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2073 Research Design and Methods in the Behavioral Sciences</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2620 Group Dynamics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3611 Counseling Psychology Program Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2672 Interpretation and Use of Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Year 1: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 2038 Abnormal Psychology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2039 Theories of Personality</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2682 Cross Cultural Counseling</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>RESCH-GE 2002 Statistics for the Behavioral and Social Sciences II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3657 Seminar in Vocational Development</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3633 Seminar in Counseling Theory &amp; Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

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

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

Most students with a Counseling MA will have met the pre-requisite of two semesters of Supervised Counseling Practicum. Students need to keep in mind that APSY-GE 3633 is offered only in the Spring of even years. Thus, students who are admitted in an even year without having completed two semesters of Supervised Counseling Practicum will need to take the seminar in their third year. This will delay their candidacy for another year. (A student may also opt to register for APSY-GE 3607 and APSY-GE 3608 for the first and second semesters of the first year, respectively, in order to be able to register for the seminar in their first Spring semester of an even year. This would, however, entail a very heavy course load.)
### Year 2: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 2140 Classical Test Theory</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3665 Clinical Assessment I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3611 Counseling Psychology Program Seminar</td>
<td>EVEN YRS</td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2620 Group Dynamics</td>
<td></td>
<td>3</td>
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<tr>
<td>APSY-GE 2271 Survey of Developmental Psychology: Advanced</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3607 Advanced Practicum: Individual &amp; Group I</td>
<td></td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>14</td>
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</tbody>
</table>

### Year 2: Spring

<table>
<thead>
<tr>
<th>Course</th>
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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>APSY-GE 3666 Clinical Assessment II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2003 Social Psychology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3608 Advanced Practicum: Individual &amp; Group II</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>APSY-GE 3657 Seminar in Vocational Development</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3633 Seminar in Counseling Theory &amp; Research</td>
<td>ODD YRS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

**Note:**
Students may register for APSY-GE 3633 (Seminar in Counseling Theory & Research) only if they have completed at least one of the following prerequisites:
- At least one semester of Advanced Practicum: Individual 1 (APSY-GE 3607)
- Two semesters of Supervised Counseling Practicum

APA did not approve PSYCH-GA 2012 Physiological Basis of Behavior to satisfy the requirement of “Biological Basis of Behavior” course. Therefore, students should register students for APSY-GE 2001 Neuropsychology of Behavior in the Spring of even years.
Year 3: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 3629 Practicum in Counselor Training</td>
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<td>3</td>
</tr>
<tr>
<td>Counseling Specialty Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research Elective (Approved by advisor)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research Elective (Approved by advisor)</td>
<td></td>
<td>3</td>
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Year 3: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH-GA 2010 Principles of Learning</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 2001 Neuropsychology of Behavior</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>APSY-GE 3103 Historical Perspectives of Psychological Theory</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research Elective (Approved by advisor)</td>
<td></td>
<td>3</td>
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</table>

Note:
APA did not approve PSYCH-GA 2012 Physiological Basis of Behavior to satisfy the requirement of “Biological Basis of Behavior” course. Therefore, students should register students for APSY-GE 2001 Neuropsychology of Behavior in the Spring of even years.
<table>
<thead>
<tr>
<th>Year 4: Fall</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>APSY-GE 3001 Dissertation Proposal Seminar</td>
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<tr>
<td>Dissertation Proposal Review</td>
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<tr>
<td>Internship Applications</td>
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</table>

**Year 4: Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>RESCH-GE 3400 Doctoral Advisement</td>
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</table>

**Year 5: Fall**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>APSY-GE 3015 Internship</td>
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<td>0</td>
</tr>
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</table>

**Year 5: Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Date completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 3016 Internship</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Oral Defense</td>
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</tr>
</tbody>
</table>

**Number of Points Required by Program:** 79  
**Additional State Requirement Points: Extra Electives:** 17 (See “Note b” below)  
**Total Number of Required Points:** 96

---

**Note a:** 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.

**Note b:** Extra Electives are required to ensure that each student has a total of 96 credits. These elective requirements may be reduced by advisement, based on previous coursework or experience. If a student is advised to enroll in the 3-credit Dissertation Proposal Seminar, the 3 credits will count toward the total requirement of 96 credits.
Benchmarks for Next Year

NOTE: Benchmarks must be established at each Annual Review and at the initial Advisement following admission to the program. (Add pages if necessary.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

1. Comprehensives should be passed within three years of matriculation.
2. Within four years of matriculation, a student should have a dissertation committee and an approved dissertation proposal.
3. Within four years of matriculation, a student should have been accepted for an internship.
4. Within five years of matriculation, a student should have completed an internship.
5. Within five years of matriculation, a student should have passed the dissertation defense.

The preferred yearly program outline is as follows:
Year 1: Course work, Research, Application for external funding
(Very motivated students may also consider:
Conference presentation submission and / or Publication submission)
Year 2: Course work, Research, Externship, Application for external funding,
Conference presentation submission, Publication submission
Year 3: Course work, Research, Externship, Comprehensive Exams, Teaching,
Application for external funding, Conference presentation submission,
Publication submission
Year 4: Course work, Dissertation Proposal, Research, Externship,
Internship Application, Application for external funding,
Conference presentation submission, Publication submission
Year 5: Full Time Internship, Dissertation, Application for external funding

Note: These benchmarks can be extended with the approval of the advisor based on extenuating circumstances or specific factors which may delay completion of the internship or the dissertation, so long as there is a concrete target date for completion within eight years of matriculation.
The notes on the following pages of the Advisement Record are relevant to those students who do not follow the prescribed program schedule detailed above.

SCHOOL REQUIREMENTS

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

b. Six points of Cognate Requirements are satisfied by:
   APSY-GE 2001 Neuropsychology of Behavior
   APSY-GE 2003 Social Psychology

c. This program includes the school requirements of 18 points of Research & Statistics.
   (These 18 points must include APSY-GE 2073 Research Design and Methods in the Behavioral Sciences (or approved equivalent)
    plus 3 other points in Methods
    plus 3 points of Specialized Research)

d. Students are strongly encouraged to take advanced Statistics courses. Some examples are:
   RESCH-GE 2040 Multilevel Models: growth curves
   RESCH-GE 2011 Advanced Topics in Quantitative Methods: Classification and Clustering
   RESCH-GE 2013 Advanced Topics in Quantitative Methods: Missing Data
   RESCH-GE 2042 Advanced Topics in Quantitative Methods: Nested-Data Models

e. APSY-GE 2140 Classical Test Theory satisfies requirements for Measurement and Evaluation.

Curriculum Notes:

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.

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

3. Graduate Courses in Theories of Personality and Abnormal Psychology must be completed before enrolling in Clinical Assessment I.
4. Students with appropriate background may take APSY-GE 2621 instead of APSY-GE 2620. However, they are reminded that APSY-GE 2621 is taught as an elective and that participation in the group experience in this course is required.

5. Most cases practicum sites require a one-year commitment from students. Thus, it is usually best to plan for a full academic year of individual practicum. In order to get a placement, it is best to preregister with the Internship Coordinator early in the Spring semester preceding the year in which a student plans to take individual practicum.

6. Students are advised to begin their research experience early in the program. They will need research methods background in order to design and implement a study for their data based comprehensive exam paper. Also be advised that one year of statistics is a prerequisite to taking APSY-GE 2073: Research Design and Methods in the Behavioral Sciences.

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

Note to Advisors

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

- The institution where the course was taken
- The course number
- The course title
- The semester the course was taken

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

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

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>To produce graduates who are knowledgeable regarding current clinical theory.</th>
</tr>
</thead>
</table>
| **Objectives for Goal #1:** | 1. To learn current theory related to individual and group intervention  
2. To critically integrate theory related to individual and group interaction |
| **Competencies Expected for these Objectives:** | 1. Students will demonstrate an understanding of the key theories of psychological intervention at the individual and group levels including: psychoanalytic, systems, and cognitive behavioral theories  
2. Students will apply these theories to the analysis of case material in the service of developing case formulations and appropriate counseling and therapeutic interventions. |
| **Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):** |  |
| **How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:** | • A PASS in APSY-GE 3607 Supervised Counseling Practicum Individual (Advanced)  
• A score of 2 (Minimally Adequate) or higher on the case paper component of the Comprehensive Examination |

<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>Produce graduates who understand adaptive and maladaptive human functioning across the lifespan.</th>
</tr>
</thead>
</table>
| **Objectives for Goal #2:** | 1. To understand social, emotional, cognitive, physiological, and vocational development from childhood through adulthood.  
2. To understand problematic human development |
| **Competencies Expected for these Objectives:** | 1a. Students will demonstrate understanding of developmental theories pertaining to adaptive and wellness focused human functioning and life-span maturational processes  
2a. Students will demonstrate knowledge of theories of psychopathology relevant to maladaptive behavior  
2b. Students will demonstrate knowledge of the DSM-IV and of diagnostic formulations  
2c. Students will demonstrate the ability to conduct psychological assessments with children, adolescents and adults from non-clinical as well as clinical populations |
| **Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):** |  |
| **How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:** | **Outcomes 2.1**  
• A grade of B or higher in APSY-GE 2271 Survey of Developmental Psychology: Advanced  
• A grade of B or higher in APSY-GE 3009 Theories of Change in Applied Psychology  
• A grade of B or higher in APSY-GE 2003 Social Psychology  
• A grade of B or higher in APSY-GE 3657 Seminar in Vocational Development: Theory and Research  
• A grade of B or higher in APSY-GE 2039 Theories of Personality  
• A grade of B or higher in G89.2010 Principles of Learning  
• A grade of B or higher in APSY-GE 2001 Neuropsychology of Behavior  
**Outcomes 2.2a** |
- A grade of B or higher in APSY-GE 2038 Abnormal Psychology

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

**Outcomes 2.2c**
- A grade of B or higher in APSY-GE 3665 Clinical Assessment in Counseling Psychology I; APSY-GE 3666 Clinical Assessment in Counseling Psychology II
- Ratings of 2 or higher as average for the items in Section VI (Assessment) on the Practicum
- **Optional:** A grade of B or higher in specialty elective APSY-GE 2672 Interpretation and Use of Tests in Counseling: Adults and/or APSY-GE 2673 Interpretation and Use of Tests in Counseling Children and Adolescents

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

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

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

**Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):**

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

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

**Outcomes 3.1b**
- A PASS in APSY-GE 3629 Practicum in Counselor Training

**Outcomes 3.1c**
- A PASS in APSY-GE 3620 Forum in Counseling Psychology

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

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

**Competencies Expected for these Objectives:**
4.1a Students will demonstrate understanding of the history of psychology and the discipline of counseling psychology
4.2a Students will demonstrate a commitment to the profession of psychology/counseling psychology

**Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):**

**How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:**
<table>
<thead>
<tr>
<th>Objectives/Competencies:</th>
<th></th>
</tr>
</thead>
</table>
| **Outcomes 4.1a**       | • A grade of B or higher in APSY-GE 2103 Historical Perspectives of Psychological Theory  
• A grade of B or higher in APSY-GE 3611 Seminar in Counseling Psychology |
| **Outcomes 4.2a**       | • Membership in a professional counseling organization (e.g., APA, Division 17, New York State Psychological Association, American Counseling Association)  
• A PASS in APSY-GE 2620 Forum in Counseling Psychology  
• A score of 2 (Minimally Adequate) or higher on questions pertaining to professional development on the Comprehensive Examination  
• Complete and successfully orally defend a dissertation on a topic consistent with the field of counseling psychology |

<table>
<thead>
<tr>
<th>Goal #5: Produce graduates who attained awareness, knowledge, skills, and attitudes to work effectively with clients from diverse backgrounds, particularly in urban settings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives for Goal #5:</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 To understand key social identity constructs</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Competencies Expected for these Objectives:</th>
<th></th>
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<tbody>
<tr>
<td>5.1a Students will demonstrate knowledge of theories that examine how people of diverse backgrounds construct identity across the lifespan</td>
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<tr>
<td>5.1b Students will demonstrate knowledge of intersecting identities (e.g., race, ethnicity, class, sexual orientation, gender)</td>
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<tr>
<td>5.1c Students will demonstrate an understanding of how dyadic and group processes are shaped by multiple aspects of identity</td>
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<tr>
<td>5.1d Students will apply theories of acculturation, enculturation, and minority stress in relevant academic coursework and clinical practice</td>
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<tr>
<td>5.1e Students will demonstrate knowledge of a social justice perspective</td>
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<table>
<thead>
<tr>
<th>Appendix &amp; Page Number for Evaluation Tools Used for each Competency (if applicable):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: (Note Outcomes measured for all competencies)</strong></td>
<td></td>
</tr>
<tr>
<td>• A course grade of B or higher in: APSY-GE 2682 Cross-Cultural Counseling</td>
<td></td>
</tr>
<tr>
<td>• A course grade of B or higher in: APSY-GE 2620 Group Dynamics Theory and Practice</td>
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<tr>
<td>• A PASS in APSY-GE 3607/3608 Supervised Counseling Practicum: Individual and Group I/II</td>
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<tr>
<td>• Satisfactory or higher ratings from Externship site supervisors on questions regarding the student’s ability to work effectively with diverse populations</td>
<td></td>
</tr>
<tr>
<td>• Satisfactory or higher ratings from Internship site supervisors on questions regarding the student’s ability to work effectively with diverse populations.</td>
<td></td>
</tr>
<tr>
<td>• A PASS in APSY-GE 3016 Internship in Counseling Psychology</td>
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<tr>
<td>• A score of 2 (Minimally Adequate) or higher on the written question(s) related to multiculturalism on the Comprehensive Examination</td>
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<tr>
<td>• A score of 2 (Minimally Adequate) or higher on the Case Report of the Comprehensive Examination</td>
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</tr>
<tr>
<td>• <strong>Optional:</strong> A course grade of B or higher in specialty electives such as APSY-GE 2669 Religiosity and Spirituality: Theory Research and Counseling Toward Wellness; APSY-GE 2105 Culture Context and Psychology; APSY-GE 2222 Cross-Cultural Research Methods</td>
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</tr>
<tr>
<td>• <strong>Optional:</strong> Participation in the Group Relations Conference – an experiential conference that</td>
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</tr>
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</table>
requires participants to examine how group processes are influenced by social identities (e.g., sexualities, class backgrounds, ethnic backgrounds)

- **Optional:** Participation and attendance at the Winter Roundtable on Cultural Psychology and Education, Teachers College, Columbia University

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

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

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

**Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):**

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

**Outcomes 6.1**
- A grade of B or higher in APSY-GE 3611 Counseling Psychology Program Seminar on ethics and professional development
- A PASS in APSY-GE 3629 Practicum in Counselor Training
- Satisfactory evaluation ratings by NYU faculty supervisor.
- Scores of 2 (minimally satisfactory and needs improvement) or higher in each domain on practicum, externship, and internship evaluations -- Professionalism, Reflective Practice/Self-Assessment and Care, Relationships, Individual and Cultural Diversity, Ethical and Legal Standards, Assessment, Intervention, and Supervision.
- A score of 2 (Minimally Adequate) or higher on questions related to ethics and professional practice guidelines on the Comprehensive Examination
- Completion of the Human Subjects tutorial and a passing score on Institutional Review Board (IRB)’s Human Certification Exam

**Outcomes 6.2**
- A score of 2 (Minimally Adequate) or higher on the Case paper of the Comprehensive Examination
- Completion of a dissertation
- **Optional:** Completion of research proposals and data-based projects beyond the designated requirements of the program
Goal #7: Produce graduates who are knowledgeable about the research process and the creation of new knowledge

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

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

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable):

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

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

Outcomes 7.2
- A score of 2 (Minimally Adequate) or higher on the data based paper submitted for the Comprehensive Examination
- A PASS in Dissertation Proposal Seminar
- Successful completion of a dissertation

Outcomes 7.3
- A score of 2 (Minimally Adequate) or higher on the data based paper submitted for the Comprehensive Examination
- Successful completion of an original, data-based dissertation study
- Optional: Presentation of original research at professional conference; publication in a scholarly journal or book; presentation of original research at the Counseling Forum
APPENDIX C: LISTSERV: Subscription and Utilization

To subscribe:
To subscribe to Listserv, send a blank (that is, NOTHING typed in the body or subject field) e-mail to:

Join-counspych@lists.nyu.edu

To contribute to this list by e-mail, send a message to:

Counspych@lists.nyu.edu

Your message will be conveyed to all subscribers of the listserv.

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

To reply to a message:

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

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

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

Replying to all recipients:
If you want your reply message to go to all listserv recipients, simply hit “r” for reply and your message will be automatically sent to all subscribers. Proceed typing in the subject and body fields of your email, as normal.
# APPENDIX D: CNPS Courses: Typical Schedule

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

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

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

Developmental Psychology
Counseling Psychology Program Seminar
Seminar in Counseling Theory and Research
Seminar in Vocational Development
2 courses in Statistics
Research Design
2 courses in Clinical Assessment
Counseling Theory & Process
Cross Cultural Counseling
Group Counseling
Abnormal Psychology
Theories of Personality
Advanced Practicum: Individual & Group (two courses)
**APPENDIX F: Case Study and Presentation Outline**

1. **Intake Information**: Description of client; presenting problem; family history; social/relational/sexual history; educational/vocational history; psychiatric history; substance abuse and trauma history (if any); diagnosis or diagnostic impressions including alternative diagnostic considerations

2. **Case Formulation**: Structural/dynamic/adaptive features of personality

3. **Theoretical Approach and Goals of Counseling/Psychotherapy** including alternative conceptualizations

4. **Course of Counseling/Psychotherapy Intervention**: Themes; techniques; deviation from initial course; cultural / linguistic/ racial / religious / gender issues

5. **Outcome and Evaluation of Counseling/Psychotherapy Intervention**
APPENDIX G: Sample Questions on Comprehensive Exam (Part A)

(Domains covered: History of Counseling Psychology; Assessment; Counseling & Clinical Theory (includes groups and systems); Ethics; Cultural Competence; and Vocational Development)

Briefly discuss your definition/conceptualization of race, culture, and ethnicity. Please be sure to situate your conceptualizations of these terms in existing scholarly literature. Identify an emerging issue in treatment, policy, or theory and explore the ways in which race, culture and or ethnicity inform debates about that issue.

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

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

Empirically-supported interventions have gained increasing popularity in our profession given emphases placed upon accountability. Please highlight the strengths and limitations of empirically supported interventions. Discuss potential ethical concerns that may arise in the implementation of empirically-supported interventions.
**Appendix H: Rubrics for Comprehensive Examination Evaluation**

**(Parts A, B & C)**

**Part A: Comprehensive Examination - Written Exam**

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Conceptualization:</td>
<td>Case Conceptualization is well organized, clear and concise; demonstrates thorough knowledge of client in sufficient detail; interventions are clearly informed by client conceptualization</td>
<td>Case Conceptualization is sufficient, however attention to greater detail regarding client dynamics and evidence to support ideas is needed</td>
<td>Case Conceptualization is highlighted but little evidence is provided to address client dynamics and synthesis of information is limited</td>
<td>Case Conceptualization does not demonstrate sufficient understanding of the client, is poorly organized or developed, and interventions are not clearly informed by a theoretical frame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of Diagnostic Impressions:</td>
<td>Diagnostic Impressions are clearly presented and tied to client conceptualization and intervention</td>
<td>Diagnostic impressions are sufficient, however needs more detail and specificity regarding symptoms, diagnosis and the explicit relationship to intervention(s)</td>
<td>Diagnostic Impressions are highlighted however needs more specific details to support formulation of the diagnosis and intervention(s)</td>
<td>Diagnostic impressions are not adequately addressed nor described in sufficient detail. Diagnostic impressions are not related to intervention(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Theoretical Approach:</td>
<td>An informed Theoretical Approach is clearly identified and serves as a framework for the conceptualization of the case and identified intervention(s)</td>
<td>Description of a Theoretical Approach is provided; greater level of detail is required to address conceptualization of the case and the theoretical basis for intervention(s)</td>
<td>A Theoretical Approach is provided; limitations in application to conceptualization of the case and chosen intervention(s)</td>
<td>Theoretical Approach while present, is not provided in sufficient detail to clearly frame the conceptualization of the case and basis for intervention(s)</td>
<td>Theoretical approach is disorganized, unclear, and difficult to follow. The theoretical approach does not inform the conceptualization of the case nor the described intervention(s)</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Comprehensive Examination - Case Report (continued)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion of Critical Issues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical issues related to the case are clearly described</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural issues are highlighted (e.g., race/ethnicity, gender, class, sexual orientation, age)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of critical issues is clear and cohesive; issues are discussed in relation to past literature; includes implications of issues identified [e.g., ethics, multicultural (race, ethnicity, gender, class, sexual orientation, age)]</td>
<td>Discussion of Critical issues is provided, however, more detail is needed for a more complete integration of critical issues identified in past literature and research</td>
<td>Some Critical issues are identified but limitations are noted in their application to the case presented</td>
<td>A few Critical issues are highlighted but not addressed in sufficient detail to inform the presentation of the case; not all relevant critical issues are addressed</td>
<td>Discussion is disorganized and difficult to follow. Few connections, if any, are made between the literature regarding the specified critical issue and its implications for the case conceptualization and intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Writing: | | | | | | |
| Grammar, punctuation, word choice, spelling | Is free of grammatical errors; clearly written and developed, good transitions, succinct, well-organized and effective synthesis of literature; engages reader | Mostly free of grammatical errors with clear transitions and flow. Needs more development of material and original thinking | Quality of writing is adequate, however needs more detail in development of material, original thinking, flow, and organization; needs to be more succinct and engaging | Quality of writing is minimally adequate, however is missing details in support of material, transitions are abrupt or not clear, not well organized; major points are minimally supported from theory and findings from research and past literature | Inappropriate format; poor organization; many grammatical errors. Confusing prose, not always related to main question and major points are not supported from theory and findings from research and past literature |

**REVIEWERS COMMENTS:**

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## Part C: Comprehensive Examination - Data Based Paper

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong>&lt;br&gt;• importance of topic&lt;br&gt;• purpose of study&lt;br&gt;• relevance to counseling psychology&lt;br&gt;• Research questions / hypotheses</td>
<td>Introduction is well organized, clear and concise; demonstrates knowledge of the area and importance of the study</td>
<td>Introduction addresses relevant areas but greater detail is required regarding critical integration of ideas</td>
<td>Introduction highlights most important areas, however, response lacks sufficient detail</td>
<td>Introduction minimally addresses important areas, and discussion of features of introduction are not complete</td>
<td>Introduction is not well organized. Information presented is tangential and the focus of the study is unclear</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review:</strong></td>
<td>Literature review is well organized, clear and concise; demonstrates thorough control of the topic</td>
<td>Literature review demonstrates very good mastery of material related to topic; response requires greater detail; need for more fully developed integration of literature and critical analysis</td>
<td>Literature review addresses most components of the literature review; evidence of good level of mastery of theories and concepts; points are supported by relevant literature; responses lack detail</td>
<td>Literature review addresses some important aspects but key points are not compellingly and clearly supported by relevant literature</td>
<td>Literature review does not demonstrate sufficient control of the topic, is poorly organized or developed, and ideas are difficult to follow</td>
<td></td>
</tr>
<tr>
<td><strong>Method:</strong>&lt;br&gt;• Participants&lt;br&gt;• Procedures&lt;br&gt;• Instruments&lt;br&gt;• Analysis&lt;br&gt;• (Note attention to ethical treatment of human subjects)</td>
<td>Method section includes all subsections, and ideas are developed, organized, and clear</td>
<td>Methods section is sufficient but some subsections require greater detail to fully address procedures and statistical and/or qualitative methods employed</td>
<td>Methods section is sufficient but some subsections are not clear and need more development and greater detail to establish rationale for match between research questions and research method</td>
<td>Methods section addresses some subsections; some need to be developed; missing or confusing rationale for match between research questions and research method</td>
<td>Methods are not described in adequate detail and/or are not developed; match between research question and method is poorly organized, and rationale is poorly expressed</td>
<td></td>
</tr>
</tbody>
</table>
### Part C: Comprehensive Examination- Data Based Paper (continued)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results</strong></td>
<td>Results are presented in a clear and concise manner; analyses match the research design and provide answers to the research questions.</td>
<td>Results are presented in a clear and concise manner but some areas of analysis require a few more details to clarify their relationship to the research questions.</td>
<td>Results are presented in a sufficient manner but some areas of analysis need more specific details to clarify their relationship to the research questions.</td>
<td>Results are presented in a minimally sufficient manner but need correction of specific details to understand their relationship to research questions.</td>
<td>Results are disorganized, unclear, and difficult to follow; analyses used are not appropriate for the research design and do not address the research questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Discussion is clear and cohesive; findings are discussed in relation to past research; includes implications of the study, limitation are addressed, and suggestions for future research are provided.</td>
<td>Discussion of findings is clear and concise but a few more details are needed to link the results to the relevant literature; implications of findings for CP, limitations, and future directions are indicated.</td>
<td>Discussion of findings is sufficient but more specific details and key concepts are needed to link the results to the relevant literature; implications of findings for CP, limitations, and future directions need more development and details.</td>
<td>Discussion of findings is sufficient but specific details and key concepts needed to link the results to the relevant literature need to be developed and clarified; Implications of findings for CP, limitations, and future directions are not developed and/or are confusing.</td>
<td>Discussion is disorganized and difficult to follow. Few connections, if any, are made between results of the study and past research. No implications or suggestions for future research are suggested.</td>
<td></td>
</tr>
</tbody>
</table>
Part C: Comprehensive Examination- Data Based Paper (continued)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td>Is free of grammatical errors; clearly written with an effective synthesis of literature; engages reader.</td>
<td>Some grammatical errors are noted but do not interfere with overall synthesis of information; material is engaging</td>
<td>Some grammatical errors yet material shows mastery of concepts; needs more original thinking</td>
<td>Grammatical errors interfere with expression of ideas and synthesis of information; needs to be more clearly written, developed, Material is not engaging</td>
<td>Inappropriate format; poor organization; many grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>APA Style:</td>
<td>Is free of errors and is properly formatted.</td>
<td>Formatting, citation and reference errors are noted but do not interfere with overall work</td>
<td>Formatting and citation and reference errors; inconsistencies minimally interfere with overall work</td>
<td>Formatting and citation and reference errors and inconsistencies interfere with overall work</td>
<td>Inappropriate format; many APA style errors.</td>
<td></td>
</tr>
<tr>
<td>References:</td>
<td>All sources are appropriate and empirically valid</td>
<td>Referencing is good; some additional references pertaining to topic would be useful</td>
<td>References are appropriate but need to be expanded to include more recent citations and others relevant to topic</td>
<td>References are minimally adequate; need expansion (more recent and relevant to topic); some references not clearly linked to topic or do not meet empirical standards</td>
<td>Sources are not appropriate for topic or do not meet empirical standards.</td>
<td></td>
</tr>
</tbody>
</table>

REVIEWERS COMMENTS:
APPENDIX I: Comprehensive Exam Results

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

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

Part A. Written Exam:

In order to Pass Part A, students must obtain ratings of 3 (average) or above on all four
questions.
If a student does not obtain ratings of 3 or above on all four questions, but, instead,
obtains ratings of at least 2 (minimally adequate) or above on all four questions, the students will
receive a Deferred Pass with Conditions for Part A. In such cases, students will be asked to
rewrite their minimally adequate responses as a take-home exam. Answers must include a full
reference list and appropriate citations of similar works relevant to the area being assessed.
These take-home exams will be due two weeks following notification to the student and will be
reviewed by the original exam committee. After that review, the grade for Part A will be changed
either to a Pass or to a Fail. All steps in this process will be documented in Form N.
Part A which results in a rating of 1 (poor) on any of the four questions will be graded as
Fail. This will constitute a Fail for the Comprehensive Exam. In such cases, the student’s advisor
and the Director of the Counseling Psychology Program Comprehensive Exams will review the
responses to determine the reason for the failure. Based on the diagnostic, the student’s advisor
and the Director of the Counseling Psychology Program Comprehensive Exams may decide that
the student should study more thoroughly and simply take the exam again next time it is offered
by the Department.
Often, however, specific forms of remediation may be required (including, for example,
repetition of specific coursework, writing specific papers, etc.). These requirements will be
specified in writing by the Director of the Counseling Psychology Program Comprehensive
Exams. When the Director of the Counseling Psychology Program Comprehensive Exams
receives the materials or documents supporting these remediation efforts, they will be evaluated
(in consultation with the program director, the student’s advisor, and the program faculty). If the
student meets the remediation criteria, the Director of the Program Comprehensive Exams will
then allow Part A of the exam to be scheduled again. (It will be up to the judgment of the
Director of the Program Comprehensive Exams whether the student has to sit for all four Part A
questions again, or to sit only for the question which was rated as poor.) If the student does not meet the remediation criteria, the exam will be rated as Fail. The Director of Counseling Psychology Program Comprehensive Exam, after consulting with the Program Faculty, they will then decide whether to allow or to disallow the student to sit for the exam again. In case the student is allowed to sit again for the exam, the committee will specify which parts (A, B, C) the exam will include. All steps in this process will be documented in Form N.

Part B. Case Study:

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

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

Part B of the exam which results in a rating of 1 (poor) on any of the five criteria will be considered a Fail. This results in a Fail for the Comprehensive Exam. In such cases, the Comprehensive Exam Committee will review the ratings to determine the reason for the failure. Based on the diagnostic, they will then decide whether to allow or to disallow the student to sit for the exam again. As a precondition, the committee may decide that the student should study more thoroughly. Often, specific forms of remediation may be required (including, for example, repetition of specific coursework, writing specific papers, etc.). These requirements will be specified in writing by the Oral Exam Committee. When the Oral Exam Committee receives the materials or documents supporting these remediation efforts, it will then evaluate them and recommend the next step (in consultation with the program director, the student’s advisor, and the program faculty). Based on the judged adequacy of the remediation, the next step may entail either allowing the student to retake the exam again, or requiring additional remediation, or the decision to disallow the student to sit for the exam again. In case the student is allowed to apply to sit again for the exam, the committees will specify which parts (A, B, C) the exam will include. All steps in this process will be documented in Form N.
Comprehensive Exam Results - 3

Part C: Data-Based Research Paper

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

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

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

For Those Who Fail the Comprehensive Exam:

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

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

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

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

Part A:

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

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

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

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

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

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

PART B and PART C

PART B and PART C will be rated by the Oral Exam Committee by consensus after discussion.
APPENDIX K: Applying for internship: From tribulations to triumph

From the Experiences of Karen Binder, NYU Doctoral Alumnus

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

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

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

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

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

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

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

Required Courses
Foundations 6 points
Cognates 6 points
Departmental Seminar 3 points
Research & Statistics 15 points
(Theses 15 points must include
APSY-GE 2073 Research Design and Methods in the Behavioral Sciences
plus 3 other points in Methods
plus 3 points of Specialized Research)
Dissertation Proposal Seminar 0 point

The Counseling Psychology Ph. D. Program requires competency in a number of areas. These areas, along with the respective courses recommended by our program, are as follows:

CLINICAL ASSESSMENT
APSY-GE 3665 Clinical Assessment in Counseling Psychology I, II

HISTORY AND SYSTEMS
APSY-GE 2103 Historical Perspectives of Psychological Theory

MEASUREMENT
APSY-GE 2140 Classical Test Theory

BIOLOGICAL BASES OF BEHAVIOR
APSY-GE 2001 Neuropsychology of Behavior

DEVELOPMENTAL PSYCHOLOGY
APSY-GE 2271 Survey of Developmental Psychology

PERSONALITY THEORY
APSY-GE 2039 Theories of Personality

LEARNING THEORY
G89.2010 Principles of Learning

SOCIAL PSYCHOLOGY
APSY-GE 2003 Social Psychology

PSYCHOPATHOLOGY
APSY-GE 2038 Abnormal Psychology
CROSS-CULTURAL PSYCHOLOGY
APSY-GE 2682  Cross-Cultural Counseling

GROUP DYNAMICS
APSY-GE 2620  Group Dynamics

VOCATIONAL PSYCHOLOGY
APSY-GE 3657  Seminar in Vocational Development

Competency in the each area can be demonstrated either by: A) Completion of designated graduate competency course, with a grade of “B” or better, or B) Completion of equivalent graduate course, with a grade of “B” or better, or C) Comparable undergraduate course plus alternate approved graduate elective in the same area.
Licensure requirements in NYS indicate that HISTORY AND SYSTEMS and MEASUREMENT must be taken at the graduate level.

APSY-GE 2273 Identification & Reporting of Suspected Child Abuse/Maltreatment is not a requirement of the doctoral program. However, it is a requirement for New York State Licensure. 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.

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

Incomplete Grades turn into F or N after six months.

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

Passing the Comprehensive Exam satisfies the requirements for Department Candidacy.

Foundations courses must be completed before constituting a dissertation committee.

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

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

A student is considered full-time by the University when registered for a minimum of 12 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.

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

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

An application for equivalency status for a particular semester will only be considered if the student is registered for a minimum of 3 points of course work, or for 1 credit of Doctoral Advisement or for the zero-credit Internship course.
APPENDIX N: Listing of Significant Changes in Handbook Version 2

- 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.

  o 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
APPENDIX O: Listing of (Minor) Changes in Handbook version 2

- 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 has been corrected

- A typo in the paragraph on p. 25 has 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:
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.”
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

**Tentative Schedule of Exam for 2011-2014**

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<th>Fall</th>
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<tr>
<td>2011-2012</td>
<td>November 11</td>
<td>March 30</td>
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<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>
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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.”

The Advisement Record (Appendix A)

1. 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.

2. 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.

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.

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’
Annual Review

Academic Year __________

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

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

Work and Student Status during Current Academic Year
Work Status (Check One)   Full-time ____   Part-time ____
Student Status (Check One)  Full-time ____   Part-time ____
Full-time work = 25 or more hours per week
Full-time student = 12 or more credits or equivalent per semester

Program Comprehensive Exam
Preparation for Comprehensives (Check the appropriate ones)

Data Based Research Paper              Not yet started_____   In prep. _____   Completed _____
Case Study Paper                       Not yet started_____   In prep. _____   Completed _____

Comprehensives results
Comprehensive exam: Written date: __________
Comprehensive exam: Orals date: __________
Comprehensives papers titles:
1.__________________________________________________________________
2.____________________________________________________________________

Comprehensive Exam Results: ________________________   date: __________
________________________  date: __________
Externship/Practicum Experiences

Semester/Year: ___ Site: __________________________
Type of Setting: __________________________
Name of Primary supervisor: ______________________ Degree____
Licensed: Yes ___ No ___ Hrs per week:_______ Total Hours: ______

Semester/Year: ___ Site: __________________________
Type of Setting: __________________________
Name of Primary supervisor: ______________________ Degree____
Licensed: Yes ___ No ___ Hrs per week:_______ Total Hours: ______

Research Experience

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

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

Publications & Presentations:
______________________________________________________________________________
______________________________________________________________________________

Teaching Experiences

Training in Teaching:

Course Taught: ________________________ Semester/Year: ___ School, Department: ______
Name of Mentor: ________________________

Course Taught: ________________________ Semester/Year: ___ School, Department: ______
Name of Mentor: ________________________

Teaching Evaluations:
**Dates of Counseling Forums attended:**

---

**Internship**

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

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

If you have completed or are currently on internship, please complete the following questions about internship.

*Internship year:*

*Internship setting/institution:*

*APA status of internship:*

*Funding status of internship (Check one):*  
Full_____  Partial_____  None _____

**Dissertation**

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

*Dissertation chair* (Check one)
Yes (Name of Chair: ____________________________  )  No _____

*Full Dissertation committee* appointed and filed with graduate office (Check one)
Yes (Date: ____________________ )  No _____

*Names of committee members:*

*Dissertation proposal approved*
Yes (Date: ___________________________)  No _____

*Title of Dissertation:*

---
PROFESSIONAL DEVELOPMENT (For the current academic year ONLY)

1. I was a member of a professional or research society: Yes  No
   (Please list): _____________________________________________________________

2. I was involved in grant-supported research: Yes  No

3. I was involved Part-time in Supervised Practicum Training on or off campus: Yes  No

4. I was involved in leadership roles/activities in professional organizations:
   (including roles in State/Provincial, Regional, or National organizations) Yes  No

5. I presented psychological topic to lay or community audience Yes  No

6. Number of books, book chapters, or articles in peer reviewed
   professional/scientific journals in which I was an author or co-author: (Publications “in press,” “under review,” or “submitted” should not be counted here)
   (Please list all publications submitted, accepted, or published since 9/1/11):

   Publications: Submitted _____  Accepted _____  Co-author __________________________
   Title: ________________________________________________________________
   Journal or book title __________________________________________________________

   Publications: Submitted _____  Accepted _____  Co-author __________________________
   Title: ________________________________________________________________
   Journal or book title __________________________________________________________

   Publications: Submitted _____  Accepted _____  Co-author __________________________
   Title: ________________________________________________________________
   Journal or book title __________________________________________________________

7. Number of workshops, oral presentations, and/or poster presentations
   at professional meetings in which I was an author or co-author:

   Conference Presentations:  Date: _____  Name of Conf. __________________________
   Title: __________________________  Type of Presentation: __________________________

   Conference Presentations:  Date: _____  Name of Conf. __________________________
   Title: __________________________  Type of Presentation: __________________________
8. Teaching Experiences: Course Title________________________________________
   Supervisor ____________________________ MA level _____ Undergrad_______

9. Research Assistantships: Hours per week_____ Supervisor: ______________________
   Activity and topic: ______________________________________________________

10. Other (Fellowships, Awards): ________________________

   Has the student maintained the schedule of courses and the other requirements on
   schedule, as listed in the Advisement Record, up to and including this semester? ______
      If Not, which courses or requirements are outstanding? ______________________
      ______________________
      ______________________

      (These must be included in the Benchmarks below.)

   Does the student have any Incomplete Grades? ______
      If Yes, which courses have Incomplete grades? ______________________
      ______________________
      ______________________

      (These must be included in the Benchmarks below.)
Date of Annual Review meeting with advisor: _______

Signature of advisor: ____________________________

Signature of student: ____________________________

To be completed after annual review by faculty
Annual review outcome:     Satisfactory_____        Unsatisfactory _____

Students receiving two consecutive unsatisfactory ratings are terminated from the program.

Benchmarks for Next Year

NOTE: Benchmarks must be established at each Annual Review and at the initial Advisement following admission to the program. (Add pages if necessary.)

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

1. Comprehensives should be passed within three years of matriculation.
2. Within four years of matriculation, a student should have a dissertation committee and an approved dissertation proposal.
3. Within four years of matriculation, a student should have been accepted for an internship.
4. Within five years of matriculation, a student should have completed an internship.
5. Within five years of matriculation, a student should have passed the dissertation defense.

The preferred yearly program outline is as follows:

Year 1: Course work, Research, Application for external funding
(Very motivated students may also consider:
Conference presentation submission and / or Publication submission)
Year 2: Course work, Research, Externship, Application for external funding,
Conference presentation submission, Publication submission
Year 3: Course work, Research, Externship, Comprehensive Exams, Teaching,
Application for external funding, Conference presentation submission,
Publication submission
Year 4: Course work, Dissertation Proposal, Research, Externship,
Internship Application, Application for external funding,
Conference presentation submission, Publication submission
Year 5: Full Time Internship, Dissertation, Application for external funding

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

Note:
Students should fill in as many items as they can on a provisional electronic copy of the Annual Review Form. Students need to detail goals achieved in all areas (teaching, research, etc.) and a listing of all of next year's goals / benchmarks for each area, and email this semi-completed form to their advisor as soon as possible. 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 on the scheduled review date. Students must contact their advisors and schedule a REQUIRED meeting BEFORE the Annual Review date to discuss (and / or modify) the review and benchmarks. Be sure to bring a hard copy of your provisional Annual Review Form to the meeting.

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
CLINICAL LOG: EXTERNSHIP / PRACTICUM/ INTERNSHIP

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

CHECK ONE: Externship_________ Practicum________

Student’s Name: ________________________________________________________________

Name of Site: _________________________________________________________

Address: _____________________________________________________________________

Type of Setting:_________________________________________________________________

Start and End Date at this setting: _________________________________________________

Site Supervisor’s Name & Title: _________________________________________________

NYU Faculty Supervisor’s Name & Title: ____________________________________________

### Direct Services

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246 Greene St, 8th FL | New York, New York 10003
212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/apppsych
Form B: Clinical Log -2

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Psychological Test Administration:

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Supervision:

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Number of Psychological Assessment Reports Written:

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<td>Adults</td>
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<tr>
<td><strong>Total</strong></td>
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The above named student has completed the hours and activities documents above.

Site Supervisor’s Name______________________________

Site Supervisor’s Signature________________________ Date______________
Practicum / Externship Site Approval Form

Course Number: APSY-GE 3607____ APSY-GE 3708 _____ Externship______ (Please check one)

Name of Supervisee / Student ___________________________________________________

Name of Supervisor / Instructor _______________________________________________

Period of Supervision: From _______________________ To _____________________________

Name of Agency / Class: _________________________________________________________

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

Site Supervisor’s Name ______________________________ Degree/Credentials __________

Site Supervisor’s Position _______________________________________________________

Organization _________________________________________________________________

Work Address: ________________________________________________________________

Work Phone: _______________________ Email: _________________________________

Cell Phone: _______________________

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212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/appsych

94
Name of Student_______________________

The student counselor will begin the placement on ________________________.

Schedule: Days per week ________________________

Hours Per week ________________________

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

The trainee will:

1. 

2. 

3. 

4. 

5. 

6. 

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

Site Supervisor Signature: ________________________________ Date ___________

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

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

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

Course Number: APSY-GE 3607 APSY-GE 3708 Externship

(Please check one)

Name of Supervisee / Student

Name of Supervisor / Instructor

Period of Supervision: From To

Name of Agency / Class

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

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

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

Please Comment:

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

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

Please Comment:

3. (If this is a course evaluation) Did the student pass this course? ( ) Pass ( ) Fail ( ) Incomplete
Introduction: The Evaluation of Practicum & Externship Student Competencies form is designed to provide feedback on counseling-related skills and behaviors from both practicum/externship supervisors and practicum class instructors. Please rate trainee on each item using the following scale:

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

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

The student and the supervisor/instructor must both receive copies of this form after it has been signed by both parties. The original should be turned in to the Internship/Externship Director for placement in the student’s clinical portfolio.

I. PROFESSIONALISM

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

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

II. REFLECTIVE PRACTICE / SELF ASSESSMENT & CARE
A. Reflective Practice

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

B. Self-Assessment & Self-Care

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

Total Score for Reflective Practice / Self Assessment & Care Section (Items 7-18) ______

III. RELATIONSHIPS

A. Interpersonal Relationships

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

B. Affective Skills

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

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

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

IV. INDIVIDUAL AND CULTURAL DIVERSITY
35. _____ Understands one’s own cultural identity and personal attitudes toward diverse others.
36. _____ Recognizes the way culture shapes others’ identity and behavior.
37. _____ Utilizes language that demonstrates sensitivity to race, ethnicity, class, sexual orientation, gender and religion.
38. _____ Directly addresses issues of difference between therapist and clients along salient dimensions.
39. _____ Therapeutically processes issues of cultural difference and diversity.
40. _____ Asks questions or offers suggestions that help client think about how contextual issues may impact presenting concerns.
41. _____ Applies theories of acculturation, enculturation and minority stress when working with Clients

Total Score for Individual and Cultural Diversity Section (Items 35-41) _____

V. ETHICAL AND LEGAL STANDARDS
42. _____ Demonstrates knowledge and awareness of code of ethics and state laws.
43. _____ Identifies potential ethical concerns and legal issues.
44. _____ Adapts behavior in accordance with ethical codes and state laws.
45. _____ Demonstrates and applies knowledge of guidelines for practice with diverse populations, including lesbian, gay bisexual and transgender clients, older adults, girls and women

Total Score for Ethics & Legal Standards Section (Items 42-45) _____

VI. ASSESSMENT
A. Evaluation & Diagnosis
46. _____ Selects appropriate assessment measures for cases at practice site.
47. _____ Demonstrate the ability to conduct psychological assessments with children, adolescents and adults from non-clinical as well as clinical populations.
48. _____ Identifies areas of client functioning where further assessment is needed.
49. _____ Provides appropriate feedback to clients based on assessment measures.
50. _____ Applies concepts of normal and theories of psychopathology to case formulation and diagnosis within a developmental context.
51. _____ Applies concepts of normal and theories of psychopathology to case formulation and diagnosis within the context of diversity.
52. _____ Demonstrate knowledge of the DSM-IV in formulating diagnosis with children, adolescents and adults
53. _____ Writes assessment reports and progress notes effectively.

B. Conceptualization

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

Total Score for Assessment Section (Items 46-59) _____

VII. INTERVENTION

A. Intervention Planning

60. _____ Demonstrates knowledge of interventions and explanations for their use in practice based on evidence.
61. _____ Formulates and conceptualizes cases and plans interventions utilizing clinical theories including but not limited to psychoanalytic, systems, and cognitive behavioral theories.
62. ____ Analyzes case material and develops case formulations using appropriate counseling and therapeutic interventions
63. _____ Evaluates treatment progress and modifies treatment planning as indicated.

B. Basic Counseling Skills

64. ____ Is able to track client work.
65. _____ Acts purposefully and with intentionality.
66. _____ Uses appropriate and therapeutic open-ended questions.
67. _____ Uses closed questions appropriately for purposes of diagnosis and assessment.
68. _____ Can paraphrase and summarize content.
69. _____ Accurately reflects feeling.
70. _____ Encourages client to be specific and concrete.
71. _____ Does not talk over or interrupt clients inappropriately.
72. _____ Clarifies client content when appropriate.
73. _____ Handles silence and uses it effectively in treatment.
74. _____ Establishes appropriate goals.
75. _____ Explores resolution of similar problems.
76. _____ Able to separate process from content.
77. _____ Encourages client to accept responsibility in relationship.

C. Basic Group Skills

78. _____ Understands group process.
79. _____ Understands group development.
80. _____ Understands the group as a whole entity.
81. _____ Understands and can use group as agent of change.
82. _____ Understands and masters group intervention skills.

D. Intervention Implementation

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

E. Systemic Interventions

94. _____ Develops and tests hypotheses using systemic principles.
95. _____ Makes contact and attends to all family members.
96. _____ Helps family/couple establish appropriate boundaries.

97. _____ Attends to covert family/couple conflicts, alliances, and coalitions.
98. _____ Attends to systemic interactions in intervention.

**Total Score for Intervention Section (Items 60-98)**

**VIII. SUPERVISION**

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

**Total Score for Supervision Section (Items 99-103)**

**IX. OTHER AREAS OF COMPETENCY**

**A. Scientific Knowledge and Methods**

104. _____ Values and applies scientific methods to professional practice.

**B. Interdisciplinary Systems**

105. _____ Appreciates expertise and professional roles of others.
106. _____ Makes appropriate referrals and works effectively with professionals from other specialties.

**C. Consultation**

107. _____ Is able to provide consultation in the form of professional guidance.

**D. Teaching**

108. _____ Is able to provide psychoeducation and outreach to support developmental or preventative efforts.

**E. Additional Training and Knowledge**
109. _____ Attends didactics, case conferences and talks relevant to professional development as a counseling psychologist

F. Management-Administration

110. _____ Functions effectively within professional settings by complying with policies and participating in management structure.

G. Advocacy

111. _____ Assists clients in development of self-advocacy plans.

Total Score for Other Areas of Competency Section (Items 104-111)

(Please Comment)

SUMMARY OF TRAINEE’S STRENGTHS:

SUMMARY OF AREAS FOR GROWTH
Summary Profile of Mean Scores for Each Competency

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

Minimum Pass = 2 or better on each domain

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

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

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

Signature of Supervisor: _______________________ Date ___________________

Signature of supervisee: ______________________ Date ___________________

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

Course Number: APSY-GE 3607 ____ APSY-GE 3708 _____ Externship_____
(Please check one)

Name ofSupervisee / Student _____________________________________________________

Name of Supervisor / Instructor ________________________________________________

Period of Supervision: From __________________ To _____________________________

Name of Agency / Class: _________________________________________________________

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

2. Supervision with my site supervisor was a beneficial experience for me:
   Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

   Please Comment:

3. I would recommend this supervisor to other students:
   Strongly Disagree 1 2 3 4 5 Strongly Agree 6 7

4. Please describe your site supervisor’s strengths and weaknesses as a supervisor:
NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development
DEPARTMENT OF APPLIED PSYCHOLOGY
Doctoral Program in Counseling Psychology

FORM F: Evaluation of Practicum / Externship / Internship Site

Evaluation of Practicum / Externship / Internship Site by Student

Practicum APSY-GE 3607   Practicum APSY-GE 3708   Externship
Internship

(Please check one)

Name of Supervisee / Student / Intern

Name of Supervisor / Instructor

Period of Supervision: From       To

Name of Agency / Class

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

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

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

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

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

   Please Comment:

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RESEARCH PRODUCTIVITY LOG
(cumulative record)

Student’s Name: ________________________________________________________________

Date:_________________________________________________________________________

Manuscripts

Published Papers: (full citation):

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

Manuscripts Submitted or Publication:

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

Invited Address & Symposia:

Papers & Posters presented:

Proposals Accepted:

Proposals Submitted:

Grants & Fellowships

Funded:

Submitted:

In preparation:

Statement of Research Goals:
Evaluation of Research Competence & Productivity

Name of Student __________________________________ Name of Supervisor / Mentor ______________________

Period of Supervision: From _______________________ To _____________________________

Location or Agency _________________________________________________________________

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

The student fulfilled the expectations in his or her role.

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

Please Comment:

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

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

Please Comment:
Form H: Research Evaluation -2

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

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

- 5 Excellent
- 4 Good
- 3 Average
- 2 Minimally Adequate
- 1 Poor

PLEASE LEAVE THE IRRELEVANT SKILLS **BLANK**

Research Conceptualization

Hypothesis Formulation

Quantitative Data Collection

Tests & Measurement

Data Analysis

Modeling of Professionalism

Openness to Supervision

Ethical Standards

Intervention Skills

Consultation

Leadership Skills

Advocacy

Review of Literature

Operationalization of Constructs

Qualitative Data Collection

Interviewing

Writing

Ability to Work with Others

Communication Skills

Assessment Skills

Scientific Knowledge and Methods

Teaching and Supervisory Skills

Project Management

Research Protocol Development

Signature of Mentor _____________________________ Date ___________________

Signature of Student: ____________________________________________________________________ Date ___________________

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

Name of Student _____________________________________________________

Name of Supervisor / Mentor ____________________________________________

Period of Supervision: From ___________________ To ________________________

Name of Agency / Site / Research Team: _______________________________________

Describe the research activities in which you were involved.

What did you gain from this experience?

Describe the positive aspects of your experience.

Describe the negative aspects of your experience?

I would recommend this research / mentor to other students:

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

Please Comment:
TEACHING EXPERIENCE LOG
(cumulative record)

Student’s Name: ________________________________________________________________

Date: ________________________________________________________________________

Seminars & Training in Teaching Methods:

Teaching Mentors:

Courses Taught:

   Attach Syllabi
   Attach Teaching Evaluations
   Attach Student Evaluations

Statement of Teaching & Pedagogy Philosophy:

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212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/appsych
Teaching Evaluation

Name of Student ___________________________  Name of Mentor___________________

Period of Mentorship: From _______________________ To _____________________________

School, Department: ___________________________________________________________

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

Qualitative Evaluation of Teaching Skills and Abilities:

Goals for Improvement:

Signature of  Mentor (Evaluator): _____________________________ Date ___________________

Signature of  Student: ____________________________________________ Date ________________

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

Name of Student _____________________________________________________

Name of Mentor ____________________________________________________

Description of Teaching:

What did you gain from this experience?

Describe the positive aspects of your experience.

Describe the negative aspects of your experience?

I would recommend this mentor to other students:

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

Please Comment:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

_______________________  ___________
Student Intern    Date

________________________ ___________
Internship Training Director  Date

_______________________  ___________
Counseling Psychology Program Director  Date
Student Acknowledgement Letter re Non-APA Internship Implications

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

Dear Faculty,

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

Sincerely,
Program Comprehensive Exam Results Report Form

Student Name: ____________________________________________

Part A: Written Exam   Date of Part A: __________

Result for Part A: _______ Pass _______ Deferred Pass with Conditions _______ Fail

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

Date submitted: ___________ Result on Rewritten Questions: _______ Pass _______ Fail

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

Chair: _______________   Member: _______________ Date of Oral Exam: __________

Part B:

Results for Part B: _______ Pass _______ Deferred Pass with Conditions _______ Fail

In case of Deferred Pass with Conditions on Part B: Specification of Conditions for a Pass
Grade _______
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Date of submission of revised (or new) case study __________

Result on re-submission: _______ Pass _______ Fail

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

Results for Part C: Pass Deferred Pass with Conditions Fail

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

_______________________________________________________________

_______________________________________________________________

________________________________________________________________

________________________________________________________________

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

Result on re-submission: Pass Fail

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

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

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

Signature of the Director of the Program Comprehensive Exams

Date

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

Student Name: __________________________________ Program __________________

Home Address: ___________________________________________________________________
______________________________________________________________________________

Home Telephone: __________________________ Business Phone: _______________________

<table>
<thead>
<tr>
<th>Basic Psychology Competency</th>
<th>Semester taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY-GE 2001 Biological Basis of Behavior</td>
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<tr>
<td>APSY-GE 2003 Social Psychology</td>
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<td>APSY-GE 2140 Measurement</td>
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<td>APSY-GE 2039 Personality</td>
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<td>APSY-GE 2103 History &amp; Systems</td>
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<td>APSY-GE 3009 Developmental</td>
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<td>APSY-GE 2038 Psychopathology</td>
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<td>APSY-GE 2682 Cross-Cultural Counseling</td>
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<td>APSY-GE 2620 Group Dynamics</td>
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<td>APSY-GE 3657 Vocational Development</td>
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ALL COURSES MUST BE COMPLETED WITH A GRADE OF B OR BETTER

________________________________________________________________________________

Student’s Signature ___________________________ Date ______________________

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

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

________________________________   ________________
Comprehensives Chair Signature    Date

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

__________________________________                    _________________
Program Advisor Signature       Date
INTERIM INTERNSHIP REPORT

Student name_____________________   Date______________
Internship site___________________________      Date began_____________
Address___________________________________________________________
__________________________________________________________________
Supervisor submitting interim evaluation_____________________________
Supervisor’s Phone_____________     Fax______________  e-mail________________
Your phone (if different)_____________________

======================================  =========       ====================  ===
Internship Director (and degree)        Discipline        Licensed Psychologist (Y/N) License #
____________________                   __________      _______________________   _______
Other supervisors:
____________________                   __________      _______________________   _______
____________________                   __________      _______________________   _______
____________________                   __________      _______________________   _______
Please attach written evaluation.
__________________________________________________________________
Name (Print)     Signature       Date

246 Greene St, 8th FL | New York, New York 10003
212 998 5555 | 212 995 4358 fax | applied.psychology@nyu.edu | www.steinhardt.nyu.edu/apppsych
END-YEAR INTERNSHIP REPORT

__________________________  __________________________
Last Name of Intern       First Name
__________________________  __________________________
Director of Training       APA Accredited? (Y/N)
__________________________  __________________________
Internship Address   City   State   ZIP
__________________________  __________________________
Director’s phone   Director’s fax   Director’s email
__________________________  __________________________
Director’s Psychology License #
State of License

   /   /   
Date Began   Date Ended   Hrs per Week   Total # Hours   Salary
**Supervisors**

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<tr>
<th>Names</th>
<th>Psych. License #</th>
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(If supervisor is not a psychologist, list discipline instead of license.)

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

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<th>Name (Print)</th>
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Please attach written evaluation.