Fordham University - Lincoln Center
Graduate School of Education

COUNSELING PSYCHOLOGY
DOCTORAL STUDENT
HANDBOOK
For 2015 Cohort

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The PhD Program in Counseling Psychology at Fordham University is accredited by the American Psychological Association (Office of Program Consultation and Accreditation, APA, 750 First Street, NE, Washington, DC 20002-4242; 202-336-5979; (www.apa.org/ed/accreditation)
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[updated 7/2015 by M. Keitel]
INTRODUCTION

The doctoral program in Counseling Psychology at Fordham University is dedicated to the preparation of psychologists in the scientist-practitioner model. Our PhD program is designed to provide strong grounding in the major areas of psychological theory and research, and the union of these areas with practice. The program accepts students who have high academic ability, and whose primary goals lie in applied or academic settings. Students who complete our program are qualified to enter various professional settings, including: college counseling centers, hospital clinics, mental health centers, community agencies, independent practice, business and industry, and academic departments in colleges and universities. The students who graduated in the 2012-2013 academic year, who entered with bachelor’s and master’s degrees, completed the program in an average of 6 years.

Students gain the expertise to enter professional practice through coursework and extensive supervised experience. The program provides academic and practical training in many aspects of psychology. The coursework affords students the opportunity to delve into various research methodologies and theoretical perspectives.

Students who want preparation primarily in one particular theoretical approach to counseling or in a special area within counseling psychology can accomplish this goal through their practica and internship. Otherwise, intensive specialization is usually attained in postdoctoral experiences. Graduates of the program leave with a solid background in counseling theories, research, and practice, and are prepared to function as general practitioners, academicians, or to seek specialization through further study or supervised experience.

History of the Program

The Counseling Psychology program grew out of what was originally a PhD program in Counselor Education. In the mid-1970s, the decision was made to move towards a more psychological orientation, as it was recognized that there was an increasing demand and need for psychologically based counselors in many settings. The program's content and faculty changed to one that essentially matched the model for preparation of psychologists of the American Psychological Association (APA).

In 1984, formal application was made to the New York State Education Department (NYSED) for approval of the registration of a PhD program in Counseling Psychology. By this time, the program emphasis had evolved from counselor education to psychology. NYSED approval of the new program was received in May 1986. In September 1987, the first full class of PhD students in Counseling Psychology began.

The program has continued to evolve. The current core full-time faculty has a rich diversity of experience and special interests including multicultural counseling and training, clinical supervision, individual and group psychotherapy process, career development, and health psychology (see section on Faculty).

Our program in Counseling and Counseling Psychology also offers Master’s degree specializations. We are part of the Division of Psychological and Educational Services (PES),
which also offers an APA-accredited School Psychology PhD program. The PES Division – along with two other divisions, Curriculum and Teaching (C & T) and Educational Leadership and Administration (ELAP) – comprise the Fordham University Graduate School of Education (GSE). The foundation of the discipline of counseling psychology expands beyond a deficit-focused medical model to a model based on learning that includes holistic assessment and treatment of individuals’ strengths and potential for growth. Therefore, our doctoral program in counseling fits well within this administrative structure for integrating psychology and education research, as well as professional practice.

APA Accreditation
The PhD Program in Counseling Psychology is accredited by the American Psychological Association. (Office of Program Consultation and Accreditation, APA, 750 First Street, NE, Washington, DC 20002-4242; 202-336-5979; www.apa.org/ed/accreditation.)

Cultural and Individual Diversity Valued
Fordham seeks to develop an environment where students can feel part of a community. Although Fordham at Lincoln Center is almost literally in the center of Manhattan, the program, PES Division, and the GSE are relatively small. This contributes to a friendly, supportive, and caring atmosphere in which students have the opportunity to become known as persons. Our students come from a wide range of life experiences including diverse racial, ethnic, and cultural heritages, sexual orientation, and nationality and they vary in age from early 20's to 50's.

The Graduate School of Education Advisory Committee on Minority Affairs (ACMA) serves to facilitate a culturally pluralistic campus. ACMA's main endeavors are: (a) to attract students and faculty of color to Fordham and better address their needs, and (b) to address multicultural issues that are of immediate concern to the administration, faculty, and students at Fordham University (see University Policies online via http://www.fordham.edu and in the Graduate School of Education Bulletin [GSE Bulletin] available from the GSE Admissions Office.

Every effort is made to infuse a respect for and understanding of cultural and individual diversity in all aspects of the program, including recruitment, retention, and development of faculty and students. The PhD Program in Counseling Psychology, Division of Psychological and Educational Services, Graduate School of Education, Fordham University endorses the “Counseling Psychology Model Training Values Statement Addressing Diversity” (see Appendix A).

PROGRAM OVERVIEW

Educational Philosophy

The educational philosophy of the PhD Program in Counseling Psychology at Fordham University is consistent with many of the historical traditions in counseling psychology, including an appreciation of the value and uniqueness of the individual, a belief in the potential for each human being to flourish and achieve integrity and happiness, and an acknowledgement of the strengths of the individual, even in cases where psychopathology is chronic or severe. Our values as a training program are also consistent with the six standards of the GSE. (http://www.fordham.edu/info/21001/accreditation_and_strategic_planning)
The six standards are:

(1) **Diversity.** Graduates of the GSE respect cultural diversity and individual differences as strengths; hold the belief that individuals can learn, regardless of exceptionalities, background, or circumstance; and are committed to the education of individuals in complex urban and richly diverse communities. They recognize individual differences, unique qualities and diverse characteristics of the population of youth they work with in schools and they treat students with respect, fairness and equity.

(2) **Scholarship.** Graduates of the GSE are committed to integrating theory, research and evidence in guiding practice; and believe in life-long learning and professional education as integral to continuing development of expertise; providing evidence that they can use their knowledge in light of available data to apply best practice to promote positive impacts on student lives thereby supporting the role and goals of school mandated by the broader community.

(3) **Community.** Graduates of the GSE value community committed to communication, through a variety of venues, with all members of school/educational community. They know and understand the role and function of home/school/community connections in the context of creating support mechanisms for youth and student development.

(4) **Reflection.** Graduates of the GSE value reflection in scholarly learning and professional practice, and are committed to improving practice through personal and collaborative reflection. They continually use tools of self-reflection to evaluate as well as improve as practitioners in schools.

(5) **Technology.** Graduates of the GSE value the variety of technological resources for enhancing an individual’s learning; view growth in technological expertise as integral to professional practice. They have knowledge and are skillful of the current informational technologies used within their field of practice.

(6) **Social Justice.** Graduates of the GSE are committed to dismantling all forms of inequity/injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of people locally, nationally and
globally and believe in the Ignatian mission of “cura personalis” – deep respect for the individual and his/her potential.

Our values are also consistent with our home institution, a private Jesuit university that promotes for the student the development of the whole person, “cura personalis,” commitment to others, “homines pro aliis,” and personal excellence “magis”.

Additionally, the program’s educational philosophy is growth-based in that it focuses on students' strengths and potentials with respect to their personal and professional development. Through training from diverse theoretical, clinical, and research perspectives, students are encouraged to take a growth-based approach to treatment emphasizing the development of the client as a unique human being.

Training Model

The program operates from a reflective scientist-practitioner model in preparing graduates who will manifest the highest standards of excellence in academic or service delivery settings. Central to this model is the belief that academic scholarship and research are inseparable from professional practice. We provide extensive coursework as well as a wide range of learning opportunities in many areas relevant to counseling psychology. Students follow a developmentally-sequenced set of courses that are increasingly complex in content and in skill requirements. The program is also sensitive and responsive to the experiences of entering students and their diverse professional goals, allowing flexibility in tailoring the program to meet their unique training needs. Throughout the program, we emphasize an integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with effective use of self, and clarifying personal and professional identities.

To maximize the effectiveness of this integration, the connection of the scientific knowledge base of psychology and professional practice is examined continually. This reflective stance implies the following assumptions:

(1) Learning and development are synonymous with self-direction which is superior to either of the extremes of trial-and-error or exclusive reliance on authority as methods for governing one’s development and learning;

(2) Learning is an ongoing process and, as a result, the student has the responsibility to keep cognizant of issues and trends within the profession;

(3) Learning occurs in a context that requires a consideration of individual differences and systemic factors; and

(4) Professional development is often inseparable from personal growth.
Goals, Objectives, and Competence Assessment.

Faculty members facilitate students' individual choices of practice and research directions that target their evolving professional needs and interests, as well as adhere to our high standards of training. Students’ feedback is valued and solicited via representation in program development and governance and periodic program requests. The majority of courses include components of discussion and consultation to foster critical thinking and self-examination.

In addition to the mission of PES and the six GSE Standards, our training philosophy and model is reflective of the evolving knowledge base of the areas of emphasis in professional psychology. See Appendix P for the APA (June 2011) Revised Competency Benchmarks in Professional Psychology (http://www.apa.org/ed/graduate/revised-competency-benchmarks.doc). Please refer to Appendix Q for a complete listing of goals, and objectives, with corresponding courses.

DOCTORAL PROGRAM DEGREE REQUIREMENTS

Academic Preparation and Admission Requirements

See GSE Bulletin, Enrollment Information: Admissions and Division of Psychological and Educational Services: Programs in Counseling: Doctoral Program in Counseling Psychology; and online GSE Admissions links via http://www.fordham.edu/gse. For further information, contact the faculty member currently serving as the program Coordinator of Admissions.

Length of Program

The GSE specifies an eight-year time limit for doctoral students to complete all degree requirements, including an approved one-year full-time internship. A minimum of 96 credits beyond the bachelor’s degree or 45 credits beyond the master’s degree must be completed at the GSE of Fordham University (GSE Bulletin, Doctoral Degree Requirements).

Curriculum Plan

Toward achieving the above training goals and objectives, the program implements a clear and coherent curriculum plan that is grounded in breadth of exposure to “the existing and evolving body of knowledge, skills, and competencies that define [counseling psychology and is] …well integrated with the broader theoretical and scientific foundations of the discipline and field of psychology in general” (as cited in Implementing Regulation C-16, APA Committee on Accreditation, February 2007, p. 42). Issues of cultural and individual diversity are integrated throughout the curriculum plan.

Our curriculum plan is outlined in the CPY Doctoral Advisement Form (Appendix B). This form must be brought to your advisement appointment each semester and student and advisor should both retain a copy. The Advisement Form presents the following 12 curriculum areas: Master’s Prerequisite Courses; Professional Practice; Psychology Core; Research Core; Philosophical, Historical, & Urban Education Core; Psychological Assessment; Intervention Procedures; Career Development; Consultation & Supervision; PhD Comprehensive Exam;
Doctoral Dissertation; and Internship. A five-year, semester-by-semester plan is outlined in the Possible Course Sequence for Doctoral Students in Counseling Psychology Entering with Master’s Degree (Appendix C). A six-year, semester-by-semester plan is outlined in the Possible Course Sequence for Doctoral Students in Counseling Psychology Entering with Bachelor’s Degree (Appendix D). Course descriptions, including prerequisites and co-requisites, are listed in the GSE Bulletin.

Master’s Prerequisites.
As the majority of our students enter with a Masters degree (most in counseling or related fields), the Advisement Form first outlines the Masters Prerequisite Courses that students must complete at Fordham University or provide evidence that these or equivalent courses have been completed and have approved exemptions. (The form: Approval of Exemptions from Courses is available from the PES Office (Rm 1008) or online via http://www.fordham.edu/info/20997/current_students/3253/academic_forms
Masters prerequisite courses to beginning the doctoral level practica sequence are required in introductory counseling process and pre-practicum, group counseling, career counseling, measurement, human development if no undergraduate developmental psychology course has been taken, and counseling field experience/practicum. Master’s prerequisite courses are required for the doctoral level Research Core (or students may test out of Statistics I by demonstrating satisfactory achievement of course content via a placement test available for administration and scoring from the PES Division office). Assessment in Counseling or an equivalent course is a prerequisite for objective personality and intelligence assessment course(s). The Division also offers a test in basic measurement as an alternative for demonstrating competence. In order to receive a Masters degree, students must complete all prerequisite coursework, take the masters comprehensive exams following completion of their prerequisite coursework, as well as apply for graduation. See Appendix R for the form to temporarily enter the Masters degree program so your degree can be conferred as well as instructions on how to apply for graduation from the Masters program.

I. Professional Practice
As an entering cohort, students in their first semester take PSGE 8672 Social and Ethical Responsibilities in Counseling Psychology. This course examines the social, professional, legal, historical, and ethical issues and standards relevant to the field of counseling psychology. Students focus on learning the General Principles and Ethical Standards of the current APA Ethics Code and explore applications to ethical decision making in ethical dilemmas in multicultural contexts.

II. Psychology Core
Consistent with APA accreditation guidelines that doctoral level training in psychology should be broad and general, the following courses are required in each of four areas of the Psychology Core: (A) Biological: PSGE 7435 Foundations of Neuropsychology, (B) Cognitive & Affective: PSGE 6312 Psychology of Cognition and Affect, (C) Social: PSGE 6345 Social Psychology, and (D) Individual Behavior: PSGE 7301 Advanced Developmental Psychology (Experimental Design must be taken prior to or in the same semester as Advanced Developmental). There are no co- or pre-requisites for the other Psychology core courses.
III. Research Core
Beyond the Masters-level prerequisite foundations in statistical methods, research methods, and measurement in education and psychology (PSGE 5210, 5204, and 6702, respectively), students take a sequential series of advanced courses in research methodology and techniques of data analysis: PSGE 7210 Experimental Design, PSGE 7211 Correlational Design and Analysis, PSGE 7213 Multivariate Statistical Techniques, and PSGE 7111 Psychometric Theory. Two other courses required in the Research Core are PSGE 7680 Qualitative Research Methods in Counseling Psychology and PSGE 7900 Proseminar in Psychological and Educational Services. PSGE 7900, the interdisciplinary PES proseminar – an orientation to the research process, empirically supported interventions, and PES faculty research interests – is taken in the fall and spring semesters of doctoral students’ first year along with entering cohorts from the doctoral program in School Psychology.

IV. Philosophical, Historical, & Urban Education Core
Students take a course relevant to the history of thought and development of scientific psychology. Relevant to New York City’s Fordham University Jesuit tradition and GSE mission of service to richly diverse metropolitan communities through well-rounded academic excellence, PSGE 6603 Multicultural Issues in Professional Psychology is the other course requirement in this core area.

V. Psychological Assessment
Students learn about the current body of knowledge that forms the scientific, theoretical, and methodological foundations of practice in counseling psychology assessment of functional and dysfunctional behavior through the following courses: PSGE 6645 General Psychopathology, PSGE 7613 Intelligence Assessment: Child/Adult, and PSGE 7612 Personality Assessment: CPY. (Those who entered with Masters degrees may have already taken Assessment of Personality and Intelligence and Assessment of Personality and those courses meet the requirements as well.)

VI. Intervention Procedures
Relevant to the theoretical foundations of clinical practice and current knowledge informing effective assessments and interventions in counseling psychology, students take the following courses: PSGE 7654 Doctoral Practicum I: Humanistic Approaches to Counseling and Psychotherapy, PSGE 7655 Doctoral Practicum II: Cognitive/Behavioral Approaches to Counseling and Psychotherapy, PSGE 7656 Doctoral Practicum III: Psychodynamic Approaches to Counseling and Psychotherapy, and PSGE 7658 Doctoral Practicum IV: Integrative Approaches to Counseling and Psychotherapy. After completing the doctoral practicum sequence (PSGE 7654, 7655, 7656 and 7658), students may accumulate additional externships by registering for PSGE 7530 Counseling Psychology Externship I or 7531 Counseling Psychology Externship II (both 0 credit).

VII. Career Development
Acknowledging the unique historical and current contributions of vocational psychology to the development of the discipline of counseling psychology, our program curriculum includes an advanced course, PSGE 7640 Psychology of Career Development. Master’s level career courses, and PSGE 7210 and 7211 are prerequisites.
VIII. Consultation & Supervision
Following completion of the prerequisite first year of doctoral practica (i.e., PSGE 7654 and 7655), students take two courses sequentially – PSGE 7649 Clinical Supervision and Consultation (critically examining the current knowledge base on theory and research) and PSGE 7657 Practicum in Supervision in Counseling Psychology (continued study and applications including weekly supervision of master’s-level trainees).

IX. PhD Comprehensive Exam
Students take comprehensive exams in Practice and Research. Minimal competencies in the substantive areas are established through coursework and training experiences. The exam is designed to be both educational and evaluative. It provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as to move beyond minimal competencies toward a solid professional identity.

There are two parts to the comprehensive exam Clinical Practice (Part I) and Scientific Research (Part II). Part I assesses students’ knowledge of theories of personal and career counseling and skills in applying theories to practice through a case study. Students must demonstrate knowledge of assessment and diagnosis, developmental theory, and ethical, legal, and multicultural issues. The question in Part II of the examination assesses research competency and typically requires students to demonstrate their knowledge of and familiarity with topical themes and methodology as reflected in the recent psychology literature. Thus, students should be prepared to respond to a question that would cover basic and intermediate statistical analysis, experimental design, and psychometrics, as well as multivariate statistics and qualitative research methods. Passing grades are achieved for comprehensive exam responses that reflect a breadth and depth of knowledge of the field, as well as critical reasoning skills and integrative ability.

To qualify to take the exam, students must attend a mandatory orientation in the prior Fall semester conducted by the program faculty Coordinator of Comprehensive Examinations and submit an approved eligibility application by the February 1st deadline. See Appendix E, Doctoral Comprehensive Examination FAQs, and Appendix F, Doctoral Comps Eligibility Application. Both exams will be given in mid-June in one of the computer labs in LL.

X. Minimal Research Competencies
Students must meet the following criteria to demonstrate their acquisition of research-related skills. Research requirements will be met through research apprenticeship, mandatory coursework, and research conducted in collaboration with a research team or through their own independent work under faculty supervision.

Prior to graduation, all students will be required to show evidence of having:
1. prepared an approved IRB application
2. written a comprehensive, well-written and well integrated literature review
3. attained a minimum grade of B on all required research coursework
4. attained a passing grade on the Research Comprehensive Exam and a 3 on each subscale
5. successfully defended their dissertation

AND EITHER A or B
A. Two research products must be completed (two written works or a written work and a conference presentation). One must be an original written work (journal article or book chapter) that can be theoretical or empirical in nature. If it is not empirical then another written work or conference presentation must be empirical (i.e. featuring original analyzed data)

For example, any of the following combinations could meet the requirement:

1. A conference talk based on empirical data and a theoretical book chapter
3. A theoretical conference poster and an empirical paper.

To be clear, a student cannot submit two conference presentations, even if they are both based upon empirical data (a written product is missing) or two non-empirical works of any kind. Within these qualifications, eligible work may include:

- The completion of a poster presentation or talk at a conference (e.g., APA, AERA, APS, National Multicultural Summit, Subway Summit on Cognition and Education Research). The student can be first or second author.
- A manuscript of publishable quality and evidence that it has been submitted to a peer-reviewed and scholarly journal for publication. It need not be accepted and the student can be first, second, or third author

OR

B. A published or “in press” empirical article in a peer-reviewed and scholarly journal for which the student is first author.

Students who enter the doctoral program with a master’s thesis (or an empirical first authored manuscript/publication of similar quality and intensity) may submit their thesis or empirical publication for faculty review. Similarly, students who entered the program with a bachelor’s degree and completed a senior thesis (or an empirical first-authored manuscript/publication of similar quality and intensity) can submit said document for review. If the faculty deems the prior level of research training and resultant works as comparable to research training and products expected from Fordham University doctoral students, these experiences/works can be applied toward fulfillment of Fordham research requirements. However, students would still need to complete all research apprenticeship requirements and actively participate on a research team or do independent work during their doctoral training under faculty supervision.

XI. Research Apprenticeship. In addition to the sequence of courses required in the Research Core (described above), students complete a year-long research apprenticeship (fall, spring, and summer, consecutively) with a faculty sponsor and attend interdisciplinary research seminars once a semester through the course PSGE 8001 Research Apprenticeship. These research apprenticeship projects often serve as pilot projects for subsequent dissertation work. Students must be nearing completion of PSGE 8001 to take the comprehensive exam and must have a passing grade in PSGE 8001 for the exam to be evaluated. See Appendix T.
XII. Doctoral Dissertation

Students register for PSGE 8999 Dissertation Seminar during each semester when working with their faculty dissertation committee until their final semester, when they expect to schedule their oral defense of their dissertation and thus register for EDGE 9999 Dissertation Mentoring. Students may first qualify to register for Dissertation Seminar after completing the comprehensive exam. During Dissertation Seminar, students: (a) develop and submit for approval a dissertation prospectus (brief overview of topic, preparation, and proposed Mentor and Readers for committee); (b) develop and submit dissertation proposal drafts to committee for review, revision, and approval prior to proposal defense; (c) defend proposal; (d) obtain CITI training to demonstrate knowledge of ethical behavior with respect to research with human subjects; (e) obtain Institutional Review Board (IRB) approval to begin data collection; (f) collect and analyze data; and (g) write and submit drafts to committee for review, revision, and approval to submit for PES Chair review and approval to schedule oral defense. The requirements of the dissertation process are outlined in the documents PES Handbook of the Dissertation Process available in PES Central or online at:
http://www.fordham.edu/info/20997/current_students/3254/doctoral_procedures
and the GSE Doctoral Handbook available via PES Central on Blackboard

XIII. Internship

The internship experience offers the opportunity to apply knowledge and skills with continuing supervision as students prepare to function as independent doctoral-level professionals. Students complete a full-time, full-year pre-doctoral internship, preferably at an APA accredited site, and register for PSGE 7667, 7668 and 7669 Internship in Counseling Psychology I, II and III. Prerequisites to obtaining faculty advisor approval to apply for internship are satisfactory completion of all coursework and passing the comprehensive exam. An approved dissertation proposal is required prior to submitting applications for an internship. No student may register for the APPIC Match until they have been deemed eligible by the Director of Training or designate.

Due to increased competitiveness of securing an APA-accredited pre-doctoral internship position in recent years, students are advised to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) website (http://www.appic.org) regarding clinical experience expectations of potential internship sites in which they may have interest, as well as APPIC’s detailed instructions on recording practicum hours in preparation for their subsequent internship application. The online version of the APPIC Application for Psychology Internships (AAPI Online) contains news and instructions about how to access the service. It can be found at http://www.appic.org, click on "AAPI ONLINE."

Students are advised to prepare early for the application and national matching process for highly competitive psychology internships through APPIC by: (a) maintaining records throughout their clinical training consistent with the format presented in the APPIC internship application; (b) attending orientation seminars conducted by the Director of Field-Based Experience and Accountability; (c) submitting well in advance of the first APPIC application deadline a draft application and personal statement for review by the program faculty and for requesting recommendation letters from faculty and externship site supervisors; and (d)
Practicum Experience

Our program endorses the guidelines on practicum training outlined in the *APA Guidelines and Principles of Accreditation* (http://www.apa.org/ed/accreditation) and follows the externship guidelines in Appendix G. It is critical that students strictly follow these guidelines to the letter. Consistent with our reflective scientist-practitioner training model and our value of multicultural competence development, students complete their sequence of doctoral practica in a wide variety of externship sites (e.g., in college counseling centers, hospitals, and community mental health agencies) throughout the metropolitan New York City area (see http://psychpracticum.fdu.edu). Reviews of sites where past students have completed their practica are also available on Blackboard; PES Central; Counseling Psychology Program. A full Externship Handbook is located in the Counseling Psychology Program Documents folder on PES Central.

Site and approval requirements are outlined in the Memorandum of Agreement for Doctoral Practicum I: Humanistic Approaches to Counseling and Psychotherapy and Doctoral Practicum II: Cognitive/Behavioral Approaches to Counseling and Psychotherapy (see Appendix I) and the Memorandum of Agreement for Doctoral Practicum III: Psychodynamic Approaches Counseling and Psychotherapy and Doctoral Practicum IV: Integrative Approaches to Counseling and Psychotherapy (see Appendix J). Each practicum includes a 3-credit academic course that meets weekly, providing ongoing group and individual consultation from the instructor and integration of relevant research and developmentally appropriate readings, resources, and assignments to build on evolving clinical practice competencies.

Securing Approved Practicum Sites. In consultation with their faculty advisor and the Director of Field-Based Experience and Accountability, in the year prior to beginning doctoral practica, students are responsible for finding potential practicum sites consistent with their training goals and securing an approved site. Externship applications and recommendation letters may not be submitted to sites under any circumstances until the Tuesday after Martin Luther King Day in mid-January. Students may not receive offers from externship sites until the first Monday in March. Students must not hold more than two offers at one time and must inform the Director of Training about all offers, acceptances, and withdrawals. Please review full externship guidelines thoroughly (see Appendix G). Students are responsible for obtaining all required approval signatures on the appropriate Memorandum of Agreement before April 15th.

Required Practica Hours and Documentation. Although the APA accreditation guidelines do not specify a required number of clinical hours prerequisite to internship, in order to be competitive applicants for internship, students are expected to accrue a minimum total of...
960 hours of formal practicum experience, including direct contact hours with clients (e.g., providing individual, conjoint, or group counseling; conducting intake interviews; administering assessments), clinical supervision hours, and other professional activities such as processing tapes, writing case notes, preparing for sessions, attending case conferences, and practicum class meetings. The program advises students to consult the APPIC website and download the current AAPI form for detailed instructions on how to count and record practicum hours in preparation for internship application, and the program provides sample forms for maintaining records of their clinical training (available via Ms. Elizabeth Casey, Director of Field-Based Experience and Accountability). Students can also use the MyPsychTrack website in order to log clinical hours online. See Appendix S for instructions. We also encourage students early in the program to review other APPIC information online (http://www.appic.org) regarding clinical experience expectations of potential internship sites in which they may have interest.

**Practica Evaluation.** General guidelines for evaluation of the practicum student’s counseling skills and professional development are outlined in the evaluation form provided by the program (Doctoral Extern-Intern Evaluation Form, Appendix L). Evaluation of the student’s performance is both individualized and normative, taking into account the student’s own baseline and learning goals, as well as estimating the student’s performance relative to other students at the same level of training. It is the joint responsibility of the student and site supervisor to specify and operationalize developmentally appropriate training and competency goals at the beginning of each semester of practicum. Both Ms. Elizabeth Casey, Director of Field-Based Experience and Accountability, and the practicum instructor are expected to contact the site supervisor at least once per semester to check on the student’s progress. While on-site and practicum evaluation should be ongoing and formative during the course of a semester, at the end of the semester the site supervisor and student should meet for a formal summative evaluation that includes a review of specific evidence of the student’s progress and areas for further development. It is the joint responsibility of the student and site supervisor to ensure that the evaluation form completed by the site supervisor and approved by the Director of Field-Based Experience and Accountability is submitted in a timely manner to practicum instructor for grade assignment. Copies of practica evaluations are kept in students’ academic files. In addition, the Director of Field-Based Experience and Accountability requests student evaluations of their experiences of practicum and internship sites. For further information, contact Ms. Elizabeth Casey, Director of Field-Based Experience and Accountability.

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**EVALUATION OF STUDENT PROGRESS**

**Annual Student Progress Reviews**

At the end of each semester, the core program faculty review all students’ transcripts to ensure that students are maintaining the minimum 3.5 GPA requirement for maintenance of matriculation in the doctoral program and are also receiving a B or better in each of their courses. Any student that has received a grade lower than B in any course is required to retake the course.
In January, the Director of Field-Based Experience and Accountability reviews all practicum and externship supervisor evaluations to ensure that all students are meeting the minimum levels of clinical competencies at the mid-year point. Any student who does not meet the minimum competencies (score of 4 or above) is discussed during the program meeting’s executive session on a case-by-case basis and an individualized plan of action/remediation is decided upon. In the rare event a remediation plan is necessary, the Coordinator of Clinical Training communicates the plan to the student and follows up with the student’s site supervisor.

Third, at the end of each academic year, the core program faculty meets in executive session to formally review the academic progress and professional performance of all current doctoral students. Adjunct faculty members teaching our doctoral students are contacted to provide feedback as well. Faculty members also review transcripts, practicum evaluations, advisement documentation, research apprenticeship, and dissertation progress, if applicable, and together decide whether students are making adequate progress. Faculty complete a newly designed rubric for evaluating the degree to which each student has met each competency (see Appendix Q annual progress rubric) by reviewing the materials listed above. If any deficiencies are noted, these are included in the annual progress letter that each student receives from the Training Director. A student deemed not to be performing at an appropriate level of competency will be given an indication of the areas in which improvement is needed and directed to meet with his or her advisor to discuss the outcome of the annual review and to formulate a “remediation plan” to strengthen those areas identified as limitations.

If significant concerns remain, the Training Director, following consultation with the program faculty, provides the student with: (a) timely written notification of all problems, (b) guidance regarding steps to remediate all issues of concern, and (c) explicit written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern, including deadlines. When reviewing aspects of students’ performance, the program adheres to Fordham University regulations as well as local, state, and federal statutes regarding due process and the fair treatment of students.

Students are apprised that failure to make satisfactory progress academically, or for reasons, which are deemed by the program to be serious, may result in the termination of student matriculation status from the program—with a written recommendation to that effect being made to the PES Division Chair (who then makes a recommendation to the GSE Dean for decision and disposition).

**Policies on Retention and Dismissal of Students**

The *GSE Bulletin* outlines the academic policies and procedures that govern student retention and dismissal. Students are expected to adhere to all university policies, including the University Code of Conduct policies on nondiscrimination and sexual harassment prevention (Appendix M), and the policy on Academic Integrity (http://www.fordham.edu/info/20881/academics/4342/academic_integrity). Furthermore, students matriculated in the Counseling & Counseling Psychology Programs are expected to
make satisfactory progress in requirements for professional as well as academic performance (as outlined above, regarding Annual Student Progress Reviews).

Student Grievance Procedures

The academic policies and procedures cited above include due process for students, should they believe that their rights have been violated. The GSE Student Grievance Procedures (Appendix N) is available from the Office of the Associate Dean or online http://www.fordham.edu/info/20992/academics/2195/academic_policies_and_procedures/2

UNIVERSITY RESOURCES FOR STUDENTS

Financial Aid

The primary resource for GSE students for financial aid information and applications (including graduate assistantships) is the GSE Admissions Office & Financial Aid Office located at 33 West 60th Street in Suite 207 (212-636-6400) and online (http://www.fordham.edu/gse). An overview of financial aid resources is included in the GSE Bulletin. Another resource is available from the PES Division office in room 1008, Funding Opportunities Guide for PES Graduate Students. The Fordham University Financial Aid Office is located in Lowenstein room 215 (212-636-6700), and further information is available online.

GSE graduate assistantships awarded to student applicants require 6.5 hours per week over 14 weeks per semester of work (e.g., administrative or research assistance) with an assigned faculty member or campus office to earn one course (3-credits) tuition remission. Graduate assistant assignments with core program faculty members are given preference to the first-year doctoral students in the Counseling Psychology Program.

Advisement

When admitted to the program, students are assigned a faculty academic advisor from the core program faculty. Throughout their matriculation in the program, students meet with their academic advisor at least once per semester to review student progress relevant to the student’s plan of study and training goals and for course registration advisement (see Appendix B: CPY Doctoral Advisement Form). Students must meet with their advisors in the Fall term of their first year to review a multi-year plan for completing the program. Students should complete the CPY Doctoral Advisement Form (see Appendix B) once each semester during academic advising and retain a copy for their records.
Resources and Services for Academic Support and Student Life
A wide variety of resources, services, activities, and events are offered to support student development of the whole person at Fordham University, in the heart of New York City. The university website (http://www.fordham.edu) and GSE website (http://www.fordham.edu/gse) provide helpful links to a range of campus resources for academic support and student life.

Support for Students with Disabilities
Fordham University treats students with disabilities in a nondiscriminatory manner and will make reasonable accommodations, and provide appropriate auxiliary aids and services, to assist otherwise qualified individuals with disabilities in achieving success in programs by providing services and facilities in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Applicants who have been accepted for admission or current students who are seeking accommodation for a disability should contact the Director of Disability Services at the following location: Lincoln Center Campus at 33 W. 60th Street, suite 224; Phone: (212) 636-6282

STUDENTS
As of Fall 2015, our program’s students are a diverse and inspiring group varying greatly in interests and professional aspirations. All were selected for admission because they share the intellectual and personal characteristics judged essential for professional psychologists. Students range from their 20s to their 40s. About 30% identify as minority-group members and 19% of doctoral students are male. Many students engage in practica in community mental health centers, university counseling centers, hospitals, and other settings. They also teach in local colleges, conduct research, publish, and present at professional conferences. Students attend full-time and live within the tri-state metropolitan area (i.e., NY, NJ, CT).

Student Initiatives
CPAC (Counseling Psychology Action Committee). CPAC is a student-founded and student-run organization. The goal of CPAC is to work towards the growth and development of the Counseling Psychology Program. The organization seeks to develop and maintain an ongoing working relationship with the faculty in an effort to strengthen our identity as a PhD program and as counseling psychologists. CPAC members have attended counseling program and division-wide meetings, have planned and attended social events for psychology students, and have helped to bring about changes in the counseling psychology doctoral program by working collaboratively with the faculty and administration of the PES Division and GSE. Inquiries about CPAC should be directed to fordhamcpac1@gmail.com.

FACULTY
At present, there are eight full-time core program faculty members. In addition, the psychology and research core courses are taught by other faculty in the Division of Psychological and Educational Services. Professors in the PES Division also work with PhD students in the counseling program. Every dissertation committee must include a member of one of the other PES programs or another member outside of the counseling psychology discipline. Adjunct
faculty members, usually practitioners from the metropolitan area, are also available for teaching and may be approved for dissertation committee service.

**Professional and Research Interests of Core Program Faculty**
(* = year faculty member joined Fordham)

**Keitel, Merle A.**
1986* (mkeitel@fordham.edu); 212.636.6468

*Professional Interests:* Individual counseling; health psychology, impact of illness on individuals and their family members; psychological aspects of recurrent miscarriage and infertility, parents of children and adolescents with anorexia nervosa, multicultural issues in health; women's issues

*Theoretical Orientation:* Humanistic, Integrative

*Past and Present Service Activities:* Director of Counseling Psychology Doctoral Program (1992-2000, 2012- Present), Faculty Senator (2009-2014), Executive Committee, Faculty Senate (1989-92). Coordinator of Scheduling & Adjunct Faculty Liaison (2005-2012); Ad-hoc Reviewer Psychology of Women and Journal of Counseling Psychology, Reviewer for APA Division 17 Counseling Health Psych Student Research Award (2003-05, 2007-08); Proposal Reviewer-Division 17 and 35; Awards Chair, Division 17 Counseling Health Psychology Section Scanlon Award, Graduate School of Education, Fordham University (2002); James C. Hansen Humanitarian Award, SUNY at Buffalo Graduate School of Education (2006).


**Ponterotto, Joseph G.**
1987* (ponterotto@fordham.edu);212.636.6480
PhD. University of California, Santa Barbara, 1985

*Professional Interest:* Multicultural counseling research and clinical practice within a socio-cultural context, and psychobiography.
Theoretical Orientation:  Culture-Anchored Multimodal Counseling


Rabinowitz, Mitchell
1988* (MRabinowitz@Fordham.edu)
Ph.D. University of California, San Diego, 1982

Major Interests: Design of instructional material, folk beliefs about everyday concepts and ideas, understanding of individual differences, problem representation and problem solving.

Theoretical Orientation: Cognitive psychology

Past and Present Activities: Division chairperson 2006-2011; Associate Director – Center for Learning in Unsupervised Environments, 2005-2011; Director of Educational Psychology program, 1998 – 2004; Director of Center for Technology in Education, 1996 – 2005; Fellow, American Psychological Association; Fellow, Association of Psychological Science; Member, Psychonomic Society; Spencer Fellow, National Academy of Education; DAAD fellow.

Sample Research:

Chen, Eric C.
1995* (echen@fordham.edu); 212.636.6474
PhD. Arizona State University, 1995

[updated 7/2015 by M. Keitel]
**Professional Interests:** Counseling group dynamics and process, clinical supervision, multicultural issues and competence

**Theoretical Orientation:** Interpersonal process approach that draws on object relations theory, family systems framework and interpersonal theory.


**Sample Publications:**

**Blumberg, Fran**

1997* (Blumberg@fordham.edu); 212.636.6486

PhD. in Developmental Psychology, Purdue University, 1988

**Professional Interests:** Children’s learning in the context of traditional and non-traditional learning settings such as video games; children’s and adolescents’ media literacy.

**Theoretical orientation:** Cognitive psychology

**Past and Present Activities:** Comprehensive exam coordinator (2011-present); Affiliated Faculty, Children’s Digital Media Center, Georgetown University (2014-present); Editorial Board member (current): *Games for Health: Research, Development and Clinical Assessment, Computers in Human Behavior, International Journal of Gaming and Computer-Mediated Simulations*; Co-chair, New Technologies Committee, APA Division 46 (2013-2014); Co-program Chair, APA Division 46 - APA 2013 Annual Meeting (2012-2013)

Jackson, Margo A.
1999* (mjackson@fordham.edu); 212.636.6463
PhD. Stanford University, 1999

Professional Interests: Hidden biases and resources of counselors, educators, supervisors, and leaders; career development and vocational psychology; multicultural counseling and psychotherapy training and supervision; stress and coping in human life span development

Theoretical Orientation: Cognitive-behavioral, existential/humanistic, and integrative


Park-Taylor, Jennie
2004* (parktaylor@fordham.edu); 212.636.7299
PhD. Boston College, 2004

Professional Interests: Factors that impact the healthy development of immigrant youth; acculturation and acculturative stress; program development through interprofessional collaboration in schools; and community mental health
Theoretical Orientation: Integrative with an emphasis on relational and developmental theories.

Past and Present Service Activities: Coordinator of School Counseling Program (Lincoln Center), Coordinator of Doctoral Externship and Internship, University Salary and Benefits Committee, Faculty Representative for PES Wellness Month, Ad hoc reviewer of *The Journal of Counseling Psychology, Identity: An International Journal of Theory and Research*. APA (Division 17 & 45) and AERA (Division E) member.


D’Onofrio, Amelio A.
2004* (amdonofrio@fordham.edu); 212.636.6434
PhD, Fordham University, 1995

Professional Interests: Psychotherapy process, training, and supervision; developmental psychopathology; treatment of trauma; adolescent self-injury

Theoretical Orientation: Existential, Psychodynamic

Past and Present Service Activities: Coordinator of Clinical Training (2013-Present); Psychologist in Private Practice; Organizational and Educational Consultant; Member of the Board, Clinical Division, NY State Psychological Association; Chief of Education, Department of Veterans Affairs Medical Center; Chief of Psychosocial Rehabilitation for Homeless Veterans, VA Healthcare System; manuscript reviewer APA Books and Sage Publications; Associate Director, Iona College Counseling Center.


Director of Field-Based Experience and Accountability

Elizabeth Casey, 2008* (elcasey@fordham.edu); 212.636.6469
MS.Ed., Counseling & Personnel Services, Fordham University, 2005

Major Responsibilities:
Ms. Casey provides leadership and oversees operations in the area of field-based/clinical experiences. Although students are responsible for researching, applying to, and securing sites, she facilitates the process as well as ensuring quality fieldwork, internship, and practicum placements. Ms. Casey also coordinates clinical experience assessment efforts and works in collaboration with the divisional chair and program director to develop policies and procedures related to fieldwork and assessment of candidate preparedness. She acts as a liaison between faculty and students for the collection of data used in accountability (e.g., accreditation) efforts. Ms. Casey also works to develop and enhance relationships with schools and agencies in the field.
Appendix A: Counseling Psychology Model Training Values Statement

“Counseling Psychology Model Training Values Statement”
(ACCTA/CCPTP/SCP, 8/06)

Counseling Psychology Model Training Values Statement Addressing Diversity

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

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

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

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

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

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

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

1This document was endorsed by ACCTA, CCPTP) and SCP in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, PhD, Chair, (SCP), Arnie Abels, Ph. D.(ACCTA), Eve Adams, PhD, (CCPTP), Marie Miville, PhD, (CCPTP), and Barry Schreier, PhD (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team acknowledges Laurie Mintz, and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document.
Appendix B: CPY Doctoral Advisement Form

CPY Doctoral Advisement Form
Fordham University, Graduate School of Education, PES Division
PhD Counseling Psychology Program

ADVISEMENT FORM
Year Admitted into the Doctoral Program: _____________

NAME:________________________________  Fordham ID:________________________

EMAIL ADDRESS:__________________________________________________________

HOME ADDRESS:___________________________________________________________

PHONE#:___________________________________________

ADVISOR:____________________________  MENTOR: ____________________________

Master’s Degree Institution:________________________ Degree Earned:_______________

PART I: ACADEMIC PROGRESS

MASTER’S PREREQUISITE COURSES: (Must complete the following courses or provide evidence that these or equivalent courses have been completed or have approved exemptions.)

___ PSGE 5621 Found Prof Couns & Consu [su or fa]  ___ PSGE 5623 Clinical Instr Couns process [su or fa]
___ PSGE 5631 Couns Theory & Practice [sp or su]  ___ PSGE 5633 Clinical Instr Theory to Pract [sp or su]
___ PSGE 6630 Group Counseling [fa, sp or su]  ___ PSGE 6632 Pre-Pract in Grps [fa, sp or su]
___ PSGE 6640 Career Counseling [sp or su]  ___ PSGE 6642 Pract in Career Couns [sp or su]
___ PSGE 6602 Human Development [fa]  ___ PSGE 6607 Assessment in Counseling [fa or su]
___ PSGE 6651 Field Expres in Mental Hlth Cns I [fa]  ___ PSGE 6653 Field Expres in Mental Hlth Cns II [sp]

(*NOTE: students may earn exemption from 6607 Assessment in Counseling and/or PSGE 5210 Statistical Methods in Ed & Psych I by passing tests). Students who have undergraduate coursework in developmental psychology may apply for exemption from the Human Development class.

DOCTORAL DEGREE RESIDENCY REQUIREMENT: At Fordham University GSE, students must complete a minimum of 96 credits beyond the baccalaureate or 45 credits beyond a master’s degree in counseling or related field (including maximum of 6 transfer credits and excluding approved exemptions).

.............................................................................................................................................

SEMMESTER TAKEN/GRADE

I) PROFESSIONAL PRACTICE (3 credits)
   ___ PSGE 8672 Social & Ethical Responsibilities in Counseling Psychology [1" yr fa]

II) PSYCHOLOGY CORE: (One course in each area)
   ___ Biological: PSGE 7435 Foundations of Neuropsychology [sp]
   ___ Cognitive/Affective: PSGE 6312 Psychology of Cognition and Affect [fa or sp]

[updated 7/2015 by M. Keitel]
III) RESEARCH CORE: (15-21 credits)

A. Prerequisites: *(Students may earn exemption from PSGE 6607 Assessment in Counseling and/or PSGE 5210 Statistical Methods in Ed & Psych I with passing tests.)*

- PSGE 5204 Research Methods in Counseling  
  [fa, sp, or su]
- PSGE 5210 Statistical Methods in Ed & Psych I  
  [fa]

B. Advanced: *(PSGE 7210, 7211, and 7213 should be completed in sequence)*

- PSGE 7210 Experimental Design  
  [sp]
- PSGE 7211 Correlational Design and Analysis  
  [fa]
- PSGE 7213 Application of Multivariate Techniques in Education and Psychology  
  [sp]
- PSGE 7711 Psychometric Theory  
  [fa]
- PSGE 7680 Qualitative Research Methods in Counseling Psychology  
  [fa]
- PSGE 7900 Proseminar (0 credit)  
  [1st yr fa AND sp]
- PSGE 8001 Research Apprenticeship (0 credit)  
  [fa, sp, AND su]

IV) PHILISOPHICAL, HISTORICAL, URBAN EDUCATION CORE (6 credits)

- PSGE 6615 History & Systems of Psychology  
  [su]
- PSGE 6603 Multicultural Issues in Professional Psychology  
  [su]

V) PSYCHOLOGICAL ASSESSMENT (9 credits)

- PSGE 6645 General Psychopathology  
  [fa]
- PSGE 7612 Personality Assessment: CPY*  
  [fa]
- PSGE 7613 Intell. Assessment: Child/Adult*  
  [sp]

*Change from prior doctoral handbooks

VI) INTERVENTION PROCEDURES (15 credits)

- PSGE 5621 Foundations of Professional Counseling and Consultation  
  [fa, su]
- PSGE 5623 Clinical Instruction in Counseling Process  
  [fa, su]
- PSGE 5631 Counseling Theory and Practice  
  [sp, sometimes su]
- PSGE 5633 Clinical Instruction: Theory to Practice  
  [sp, sometimes su]
- PSGE 7654 Doctoral Practicum I: Humanistic Approaches to Counseling and Psychotherapy  
  [fa ONLY]
- PSGE 7655 Doctoral Practicum II: Cognitive/Behavioral Approaches to Counseling and Psychotherapy  
  [sp ONLY]
- PSGE 7656 Doctoral Practicum III: Psychodynamic Approaches to Counseling and Psychotherapy  
  [fa ONLY]
- PSGE 7658 Doctoral Practicum IV: Integrative Approaches to Counseling and Psychotherapy  
  [sp ONLY]
- PSGE 7530 Counseling Psychology Externship I (0 credit)  
  [fa ONLY]
- PSGE 7531 Counseling Psychology Externship II (0 credit)  
  [sp ONLY]
- PSGE 7532 Counseling Psychology Externship-Summer (0 credit)  
  [su ONLY]

VII) CAREER DEVELOPMENT (3 credits)

- PSGE 7640 Psychology of Career Development  
  [sp ONLY]

VIII) CONSULTATION & SUPERVISION (6 credits)

- PSGE 7649 Clinical Supervision and Consultation  
  [fa ONLY]
- PSGE 7657 Practicum in Supervision in Counseling Psychology  
  [sp ONLY]
IX) **PhD COMPREHENSIVE EXAM**
   _____ PSGE 0905 & 0910 PhD Comprehensive Exam I & II            [su only]

X) **DOCTORAL DISSERTATION**
   - _____ PSGE 8999 Dissertation Seminar
   - _____ EDGE 9999 Dissertation Mentoring

XI) **INTERNSHIP** (0 credit)
   _____ PSGE 7667, 7668, & 7669 Internship in Counseling Psych I, II, & III [fa, sp AND su]

**Overall doctoral GPA = ___________**

**Permanent Matriculation approved in semester/year:** ________________

**Approved Course Exemptions (semester/year approved):**

**Research Apprenticeship**

**Title**

**Advisor:**

**Date completed**

**Dissertation:**

Research Title or Topic (anticipated):

Committee (proposed or approved by Dissertation Seminar faculty):

   Mentor:

   Reader:

   Reader:

Status of Dissertation (expected semester/year of completion):

   [_____] Dissertation prospectus accepted  ________________

   [_____] Dissertation proposal defended  ________________

   [_____] IRB approval  ________________

   [_____] Data collected  ________________

   [_____] Data analyzed  ________________

   [_____] Draft of dissertation  ________________

   [_____] Dissertation defended  ________________
PART II: PROFESSIONAL DEVELOPMENT

PROFESSIONAL MEMBERSHIPS

PUBLICATIONS

CONFERENCE PRESENTATIONS

OUTREACH OR WORKSHOP PRESENTATIONS

CONFERENCES AND WORKSHOPS ATTENDED

COMMITTEE PARTICIPATION

OTHER RESEARCH EXPERIENCES

OTHER CLINICAL EXPERIENCES

GOALS FOR TRAINING AND PROFESSIONAL DEVELOPMENT FOR NEXT YEAR
Appendix C: Course Sequence for Students with a Master's Degree in Counseling

Course Sequence for Students Entering with Master’s Degree in Counseling

Students must have completed prerequisite courses in Counseling Process, Counseling Pre-Practicum, Counseling Theories, Groups, Careers, Asst in Couns, and a Master’s level Field Experience prior to beginning Doctoral Practicum. Prior to taking PSGE 7210 (Experimental Design) students need Asst in Couns and Stat I (or test out). See course descriptions in GSE Bulletin for all prerequisites and co-requisites. **Students must demonstrate that they have taken a graduate level course comparable to PSGE 6605 Couns Program Devt and Evaluation**

- Note: “Early” classes begin at 4:50pm and “Late” classes begin at 7:00pm
- Note: The personality assessment sequence has been revised but does not affect students who entered with a Masters degree *

YEAR 1 (24 - 27 credits)

Fall Semester (12-15 credits)
- PSGE 8672 Social and Ethical Responsibility in Counseling Psych (2:20-4:40PM Thurs)
- PSGE 7900 Pro-Seminar in Psychological and Educational Services (daytime Mon, 0 credit)
- PSGE 5210 Statistical Methods in Education and Psychology I (early Mon) *(or test out)*
- PSGE 7680 Qualitative Research Methods in Counseling Psychology (late Wed)
- PSGE 6645 General Psychopathology (early Tues) (if no prior graduate coursework in psychopathology)
- PSGE 7612 Personality Assessment: CPY (late Tues)

Spring Semester (12 credits)
- PSGE 7900 Pro-Seminar in Psychological and Educational Services (daytime Mon, 0 credit)
- PSGE 7613 Intelligence Assessment: Child/Adult (late Tues)
- PSGE 7210 Experimental Design (late Mon)
- PSGE 7435 Foundations of Neuropsychology (late Thurs)
- PSGE 6312 Psychology of Cognition and Affect (early Thurs)
- PSGE 0900 Permanent Matriculation (0 credit; register in semester when have satisfactorily completed 12-15 credits for faculty review of progress)

*(Submit applications to externship sites for Doctoral Practicum for following fall-spring. Consult Advisor, Externship Guidelines, and Director of Field-Based Experience and Accountability.)*

Summer Session-I (3-6 credits)
- PSGE 6603 Multicultural Issues in Professional Psychology (early Mon and Wed)
- PSGE 6615 History & Systems of Psychology (late Mon and Wed)

YEAR 2 (24-30 credits)

Fall Semester (12 credits)
- PSGE 8001 Research Apprenticeship (0 credit)
- PSGE 7654 Doctoral Practicum in Counseling Psychology I: Humanistic (early Wed)
- PSGE 7211 Correlational Design and Analysis (late Mon)
- PSGE 7711 Psychometric Theory (early Mon)
- PSGE 6345 Social Psychology (late Tues)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester</strong> (12 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 8001</td>
<td>Research Apprenticeship (0 credit)</td>
<td></td>
</tr>
<tr>
<td>PSGE 7655</td>
<td>Doctoral Prac in Counseling Psych II: Cognitive/Behavioral (late Wed)</td>
<td></td>
</tr>
<tr>
<td>PSGE 7213</td>
<td>Application of Multivariate Techniques in Ed and Psychology (late Mon)</td>
<td></td>
</tr>
<tr>
<td>PSGE 7640</td>
<td>Psychology of Career Development (early Wed)</td>
<td></td>
</tr>
<tr>
<td>PSGE 7301</td>
<td>Advanced Developmental Psychology (Tues early)</td>
<td></td>
</tr>
</tbody>
</table>

*(Submit applications to externship sites for Doctoral Practicum for following fall-spring. Consult Advisor, Externship Guidelines, and Director of Field-Based Experience and Accountability.)*

*(Submit application for comps eligibility by deadline and attend mandatory comps orientation – contact program Coordinator of Comprehensive Exams.)*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Summer I</strong> (6 credits)</td>
<td></td>
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<tr>
<td>PSGE 8001</td>
<td>Research Apprenticeship (0 credit)</td>
<td></td>
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<tr>
<td>PSGE 6615</td>
<td>History &amp; Systems of Psychology (late Mon and Wed) (if not already taken)</td>
<td></td>
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<tr>
<td>PSGE 6603</td>
<td>Multicultural Issues in Professional Psychology (early Mon and Wed) (if not already taken)</td>
<td></td>
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<tr>
<td>PSGE 0905</td>
<td>Doctoral Comprehensive Exam/Assessment – Part I, Clinical (0 credit)</td>
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</tr>
<tr>
<td>PSGE 0910</td>
<td>Doctoral Comprehensive Exam/Assessment – Part II, Research (0 credit)</td>
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<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong> (6 credits)</td>
<td></td>
<td></td>
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<tr>
<td>PSGE 7656</td>
<td>Doctoral Prac in Counseling Psychology III: Psychodynamic (late Wed)</td>
<td></td>
</tr>
<tr>
<td>PSGE 7649</td>
<td>Clinical Supervision in Counseling Psychology (early Wed)</td>
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<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Spring Semester</strong> (6 credits)</td>
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<tr>
<td>PSGE 7658</td>
<td>Doctoral Prac in Counseling Psychology IV: Integrative (late Wed)</td>
<td></td>
</tr>
<tr>
<td>PSGE 7657</td>
<td>Practicum in Supervision in Counseling Psychology (must be available to supervise Master’s students on Thursdays from 4:50-6:50 in addition to class time)</td>
<td></td>
</tr>
<tr>
<td>PSGE 8999</td>
<td>Dissertation Seminar</td>
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</tbody>
</table>

*(Aim to submit dissertation prospectus for approval.)*

*(Aim to submit dissertation proposal drafts to committee for review and revision.)*

*(Begin to prepare for predoctoral internship application process.)*

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong> (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 8999</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td>PSGE 7530</td>
<td>Counseling Psychology Externship (0 credit) (optional)</td>
<td></td>
</tr>
</tbody>
</table>

*(Defend proposal, obtain IRB approval, and begin data collection.)*

*(Submit applications via APPIC for predoctoral internship; prepare well in advance of first application deadline to draft application and personal statement for review/approval by program advisor, and request recommendation letters.)*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td><strong>Spring Semester</strong> (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSGE 8999</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td>PSGE 7531</td>
<td>Counseling Psychology Externship (0 credit) (optional)</td>
<td></td>
</tr>
</tbody>
</table>

*(Analyze data; submit drafts to committee for review, revision.)*
YEAR 5 (Full-Time, Full-Year Internship at Approved Site)

Fall Semester
EDGE 9999  Dissertation Mentoring (register only in the semester when you have defended your dissertation, otherwise register for dissertation seminar)
PSGE 7667  Internship in Counseling Psychology I
(Aim to obtain committee approval to submit for PES Chair review and approval to schedule oral defense; defend dissertation; submit for format review.)

Spring Semester
PSGE 7668  Internship in Counseling Psychology II
Apply for August degree conferral if all requirements including dissertation format review will be met

Summer Semester
PSGE 7669  Internship in Counseling Psychology III
Appendix D: Course Sequence for Students with a Bachelor's Degree

Course Sequence for Students Entering with Bachelor’s Degree

For Fall 2015 start students who want their Masters enroute. If you started in summer 2015 consult your advisor for individualized plan

- Students must have completed prerequisite courses in Counseling Process, Counseling Pre-Practicum, Counseling Theories, Groups, Careers, and Assessment in Counseling prior to beginning Masters’ Field Experience (PSGE 6651 and 6653).
- Master’s level Field Experience must be completed prior to beginning Doctoral Practicum (PSGE 7654). See descriptions in GSE Bulletin for prerequisites and co-requisites.
- Students may complete some prerequisite courses in the summer before first year (e.g., prerequisites (PSGE 5621, 5623, 5204).
- Students with no undergraduate or graduate developmental psychology class must take PSGE 6602 Human Development.
- To qualify for an exemption for PSGE 5204 Research Methods in Counseling, Students must have a strong undergraduate or a graduate research class and evidence of research experience
- Note: “Early” classes begin at 4:50pm and “Late” classes begin at 7:00pm

YEAR 1 (36 or 42 credits)

Fall Semester (12-15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSGE 8672</td>
<td>Social and Ethical Responsibility in Counseling Psych (2:20-4:40PM Thurs)</td>
<td>2</td>
</tr>
<tr>
<td>PSGE 7900</td>
<td>Pro-Seminar in Psychological and Educational Services (daytime Mon, 0 credit)</td>
<td>0</td>
</tr>
<tr>
<td>PSGE 5621</td>
<td>Foundations in Professional Counseling and Consultation (early Wed)*</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5623</td>
<td>Clinical Instruction in Counseling Process (late Wed)*</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 5210</td>
<td>Statistical Methods in Education and Psychology I (early Mon) (or test out)</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6607</td>
<td>Assessment in Counseling (early or late Mon) (or test out)</td>
<td>2</td>
</tr>
<tr>
<td>PSGE 6602</td>
<td>Human Development (late Mon) (required only IF no prior coursework in developmental psychology)</td>
<td>3</td>
</tr>
</tbody>
</table>

(Prepare applications (but do not submit) for master’s externship sites for 600-hour Field Experience for following fall semester. Consult advisor, Externship Guidelines and Director of Field Placements)

Spring Semester (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 7900</td>
<td>Pro-Seminar in Psychological and Educational Services (daytime Mon, 0 credit)</td>
<td>0</td>
</tr>
<tr>
<td>PSGE 6642</td>
<td>Practicum in Career Counseling (late Wed)*</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6630</td>
<td>Group Counseling (early Tues)*</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6632</td>
<td>Pre-Practicum in Groups (late Tues) *</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7210</td>
<td>Experimental Design (late Mon)</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 0900</td>
<td>Permanent Matriculation (0 credit; register in semester after 12-15 credits completed.)</td>
<td>0</td>
</tr>
</tbody>
</table>

(Submit applications for master’s externship sites for 600-hour Field Experience for following fall semester. Consult advisor, Externship Guidelines and Director of Field Placements.)

Summer Session-I (3-6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSGE 6603</td>
<td>Multicultural Issues in Professional Psychology (early Mon and Wed)</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6615</td>
<td>History &amp; Systems of Psychology (late Mon and Wed)</td>
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Summer Session-II (6 credits)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSGE 5631</td>
<td>Counseling Theory and Practice (Tue and Thu)*</td>
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</table>

[updated 7/2015 by M. Keitel]
PSGE 5633  Clinical Instruction Application of Theory to Practice (Tue and Thu)*
*Must be completed prior to Field Experience

YEAR 2 (33-36 credits)

Fall Semester (15 credits)
PSGE 6651  Field Experience in Mental Health Counseling I (early Thurs)
PSGE 7680  Qualitative Research Methods in Counseling Psychology (late Wed)
PSGE 7211  Correlational Design and Analysis (late Mon)
PSGE 6645  General Psychopathology (early Tues)
PSGE 7612  Personality Assessment: CPY (late Tues)

Spring Semester (12-15 credits)
PSGE 7613  Intelligence Assessment: Child/Adult (late Tues)
PSGE 7435  Foundations of Neuropsychology (late Thurs)
PSGE 6653  Field Experience in Mental Health Counseling II (early Thurs)
PSGE 6605  Couns Prog Devt and Evaluation (early Mon)
PSGE 7213  Application of Multivariate Techniques in Ed and Psych (late Mon)

(Submit applications to externship sites for Doctoral Practicum for following fall-spring. Consult Advisor, Externship Guidelines, and Director of Field-Based Experience and Accountability.)

Summer I (6 credits)
PSGE 5625  Theories of Family Couns and Asst (Mon and Wed late) (required for those who want enroute Masters)
PSGE 5204  Research Methods in Counseling (or apply for exemption)
PSGE 0705  Master's Comps (required for those who want enroute Masters)

To receive a Master’s degree you must have passed the Comps and apply for graduation from the Mental Health Counseling Program.

YEAR 3 (27 credits)

Fall Semester (9 credits)
PSGE 8001  Research Apprenticeship (0 credit)
PSGE 7654  Doctoral Practicum in Counseling Psychology I: Humanistic (early Wed)
PSGE 7711  Psychometric Theory (early Mon)
PSGE 6345  Social Psychology (late Tues)

Spring Semester (12 credits)
PSGE 8001  Research Apprenticeship (0 credit)
PSGE 7655  Doctoral Prac in Counseling Psych II: Cognitive/Behavioral (late Wed)
PSGE 7640  Psychology of Career Development (early Wed)
PSGE 6312  Psychology of Cognition and Affect (early Thurs)
PSGE 7301  Advanced Developmental Psychology (early Tues)

(Submit applications to externship sites for Doctoral Practicum for following fall-spring. Consult Advisor, Externship Guidelines, and Director of Field-Based Experience and Accountability.)

(Submit application for comps eligibility by deadline and attend mandatory comps orientation – contact program Coordinator of Comprehensive Exams.)

Summer I (3 credits)
PSGE 8001  Research Apprenticeship (0 credit)
PSGE 0905  Doctoral Comprehensive Exam/Assessment – Part I, Clinical (0 credit)
PSGE 0910  Doctoral Comprehensive Exam/Assessment – Part II, Research (0 credit)

YEAR 4 (15 credits)

Fall Semester (6 credits)
PSGE 7656  Doctoral Prac in Counseling Psych III: Psychodynamic (late Wed)
PSGE 7649  Clinical Supervision in Counseling Psychology (early Wed)

Spring Semester (9 credits)
PSGE 7658  Doctoral Prac in Counseling Psychology IV: Integrative (late Wed)
PSGE 7657  Practicum in Supervision in Counseling Psychology (early Wed) (must be available to supervise Master’s students on Thursdays from 4:50-6:50 in addition to class time)
PSGE 8999  Dissertation Seminar (Aim to submit dissertation prospectus for approval and develop proposal.)

Summer I
(Begin to prepare for predoctoral internship application process.)

YEAR 5 (Internship Application & Dissertation)

Fall Semester
PSGE 8999  Dissertation Seminar
PSGE 7530  Counseling Psychology Externship (0 credit) (optional)
(Aim to defend proposal, obtain IRB approval, and begin data collection.)
(Submit applications via APPIC for predoctoral internship; prepare well in advance of first application deadline to draft application and personal statement for review/approval by program advisor, and request recommendation letters.)

Spring Semester
PSGE 8999  Dissertation Seminar
PSGE 7531  Counseling Psychology Externship (0 credit) (optional)
(Analyze data; submit drafts to committee for review, revision.)

YEAR 6 (Full-Time, Full-Year Internship at approved site)

Fall Semester
EDGE 9999  Dissertation Mentoring (register only for semester when oral defense)
PSGE 7667  Internship in Counseling Psychology I  
*(Aim to obtain committee approval to submit for PES Chair review and approval to schedule oral defense; defend dissertation; submit for format review.)*

Spring Semester (0 credit)
PSGE 7668  Internship in Counseling Psychology II  
Apply for August degree conferral if all requirements including dissertation format review will be met

Summer Semester (0 credit)  
PSGE 7669  Internship in Counseling Psychology III
Appendix E: Doctoral Comprehensive Exam FAQs

Doctoral Comprehensive Examination FAQs

FORDHAM UNIVERSITY
Graduate School of Education, Division of Psychological and Educational Services

Ph.D. Program in Counseling Psychology

COMPREHENSIVE EXAMINATION: FREQUENTLY ASKED QUESTIONS
(updated 4/9/15)

• ELIGIBILITY REQUIREMENTS

1. At what point in one’s doctoral program does the student become eligible to take the doctoral comprehensive examination?

• Students are eligible to take the doctoral comprehensive examination only when they:
  a) Have completed all course work (excluding dissertation research, Doc Prac III and IV, and the supervision sequence, PSGE 7649 and 7657);
  b) Have completed EDGE 8001 Research Apprenticeship;
  c) Have maintained a minimum overall graduate grade point average of 3.5; and
  d) Have removed all incompletes, if any, on their student record by the time they apply to take the comprehensive examination.

2. Is there an application that students are expected to complete in order to apply to take the exam?

• Students who intend to take the comprehensive examination for the next fall should submit the completed Request for Eligibility for Taking Ph.D. Comprehensive Examinations form, along with a copy of their current transcript before February 1 to the Coordinator of the Comprehensive Examinations. They will be notified of the decision of their request in writing by the Coordinator of the Comprehensive Examinations by April 1. All those who are eligible to take the comprehensive examination are required to attend an orientation session scheduled during the spring semester prior to the fall exam.

3. When and how are students expected to register for the doctoral comprehensive examination?

• The examination is offered once per year in May after the conclusion of the classes. All students must register for both parts of the comprehensive examination, PSGE 0905, PHD COMPS COUNS PSYCH I (Part I) and PSGE 0910, PHD COMPS COUNS PSYCH II (Part II).
**EXAMINATION STRUCTURE AND ADMINISTRATION**

4. *What do the two parts of the examination cover?*

- There are two parts to the examination: Clinical Practice (Part I) and Scientific Research (Part II). Part I assesses students’ knowledge of theories of personal and career counseling and skills in applying theories to practice through a case study. Students must demonstrate knowledge of assessment, developmental theory, ethical, legal, and multicultural issues, rationale for their chosen approach including empirical support for their recommended interventions. The question in Part II of the examination assesses research competency and typically requires students to demonstrate their knowledge of and familiarity with topical themes and methodology as reflected in the recent counseling psychology literature. Thus, students should be prepared to respond to a question that would cover basic and intermediate statistical analysis, experimental design, and psychometrics, as well as multivariate statistics or qualitative research methods.

The Clinical Exam (Part 1) is a sit-down exam that is administered over a 4-hour period (typically the Friday immediately preceding graduation). The Research Exam (Part II) is take-home and will be administered to students immediately after having completed Part I. Part II must be returned one week later via email to the comprehensive exam coordinator.

All students are expected to adhere to the ethical principles of the American Psychological Association as well as to maintain the highest academic standards of Fordham University. Academic integrity and honesty should be reflected in students’ responses to the exam. It is expected that all students have familiarized themselves with the Fordham University policy on academic dishonesty.

**PREPARATION FOR EXAMINATION**

5. *When should students begin preparing for the comprehensive examination?*

- All coursework in theory, research, and practice should be considered preparation for the exam. We recommend that intensive study begin in the Fall semester preceding the exam.

6. *How have students in the past prepared for this examination?*

- Students in the past have made several helpful suggestions for those who are preparing for the doctoral comprehensive examination. They are as follows:

  ➢ Form a study group with your peers. Many students have found that a study group was helpful in fostering a close network of peers to explore ideas about possible topics that might be on the comprehensive examination. A group that meets regularly can help provide structure and direction while preparing for this
examination. Students can share ideas and strategies, identify and review critical clinical topics, and critique existing research as well as each other’s writing. Furthermore, students have reported that a study group provided a place for emotional support and encouragement.

- Familiarize yourself with current literature through reviewing the *Handbook of Counseling Psychology* (4th ed.) as well as the latest issues of the mainstream journals, particularly *Journal of Counseling Psychology* and *The Counseling Psychologist*, over the past several years.

- Critique empirical journal articles to improve your ability to assess the merits of research studies.

- Organize course materials (readings, notes, assignments) in a system that best works for you and your learning needs.

- Find articles and books on your theoretical orientation and important conceptual constructs that have been emphasized in the curriculum.

- Identify gaps in your knowledge base and develop strategies to fill in these gaps.

- Review important statistical concepts so that you have a firm grasp of foundations and some advanced concepts.

7. *Are there past examinations available in the library or online? If so, how might a student go about obtaining a copy of these past examinations?*

- Yes, sample questions will be provided on PES Central and CPY Central.

**GRADING**

8. *How exactly is the doctoral comprehensive examination graded?*

- Each student’s response is evaluated anonymously by two faculty members. Each answer is rated on a 4-point scale (1 = Unacceptable, 2 = Does Not Meet Expectations, 3 = Meets Expectations and 4 = Exceeds Expectations) in relation to predetermined dimensions included with the examination. The student’s total score is derived by averaging the weighted scores from the two readers across all domains.

9. *What is considered to be a passing/failing grade and what are the policies if a student fails?*

- To pass each part of the examination, the student’s average score must be a minimum of 3.00 for each question. Any student who scores between 2.50 and 2.99 is required to do remedial work on the exam. Any student who scores below 2.50 will be expected to retake the exam the following year. Even if a student passes the exam as a whole, he or she will need to do remedial work on any domain/section (i.e., ethics) with a score lower than 3.

- If a student fails Part I or Part II of the exam twice he or she may be terminated from the program pending complete review of their academic and professional record.

- If a student fails a part or both parts and then retakes the exam the following year and receives a score of between 2.495 and 2.99 he or she will have the opportunity to revise. If the revision fails to receive a 3.0 or above, the student will fail that Part and may be terminated from the program pending complete review of their academic and professional record.
Appendix F: Doctoral Comps Eligibility Application

Counseling Psychology Program Fordham University
Request for Eligibility for PhD Comprehensive Examinations

Instructions

Complete this form and bring it to your advisor to be signed with a copy of your current transcript. Submit the signed form and a copy of your current transcript to the Coordinator of Counseling Psychology Comprehensive Examinations by February 1. You will be notified of the decision of your request in writing by April 1.

<table>
<thead>
<tr>
<th>Student Information</th>
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<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Phone Number:</td>
</tr>
<tr>
<td>E-mail address:</td>
</tr>
<tr>
<td>Advisor:</td>
</tr>
</tbody>
</table>

I am requesting approval of my eligibility for taking the PhD comprehensive examination in the summer semester of 20____. I understand that I am required to attend a comprehensive examinations orientation, scheduled for ______ in Room ______. I hereby certify that I have met all of the following eligibility requirements: (Please check all that apply)

- [ ] I am in the final semester of completing course work (excluding dissertation research or the supervision sequence, and doc prac III and IV). The courses I have yet to complete in the current spring semester or summer sessions are: _________________________________

- [ ] I have completed (or will complete this summer) PSGE 8001 Research Apprenticeship;

- [ ] I have maintained a minimum overall graduate grade point average of 3.5; and

I have removed all Incomplete grades, if any, on my student record.

Student’s Signature: ____________________________ Date: ________________
Advisor’s Signature: _____________________________ Date: ________________

Decision:

( ) Approved

( ) Approved pending completion of courses prior to September 1

( ) Not approved, because ______________________________ Date ______________

Signature of Coordinator of Comprehensive Examinations

[updated 7/2015 by M. Keitel]
Appendix G: Externship Guidelines

Approved Guidelines for the 2014-15 Externship Process

1. There will be a seven-week period between submission of applications and the first date on which offers may be made to students. The earliest date that students can submit applications is Tuesday, January 21, 2014. The earliest date on which an offer can be made to a student is Monday, March 10 at 10 am. (In future years, the submission date will be the Tuesday immediately after Martin Luther King’s birthday. The notification date will be the first or second Monday in March).

2. DCTs and students will develop rank order list of sites. It has been demonstrated that a rank order facilitates the process and assists in eliminating many ambiguities once the acceptance process begins.

STUDENTS:

Students should ask for letters of recommendation from their faculty or others as early as possible in the semester. Students need to include the name, email address and phone number for their DCTs on their CVs.

STUDENTS are not to send “Thank you” notes to their interviewers or to other professionals at the externship site.

3. Students will have until 10 am on the third day (including the day of the offer) following any initial offer to accept the offer. This is approximately a 48-hour window. What this means is:

   a. If an offer is made on Monday, the student has until Wednesday at 10:00am to accept or reject the offer;
   b. If an offer is made on Tuesday, the student has until Thursday at 10:00 am to accept or reject the offer;
   c. If an offer is made on Wednesday, the student has until Friday at 10:00 am to accept or reject the offer;
   d. If an offer is made on Thursday or Friday, the student has until Monday at 10:00 am to accept or reject the offer.

4. Once a student gets any second offer regardless of the time that offer is made they must drop one of those offers by 10:00 AM the next day.

   Example #1: If a student gets offer #1 on Monday at 10:00 AM and offer #2 on Monday at 4:00 PM they must drop one of those offers by 10:00 AM Tuesday.
   Example #2: If a student gets offer #1 on Tuesday at 10:00 AM and offer #2 on Wednesday at 10:00 AM, they have until Thursday at 10:00 AM to drop one of the offers because the “48 hour clock” on the Tuesday offer runs out at 10 am Thursday and the student cannot hold two offers beyond “the next day” guideline for second offers. If the student drops the Tuesday offer, the student still has till Friday at 10am to decide about the Wednesday offer because the student still has the 48 hour clock running.
5. Student must relinquish a third offer immediately. Students are not permitted to hold three or more offers at any time. This is considered an egregious violation and will be reported to the DCT for action.

6. Students must confirm receipt of any interview offer by emailing the EC.

7. Students must inform (via email) their DCT of any offer, rejection, acceptance and withdrawal.

8. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.

9. Immediately after accepting an offer, students are required to send emails to ALL sites they applied to indicating that they are withdrawing from consideration. Students must also notify the DCT of their decision as soon as a decision is made.

**EXTERNSHIP COORDINATORS (EC)**

10. Externship Coordinators need to cc (via email only) DCTs on all interview offers, acceptances and rejections.

11. Externship coordinators will update the WIKI Sites in the following manner:
   
   **Update current information about site by Dec 1.** ECs are encouraged to upload their brochures and other information to the WIKI site. (The site is now capable of accepting PDF files)
   
   Include number of positions that are offered by the placement and number of hours required; ECs are strongly encouraged to post their time frame for interviewing.

12. **Starting on Match day:** At end of each day, placements will indicate how many positions are still available at the end of each day
   
   Placements will indicate when they have filled all their positions

**DCTS**

13. DCTs will provide Letters of Eligibility that specify the number of hours that students can complete on externship.

14. DCTs will oversee their students’ compliance with all the guidelines – and specifically, adherence to the policies concerning acceptance and rejection of offers.

15. A committee composed of DCTs and Externship Coordinators will monitor any violations of these guidelines during the process. Violations can be reported anonymously to the WIKI site (see below). Students are also encouraged to inform their DCTs of any violation of the Externship Guidelines.

WIKI LANDING PAGE: http://psychpracticum.fdu.edu/index.php/Main_Page
WIKI Violations page: http://integratedcare.fdu.edu/Externship_Complaints.html

[updated 7/2015 by M. Keitel]
Appendix H: Memo of Agreement for MH Field Experience in Counseling I and II

MEMORANDUM OF AGREEMENT

Mental Health Counseling Field Experience
(minimum of 600 on-site hours with a minimum of 240 hours of direct mental health service to Agency clients)

This Agreement is made this ___ day of ______, 20__ by and between _____________________ (hereinafter referred to as the MENTAL HEALTH AGENCY) and Fordham University (hereinafter referred to as the UNIVERSITY). This Agreement will be effective for a period from ____/____/____ to ____/____/____.

Purpose: The purpose of this Agreement is to provide a qualified Masters degree graduate student in Mental Health Counseling with a Field Experience in a mental health facility approved by the Program Faculty.

The UNIVERSITY shall be responsible for the following:
1. Selecting a student who has successfully completed all the prerequisite courses and pre-practicum training for the field experience.
2. Providing the MENTAL HEALTH AGENCY with a course outline for the corresponding course taken along with the field experience.
3. Designating a qualified faculty member as the field experience instructor who will work with the MENTAL HEALTH AGENCY in coordinating the internship experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the MENTAL HEALTH AGENCY.
5. Providing the student with adequate professional liability insurance coverage.

The MENTAL HEALTH AGENCY shall be responsible for the following:
1. Providing the student with an overall orientation to the MENTAL HEALTH AGENCY'S specific services necessary for the implementation of the practicum field experience.
2. Designating a qualified staff member, who is licensed and registered to practice in New York in either mental health counseling, or in another approved profession pursuant to State Regulation (79-9.3), to function as Supervising Counselor for the student. The Supervising Counselor will be responsible with the approval of the administration of the MENTAL HEALTH AGENCY for providing opportunities for the student to engage in a variety of counseling activities under supervision, and for evaluating the student’s performance. (Suggested counseling experiences are included in the course outline.)
3. The selected Supervising Counselor shall:
   a) Be licensed and registered to practice in New York in either mental health counseling or one of the professions designated in Regulation (79-9.3) and specified above.
   b) Conduct or arrange for a minimum of 1 hour of face-to-face supervision per week for the student, including review/critique of audio/video taped sessions.
   c) Allow and arrange for the student to provide direct mental health services to clients totaling a minimum of 240 hours.
   d) Allow, arrange, and review regular audio or video taping of the student’s counseling training/service delivery (if applicable to the MENTAL HEALTH AGENCY).
   e) Complete verification and Student evaluation forms and send to University coordinator.
   f) Immediately notify the university’s coordinator of internship of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the field experience as anticipated.
Mutual Indemnification Provision: Each party shall indemnify and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

Tuition Waiver: The Supervisor may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. This waiver is non-transferable. The course must commence within one year from the date of the letter sent at the end of each semester. This letter will provide further details regarding use of the waiver. The Supervisor may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The MENTAL HEALTH AGENCY shall have the right in its sole discretion to remove student if MENTAL HEALTH AGENCY determines that student is endangering the health and safety of others or disrupts Agency operations. The MENTAL HEALTH AGENCY will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the MENTAL HEALTH AGENCY decide to terminate this Agreement, through no fault of student, all efforts will be made to allow student to continue through the remaining term.

PLEASE PRINT:

Name and Title of Supervisor

Signature          Date

Degree and License/Certification

Email

Site Information

Name of Site

Street Address

City: _______     State: _____   Zip: ______

Telephone: (     ) _________________________

Liz Casey          Date
Director of Field-Based Experience and Accountability
Division of Psychological and Educational Services
Graduate School of Education
Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
212.636.6469
elcasey@fordham.edu

[updated 7/2015 by M. Keitel]
Appendix I: Memo of Agreement for Doctoral Practicum I & II

Memorandum of Agreement
Doctoral Practicum I & II
PSGE 7654 Doctoral Practicum I:
Humanistic Approaches to Counseling and Psychotherapy
PSGE 7655 Doctoral Practicum II:
Cognitive/Behavioral Approaches to Counseling and Psychotherapy

This agreement is made this ___ day of _______, 20___ by and between __________________________
(hereinafter referred to as the AGENCY/SCHOOL) and Fordham University (hereinafter referred to as
the UNIVERSITY). This agreement will be effective for a period from ____/____/____ to
____/____/____.

Purpose: The purpose of this agreement is to provide a qualified PhD graduate student with a Doctoral
Practicum in the field of psychology.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for the practicum
   experience.
2. Providing the AGENCY/SCHOOL with a course outline for the corresponding course taken
   along with the supervised doctoral practicum.
3. Designating a qualified faculty member as the practicum instructor who will work with the
   AGENCY/SCHOOL in coordinating the practicum experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards,
   schedules, and practices of the AGENCY/SCHOOL.
5. Providing the student with adequate professional liability insurance coverage.

The AGENCY/SCHOOL shall be responsible for the following:

1. Providing the student with an overall orientation to the AGENCY/SCHOOL'S specific services
   necessary for the implementation of the practicum experience.
2. Designating a qualified staff member to function as the Supervising Psychologist for the student.
   The Supervising Psychologist will be responsible with the approval of the administration of the
   AGENCY/SCHOOL for providing opportunities for the student to be exposed to empirically-
   supported treatments, to engage in a variety of counseling activities under supervision, and for
   evaluating the student’s performance. (Suggested psychological experiences are included in the
   course outline.)
3. The selected Supervising Psychologist shall:
   a) Have earned a doctorate in professional psychology.
   b) Allow and arrange for a minimum of 1 hour a week of face to face supervision for the
      student, including review/critique of audio/video taped sessions.
   c) Allow and arrange the student to provide counseling to 5-8 clients per week.
   d) Ensure that the student meets the program’s requirement of 16 hours per week of practicum
      experience at the AGENCY/SCHOOL.
e) Complete verification and evaluation forms and send to coordinator.

f) Immediately notify the coordinator of practica of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the practica as anticipated.

**Mutual Indemnification Provision:** Each party shall defend and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

**Equal Opportunity:** It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

**Tuition Waiver:** The Supervising Psychologist may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. The course must commence within one year of the end date of this agreement. This tuition waiver is non-transferable. The Supervising Psychologist must present a copy of this agreement to the Coordinator of Doctoral Externships/Internships to initiate enrollment. The Supervising Counselor/Therapist may wish to consult their private tax advisor to determine the taxability of tuition waivers.

**Termination:** The AGENCY/SCHOOL shall have the right to remove any student who in its sole discretion endangers the health and safety of others or disrupts Agency operations. The AGENCY/SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the AGENCY/SCHOOL decide to terminate this agreement, through no fault of the student, all efforts will be made to allow the student to continue through the remaining term.

**PLEASE PRINT:**

**Site Information**

Name and Title of Supervisor

Name of Site

Signature __________________________ Date ____________

Street Address __________________________

City __________________________ State _______ Zip Code _______

Degree and License/Certification

Telephone __________________________ Email __________________________

Liz Casey __________________________ Date

Director of Field-Based Experience and Accountability

Division of Psychological and Educational Services

Graduate School of Education

Fordham University

113 West 60th Street, Room 1012-E

New York, NY 10023

212.636.6469
ecasey@fordham.edu
Appendix J: Memo of Agreement for Doctoral Practicum III & IV

Memorandum of Agreement
Doctoral Practicum III & IV
PSGE 7656 Doctoral Practicum III:
Psychodynamic Approaches to Counseling and Psychotherapy
PSGE 7658 Doctoral Practicum IV:
Integrative Approaches to Counseling and Psychotherapy

This agreement is made this ___ day of _______, 20__ by and between __________________________
(hereinafter referred to as the AGENCY/SCHOOL) and Fordham University (hereinafter referred to as the UNIVERSITY). This agreement will be effective for a period from ____/____/____ to ____/____/____.

Purpose: The purpose of this agreement is to provide a qualified PhD graduate student with a Doctoral Practicum in the field of psychology.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for the practicum experience.
2. Providing the AGENCY/SCHOOL with a course outline for the corresponding course taken along with the supervised doctoral practicum.
3. Designating a qualified faculty member as the practicum instructor who will work with the AGENCY/SCHOOL in coordinating the practicum experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the AGENCY/SCHOOL.
5. Providing the student with adequate professional liability insurance coverage.

The AGENCY/SCHOOL shall be responsible for the following:

1. Providing the student with an overall orientation to the AGENCY/SCHOOL’S specific services necessary for the implementation of the practicum experience.
2. Designating a qualified staff member to function as the Supervising Psychologist for the student. The Supervising Psychologist will be responsible with the approval of the administration of the AGENCY/SCHOOL for providing opportunities for the student to be exposed to empirically supported treatments, to engage in a variety of counseling activities under supervision, and for evaluating the student’s performance. (Suggested psychological experiences are included in the course outline.)
3. The selected Supervising Psychologist shall:
   a) Have earned a doctorate in professional psychology;
   b) Allow and arrange for a minimum of 1 hour a week of face to face supervision for the student, including review/critique of audio/video taped sessions.
   c) Allow and arrange for the student to provide counseling to 5-8 clients per week.
   d) Ensure that the student meets the program’s requirement of 16 hours per week of practicum experience at the AGENCY/SCHOOL.
e) Complete verification and evaluation forms and send to coordinator.
f) Immediately notify the coordinator of practica of any significant issue of a professional or academic nature that might lead to the candidate's inability to complete the practica as anticipated.

Mutual Indemnification Provision: Each party shall defend and hold the other harmless from any and all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the performance of its obligations under this Agreement.

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

Tuition Waiver: The Supervising Psychologist may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. The course must commence within one year of the end date of this agreement. This tuition waiver is non-transferable. The Supervising Psychologist must present a copy of this agreement to the Coordinator of Doctoral Externship/Internships to initiate enrollment. The Supervising Counselor/Therapist may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The AGENCY/SCHOOL shall have the right to remove any student who in its sole discretion endangers the health and safety of others or disrupts the AGENCY/SCHOOL operations. The AGENCY/SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the AGENCY/SCHOOL decide to terminate this agreement, through no fault of the student, all efforts will be made to allow the student to continue through the remaining term.

PLEASE PRINT:

Name and Title of Supervisor

Name of Site

Signature Date

Street Address

City State Zip Code

Degree and License/Certification

( ) Telephone

Email

Liz Casey Date
Director of Field-Based Experience and Accountability
Division of Psychological and Educational Services
Graduate School of Education
Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
212.636.6469, elcasey@fordham.edu
Appendix K: Memo of Agreement for Additional Doctoral Externship

Memorandum of Agreement for Additional Externship

Doctoral Externship in Counseling Psychology

ADDITIONAL EXTERNSHIP EXPERIENCE

PSGE 7530 and PSGE 7531

This agreement is made this ___ day of _______, 20__ by and between __________________________
(hereinafter referred to as the AGENCY) and Fordham University (hereinafter referred to as the
UNIVERSITY). This agreement will be effective for a period from ____/____/____ to ____/____/____.

Purpose: The purpose of this agreement is to provide a qualified PhD graduate student with a Doctoral
Externship in the field of psychology.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for the externship experience.
2. Designating a qualified faculty member as the externship instructor who will work with the
AGENCY in coordinating the externship experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards,
schedules, and practices of the AGENCY.
4. Providing the student with adequate professional liability insurance coverage.

The AGENCY shall be responsible for the following:

1. Providing the student with an overall orientation to the AGENCY’s specific services necessary
for the implementation of the externship experience.
2. Designating a qualified staff member to function as the Supervising Psychologist for the student.
The Supervising Psychologist will be responsible with the approval of the administration of the
AGENCY for providing opportunities for the student to engage in a variety of counseling
activities under supervision, and for evaluating the student’s performance.
3. The selected Supervising Psychologist shall:
   a) Have earned a doctorate in professional psychology;
   b) Allow and arrange for a minimum of 1 hour a week of face to face supervision for the student
   c) Complete verification and evaluation forms and send to externship coordinator.
   d) Immediately notify the externship coordinator of any significant issue of a professional or
      academic nature that might lead to the candidate’s inability to complete the externship as
      anticipated.

Mutual Indemnification Provision: Each party shall defend and hold the other harmless from any and
all claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in
the performance of its obligations under this Agreement.
Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

Tuition Waiver: The Supervising Psychologist may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. The course must commence within one year of the end date of this agreement. This tuition waiver is non-transferable. The Supervising Psychologist must present a copy of this agreement to the Coordinator of Doctoral Externship/Internships to initiate enrollment. The Supervising Counselor/Therapist may wish to consult their private tax advisor to determine the taxability of tuition waivers.

Termination: The AGENCY/SCHOOL shall have the right to remove any student who in its sole discretion endangers the health and safety of others or disrupts the AGENCY/SCHOOL operations. The AGENCY/SCHOOL will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the AGENCY/SCHOOL decide to terminate this agreement, through no fault of the student, all efforts will be made to allow the student to continue through the remaining term.

PLEASE PRINT:  Site Information

______________________________________
Name and Title of Supervisor

______________________________________
Name of Site

______________________________________
Signature Date

______________________________________
Street Address

______________________________________
City State Zip Code

______________________________________
Degree and License/Certification

______________________________________
(____) Telephone

______________________________________
Email

Liz Casey  Date
Director of Field-Based Experience and Accountability
PES Division, Graduate School of Education Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
elcasey@fordham.edu <212.636.6469>
Appendix L: CPY Doctoral Extern-Intern Evaluation Form

REVISED SITE SUPERVISOR EXTERN-INTERN EVALUATION FORM

FORDHAM UNIVERSITY
GRADUATE SCHOOL OF EDUCATION, PES DIVISION
APA-Accredited PhD Counseling Psychology Program

Student's Name: _________________________________________ Semester: _________ Year: ___________
Supervisor's Name & Title:  __________________________________________________________________
Site Name: _______________________________________________________________________
Check one:  This is the student’s Fall/Midyear evaluation ________ This is the student’s Spring/Final Evaluation ________
Please describe the client/patient population served/treated: _________________________________________
_________________________________________________________________________________________

Please rate the level of functioning in the following areas, comparing the intern to others whom you have supervised.

IF ASSESSMENT IS NOT PART OF THE STUDENT’S RESPONSIBILITIES PLEASE MARK “NA"

(1=well below average, needs considerable improvement, 4=minimum acceptable level of achievement, 7=outstanding level of achievement, NA=Not Applicable)

Relating, Assessing, Intervening
Ability to establish rapport/develop an alliance with diverse clients  1      2       3      4        5      6      7     NA
Clinical judgment       1      2       3      4        5      6      7     NA
Administer and score objective tests  1      2       3      4        5      6      7     NA
Administer and score projective tests  1      2       3      4        5      6      7     NA
Assesses client’s strengths  1      2       3      4        5      6      7     NA
Formulation and implementation of intervention strategies  1      2       3      4        5      6      7     NA
Interprets assessment results, writes effective integrated assessment reports  1      2       3      4        5      6      7     NA
Recognize and address multicultural factors in the assessment process  1      2       3      4        5      6      7     NA
Understand and can apply the current DSM criteria to their clients  1      2       3      4        5      6      7     NA
Use culturally/developmentally appropriate tests to formulate diagnosis  1      2       3      4        5      6      7     NA
Use culturally/developmentally appropriate tests in case conceptualization  1      2       3      4        5      6      7     NA
Considers competing hypothesis in diagnosis and assessment  1      2       3      4        5      6      7     NA
Understanding of group and individual therapy process  1      2       3      4        5      6      7     NA
Conceptualizes and applies appropriate counseling/career dev’t theories  1      2       3      4        5      6      7     NA
Knowledge/use of evidence-based treatments  1      2       3      4        5      6      7     NA
Monitors and evaluates client progress & outcome & intervention efficacy  1      2       3      4        5      6      7     NA

Individual and Cultural Diversity
Utilizes culturally appropriate and individualized intervention strategies  1      2       3      4        5      6      7     NA
Respects cultural diversity and individual differences  1      2       3      4        5      6      7     NA
Utilizes a strengths-based approach  1      2       3      4        5      6      7     NA
Consider environmental and societal factors in conceptualizing clients  1      2       3      4        5      6      7     NA
Understand common developmental issues across the life-span  1      2       3      4        5      6      7     NA
Is committed to the equitable provision of psychological services and advocate for complex client needs  1      2       3      4        5      6      7     NA

Ethics
Applies ethical standards to assessment and intervention  1      2       3      4        5      6      7     NA
Recognize the role of cultural factors in ethical decision making  1      2       3      4        5      6      7     NA
Is open to supervision  1      2       3      4        5      6      7     NA
Uses supervision to improve service  1      2       3      4        5      6      7     NA
Is aware of biases/underdeveloped competencies & consults appropriately  1      2       3      4        5      6      7     NA

Self Awareness/Self Care/Professionalism
Relationships with students/clients  1      2       3      4        5      6      7     NA
Relationships with faculty/staff  1      2       3      4        5      6      7     NA
Relationships with other externs/interns  1      2       3      4        5      6      7     NA
Improves practice through personal and collaborative reflection  1      2       3      4        5      6      7     NA
Timely completion of assignments, punctuality, and attendance  1      2       3      4        5      6      7     NA
Cares for own mental & physical health to best serve clients  1      2       3      4        5      6      7     NA

[updated 7/2015 by M. Keitel]
Works effectively in teams 1 2 3 4 5 6 7 NA
Values professionalism in dress, language, and behavior 1 2 3 4 5 6 7 NA

**Overall rating**
Please describe the intern’s strengths:

Please describe the intern’s areas for further growth and development:

**PLEASE COMPLETE ALL INFORMATION:**
Total # of Hours of Direct Counseling _____
Total # of Hours in Assessment _____
Total # of Hours of Supervision _____
Total # of Hours Accumulated _____

**GSE Dispositions**
1. Diversity
The candidate:
   - Respects cultural diversity and individual differences as strengths _____
   - Holds the belief that all individuals can learn, regardless of exceptionalities, background, or circumstance _____
   - Is committed to the education of individuals in complex urban and richly diverse communities _____
0 = Not Observed
1 = Not Met
2 = Met
Comments:

2. Scholarship
The candidate:
   - Is committed to integrating theory, research and evidence in guiding practice _____
   - Believes in life-long learning and professional education as integral to continuing development of expertise _____
0 = Not Observed
1 = Not Met
2 = Met
Comments:

3. Community
The candidate:
   - Values a community's nuances and its cultural mores _____
   - Is committed to communication, through a variety of venues, with all members of school/educational community _____
0 = Not Observed
1 = Not Met
2 = Met
Comments:

4. Reflection
The candidate:
   - Values reflection in scholarly learning and professional practice _____
   - Is committed to improving practice through personal and collaborative reflection _____
0 = Not Observed
1 = Not Met
2 = Met
Comments:
5. Technology
The candidate:
- Values the variety of technological resources for enhancing an individual’s learning __
- Views growth in technological expertise as integral to professional practice __

0 = Not Observed  
1 = Not Met  
2 = Met

Comments:

6. Social Justice
The candidate:
- Is committed to dismantling all forms of inequity/injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of people locally, nationally and globally __
- Believes in the Ignatian mission of “cura personalis” - deep respect for the individual and his/her potential __

0 = Not Observed  
1 = Not Met  
2 = Met

Comments:

7. Professionalism
The candidate:
- Is committed to professional standards of integrity, ethics, and responsibility __
- Values professionalism in dress, language, and behavior __

0 = Not Observed  
1 = Not Met  
2 = Met

Comments:

IMPACT
1. Please rate the student's performance in relation to the following statement:

The counseling psychology student had a positive impact on client well-being.

1  2  3  4  5  6  7  N/A

2. Please check the types of evidence you used to support your judgment (check all that apply).
- Review of written reports
- Client satisfaction surveys
- Direct observation
- Teacher reports
- Administrator reports
- Review of audio/video tapes
- Staff feedback
- Case presentations

Signature of Student __________________________ Date ____________

Signature of Supervising Psychologist __________ Date ____________

Degree and License ___________________________

Street Address ______________________________ Email ______________________________
Appendix M: Policy on Sexual Harassment Prevention

Policy on Sexual Harassment Prevention

A Message to The Fordham University Community

As a Jesuit University, Fordham takes seriously its responsibility to provide all the members of its campus community with an environment that celebrates and protects the dignity of the human person. Therefore, the University expects that the conduct of every member of the Fordham community be free from unlawful discrimination and marked by fairness, trust, and mutual respect. Sexual harassment is a form of discrimination. Therefore, it is at odds with the University's spirit and its long-standing commitment to the cause of equality. Moreover, it is a violation of the University's Code of Conduct and is prohibited by law. Therefore, it is the policy of Fordham University that sexual harassment is prohibited, and all alleged violations of this policy will receive prompt attention as well as any necessary corrective action. I urge any member of the University community to contact the appropriate University personnel noted herein if an incident of sexual harassment should occur.

Joseph M. McShane, S.J.
President

Sexual Harassment Policy Statement

Sexual harassment will not be tolerated in the University community. It subverts the mission of the University and threatens the well-being, educational experiences, and careers of students, faculty, and staff. It is especially threatening in the context of a teacher-student or supervisor-subordinate relationship, in that a harasser can exploit the power inherent in the position of teacher or supervisor regarding grades, recommendations, wage status, or promotion. However, sexual harassment can also occur by subordinates against supervisors, by those of equal status, or by students, thereby creating an environment that is intimidating or offensive in a variety of settings. Any member of the faculty, staff, or student body of the University who believes that he or she has been or is being subjected to sexual harassment is strongly urged to use the resolution procedures described herein. Failure to do so could impact your legal rights in the future.

WHERE TO GO IF AN INCIDENT OCCURS

UNIVERSITY CONTACTS

Anastasia Coleman. ADN 114 (718) 817-3112
Director of Institutional Equity & Compliance

Mr. Jeffrey L. Gray, Keating 100 (718) 817-4750
Vice President for Student Affairs
FOR INCIDENTS BETWEEN TWO OR MORE STUDENTS

Ms. Michele Burris, Keating Hall 100 (718) 817-4750
Associate Vice President for Student Affairs

Mr. Christopher Rodgers, Keating Hall 100 (718) 817-4755
Dean of Students at Rose Hill

Mr. Keith Eldredge, LL 408 (212) 636-6250
Dean of Students at Lincoln Center
(also serves as the contact person for the Westchester campus)

Ms. Jenifer Campbell, LCR 108C (212) 636-7100
Director of Residential Life at Lincoln Center

ADDITIONAL RESOURCES

Rose Hill Counseling Center O'Hare-North Wing (718) 817-3725

Lincoln Center Counseling Center MMH 211 (212) 636-6225

Rose Hill Campus Ministry MGC 102 (718) 817-4500

Lincoln Center Campus Ministry LL 217 (212) 636-6267

Westchester Campus Ministry Westchester 133 (914) 367-3420

Human Resources Department FMH 506 (718) 817-4931

Office of Legal Counsel ADN 111 (718) 817-3110

Consensual Relationships Policy Statement

All members of the University community should be aware that initial consent to a romantic relationship does not preclude the potential for charges of sexual harassment should consent be withdrawn. For example, faculty members, including graduate teaching assistants and others,
maintain positions of trust and authority in their profession as they guide and mentor students, judge their academic work, and provide recommendations for further study and employment. This relationship should not be jeopardized by questions of favoritism or fairness in professional judgment. In maintaining an educational climate free of sexual harassment, it is the University’s position that it is particularly unwise and inappropriate for any members of the University community to have romantic relationships with students even in cases where there is, or appears to be, mutual consent. The voluntariness of consent by a student or employee in such relationships may be suspect because of an imbalance of power and authority between the parties.

**Definition of Sexual Harassment**

**Prohibited Actions**

It is a violation of this policy for any member of the University community to engage in sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a program, course, or activity;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or
3. such conduct is sufficiently pervasive, offensive or abusive to have the purpose or reasonable effect of interfering with an individual's work or educational performance, or creating an intimidating, hostile, or offensive work or educational environment.

**Examples of Sexual Harassment**

Specific examples of sexual harassment may include, but are not limited to:

1. physical assault
2. unwanted sexual advances, requests for sexual favors, or propositions of a sexual nature.
3. direct or implied threats that submission to sexual advances is a condition of employment, promotion, good grades, recommendations, etc.
4. unwelcome verbal or physical conduct of a sexual nature which an individual regards as undesirable or offensive, including but not necessarily limited to sexually explicit jokes, statements, and questions or remarks about sexual activity or experience.

**Procedures**

Complaints of sexual harassment will be investigated immediately. Depending upon the results of the investigation and the nature and severity of the incident(s), appropriate remedial action will follow. Possible sanctions range from a letter of reprimand to suspension, or termination of employment or expulsion. The University has established the following procedures for sexual harassment complaints. The procedures are designed to resolve such complaints promptly and
fairly. In general, any individual with supervisory authority who obtains knowledge of an incident of sexual harassment occurring is required to immediately advise the Director of Equity & Equal Opportunity if the incident is workplace related, or the Dean of Students (RH) or the Dean of Students (LC) if the incident is between students. The Dean of Students (LC) is the contact person regarding students at the Westchester campus.

Informal Approach

A faculty, staff member, or student of the University, believing he/she may be experiencing a form of sexual harassment, may attempt to resolve the situation personally if he/she is comfortable in approaching the individual whose conduct is being questioned. If not so inclined, faculty should discuss their concerns and seek the advice of the department head; administrators and staff with a supervisor; and students with a member of the student affairs staff. In cases where the alleged harasser is the department head or supervisor, faculty, administrators and staff should discuss the matter and seek the advice of the next highest level of authority. After consultation with the Director of Equity & Equal Opportunity, the Dean of Students (RH) or the Dean of Students (LC), the advisor may assist the individual in reviewing the situation in the context in which it occurred, aid the individual in identifying the problem, and review and implement options for resolution. The Dean of Students (LC) is the contact person regarding students at the Westchester campus.

Formal Approach

If the matter cannot be resolved through the informal approach, or if the person alleging harassment chooses not to proceed informally, the complainant may seek the assistance of an official Investigator. In cases of sexual harassment between students, the official Investigator will be the Dean of Student Life (RH), the Dean of Students (LC), or a designated Administrator. Students at the Westchester campus should contact the Dean of Students (LC). In other cases, the Director of Equity & Equal Opportunity will serve as Investigator. The role of the Investigator will be to fact-find, review, and resolve the complaint. The Investigator will handle complaints independently and will follow certain procedures:

1. Speak with the complainant and the individual accused to determine the nature of the incident and the context in which it occurred.
2. Conduct a discreet inquiry into the complaint, gathering and examining relevant facts, and interviewing witnesses as appropriate.
3. Depending on the nature and severity of the incident, other University officials may be involved in the investigation.
4. If the results of the investigation indicate that harassment has occurred, the Dean of Students (RH) or the Dean of Students (LC) will determine the appropriate disciplinary sanctions. In the case of faculty and administrators, the Director of Institutional Equity & Compliance will make recommendations for resolution, including disciplinary action, to the appropriate Area Vice President; for staff, to the Executive Director of Human Resources Management.
5. In so far as practical, and to the extent appropriate to the circumstances, information
gathered during the investigation, and the processes of resolution will be kept confidential.
6. Prepare and retain a record of the complaint, the investigation and findings, and the
resolution.

Grievance Procedures

An appeal of sanctions may be taken pursuant to the applicable grievance procedures of the
University outlined below: Students subject to disciplinary sanctions that are appealable to the
University Judicial Council (UJC) will follow the grievance process stated in the Student
Handbook. Faculty who are subject to sanctions may file their grievances with the Faculty
Hearing Committee. Administrators may pursue their grievances using the process outlined in
the Handbook for Administrators. Union members follow the grievance procedures outlined in
their respective collective bargaining agreements.

Retaliation

Faculty, staff, and students are encouraged to express their feelings in a responsible manner
regarding a problem of sexual harassment. Any member of the University community who
attempts to interfere, restrain, coerce, discriminate against, or harass (whether overtly or
coverly) any individual responsibly pursuing a complaint of sexual harassment will be subject
to prompt and appropriate disciplinary action.

Confidentiality

Sexual harassment is a matter of grave concern for both the complainant and the accused and
therefore the procedures designed to deal with sexual harassment should be handled with the
utmost sensitivity. To the extent practical and appropriate to the circumstances, investigatory and
resolution procedures, as well as formal grievance procedures, shall be held in strict confidence
to reasonably insure the privacy of the parties concerned (complainant, accused, and witnesses, if
any) and to offer as much protection as reasonably possible to the careers and reputations of the
parties involved.

False, Malicious, and Frivolous Charges

The use of this policy for false, malicious, or frivolous purposes is strictly prohibited. Any
student, faculty, or staff member who brings a false, malicious, or frivolous charge of sexual
harassment against another member of the University community may be subject to disciplinary
action. An individual who brings a reasonable charge of sexual harassment in good faith, even if
it may be erroneous, will not be subject to discipline.

Dissemination of Policy

The sexual harassment policy and procedures are distributed regularly on a University-wide
basis.

[updated 7/2015 by M. Keitel]
Educational Resources and Assistance

The Office of Student Affairs and the Office of Legal Counsel provide educational materials and periodic information sessions regarding sexual harassment. The Office of Legal Counsel (718-817-3110) will act as a resource for any questions regarding this policy. For key contacts to report an incident, please check the following:

www.fordham.edu/sexualharassment

9/1/10
Appendix N: Student Grievance Procedures, Graduate School of Education

Student Grievance Procedures, Graduate School of Education

Fordham University
Graduate School of Education

Student Grievance Procedure

Approved by School Council
January 18, 2006

This document is published to provide students, faculty, and staff of the Graduate School of Education information about procedures to follow in the event a student feels the need to file a grievance as a result of an action or actions that has (have) occurred as part of that students’ academic experience.

Additional information about University policies regarding sexual harassment; racial, ethnic, or other forms of discrimination; substance abuse; and safety and security can be found on the University website.

Student Academic Grievance Procedures

The Graduate School of Education utilizes the following Grievance Procedures to weigh all claims made by matriculated and non-matriculated students who believe they have been treated unfairly in a variety of academic matters, such as assignment of grades, course and program requirements, etc.

Because it is the policy of Fordham University to protect the rights of each student to be free from unlawful discrimination, this policy is also intended for use by students who believe they have been discriminated against with respect to participation in, access to, or benefits of any program or activity within the School of Education. Those students are requested to use the following procedures. Decisions made at each level of the informal and formal grievance procedure will be upheld until and unless they are overturned at a subsequent step.

INFORMAL PROCEDURES

Since a formal grievance procedure is a last resort, every effort to resolve the grievance through informal approaches should be attempted by the concerned parties. Speaking with the instructor of the course and the program director are recommended steps in the informal procedure for students.

Although efforts made towards resolving a matter informally are strongly recommended, this step is not mandatory and a student can register a complaint immediately utilizing the formal procedures.
FORMAL PROCEDURES

Step I: Division-wide

A. A grievance must be brought in writing to the attention of the Division Chairperson within ten (10) school calendar days from the time of the incident. School calendar days are days during the academic year that the Graduate School of Education is open, beginning on the first day of classes in the fall semester and concluding on the last day of classes in the fall semester. They resume on the first day of classes in the spring semester and stop on the day before the University Commencement in the spring.

B. The Division Chairperson will consult with the parties involved concerning the grievance and may also consult with others not involved in the grievance. It is expected that this process will be completed within ten (10) school calendar days after the student(s) submit(s) a written statement to the Chairperson.

C. The Chairperson will make recommendations in writing for a solution of the grievance to all parties directly involved. [Note: If the grievance relates to a decision of a Chairperson, then the grievance review will begin at the school-wide level (Step II).]

Step II: School-wide

A. If, in Step I, the grievance is not resolved to the satisfaction of either party, the next step is for either party to request a meeting with the Associate Dean for Academic Affairs to try to resolve the grievance. This meeting must be requested within five (5) school calendar days of the conclusion of the divisional process (Step I).

B. If the grievance is not resolved to the satisfaction of either party through the meeting with the Associate Dean, the next step is for either party to request a school-wide grievance review, submitted in writing to the Dean within five (5) school calendar days of the conclusion of the meeting with the Dean. Requests should include:

1. A concise summary of the grievance
2. An explanation of why the divisional process was considered unsatisfactory.

C. A Grievance Committee, composed of two faculty members and one student from each division, will conduct the school-wide review. This committee will be constituted at the beginning of each school calendar year. In order for the Grievance Committee to render a decision, a majority of members must be present. [Note: If the grievance relates to a decision of a committee member, then that member will excuse him- or herself from consideration of that specific grievance.]

D. Within five (5) school calendar days of receiving the written request, the Dean will notify the chairperson of the Grievance Committee that a formal grievance has been filed.
E. The Dean will provide a full, written statement of the grievance and pertinent substantiating information from both parties. All review procedures will be restricted to the Grievance Committee and parties involved.

F. The Grievance Committee will convene within six (6) school calendar days of the Dean’s notification to review all materials.

G. The Grievance Committee will schedule a meeting at which time the parties will be given an opportunity to attend and to present information. The Grievance Committee will notify all parties concerned of the meeting date, time, and location, and will inform the Dean of the meeting.

H. The Grievance Committee process will normally take no longer than fifteen (15) school calendar days from the time that the committee chair has been notified until its final written decision is submitted.

I. The Grievance Committee will render a written statement of findings and its decision to the Dean within five (5) school calendar days after the last meeting with the parties.

J. Within ten (10) school calendar days, the Dean will review the statement of the Grievance Committee to decide whether proper procedures were followed. The Dean will then render a final decision, and inform the concerned parties of the decision in writing.

K. Grievances not resolved in one academic year will be resolved the following academic year.

L. The files of this proceeding will be kept in the Office of the Dean.
## Appendix O: Advisement Form for Students Pursuing “Enroute” Master's Degree

Advisement Form for Counseling Psychology Doctoral Students Pursuing an “Enroute” Master's Degree (M.S.Ed.) in Mental Health Counseling (MHC) (60 Credits)

<table>
<thead>
<tr>
<th>MSEd Program in MHC</th>
<th>Enroute MHC MSEd</th>
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</thead>
<tbody>
<tr>
<td>_____ PSGE 5204 Research Methods in Counseling</td>
<td>Apply for Exemption</td>
</tr>
<tr>
<td>_____ PSGE 5621 Foundations Prof Couns and Consult’n</td>
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<tr>
<td>_____ PSGE 5623 Clin Instruct in Couns Process, Skills</td>
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<td>_____ PSGE 5631 Couns Theory and Practice</td>
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<td>_____ PSGE 5633 Clin Instruct Appl Coun Theory to Prac</td>
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<tr>
<td>_____ PSGE 6602 Human Development(^a)</td>
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<td>_____ PSGE 6605 Couns Prog Dev &amp; Eval</td>
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<td>_____ PSGE 6607 Assessment in Counseling</td>
<td>Exemption Test</td>
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<td>_____ PSGE 6630 Group Counseling</td>
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<tr>
<td>_____ PSGE 6632 Pre-Prac in Group Counseling</td>
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<tr>
<td>_____ PSGE 6640 Career Counseling</td>
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<tr>
<td>_____ PSGE 6642 Pre-Prac in Career Assess &amp; Couns</td>
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<td>_____ PSGE 6645 General Psychopathology</td>
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<tr>
<td>_____ PSGE 6650 Ethics and Prof Issues in Coun</td>
<td>PSGE 8672: Soc/Ethcl Rspn</td>
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<tr>
<td>_____ PSGE 6651 Field Experience I Mental Health(^b)</td>
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<td>_____ PSGE 6653 Field Experience II Mental Health(^b)</td>
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<tr>
<td>_____ PSGE 6656 Multicultural Counseling</td>
<td>PSGE 6603: Multi Prf Psych</td>
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<tr>
<td>_____ PSGE 6609 Adv Assessment in Couns</td>
<td>PSGE 7612: Pers Ass:CPY</td>
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<td>_____ PSGE 5625 Theor Family Couns &amp; Ass</td>
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<td>_____ PSGE 0705 Masters Comps</td>
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<tr>
<td>_____ PSGE 6659 Interp Neuro &amp; Clin Pract</td>
<td>PSGE 7435 Found Neuropsy</td>
</tr>
</tbody>
</table>

**Note:**  
\(^a\)PSGE 6602 Human Development can be exempt if students have completed undergraduate developmental psychology class.

\(^b\)The MHC Internship includes 600 hours (which converts to 2 1/2 days per week on site from September through May).
Appendix P: The APA benchmark clusters and 16 competencies

The APA benchmark clusters and 16 competencies (as of February, 2012)

**Cluster I: Professionalism**
(1) Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.
(2) Individual and Cultural Diversity: awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
(3) Ethical, Legal Standards and Policy: application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
(4) Reflective Practice/Self-Assessment/Self-Care: practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

**Cluster II: Relational**
(5) Relationships: relate effectively and meaningfully with individuals, groups, and/or communities.

**Cluster III: Application**
(6) Evidence-based Practice: integration of research and clinical expertise in the context of patient factors.
(7) Assessment: assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
(8) Intervention: interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
(9) Consultation: the ability to provide expert guidance or professional assistance in response to a client’s needs or goals.

**Cluster IV: Science**
(10) Scientific Knowledge and Methods: understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive affective bases of behavior, and development across the lifespan.
(11) Research/Evaluation: generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

**Cluster V: Education**
(12) Teaching: providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.
(13) Supervision: supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

**Cluster VI: Systems**
(14) Interdisciplinary Systems: knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
(15) Management/Administration: manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
(16) Advocacy: actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.
Appendix Q: Assessment of Competence

Goals & Minimal Competencies

Goal 1: To develop competent, professional consumers and producers of research.
APA Competency: Scientific Knowledge and Methods, Research and Evaluation
GSE Standard: Scholarship

Objectives:

- 1.1: Students are sophisticated consumers of research in that they show a solid understanding of research methodology, techniques of data collection and analysis, and integration of scientifically derived knowledge.
  - Competencies—Students demonstrate:
    - Ability to summarize and critique scholarly literature
    - Knowledge of research paradigms and philosophy of science
- 1.2: Students have the skills and knowledge to generate research that contributes to the professional knowledge base.
  - Competencies—Students demonstrate the ability to:
    - Design and implement research projects
    - Engage in qualitative and quantitative data collection procedures
    - Conduct statistical analyses and qualitative research analysis
    - Prepare and present reports based on original research
    - Articulate the limitations of the research and implications for practice and social change

Related Courses
PSGE 5204 Research Methods in Counseling
PSGE 5210 Statistical Methods in Education and Psychology I
PSGE 7210 Experimental Design
PSGE 7211 Correlational Design and Analysis
PSGE 7213 Application of Multivariate Techniques in Ed and Psych
PSGE 7680 Qualitative Research Methods in Counseling Psychology
PSGE 7711 Psychometric Theory
PSGE 7900 Pro-Seminar in Psychological and Educational Services
PSGE 8001 Research Apprenticeship
PSGE 8999 Dissertation Seminar

Proximal Outcomes & Minimum Competencies Required
1. Review of students’ transcript(s) through the advising process each semester in the program
   a. Grade of "B" or better in all coursework listed above. Grades reflect the quality of performance on (a) research proposals, (b) exams, (c) statistical analyses using

[updated 7/2015 by M. Keitel]
SPSS/AMOS, (d) APA formatted papers focused on data analysis from SPSS outputs (All competencies under objectives 1.1 and 1.2.).

b. Score of “3” or better on each competency assessed on the Comprehensive Exam II: Scientific Research PSGE 0910. For example, all students will
   i. Describe the purpose and research questions of a specific study. Provide a scholarly critique of the rationale for the study’s importance and accurately identify, explain, and critique the type of methodology used (Competencies 1.1a and 1.2a).
   ii. Identify the strengths and limitations of the study (Competencies 1.1a and 1.2e.).
   iii. Critically evaluate the results and discussion sections including the multicultural, gender, and ethical considerations (Competencies 1.1a and 1.2e.).
   iv. Identify the study’s research paradigm whether or not it was stated (Competency 1.1b.).
   v. Create a follow up study that extends the area of research for the study provided in the exam (Competencies 1.2a and 1.2e.).

2. Demonstrates research and scholarly activity through participation on research teams, presenting at conferences, and submitting manuscripts for publication (All competencies under objectives 1.1 and 1.2.).

   Minimal competency will be demonstrated by meeting the requirements of either A or B (see p. 11 of the Handbook for further delineation of these requirements).
   A. Two research products must be completed (two written works or a written work and a conference presentation). One must be an original written work (journal article or book chapter). This can be either theoretical or empirical. If it is not empirical then another written work or conference presentation must be empirical (i.e. featuring original analyzed data)
   B. A published or “in press” empirical article in a peer-reviewed and scholarly journal – student must be first author.

3. Successful completion of Research Apprenticeship (PSGE 8001) during which students demonstrate a minimum of four of the following:
   a. Identify and conceptualize research questions and problems for investigation (Competency 1.2a.)
   b. Review related theory and research (Competencies 1.1a, 1.1b, 1.2d, 1.2e.)
   c. Consider appropriate designs, methods, and instruments (Competencies 1.2a.)
   d. Develop/select instruments (e.g., interview protocols, standardized tests, discourse coding systems) consistent with the purposes and design of their research (Competency 1.2a.)
   e. Collect, organize, analyze, and report original or archival data appropriate to selected research problems (Competencies 1.2a, 1.2b, 1.2c, 1.2d.)
4. Successful defense of dissertation (All competencies under objectives 1.1 and 1.2.).

Goal 2: To develop a foundational knowledge base in the core areas of psychology

APA Competency: Scientific Knowledge and Methods
GSE Standard: Scholarship

Objectives:
- 2.1: Students show a solid and broad understanding of psychology
  - Competencies—Students demonstrate knowledge in the following areas:
    a. Cognition and affect
    b. Social aspects of behavior
    c. History and systems of psychology
    d. Lifespan development
    e. Biological bases of behavior

Related Courses
PSGE 6312 Cognition and Affect
PSGE 6345 Social Psychology
PSGE 6615 History & Systems of Psychology
PSGE 7301 Advanced Developmental Psychology
PSGE 7435 Foundations of Neuropsychology

Proximal Outcomes & Minimum Competencies Required
1. Review of students’ transcript(s) through the advising process each semester in the program
   a. Grade of ”B” or better in coursework listed above. Grades reflect performance on (a) papers, (b) projects, and (c) examinations that test foundational empirical and theoretical knowledge (All competencies under objective 2.1.).
   b. Score of “3” or better on the Comprehensive Exam I: Clinical Practice PSGE 0905, which asks students to apply a theory of human development to a case conceptualization (Competency 2.1d.).

Goal 3: To develop skills needed to relate, assess, and intervene effectively with diverse individuals and groups and to supervise trainees at a basic level.

APA Competency: Evidence Based Practice, Assessment, Intervention, Supervision
GSE Standard: Diversity, Scholarship

Objectives:
- 3.1: Students build the interpersonal and expressive skills necessary to form and maintain productive and respectful therapeutic relationships with clients.
  - Competencies—Students demonstrate the ability to:
    a. Establish rapport and develop a therapeutic alliance with diverse clients
    b. Use appropriate clinical judgment
• 3.2: Students demonstrate assessment skills in the ability, personality, and vocational domains, including choosing psychometrically sound and appropriate assessments.
  o Competencies—Students demonstrate the ability to:
    a. Administer and score a variety of objective and projective tests
    b. Use assessments to formulate appropriate diagnoses and interventions
    c. Effectively assess client strengths
    d. Interpret assessment results and write effective integrated assessment reports
    e. Recognize and address multicultural factors in the assessment process

• 3.3: Students diagnose and generate appropriate treatment plans.
  o Competencies—Students demonstrate the ability to:
    a. Understand and apply the DSM criteria to their clients
    b. Use culturally and developmentally appropriate assessments to formulate diagnoses
    c. Use culturally & developmentally appropriate assessments in case conceptualization
    d. Consider competing hypotheses when diagnosing and assessing clients

• 3.4: Students are scientist-practitioners who are able to implement evidence-based interventions with the flexibility to adapt where appropriate.
  o Competencies—Students demonstrate the ability to:
    a. Choose and develop culturally appropriate and individualized intervention strategies
    b. Implement evidence-based treatments
    c. Monitor and evaluate client progress

• 3.5: Students have a working knowledge of various theoretical orientations and modalities.
  o Competencies—Students demonstrate the ability to:
    a. Conceptualize and apply a variety of counseling and career development theories
    b. Understand group and individual therapy process
    c. Critically evaluate theoretical approaches and appropriateness for individual clients

• 3.6: Students have developed knowledge of theories and practice of supervision and basic skills
  o Competencies—Students demonstrate the ability to:
    a. Apply culturally and developmentally appropriate supervision interventions
    b. Develop an alliance in the supervision relationship
    c. Understand how to evaluate supervisees

Related Courses
PSGE 5621 Foundations in Professional Counseling and Consultation
PSGE 5623 Clinical Instruction in Counseling Process
Proximal Outcomes & Minimum Competencies Required

1. Review of students’ transcript(s) through the advising process each semester in the program
   a. Grade of "B" or better in all coursework listed that reflects performance on (a) integrative battery reports, (b) group and individual theoretical case conceptualization and intervention papers, (c) counseling transcripts and analyses, and (d) counseling prevention presentations, (e) supervision reports (All competencies under objectives 3.2, 3.3, 3.4, 3.5, and 3.6.).
   b. Score of “3” or better on the Comprehensive Exam I: Clinical Practice PSGE 0905, which asks students to:
      i. Present DSM diagnosis including rule out diagnoses and explanation to client (Competencies 3.3a, 3.3b, 3.3d.).
      ii. Note client’s resources and how they can be integrated with treatment plan (Competencies 3.1b, 3.2c, 3.2e, 3.4a, 3.4c.).
      iii. Apply one counseling theory to a case conceptualization and treatment plan including rationale and empirical evidence for the approach, how normal/abnormal behavior develops/is maintained, the role of the therapist and the relationship, short and long-term goals in corresponding to interventions, the unfolding of counseling processes, and the evaluation of
a theory’s strengths and weaknesses (All competencies under objectives 3.1, 3.4, and 3.5.).

iv. Describe the tenets of a career development theory and apply the theory to a case conceptualization and treatment plan (Competencies 3.3 [all], 3.5a, 3.5c.).

v. Apply a theory of human development to this case conceptualization (Competency 3.5a.).

vi. Describe and provide rationale for administering assessment instruments with given client, including the major components, psychometric properties, and the strengths and limitations of each instrument (Competencies 3.1b, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.3b, 3.3c.).

vii. Provide empirical evidence for the approach, the role of the therapist and the relationship, short and long-term goals corresponding to interventions, and the unfolding of counseling processes (Competencies 3.1a, 3.4a, 3.4b, 3.4c.).

2. Students receive positive supervisory evaluations ($M > 4.0$ on 7.0 scale) in the areas of counseling/therapeutic skills and diagnostic assessment/interviewing skills. (All competencies under objectives 3.1 and 3.2.)

a. Counseling/Therapeutic Skills:
   i. Clinical judgment
   ii. Empathy
   iii. Effective use of the alliance therapy relationship
   iv. Multicultural competence in assessment and interviewing

b. Diagnostic Assessment and Interviewing Skills
   i. Ability to establish rapport
   ii. Objective testing, administration and scoring
   iii. Projective testing, administration and scoring
   iv. Knowledge of DSM-IV-TR
   v. Use of assessment to formulate diagnosis
   vi. Use of assessment in case conceptualization
   vii. Effective assessment of client’s strengths
   viii. Considers competing hypothesis in diagnosis and assessment
   ix. Formulation and implementation of intervention strategies
   x. Quality of oral/written reports
   xi. Multicultural competence

Goal 4: To develop awareness, sensitivity, and skills in working with culturally diverse individuals and groups.

APA Competency: Individual and Cultural Diversity, Relationships, Advocacy
GSE Standard: Diversity, Community, Social Justice

Objectives:
- 4.1: Students apply their knowledge of the concepts, theory, and research to diverse settings.
  o Competencies—Students demonstrate the ability to:
a. Utilize culturally appropriate psychological interventions and assessments  
b. Consider environmental and societal factors in conceptualizing clients  
c. Understand common developmental issues across the life-span

- 4.2: Students are committed to promoting inclusion, equity, social justice, and deep respect for the individual and his/her potential.
  - **Competencies—Students demonstrate the ability to:**
    a. Utilize a strengths-based perspective and respect cultural diversity and individual differences  
    b. Commit to the equitable provision of psychological services and advocate for complex client needs

**Related Courses**

- **PSGE 6603** Multicultural Issues in Professional Psychology  
- **PSGE 7640** Psychology of Career Development  
- **PSGE 8672** Social and Ethical Responsibility in Counseling Psychology  

*These three courses specifically address diversity issues, but all courses and training experiences infuse diversity.*

**Proximal Outcomes & Minimum Competencies Required**

1. Review of students’ transcript(s) through the advising process each semester in the program  
   c. Grade of "B" or better in all coursework listed, which reflects grades on (a) multicultural competency portfolio, (b) papers, (c) exams, and (d) presentations and projects related to multiculturally appropriate interventions and ethical decision making. (All competencies under objectives 4.1 and 4.2.)

2. Score of “3” or better on the Comprehensive Exam I: Clinical Practice PSGE 0905, which asks students to:
   i. Provide description and rationale for inclusion/exclusion of any potential multicultural issues that need to be considered in this case and how to incorporate in interventions. (Competencies 4.1b, 4.1c, 4.2a, 4.2b.)

3. Students receive positive supervisory evaluations ($M \geq 4.0$ on 7.0 scale) in the areas of counseling/therapeutic skills, positive scores ($M \geq 2.0$ on 3.0 scale) on diversity and community items.
   a. Counseling/Therapeutic Skills:  
      i. Clinical judgment  
      ii. Empathy  
      iii. Effective use of the alliance therapy relationship  
      iv. Multicultural competence in assessment and interviewing  
   b. Diversity  
   c. Community
Goal 5: To develop decision-makers who apply ethical standards and professional competencies to practice and research activities.

**APA Competency:** Professional Values and Attitudes, Individual and Cultural Diversity, Ethical, Legal Standards, and Policy, Relationships, Supervision, Consultation

**GSE Standard:** Diversity, Scholarship, Reflection, Social Justice

**Objectives:**
- 5.1: Students demonstrate knowledge of APA competencies, ethical standards and principles.
  - **Competencies—Students demonstrate the ability to:**
    a. Apply ethical standards and principles to research
    b. Apply ethical standards and principles to assessment and intervention
- 5.2: Students apply ethical practice guidelines and understand the complexity of ethics in multicultural contexts.
  - **Competencies—Students demonstrate the ability to:**
    a. Recognize the role of multicultural factors in ethical decision making
- 5.3: Students understand the importance of consulting with supervisors, colleagues, and other psychologists to support client needs
  - **Competencies—Students demonstrate:**
    a. Openness to supervision
    b. Use of supervision to improve service
    c. Awareness of areas where they struggle due to biases or underdeveloped competencies and consult appropriately.
    d. Commitment to life-long learning and professional education as integral to continuing development of expertise.

**Related Courses**

- PSGE 6651 Field Experience in Counseling I
- PSGE 6653 Field Experience in Counseling II
- PSGE 7640 Psychology of Career Development
- PSGE 7654 Doctoral Practicum in Counseling Psychology I: Humanistic
- PSGE 7655 Doctoral Practicum in Counseling Psych II: Cognitive/Behavioral
- PSGE 7656 Doctoral Practicum in Counseling Psych III: Psychodynamic
- PSGE 7658 Doctoral Practicum in Counseling Psych IV: Integrative
- PSGE 7667 Internship in Counseling Psychology I
- PSGE 7668 Internship in Counseling Psychology II
- PSGE 7669 Internship in Counseling Psychology III
- PSGE 8672 Social and Ethical Responsibility in Counseling Psychology
- PSGE 8001 Research Apprenticeship
- PSGE 8999 Dissertation Seminar

**Evaluation Tools:**
- Grades in Field Experience, Practicum, and Internship Courses
- Comprehensive Exam I: Clinical Practice
Proximal Outcomes & Minimum Competencies Required

1. Students earn a grade of "B" in PSGE 8672 Social and Ethical Responsibilities in Counseling and all practicum courses, which reflects knowledge of professional ethics. Course grades reflect performance on (1) term papers, (2) exams, and (3) projects related to ethical decision making processes, (4) completion of weekly writing assignments that ask students to apply ethical codes, (5) completing CITI Training certificate that permits students to work with human subjects, and (6) case conceptualizations. (All competencies under objectives 5.1 and 5.2.)
   b. Score of “3” or better on the Comprehensive Exam I: Clinical Practice PSGE 0905, which asks students to:
      i. Provide description and rationale for inclusion/exclusion of any potential ethical and/or legal issues that need to be considered in this case.
         (Competencies 5.1b and 5.2a.)
   c. Score of “3” or better on the Comprehensive Exam II: Scientific Research PSGE 0910, which asks students to:
      i. Present a critical evaluation of a study regarding ethical and multicultural considerations that were or were not addressed in the study.
         (Competencies 5.1a and 5.2a.)

2. Students receive positive supervisory evaluations ($M \geq 4.0$ on 7.0 scale) in the areas of counseling/therapeutic skills, professional development, and use of supervision skills. (Competencies 5.1ab, 5.2a, 5.3a, 5.3b, 5.3c, and 5.3d.)
   a. Counseling/Therapeutic Skills:
      i. Clinical judgment
      ii. Appropriateness of intervention strategies
      iii. Knowledge of evidence-based treatments
      iv. Monitors and evaluates progress and outcome
   b. Professional Development
      i. Understands and applies ethical standards
      ii. Initiative
      iii. Responsibility for timely completion of assignments, punctuality and attendance
      iv. Multicultural competence

Goal 6: To develop self-awareness, self-care practices, and professionalism.

APA Competency: Professional Values and Attitudes, Individual and Cultural Diversity, Reflective Practice/Self-Assessment/Self-Care

GSE Standard: Reflection, Diversity, Scholarship

Objectives:
- 6.1: Students demonstrate self-awareness through reflection, engage in self-monitoring regarding professional practice, and use self as a therapeutic tool.
  o Competencies—Students demonstrate the ability to:
    a. Self-reflect regarding potential biases to prevent harm to clients.
b. Improve their practice through personal and collaborative reflection.

- 6.2: Students understand the importance of self-care in effective practice.
  - Competencies—Students demonstrate the ability to:
    a. Care for their own mental and physical health so that they can best serve their clients

- 6.3: Students demonstrate professional attitudes and behaviors
  - Competencies—Students:
    a. Establish/maintain professional relationships (e.g., colleagues, supervisors, staff)
    b. Complete assignments in a timely and responsible manner
    c. Work effectively in teams
    d. Are punctual and maintain consistent attendance
    e. Value professionalism in dress, language, and behavior

Related Courses
PSGE 6651 Field Experience in Counseling I
PSGE 6653 Field Experience in Counseling II
PSGE 6603 Multicultural Issues in Professional Psychology
PSGE 7640 Psychology of Career Development
PSGE 7654 Doctoral Practicum in Counseling Psychology I: Humanistic
PSGE 7655 Doctoral Practicum in Counseling Psych II: Cognitive/Behavioral
PSGE 7656 Doctoral Practicum in Counseling Psych III: Psychodynamic
PSGE 7658 Doctoral Practicum in Counseling Psych IV: Integrative
PSGE 7530 Counseling Psychology Externship I
PSGE 7531 Counseling Psychology Externship II
PSGE 7667 Internship in Counseling Psychology I
PSGE 7668 Internship in Counseling Psychology II
PSGE 7669 Internship in Counseling Psychology III
PSGE 8672 Social and Ethical Responsibility in Counseling Psychology

Proximal Outcomes & Minimum Competencies Required
1. Students receive positive supervisory evaluations ($M \geq 4.0$ on 7.0 scale) in the areas of professional development; positive scores ($M \geq 2.0$ on 3.0 scale) on reflection and scholarship items. (Competencies 6.1a, 6.1b, 6.2a, 6.3a, 6.3b, 6.3d, 6.3e.)
   a. Professional Development
      i. Relationships with students/clients
      ii. Relationships with faculty/staff
      iii. Relationships with other interns
      iv. Understands and applies ethical standards
      v. Initiative
      vi. Responsibility for timely completion of assignments, punctuality and attendance
      vii. Multicultural competence
   b. Reflection
   c. Scholarship
2. Grade of "B" or better in all coursework listed, which reflects performance on (a) papers, (b) exams, and (c) projects/presentations related to ethical decision making and multicultural awareness, (d) completion of the multicultural portfolio, (e) completion of weekly writing assignments that ask students to acknowledge self-awareness and attend to biases, weekly supervisory progress notes, (f) supervisory case presentations, and (g) supervisory reports and evaluations (All competencies for objectives 6.1 and 6.3.).

Annual Progress Review Rubric

**PROFESSIONAL COMPETENCIES**

- Student is making **less than satisfactory** (<S) progress in meeting competency=0
- Student exhibits **developing competence** (DC) by “understanding professional values, being honest and responsible=1
- Student exhibits **proficiency** (P) when their “adherence to professional values infuses their work as psychologists-in-training and they recognize situations that challenge adherence to such professional values=2
- Student exhibits **a high level of proficiency** (HP) when they can “monitor and independently resolve situations that challenge professional values and integrity=3

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**1. Professional Values and Attitudes:**
Student demonstrates professional attitudes and behaviors and is able to establish and maintain professional relationships with colleagues, supervisors, staff, faculty, and clients. Student also completes assignments in a timely and responsible manner, works effectively in teams, is punctual and maintains consistent attendance. Student also values professionalism in dress, language, and behavior.

**Evaluation Tools:**
- End of year practicum evaluation by site supervisor: scores of 4 or better on professional values, attitudes, and behaviors
- Behavior in the classroom and in outside professional activities.
2. Individual and Cultural Diversity:
Student demonstrates awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics. Student is able to apply his/her knowledge of concepts, theory and research to diverse settings as well as utilize culturally appropriate psychological interventions and assessments. Student also considers environmental, developmental, and societal factors in conceptualizing client cases.
Student is inclusive and promotes equity, social justice.
Student maintains deep respect for the individual and his/her potential. Student utilizes a strengths-based perspective and respects cultural diversity and individual differences. Student promotes equitable provision of psychological services and advocates for complex client needs.
Evaluation Tools:
- Grade of B or better in PSGE 6608 and 8672
- Score of 3 or better on Comprehensive Exam I: Clinical Practice
- End of year practicum evaluation by site supervisor: 4 or better on diversity items

3. Ethical Standards:
Student demonstrates knowledge of APA competencies, ethical standards and principles and can apply ethical standards and principles to research, assessment and intervention. Student can also apply ethical practice guidelines and understands the complexity of ethics in multicultural contexts.
Student understands the importance of consulting with supervisors, colleagues, and other psychologists to support client needs. Student is open to supervision and uses supervision to improve service. Student demonstrates awareness of areas where he/she may struggle due to biases or underdeveloped competencies and consults appropriately.
Student promotes life-long learning and professional education as an integral component to continuing development of expertise.
Evaluation Tools:
- Grade of B or better in PSGE 6651, 6653, 7640, 7654, 7655, 7656, 7658, 7667, 7668, 7669, 8672, 8001, 8999
- Score of 3 or better on Comprehensive Exam I: Clinical Practice
• End of year practicum evaluation by site supervisor: scores of 4 or better on ethical behavior items

4. Reflective Practice/Self-Assessment/Self-Care:
Student demonstrates self-awareness through reflection, engages in self-monitoring regarding professional practice and uses self as a therapeutic tool. Student is also able to self-reflect regarding potential biases to prevent harm to client and improves practice through personal and collaborative reflection. Student demonstrates an understanding of the importance of self-care in effective practice and is able to care for his/her own mental and physical health so that he/she can best serve clients.
Evaluation Tools:
• Grade of B or better in PSGE 6651, 6653, 6603, 7640, 7654, 7655, 7656, 7658, 7530, 7531, 7667, 7668, 7669, 8672
• End of year practicum evaluation by site supervisor: scores of 4 or better on reflective practice, self-care items

5. Counseling Skills and Relationships:
Student has developed the ability to relate and intervene effectively with diverse individuals and groups. Student is able to build the interpersonal and expressive skills necessary to form and maintain productive and respectful therapeutic relationships with clients. Student is able to establish rapport and develop a therapeutic alliance with diverse clients to use appropriate clinical judgment.
Evaluation Tools:
• Grade of B or better in PSGE 5621, 5623, 6630, 6642, 6651, 6653, 7530, 7531, 7640, 7667, 7668, 7669
• Score of 3 or better on Comprehensive Exam I: Clinical Practice
• End of year practicum evaluation by site supervisor: scores of 4 or better on counseling skills and relationship items

6. Assessment and Diagnosis:
Student demonstrates assessment skills in the ability, personality, and vocational domains, and chooses psychometrically sound and appropriate assessments. Student demonstrates the ability to administer and score a variety of objective and projective tests, uses assessments to formulate
appropriate diagnoses and interventions, effectively assesses client strengths, interprets assessment results and can write effective integrated assessment reports. Student is also able to recognize and address multicultural factors in the assessment process. Student can deliver appropriate diagnosis, create appropriate treatment plans for clients and is able to apply the DSM criteria to their clients as well. Student uses culturally and developmentally appropriate assessments to formulate diagnoses and conceptualizes cases and considers competing hypotheses.

Evaluation Tools:
- Grade of B or better in PSGE 6607, 6642, 6645 7609, 7612, 7615
- Score of 3 or better on the Comprehensive Exam I: Clinical Practice
- End of year practicum evaluations from site supervisors: assessment and diagnosis item scores of 4 or better.

7. Counseling Theories and Modalities of Therapy:
Student has a working knowledge of various theoretical orientations and various modalities that can facilitate change. Student can conceptualize and apply a variety of counseling and career development theories in clinical practice. Student understands group and individual therapy processes and can critically evaluate different theoretical approaches and appropriateness for individual clients. Student is able to implement evidence-based interventions with the flexibility to adapt where appropriate. Student also chooses and develops culturally appropriate and individualized intervention strategies based on evidence-based treatments.

Evaluation Tools:
- Grade of B or better in PSGE 5631, 5633, 6630, 6632, 6640, 6642, 6651, 6653, 7530, 7531, 7654, 7655, 7656, 7658, 7667, 7668, 7669
- Score of 3 or better on the Comprehensive Exam I: Clinical Practice
- End of year practicum evaluations from site supervisors: counseling theory item scores of 4 or better.

8. Foundational Scientific Knowledge:
Student has developed a foundational knowledge base in the core areas of psychology including lifespan development,
cognition and affect, biological aspects of behavior, social aspects of behavior as well as history and systems. Student shows a solid and broad understanding of psychology.

Evaluation Tools:
- Grade of B or better in PSGE 6312, 6345, 6615, 7301, 7435
- Score of 3 or better on the Comprehensive Exam I: Clinical Practice: Application of Developmental Theory

9. Research/Evaluation:
Student shows a solid understanding of research methodology, techniques of data collection and analysis, and integration of scientifically derived knowledge. Student has the skills and knowledge to generate research that contributes to the professional knowledge base

Evaluation Tools:
- Grade of B or better in PSGE 5204, 5210, 7210, 7211, 7213, 7680, 7711, 7900, 8001, and 8999
- Score of 3 or better on Comprehensive Exam II: Scientific Research
- Research Activity (presentations, publications etc.)
- Participation in Research Apprenticeship
- Dissertation Proposal and Final Oral Defense

10. Supervision:
a) Student has developed knowledge of theories and practice of supervision and basic skills and is able to apply culturally and developmentally appropriate supervision interventions. Student is also able to establish an alliance in the supervision relationship and understands how to evaluate supervisees.
b) Student is receptive to supervision from instructors and practicum and internship supervisors

Evaluation Tools:
- a) Grade of B or better in PSGE 7649,7657
- b) Practicum evaluations by instructors and external supervisors (score of 4 or better on items related to receptivity to supervision)
Appendix R: Request for Secondary Program Form and Instructions

Form for students who wish to obtain their Masters Degree Enroute

Instructions to Apply for Masters Graduation: Log into my.fordham.edu and go banner self-service and then student records. Click on view holds, final grades, academic transcript, request printed transcript, view status of transcript requests, course catalog, view student information, class schedule and click on apply to graduate.

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[updated 7/2015 by M. Keitel]
Appendix S: MyPsychTrack Instructions

My Psych Track Instructions

2. Click “Get Started” in left hand corner
3. Click One Year subscription
4. Click green button in upper right hand corner that says “create an account”
5. Fill in personal information in boxes provided, create a username and click “next”
6. Click doctoral student registration
7. Enter your personal address, phone number, previous colleges attended including Fordham University as current institution, provide DOT name (Merle Keitel) and email address ([mkeitel@fordham.edu](mailto:mkeitel@fordham.edu)) as well as other information about the program, and click “create doctoral program”, accept terms of use and click submit
8. Click “pay with coupon code” and enter in 27f59beb-2ad8-4e32-b811-43f2cfab2cd3
9. You are now logged into your account
10. Click on left hand side of screen “start logging psychology hours”
11. In the left hand corner click “schedule new activity”
12. Choose the appropriate type of activity (i.e individual counseling session, supervision, etc.)
13. If logging direct clinical hours, click “create new client” on right hand side of screen and you will be prompted to create a code for that client’s name as well as provide some information
14. In order to list your site click “create new facility”
15. Same instructions to create a new supervisor
Appendix T: General Information about Research Apprenticeship

General Information about Research Apprenticeship

Timing of Research Apprenticeship

- Students meeting eligibility requirements may begin Research Apprenticeship in their second or third year. They should consult with their advisor concerning the timing of Research Apprenticeship in the context of their coursework and practicum.
- Once you have a committed apprenticeship sponsor, it is recommended that you begin preparing in the summer by familiarizing yourself with the relevant research literature preceding the fall semester that you start your Research Apprenticeship.

Student Eligibility

- Eligibility for registration for the Research Apprenticeship involves meeting the following criteria: (a) approval from the apprenticeship sponsor, (b) permanent matriculation status, (c) at minimum, a 3.5 grade point average, and (d) successful completion of a minimum of one doctoral-level research course (i.e., experimental design). Approval for the student’s registration in the Research Apprenticeship should be given by the apprenticeship sponsor at the registration advisement meeting in the spring semester preceding the fall semester of Research Apprenticeship. An APPLICATION FOR RESEARCH APPRENTICESHIP must be completed, approved, and submitted to Dr. Jackson via Natalya by the start of the fall semester.
- **Please note:** If you wish to take Research Apprenticeship in your third or fourth year and you take comprehensive exams in June prior to completing Research Apprenticeship your exam will not be graded unless you have officially received a passing grade for Research Apprenticeship.

Choosing an Area of Research Interest and a Sponsor

By the end of the spring semester that precedes the Research Apprenticeship year, the student should invite a faculty member to sponsor his or her work for the Research Apprenticeship. The student is advised to consider professors on the basis of the following criteria:

*Research background and interests.* The apprenticeship sponsor professor and student should have a mutual interest in areas of research on which they may collaborate. In some situations the student will take an active part in the professor’s on-going research. In other cases, the student may suggest a research theme or project the student believes may be consistent with the professor’s general area of interest and expertise, and the research may be pursued jointly.

*Availability.* Faculty who undertake to supervise a student’s apprenticeship must make time to meet regularly with the student. This is the person who is primarily responsible for monitoring and evaluating the progress and quality of your work. The maximum number of students working with an individual professor will depend on the professor’s time, research agenda, and interests.

Course Objective

The student will learn about the process of research, begin to develop research competencies, and conduct a small-scale research project under the direction of the apprenticeship sponsor. This may or may not be related to the student’s dissertation. When starting their Research Apprenticeship some students start with a clear idea of what they are interested in doing for their dissertation and develop an instrument or do a preliminary study that they can build on in their dissertation. Others do a qualitative study for their Research Apprenticeship and follow up with a quantitative study for their dissertation. Others work on an ongoing project that a professor is working on that may or may not ultimately be connected to their dissertation.

- Students commonly submit their data/findings at conferences. Talk to your RA advisor when you first start your project so that you can select a conference and pay attention to deadlines for submission.