

COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM HANDBOOK



TEACHERS COLLEGE
COLUMBIA UNIVERSITY

2025-2026

Dear students,

Welcome to the doctoral program in Counseling Psychology at Teachers College, Columbia University! Known first as King's College, Columbia University was formally established in 1754 and had its first campus on land in Lower Manhattan donated by Trinity Church. Following the American Revolution, the school's name was changed to Columbia College. In 1857, the College moved to a site behind St. Patrick's Cathedral, occupying a former asylum for people with disabilities. In 1891, Columbia outgrew its midtown site and moved to Morningside Heights where the campus as we know it today was constructed in large part between 1893 and 1913.

Teachers College (TC) is Columbia University's graduate school of Psychology, Education, and Health and was founded in 1887 to provide a new kind of education for the teachers of underserved immigrant children in New York City. TC became affiliated with Columbia in 1898 but remains a financially independent institution with its own president and Board of Trustees. The College is accredited by the Middle States Commission on Higher Education, our regional accrediting agency. The President of Teachers College since July 2018 has been Dr. Thomas R. Bailey. The Dean of Academic Affairs and Provost of Teachers College is Dr. KerrieAnn O'Meara. The Interim President of Columbia University is Dr. Katrina Armstrong.

Psychology has a long, prestigious, and complicated legacy at TC. In 1899 Edward Lee Thorndike¹ joined the faculty here to extend his research and teaching on the psychology and learning behaviors of children. That same year, noted psychologist and philosopher John Dewey was elected president of the American Psychological Association (APA), and in 1904 he joined the faculty of TC. From that point on, applied psychology made its home at TC, while basic and experimental psychology resided on the Columbia main campus. During the first half of the 20th century, TC faculty members and graduates shaped the fields of educational and psychological assessment, social studies education, urban education, and the study of gifted children. Our counseling psychology program is housed within the Department of Counseling and Clinical Psychology and influential theorists such as Carl Rogers, Albert Ellis, and Rollo May were all graduates of Teachers College psychology programs.

This handbook will offer important information to facilitate your progress through the program— please refer to it for course requirements, program procedures, and other questions related to the program. It is important that you download and/or retain a copy of the handbook that reflects the year you entered the program, and going forward, keep personal copies of all materials pertinent to completion of requirements.

Remember to double-check information that is unclear to you with your advisor or the counseling psychology program office. You should always double-check important dates (e.g., program comprehensive exams, dissertation submission guidelines) with the counseling psychology program office, the Office of Doctoral Studies, TC Registrar, and other relevant offices. The most up to date information for the program will be posted on your Home Room page on Canvas; the most up-to-date information regarding dissertation policies and due dates can be obtained from the Office of Doctoral Studies.

This handbook is designed to serve as a general guide and overview about the program and its requirements. However, situations and circumstances may arise that will necessitate

¹ Thorndike's legacy in Educational Psychology should be tempered by his ardent support of eugenics.

The Counseling Psychology Program Faculty,

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Amanda Donlon
Whitney Erby
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George V. Gushue
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Marie L. Miville
Becky Reed

Riddhi Sandil
Laura Smith
Derald Wing Sue
Brandon L. Velez



Teachers College in 1894



Columbia University in 1897 (encroaching on the neighboring *Bloomingdale Asylum for the Insane*)

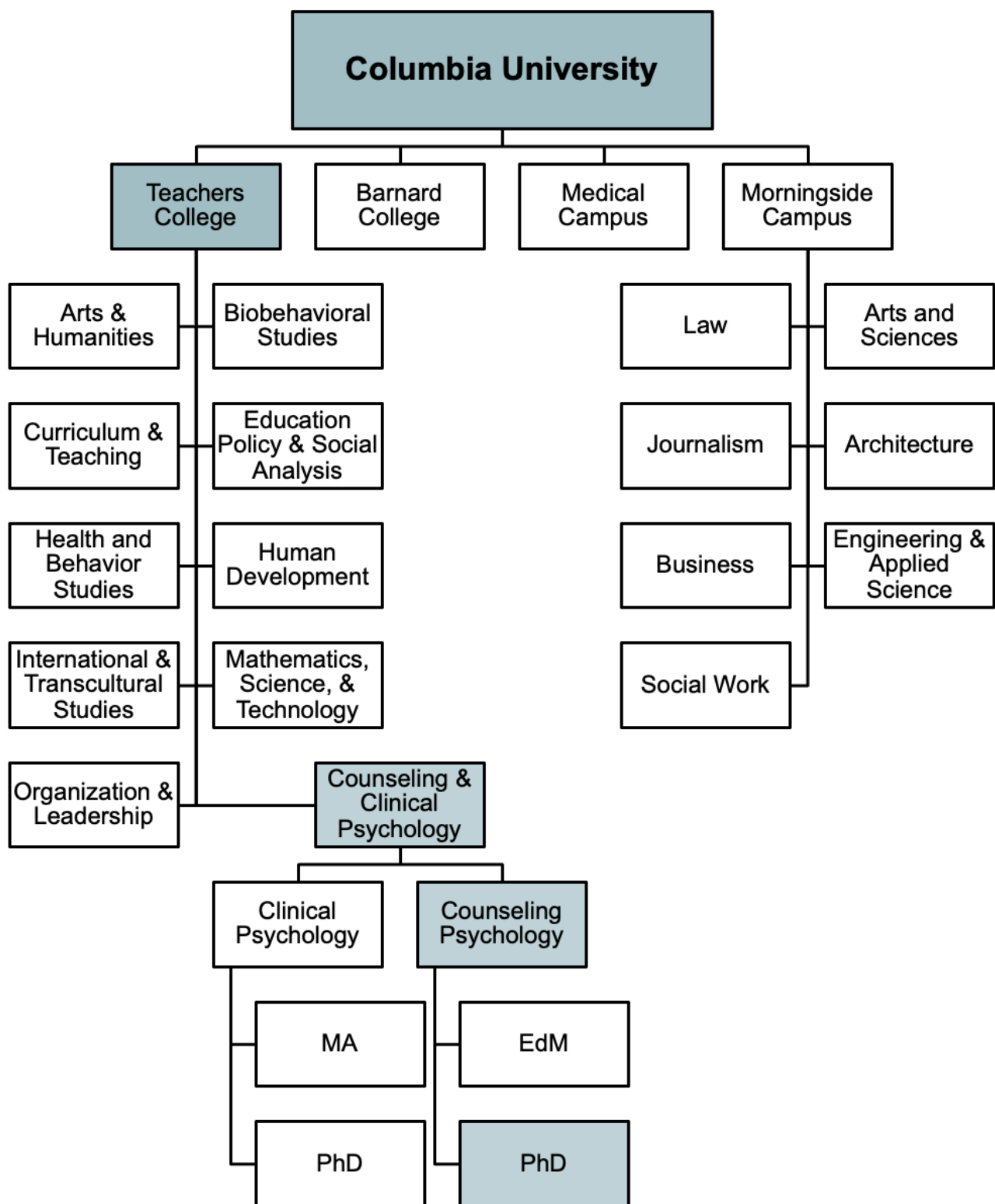
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INSTITUTIONAL STRUCTURE



PROGRAM OVERVIEW & DESCRIPTION

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

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

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

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

COUNSELING PSYCHOLOGY AND SOCIAL JUSTICE

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

Our commitment to diversity and social justice means that we strive to attend to issues of power, privilege, and oppression in courses, research, clinical practice, and professional service. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman and colleagues (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.
2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.
3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.
4. Raising consciousness by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.

5. Focusing on people's strengths and engaging these strengths to address challenges, including working toward social change.
6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.

We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, such vision and principles guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work. The Counseling Psychology Program is firmly committed to issues pertaining to multicultural diversity and seeks faculty members, staff, and students who reflect such diversity, including, but not limited to, race, ethnicity, gender, age, sexual orientation, socioeconomic status, religious/spiritual orientation, disability status, and national origin. Moreover, issues of human diversity are largely integrated throughout the entire curriculum and, indeed, throughout the entire program in that students are actively exposed to numerous opportunities to develop competence in addressing issues pertaining to cultural and identity group membership with various populations. The program also seeks to create a milieu of growth, collaboration, and collegiality among faculty, staff, and students regarding respect for and affirmation of various dimensions of cultural diversity.

SCIENTIST-PRACTITIONER TRAINING MODEL

Our scientist-practitioner training philosophy is consistent with many of the historical traditions in the field of counseling psychology, including (a) the optimal development and functioning of individuals, groups, and other systems (e.g., institutions, communities); (b) an appreciation of the strengths and uniqueness of individuals; (c) a belief in the unbounded potential of human beings; and (d) a respect for the integrity of all people. Our training philosophy strongly encourages students to adopt approaches to client treatment that consider the various contexts in which clients develop and operate. The program also stresses the critical roles of self-exploration and personal reflection as components of professional development.

Central to our training model is the belief that academic scholarship and research are inseparable from professional practice. Hence, the Counseling Psychology Program recognizes the importance of preparing graduates who manifest the highest standards of excellence in academic or service delivery settings. Throughout the program, we emphasize the integration of scientific psychology and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with effective use of self, and clarifying personal and professional identities. This integrative perspective implies the following assumptions:

- Learning is an ongoing process and, as a result, students are responsible for being
- cognizant of issues and trends within the profession;
- Learning occurs in a context that requires active consideration of individual differences
- and systemic factors; and
- Professional development is often inseparable from personal growth.

Thus, students are continuously exposed to opportunities to examine the connection between scientific knowledge and professional practice. To highlight the importance of this integration, education and training in theory, inquiry, and practice occur concurrently throughout the program. The academic curriculum of the program provides students with numerous opportunities to develop professional and personal competencies associated with becoming counseling psychologists. Extensive coursework,

practical experiences, and other learning opportunities allow students to identify their strengths and assets with regard to their personal and professional development and to take risks to develop new competencies in various professional roles. Taken together, the Ph.D. Program in Counseling Psychology reflects a generalist, scientist-practitioner training model whereby emphasis is placed on preparing professional psychologists who:

- Are competent in addressing problems associated with the adaptive functioning of human beings;
- Can successfully apply relevant research literature to client concerns; and
- Can contribute to the research knowledge base.

The academic curriculum also reflects the importance of students (a) developing professional identities as ethical counseling psychologists, (b) being socialized into the profession of counseling psychology, and (c) contributing to counseling psychology as a specialty discipline as well as to the broader field of applied psychology. The specific goals of the program and their associated competencies prepare students to work in a variety of settings with emphasis on education (e.g., colleges and universities), health (e.g., outpatient clinics, hospitals, nursing homes, etc.), and related agencies. With the help of a Faculty Advisor, students register for required and elective courses, which—given their previous training, special needs, and career objectives—will prepare them appropriately. Depending on their area of concentration and level of training, graduates have found employment in universities, colleges, medical schools, elementary and secondary schools, adult basic education centers, employment and training centers, rehabilitation centers, hospitals, mental health centers, industry, senior citizens centers, and community and government agencies.

PROFESSION-WIDE COMPETENCIES

[Informed by APA Commission on Accreditation (July 2017)]

Students in the doctoral program will receive training that is consistent with the APA Commission on Accreditation Profession-Wide Competencies.

I. Research

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

Doctoral students are expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

II. Ethical and legal standards

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

- Be knowledgeable of and act in accordance with each of the following:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct (2017; <https://www.apa.org/ethics/code>);
 - Relevant laws, regulations, rules, and policies governing HSP at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

III. Individual and cultural diversity

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

Doctoral students are expected to demonstrate:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

IV. Professional values and attitudes

Doctoral students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

V. Communication and interpersonal skills

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

Doctoral students are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

VI. Assessment

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

Doctoral students are expected to demonstrate the following competencies:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. Intervention

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

Doctoral students are expected to demonstrate the ability to:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.

- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

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

IX. Consultation and interprofessional/interdisciplinary skills

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

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

PSYCHOLOGY DEGREE

Graduates of the Counseling Psychology Program are considered fully qualified psychologists with training in the specialty area of counseling and are eligible for licensure by the State. For information about New York State licensure, contact:

New York State Education Department
Office of the Professions
<https://www.op.nysed.gov/psychology>

ACCREDITATION STATEMENT

The Counseling Psychology program has been fully accredited since 1952 by the American Psychological Association. For information about accreditation, contact:

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

ADMISSION PROCEDURES

Admission to the program is competitive, as is the case with most doctoral programs in psychology. All applicants to Ph.D. programs are therefore advised to apply to more than one institution. A list of institutions that conduct programs accredited by the American Psychological Association (APA) is published annually by the American Psychologist and in the annual APA publication Graduate Study in Psychology and Related Fields.

Preference is given to candidates who possess both high levels of verbal and quantitative skills, and whose transcripts, references, performance in an admissions interview, and previous work experiences suggest that they have the potential to make a significant contribution to theory, research, practice or policymaking in the field of counseling psychology. An undergraduate degree in psychology is preferred.

The counseling psychology program uses a mentorship model of training. Applicants are required to list a preferred professor(s) in their application. Your application will be directed towards the faculty member named in your application, though other faculty will have input into various stages of the selection and interview process. The final group of applicants is selected by and discussed among all faculty members during the final admissions meeting. Applicants chosen to attend an online interview day (usually hosted via Zoom in early February) will interview with various faculty members and with current graduate students. All faculty have input into the final selection and ranking of applicants.

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

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

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

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

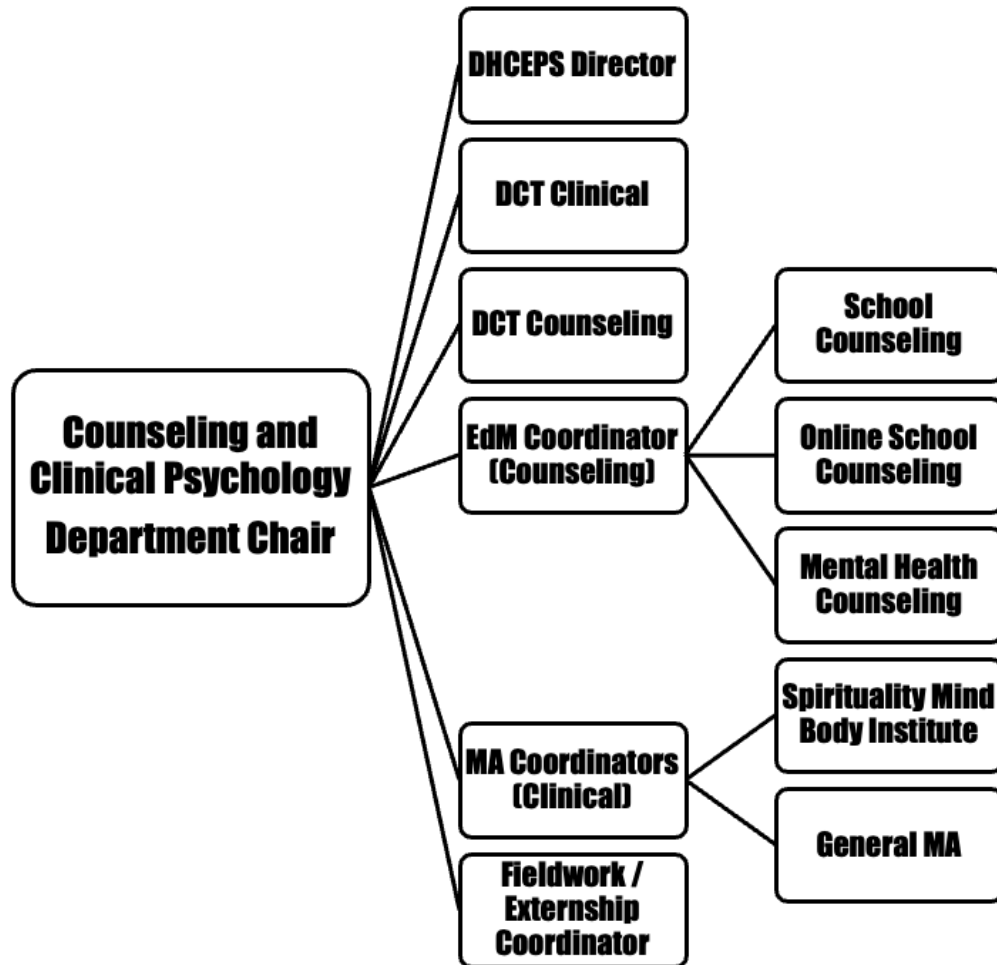
STUDENT FUNDING

The TC Doctoral Fellowship—both the stipend and points—are coordinated through TC’s Office of Financial Aid.

Independent from the Doctoral Fellowship, the TC Counseling Psychology Program **requires** doctoral students to work as Course Assistants (CAs) or Teaching Assistants (TAs) for **at least two courses** each academic year (Fall, Spring, Summer) for the **first three years** students are in the program. Within an academic year, students may complete this requirement in several ways—for example, by working as a CA/TA for two courses in the Fall, one course in the Fall and one course in the Spring, or one course in the Spring and one course in the Summer. For each course a student works as a CA or TA, the student receives payment in addition to their Doctoral Fellowship stipend. Salaries vary across CA or TA positions.

Students may work as a CA/TA for more than two courses per academic year, **but they cannot** work as a CA/TA for more than two lecture-based courses (e.g., Theories, Career) or one lecture-based course and one experiential course (e.g., Foundations, Group) in a single semester. Students may also choose to work as CA/Tas after their third year in the program, but doing so is completely optional.

FACULTY, STAFF, & IMPORTANT OFFICES



IMPORTANT FACULTY ROLES IN DEPARTMENT

- Department Chair: Dr. Helena Verdeli.
- Director of Dean-Hope Center for Educational and Psychological Services (DHCEPS): Dr. Dinelia Rosa. DHCEPS is our training clinic and the practicum agency for student trainees in several programs at Teachers College, including the Counseling Psychology Ph.D. program. The Center publishes a student handbook, which governs the functioning of the clinic; when working at DHCEPS, you are responsible for obtaining and referring to that handbook.
- Counseling Psychology Doctoral Program Director of Clinical Training: Dr. Becky Reed.
- Mental Health Counseling and School Counseling EdM Program Director: Dr. Riddhi Sandil.
- Online School Counseling Ed.M. Program Director: Dr. Amanda Donlon
- Psychology in Education MA Program Director: Dr. Matt Blanchard.
- Fieldwork/Externship Placement Coordinator: Wayne Glass, Ed.M. Coordinates off-site practica and externships for doctoral students in the department as well as fieldwork placements for Ed.M. students.

TENURED AND TENURE- TRACK FACULTY IN COUNSELING PROGRAM (ADVISORS)

Students are advised by the faculty mentor with whom they were matched during the application process. Applicants are informed of the match when they receive an offer of admission. The advisor serves the important roles of orienting students to the program and helps them to develop their curriculum plans.

Students receive mentorship in research by serving on the research teams of their advisors and ordinarily do research practicum on their mentor's research team. Program faculty advisors' decisions may not supersede the policies set by the program faculty. When there is doubt on the part of the faculty or student regarding curriculum matters, the issue should be brought to the Director of Training first, and then to the program faculty as a whole.

- Dr. Melanie E. Brewster, Ph.D: Mental and physical health correlates of marginalization and/or objectification; atheism and nonreligious identities; collective action and well-being; instrument development and psychometric evaluation.
- Dr. Whitney Erby, Ph.D.: Understanding the ways in which experiences of racism at work impact well-being, particularly among Black or African American populations.
- George V. Gushue, Ph.D.: The influence of racial/cultural attitudes, beliefs and values on social cognition (e.g., perception, judgment, memory, and attribution) in the areas of client evaluation and counseling practice, career development, and health; group and family counseling; psychosocial dimensions of HIV/AIDS.
- Marie L. Miville, Ph.D.: Multicultural counseling; universal-diverse orientation; Latina/o psychology; LGBT issues; women's issues; intersections of identities; supervision and training.
- Laura Smith, Ph.D.: Social inclusion/exclusion and wellbeing; psychological dimensions of social class, poverty, and classism; intersections of race and class; Whiteness and antiracism; participatory action research; community-based psychological interventions.
- Derald Wing Sue, Ph.D.: Multicultural counseling and therapy, cultural competency, multicultural consultation and organizational development, psychopathology, racism and antiracism, law and ethics. (Dr. Sue does not accept doctoral students).
- Brandon L. Velez, Ph.D.: The associations of discrimination and identity-related attitudes with mental health and career outcomes among sexual, gender, and racial/ethnic minority individuals,

as well as populations with multiple marginalized identities; the social justice training of psychologists.

OTHER FULL- TIME FACULTY

- Jennifer J. Chang (Ph.D.; Professor of Teaching): multicultural counseling and competence; factors associated with the co-development of intersecting sociocultural identities, with specialization in Asian American, BIPOC, and LGBTQIA+ psychology; activist identity and youth leadership development; training and supervision; and multicultural organizational development.
- Amanda Donlon (Psy.D.; Professor of Teaching): the counseling needs of international students, first-generation college students, and students with disabilities; issues in consent and sexual assault; LGBTQIA+ issues; multicultural counseling and social justice; intersections of identities; complex trauma; self-compassion and imposter syndrome; group and couples counseling; and supervision and training.
- Tiesha L. Finley (Ph.D.; Professor of Teaching): the relationship between racial identity, internalized racism and depression among African Americans; multicultural counseling with a focus on Black Deaf Identity and African American racial trauma; and childhood trauma and maltreatment.
- Kimberly Kisson (Ph.D., Professor of Teaching): Emerging adulthood; anxiety, depression, stress, and life satisfaction; the intersection of culture; psychological well-being; life transitions
- Kiara Manosalvas (Ph.D.; Professor of Teaching): Mental health experiences or disparities related to race, culture, and/or identity in Latiné/x communities; Bilingual/bicultural training and supervision; social justice training experiences within counseling psychology training programs (particularly for community and systemic interventions); and qualitative methods. Dr. Manosalvas is also the Coordinator of the Bilingual Latinx Mental Health Concentration.
- Becky Reed (Ph.D.; Professor of Teaching, Director of Clinical Training): interests focus on college access, integrating research on social class and education, and supporting first generation students apply and persist through college.
- Riddhi Sandil (Ph.D.; Professor of Practice): counseling needs of international students, counseling expectations of South Asian populations, experience of Asian international queer populations in the US, complex trauma and its impact on women's wellbeing. Co-directs the Sexuality, Women, and Gender Project and the College Advising Program.

We have a rotating staff of many other wonderful supervisors and adjunct professors—many of whom are graduates of the PhD program!

IMPORTANT STAFF & OTHER INDIVIDUALS IN THE DEPARTMENT

- Enrika D. Davis: The Department Director of Academic Administration (DAA). Enrika is responsible for (among other things) hiring, reimbursement for conference travel, and assisting students with disbursement of CA/TA payments and scholarships/funding.
- Chrissandra Taylor: Department Secretary. Chrissandra assists with room reservations and other concrete tasks.
- Jacob Holober: Program Secretary. Among his many responsibilities, Jacob maintains students' program files and collects important documentation.
- Rebecca Shulevitz: Clinical Program Secretary.
- Wayne Glass: Fieldwork coordinator. Wayne assists doctoral students with the externship application process.
- Rachel Shin: Student Program Ambassador in Counseling. Rachel shares information about the Counseling degree programs with prospective applicants.
- Kristen Henlin: Doctoral Program Student Representative. Kristen represents the interests of doctoral students at the biweekly program meetings.

IMPORTANT OFFICES AT TEACHERS COLLEGE

- The Office of the Registrar
(https://www.tc.columbia.edu/registrar/?_ga=2.206964051.1304352935.1725572425-386122777.1710689455). Most often, students interact with the Registrar when transferring courses from prior degree programs, when they need special approval forms to alter their schedules, or instances in which grade changes are needed. Pay attention to course drop/add dates.
- The Office of Doctoral Studies. Refer to the Office of Doctoral Studies (ODS) website (<https://www.tc.columbia.edu/doctoral/>) for updated information about College requirements for Ph.D. candidates and a summary of regulations concerning the dissertation. This office serves as the interface between Teachers College and Columbia University on matters regarding the Ph.D. Students are responsible for consulting the ODS website and office for the most up-to-date information as to requirements and deadlines. The ODS website maintains publications and forms detailing requirements for the dissertation. The director of the office is Russell Gulizia, who he is extremely helpful; you should get to know him early in your tenure here at TC!
- Office of Financial Aid
(https://www.tc.columbia.edu/admission/financial-aid/?_ga=2.243065154.1304352935.1725572425-386122777.1710689455). The office responsible for disbursing your doctoral fellowships, points, loans, and other sources of funding. The current Director is Alyssa Timko.
- Human Resources
(https://www.tc.columbia.edu/human-resources/?_ga=2.139986163.1304352935.1725572425-386122777.1710689455). Works with our DAA, Enrika Davis, to process students' hiring paperwork for TA/CA positions, FWS, or any other job at the college.
- Office of the Ombuds
(https://www.tc.columbia.edu/ombuds/?_ga=2.251987273.1304352935.1725572425-386122777.1710689455). If you have a concern or conflict that cannot be addressed within the program or department, the Ombuds is a confidential and independent resource to contact for assistance.
- Title IX Coordinator
(https://www.tc.columbia.edu/titleix/title-ix-coordinators/?_ga=2.242230338.1304352935.1725572425-386122777.1710689455).

72425-386122777.1710689455) is TC's Title IX Coordinator, which means that they are responsible for helping TC community members address any sex- and/or gender-based discrimination they have experienced while at TC.

(https://www.tc.columbia.edu/diversity/about-our-office/?_ga=2.84403417.1304352935.1725572425-386122777.1710689455), which is an office that is a resource for all TC community members who have experienced any form of discrimination at TC.

- Office of Access and Services for Individuals with Disabilities (OASID; https://www.tc.columbia.edu/oasid/?_ga=2.248842695.1304352935.1725572425-386122777.1710689455). The office which coordinates students' access to accommodations. OASID is also available to consult with you about managing your own responsibilities (e.g., as a CA/TA) when working with people with disabilities.
- Student Affairs (https://www.tc.columbia.edu/student-affairs/?_ga=2.214844887.1304352935.1725572425-386122777.1710689455). Hosts programming, orientations, and often posts scholarship opportunities. An all-around great office to stay up to speed with. Dr. Thomas Rock is the Associate Vice President and the Chief Student Affairs Officer.

THE CLOFFICE

Perhaps the most important office of all, the “Cloffice” (closet-office), is the counseling psychology doctoral student nook founded in 2018. This is a space for doctoral students to gather, hold office hours, study, drop off their bags/coats, store class materials and other academic or clinical resources, share snacks, and decompress. It is on the 4th floor of Horace Mann (next to HM 424) and a keycode is provided to all students for after-hours entry.

ON CAMPUS RESOURCES & FACILITIES

**All of Columbia University's facilities are open to TC students.*

Dean-Hope Center for Educational and Psychological Services (DHCEPS; 528 Building - 6th Floor) is our training clinic and the training clinic for students in several programs at Teachers College. In addition to multiple office (treatment) spaces, it has two spacious student lounge/workrooms where students may practice tests, write reports, call clients, and relax. An extensive test collection is housed in the Test Library at the DHCEPS. Here, students have access to a wide variety of testing materials. Most can be signed out for overnight review or use with clients.

The Gottesman Libraries (formerly known as the Teachers College library) in 100 Russell Hall is one of the nation's largest and most comprehensive research libraries in education. The scope of the collections reflects the historic commitment to advanced study in education, psychology (particularly applied psychology), and the health professions in their local, national, and international dimensions. Overall, the collections include about 500,000 printed volumes together with substantial non-print collections. Moreover, all Columbia libraries and services are available to students. Of particular interest, the Columbia library's collection of psychotherapy recordings via Alexander Street Press and other sources: https://clio.columbia.edu/catalog?&datasource=catalog&q=psychotherapy+video&search=true&s%20earch_field=all_fields

The Office of Student Affairs (528 Building) strives to provide opportunities beyond the curriculum for students to become active members of the TC community, to engage in social humanitarian efforts, to cooperate sensitively, and ultimately to intellectually embrace the human condition and the responsibilities and opportunities it affords. The Office consists of four main areas: Student Affairs Administration, Graduate Student Life & Development (GSLD), Student Support & Advocacy (SSA), and TC NEXT (Career Services).

Teachers College Information Technology (TCIT) is committed to providing effective technology support to the Teachers College community. Offices include (but are not limited to) the Digital Futures Institute, the Service Desk, Media and Video Services, and Information Security.

TC NEXT (Building 528, Suite 157). Provides students and alumni with career planning resources requisite to the development and refinement of job search skills.

The Rita Gold Early Childhood Education Center. Provides childcare for infants of parents who are students, faculty, and full-time staff at the University.

Office of Access and Services for Students with Disabilities (Zankel 301). Provides resources and arranges for accommodations for students with disabilities.

Office of International Student Services (186 Grace Dodge Hall). Offers a variety of services for students from other countries: student orientation, advising and counseling, immigration and tax information, and a variety of programs for students interested in multicultural issues.

Teachers College Student Lounge (Everett Lounge) is on the 1st floor of Zankel Hall.

The Food Pantry is a student run initiative out of Alfred Lerner Hall on the main campus that is open to all students, whether you are an undergrad, a graduate student, or a professional student—full-time,

part-time, or half-time. Any student who has any level of food insecurity can reach out to The Food Pantry to get a disbursement containing non-perishable food such as canned-meat, canned vegetables, canned fruit, cold and hot cereal, and vegetarian options. Any information shared with The Food Pantry will remain in strict confidence. <https://foodpantry.cssi.columbia.edu/>

Psychological Services for Columbia students are located on the main campus of Alfred Lerner Hall (115th Street & Broadway, 8th Floor). Offerings include diagnostic screening and testing, support groups, individual counseling, medication management, and more.

EXTERNAL AND ELECTRONIC RESOURCES

CLINICAL WORK & INTERNSHIP

- www.apa.org/apags/—APA's Association of Graduate Students, includes info on internships, student advocacy, scholarships, and conferences.
- <http://www.sscpweb.org/>—features information relevant to the integration of science & practice, professional development, internship-related resources
- www.appic.org—for all your internship needs.
- www.asppb.org—Association for State and Provisional Psychology Boards, laws and regulations.
- Check the website of the NYS Education Department for requirements and an application form to sit for the licensing exam: <http://www.op.nysed.gov/prof/psych/psychlic.htm>. Dr. Kathleen Doyle is the Executive Secretary for the NYS Board for Psychology ababd@mail.nysed.gov.
- Baird (2008). The Internship, Practicum, and Field Placement Handbook
- Cameron & turtle-song (2002). Learning to write case notes using the SOAP format
- Folstein (1975). The Mini-Mental Status Exam
- Jongsma (2014). The Complete Adult Psychotherapy Treatment Planner
- Morrison (2014). DSM-5 Diagnosis Made Easy: The Clinician's Guide to Diagnosis
- Morrison (2014). The First Interview.
- Wiger (2012). The Psychotherapy Documentation Primer
- Pipher, M. (2016). Letters to a Young Therapist
- Skovoholt (2012). Becoming a Therapist: On the Path to Mastery
- www.psyweb.com—comprehensive data base on clinical disorders; includes DSM-5 criteria, case studies, information on psychotropic meds.
- www.kspope.com —free full-text articles on assessment, therapy, forensics, ethics, and other psychotherapy-related topics.
- www.psychservices.com—extensive list of articles, websites, and research tools for easy reference on current topics on psychology.

ACADEMIC WRITING, RESEARCH, & STATISTICS

- Galvan, J.L. (2013). Writing literature reviews: A guide for students of the social and behavioral sciences
- Terrell, S.R. (2016). Writing a proposal for your dissertation. Guidelines and examples.

- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
- Goodson, P. (2013). Becoming an academic writer
- Graff, G. & Birkenstein, C. (2014). They Say / I Say: The Moves That Matter in Academic Writing
- Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (2008). Research design in counseling
- Silvia, P. (2007). How to Write a Lot: A Practical Guide to Productive Academic Writing
- Silvia, P. (2015). Write It Up: Practical Strategies for Writing and Publishing Journal Articles
- Strunk Jr., W., White, E. B., & Angell, R. (2000). Elements of Style
- Sword, H. (2012). Stylish academic writing
- <https://www.grammarly.com/> - a better way to proofread your papers for grammar errors
- APA Science Student Council (2006). A Graduate Student's Guide to Determining Authorship Credit and Authorship Order. Retrieved from:
<http://www.apa.org/science/leadership/students/authorship-paper.pdf>
- Gaffey, A. (2015). Determining and negotiating authorship: Frequent communication and a dynamic approach can help minimize disagreements. Retrieved from:
<http://www.apa.org/science/about/psa/2015/06/determining-authorship.aspx>

SELF-CARE & CAREER EMPOWERMENT

- Parker, P. The art of gathering: How we meet and why it matters
- Currey, M. (2013). Daily rituals.
- Kelskey, K. (2015). The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job
- Schulman, S. (2016). Conflict Is Not Abuse: Overstating Harm, Community Responsibility, and the Duty of Repair
- van Dernoot Lipsky, L. & Burk, C. (2009). Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others
- Helgesen, S. (2018). How women rise: Break 12 habits holding you back from your next raise, promotion or job
- Babcock, L. (2008). Ask for it: How women can use the power of negotiation to get what they really want
- Brzesinski, M. (2017). Know your value: Women, money, and getting what you're worth
- Kay, K. (2014). The confidence code: The science and art of self-assurance
- Krawcheck, S. (2017). Own it: The power of women at work
- Frankel, L. (2004). Nice girls don't get the corner office: 101 unconscious mistakes women make that sabotage their careers
- Young, V. (2011). The secret thoughts of successful women
- McKeown, G. (2011). Essentialism: The disciplined pursuit of less

NATIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

American Psychological Association of Graduate Students (APAGS). Students in the Program serve national leadership roles in APAGS committees (described below). APAGS is the largest group of psychology graduate students worldwide. Upon becoming student affiliates of the American Psychological Association (APA), graduate students automatically become members of APAGS. APAGS is one of the largest constituencies of APA, with a membership that consists of approximately one-third of all APA members. From the APAGS website (<http://www.apa.org/apags/about/index.aspx>), the goals of the organization are:

1. to promote the highest standards in the research, teaching and practice of psychology in order to further the education and development of all psychology students.
2. to represent all graduate study specialties of psychology and to facilitate the exchange of information between these groups.
3. to promote graduate student leadership development in order to communicate and advocate the concerns of psychology students.
4. to establish and maintain channels of communication between APAGS and schools, universities, training centers, institutions and other members of the psychological community.
5. to be the voice of psychology students within the APA and in the psychological community at large.
- 6.

APAGS is governed by nine officers elected by APAGS members, as well as the chairs of five subcommittees:

1. APAGS Science Committee,
2. Committee on Ethnic Minority Affairs (CEMA),
3. Advocacy Coordinating Team (ACT),
4. Committee on Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBTC), and
5. APAGS Convention Committee

Subcommittee members typically serve for 1-2 years, working with other members to design and implement programs and initiatives that are consistent with the goals of the specific subcommittee. After serving as a subcommittee member, members are eligible for consideration for a position as a subcommittee chair. Please see the APAGS website (provided above) for more information about getting involved with this organization.

Student Affiliates of Seventeen (SAS) Representative to the APA Society of Counseling Psychology (Division 17). A student from our program serves as a representative to SAS annually. SAS is a national organization for students associated with APA Society of Counseling Psychology (Division 17). The goals of SAS are to (a) facilitate communication between SAS/division 17 and counseling psychology programs and (b) to circulate information from SAS/division 17 to students within individual counseling psychology programs. Responsibilities of the SAS Student Representative for TC include:

- Informing and educating TC counseling psychology students about APA, Division 17, and the SAS network.
- Circulating information (via email) from Division 17/SAS to TC counseling psychology students.
- Soliciting information from TC counseling psychology students about their professional activities (i.e. professional conferences, publications, presentations, internship-related information) and sharing that information in a monthly update to the SAS regional coordinator.

Student Reviewers for Scientific Journals. Students from our program serve as student reviewers on scientific journals. For example, students may serve as co-reviewers with their advisors or other faculty on reviews for the *Journal of Counseling Psychology*. Students can also gain review experience by joining the Student Advisory Board for the *Psychology of Women Quarterly*.

PROFESSIONALISM GUIDELINES & POLICIES

BASICS

Ethical Guidelines. TC's Counseling Program holds our faculty and students to the professional ethical code, as set forth by the *APA Ethical Principles of Psychologists and Code of Conduct*. Ethical principles and behavior, as well as issues in ethical decision making, are covered in-depth in the doctoral ethics course and are also discussed in various didactic and practicum courses and settings. However, it is also the responsibility of each entering student to be familiar with the most recent version of the APA Ethics Code, which can be found online: <http://www.apa.org/ethics/code/index.aspx>

Language: You are responsible for using accurate, inclusive and nondiscriminatory language in your oral and written communications.

Receiving Communication: Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor. All electronic communication from the program will be delivered via email and/or posted to the Announcements page of your Home Room site on Canvas, linked here: <https://tc.instructure.com/courses/8995>

Academic Integrity: Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. This also includes duplication of your own work from other classes: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course is in violation of Teachers College Policy. In cases of uncertainty or ambiguity, a student should check with the student's instructor. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Use of the Term Psychologist. On a job or at a training site, insist that your title be "Psychological Assistant" (or a close equivalent), not "Psychologist." Similarly, on a job or internship, do not use the title "Doctor." In either case, this would be misleading and therefore unethical.

Use of the Term "Doctoral Candidate: Until students have successfully passed the Doctoral Comprehensive Exam, they **cannot** identify themselves as doctoral candidates. They may identify themselves until that time as "doctoral students."

Social Media: Counseling psychology doctoral students who use social networking sites (e.g., Facebook, X [formerly Twitter], Instagram, TikTok) should be mindful of how their communications may be perceived by clients, colleagues, students, faculty, other mental health professionals, and the general public. As such, doctoral students should make every effort to minimize visual or printed material that could be deemed inappropriate for a health service psychologist. To this end, doctoral students should

consider setting all security settings to “private” and should avoid posting information, language, or photos that could jeopardize their professional image. Obviously, this is a subjective matter (e.g., who determines what is appropriate?), but we raise this issue to increase self-awareness and critical thinking around one’s social media presence. CPP doctoral students should consider limiting the amount of personal information posted on these sites and should never include clients with whom they currently work and undergraduate or graduate students (for whom they currently serve as course assistant) as part of their social network because this may be seen as a boundary violation. Additionally, a doctoral student who makes a post to social media that could lead to the identification of a client (thus violating client confidentiality) or shares academic information about a student for whom they have served as a course assistant (thus violating FERPA) will be breaching the ethical and legal standards that govern the practice of psychologists and thus subject to disciplinary actions, such as dismissal from the program.

RECOMMENDATIONS FOR RESPONSIBLE USE OF SOCIAL NETWORKING AND THE INTERNET²

Many students arrive at graduate school fully embedded in social networking environments and are just beginning to consider how to work with both a personal and a professional online identity. The following recommendations are designed to help practitioners develop a professional online identity and adhere to ethical guidelines in the use of the online tools.

To minimize risk	To maximize professional use
Carefully consider how your personal use of social networking may reflect on your professional identity. Some people maintain a public professional profile and an anonymous personal profile.	Discuss personal use of social networking with your supervisor, professors, and colleagues. Embody your role as a representative of your profession and the institutions you are affiliated with.
Policies regarding online searching of clients and use of social networking should be made clear up front while obtaining informed consent. Students are encouraged not to engage in social network relationships with a client and to discuss requests from a client with a supervisor. Examples of social media policies are available in Jordan, et al. (2013)	Discuss your professional social networking use policy with colleagues and your supervisor
Use privacy settings that will safeguard you and your family. Check settings frequently as environments can change what options are available. Recognize that you do not own the information you post on a social networking site and that the company that owns it can change their policies at any time. Consider maintaining separate sites for professional information versus personal information.	Regularly use common search engines to search for yourself to know what information others are finding about you. Also check sites that aggregate content from multiple sources such as pipl.com and 123people.com.
Never post about clients. Clinicians must maintain confidentiality. Even posting about clinical work generally (i.e., not including identifiable information) could be problematic. For example, the statement “Clients wearing me down today, get it together man!” could harm clients who see the post and assume it is about them. Furthermore, the post could contribute to societal stigma about mental health and mental health services, which both harms the profession and the public.	

² This section is taken from St. Thomas University’s Graduate School of Professional Psychology’s document “Therapist use of social networking and the Internet”

<p>If you become concerned about the content that a peer is providing online, discuss it directly with the person or with your supervisor.</p>	<p>Research how your colleagues are using the internet to promote their practices. Stay current on the topic in professional journals and at conferences.</p>
<p>When thinking about posting content online, consider that it is possible for this post to become public at some point. What are the costs and benefits of posting? Is there any way that you, or your peers or clients, could be negatively affected? Recognize that deleting information online does not always remove it permanently.</p>	<p>Use appropriate sites to promote your areas of competence and expertise.</p>
<p>Do not search for clients on the internet unless it is likely to benefit the client, and prior consent has been obtained (in writing) from the client. Two exceptions may be some forensic situations and situations where there is imminent danger to the client (DiLillo & Gale, 2011).</p>	

NAVIGATING THE PROGRAM

General Behavior: As a university student you are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. You are encouraged to critique what is presented in the readings or in class by professors or your peers. However, all critiques should be delivered in a respectful manner. In addition, distracting and potentially disruptive behaviors (such as talking to your neighbor, coming to class/meetings/supervision late, leaving early, texting, using social media, or any behavior that distracts others from learning) are out of place in a university classroom, and will negatively affect your class performance. Eating lunch or snacks during classes is not always permissible, check with your professors before making this assumption.

In a related vein, courtesy to your support staff demands that you respect their personal and professional space, including the need to return things that are borrowed and to ask permission to use items that are on a staff member's desk or supply cabinets (e.g., computers, books, paper, or supplies).

Writing: Papers should be turned in on time; they should be in APA-style (including first drafts), referenced, and proofread. Websites such as *Grammarly* may be of service in helping with proofreading. Teachers College also offers a free writing center. Remember to put your name and date on everything you hand in.

Communication with Faculty. The program faculty are only human and, at any one time, typically have multiple responsibilities and demands. Therefore, please remember that: (1) They need time to read material you hand in. A week is a minimum, two weeks better. (2) They usually prefer not to sign things or discuss issues during chance encounters in hallways; make appointments to meet faculty in their offices. (3) Despite good intentions, they may not remember the details of what you talked about "last time." Remind them. (4) When you are making up an Incomplete, handing in a late paper, or trying to get dissertation drafts read to meet a deadline, especially if you have missed the official deadlines, you should not expect the faculty member to put everything else aside for you – aka *"Failure on your part to plan ahead does not mean an emergency on my part."*

Be a Good Citizen in the Program. As part of a community, your participation in various committees and projects is often necessary (and much appreciated!). Each year we need students to help with admissions, colloquia scheduling, student orientation. As part of a larger-than-ever and rapidly changing psychological community, your participation in various agenda on behalf of psychologists in our city, state, and country is increasingly important. Join APA, NYSPA, and other organizations that reflect your interests; most have modest student membership fees. And read the journals and newsletters (e.g., APA's Monitor on Psychology); they will keep you informed of the latest developments in our field.

Keep the Cloffice Clean. There was a time in the not-so-distant past when the counseling students did not have a home base or physical location to hang out. Then in Fall of 2018 with the joint effort of several students and faculty members the Cloffice was finally born. Please work to keep it orderly and neat for all to enjoy.

Be Unrelentingly Cautious with Client Material. Remember that confidentiality concerning your clients is an absolute requirement outside of the designated area of the DHCEPS, off-site practica or externship, and supervision. Strictly speaking, clinical materials should not be maintained on your personal devices. Assessment reports and other clinical documents should not be printed outside DHCEPS; although the

risks may seem small, the worst has happened when students have elected to print these materials out in the program office and/or elsewhere. Talk to your site supervisors about the best way to protect, store, and transfer clinical material.

Be Wise with Technology: Various mishaps may befall your personal computer or USB drive. We recommend you maintain a diligent practice of backing up your work with a two-step authenticated and secure cloud service (i.e., Google Drive, Dropbox, etc). Be aware that most cloud services are not HIPAA compliant.

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

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

Be Conscientious. Make good use of your time here; stay aware of the fact that you are being trained in a challenging but rewarding profession. Faculty, supervisors, and your fellow students will be aware of the extent to which you are conscientious about your reading, your assignments, and your desire to learn as much as possible. There is a real difference between just doing the work and being committed to doing it as well as possible.

Maintain Copies of Your Program Records. Though there are many records of your progress – like supervisor's evaluations and exam results -- that are collected by the program, it will always be to your advantage to keep copies of your own. Application for graduation and experiences like internships, fellowships, and post-docs may ask for information that derives from them. In addition, you never know where you will apply for licensure, and some states ask for records and/or information that is not specifically required by our program. Maintaining your own complete files about yourself is the best way to prepare for graduation and beyond.

Keep us Posted. If a faculty member or supervisor has written a recommendation on your behalf, make sure to inform that person of the outcome of your application to that position (e.g., externship, internship, job, etc.). Most importantly, it is your responsibility to check in periodically with your advisor, supervisor, and the Director of DHCEPS or other practicum/externship site. Do not wait to be contacted.

Confidentiality: Being actively involved in the class sessions (experiential and otherwise) entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn counseling skills, it is *extremely* important that confidentiality be maintained. You are accepting an ethical obligation as a counselor in training. It is expected that anyone who participates in a course that invites self-disclosure will have their confidentiality respected. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share your experience outside of class, please reveal only your own reactions or understandings -- do not reveal the names or any identifying data of classmates. *Disregarding this confidentiality policy may result in remediation and/or dismissal from the program.*

Policy on Independent Practice: No graduate student in a Teachers College program in Psychology may engage in the independent practice of psychology. "Independent practice" signifies offering psychological services for a fee outside of the institutional setting. Whether or not such practice is supervised is irrelevant; performing these services under the aegis of a licensed psychologist in their office is still independent practice. Moreover, the psychologist who acts in this fashion is behaving both illegally and unprofessionally and runs the risk of having their license suspended or revoked.

As a psychology student, you are, by definition, currently unqualified to offer professional psychological services for a fee; to do so is at best irresponsible and unethical, as well as illegal. Any student engaging in such practice is subject to expulsion from their program. One exception to this caveat is that such services may be offered by students who are already trained and certified/licensed in a profession legally entitled to engage in such practice; this exemption includes Social Work and Mental Health Counseling, but does not include those certified by the state specifically as School Psychologists. Importantly, no independent practice can be counted towards the training hours students count toward their applications for predoctoral internship.

Students who have any questions about potential conflicts between their independent practice and program policy are encouraged to consult with the Counseling Psychology Program faculty. In any case, it is recommended that students who engage in independent practice under the auspices of a profession other than psychology while matriculated in our doctoral program file with their advisor a statement indicating their compliance with the policies, standards, and ethical practices of their respective professions other than psychology and indicating the ways in which they intend to clarify to clients that they are not practicing as psychologists or psychologist-in-training. Furthermore, no

UNIVERSITY-WIDE

Religious Holidays: Teachers College respects and supports the right of its community members to observe major religious holidays. Students are encouraged to notify instructors as early as possible if they plan to observe a holiday that coincides with scheduled class sessions. If an academic scheduling conflict arises, students will not be penalized for absences due to religious observance. Faculty will work with students to determine reasonable alternative arrangements to fulfill academic requirements. If a resolution cannot be reached, the student or instructor should consult the appropriate department chair or director. If further appeal is needed, it may be escalated to the Provost.

Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with

Disabilities (OASID) for information about registering with the office. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation.

Gender Misconduct Policy: Columbia University is committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct. The Gender-Based Misconduct Policy for Students is one part of the University's multifaceted approach to eliminate gender-based misconduct from our community, which also includes educational programs; services and resources for those affected by gender-based misconduct; accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and protections designed to prevent against recurrence. More information about the Gender Misconduct Policy can be found at: <https://www.tc.columbia.edu/titleix/>

CURRICULUM: CLASSES, RESEARCH, CLINICAL WORK, & TEACHING

PROGRAM CURRICULUM

The Ph.D. is granted after successful completion of 90 points of planned, sequential study beyond the Bachelor's Degree, including applicable transfer credits. It requires a minimum of four years for completion, including at least the equivalent of three years of academic study beyond the Bachelor's Degree and one year of pre-Doctoral internship. In more recent cohorts, students typically take between four to six years to complete the Program. The program of study leading to the doctorate in Counseling Psychology is guided by the objectives listed earlier and which correspond to APA standards for accredited programs in health service psychology. In consultation with their faculty advisor, students will select the courses and other learning experiences that maximize their skills and enhance necessary areas of competence. Most courses must be taken in proper sequence as a number of courses have prerequisites, however, one of the major assets of our program is that there is some flexibility in how students can sequence and coordinate these components of the program. This asset also can be a liability if students are not *very careful* to know thoroughly all the requirements for each component, to know the limits of flexibility, and to think through very carefully their plans for completing the program. As you develop your doctoral program plan, consult with your advisor and your fellow students. Each of our students has a somewhat individualized plan and it can be helpful to know how other students are planning their programs. Staying aware of offerings via the course catalogue is essential:

<https://www.tc.columbia.edu/catalog/>

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

The major components of the Doctoral Program in Counseling Psychology are *course work*, *research training* (including statistics sequencing, research team participation, dissertation), and *clinical training* (including practica, externship(s), internship). Solid training in teaching and mentoring, giving students the professional background toward a career in academics, is another key feature of our program.

OVERVIEW OF REQUIRED COURSES

Scientific Psychology Core (15 Points Total)		
Course Title		Points
Topic: Cognitive and Affective Aspects of Behavior		
	CCPX 5020: Cognition, Emotion, and Culture OR HBSK 4199: Cognition and Emotion in Educational Settings	3
Topic: Developmental Aspects of Behavior		
	HUDK 6520: Seminar on Lifespan Course Development OR HUDK 5029: Development and Socialization Across the Lifespan	3
Topic: Social Aspects of Behavior		
	ORLJ 5540: Pro-seminar in Social Psychology OR CCPX 6278: Social Psychology	3
Topic: Biological Aspects of Behavior		
	BBS 5068: Brain and Behavior I AND	1
	BBS 5069: Brain and Behavior II	2
Topic: History and Systems of Psychology		
	CCPX 6020: History and Systems of Psychology	3
Counseling Psychology Core (29 – 33 Points Total)		
CCPJ 4064: Theories of Counseling		3
CCPJ 5371: Foundations of Counseling Skills		3
CCPJ 5025: Group Counseling		3
CCPJ 6569: Professional Ethics and Standards in Psychology		3
CCPJ 5164: Multicultural Counseling and Psychology		3
CCPJ 5062: Career Counseling and Development		3
CCPJ 4165: Consultation in Community Agencies and Organizations		3
CCPX 5032: Adult Psychopathology OR CCPJ 4000: Multicultural Psychopathology		3
CCPJ 6060: Doctoral Assessment in Counseling Psychology I AND CCPJ 6061: Doctoral Assessment in Counseling Psychology II (YL ^a) OR CCPX 5330: Principles and Techniques of Clinical Assessment AND CCPX 5333: Practicum: Psychological Testing and Assessment (YL)		3/1
CCPJ 6365: Clinical Supervision in Health Service Psychology OR CCPX 6333: Practicum in Clinical Supervision		3/3
		3
		1
Research Methods and Statistics (17 – 20 Points Total)		
CCPJ 6571-84: Research Practicum in Counseling Psychology. <i>Students register for 0 points of their advisor's section of this course each Fall and Spring semesters before they go on internship. Students may take more than 0 credits of the course if it is approved by their advisor.</i>		0/0
CCPJ 5560: Review of Research in Counseling Psychology		3
ORLJ 5040: Research Methods in Social Psychology OR CCPX 5533: Research Methods in Clinical Psychology		3

HUDM 5059: Psychological Measurement	3
HUDM 4122: Probability/Statistical Inference. <i>Students may test out of this course if they have requisite undergraduate statistics training; see Research Training Section.</i>	3
HUDM 5122: Applied Regression Analysis. <i>HUDM 4122 (or testing out of it) is a prereq.</i>	3
HUDM 5123: Linear Models and Experimental Design OR HUDM 6122: Multivariate Analysis OR HUDM 6055: Latent Structure Analysis	3
CCPJ 7502: Dissertation Seminar. <i>Students enroll in dissertation seminar the semester they propose. It is conducted with their advisor and you may take up to 6 credits. TC suggests students take this class twice, however if you propose in the first semester you take Diss Sem credits you can take it once.</i>	2
CCPJ 8900: Dissertation Advisement. <i>Students are obligated to register for this every semester after Dissertation seminar (CCPJ 7502) is completed—with the important exception of the internship year. Also, if you are enrolled in at least 3 points via other courses in a given semester, you will not be required to take it.</i>	0
TI 8900: Oral Defense	0
Practica, Externship, and Internship Training (18 points Total)	
CCPJ 6330/1/2: Basic Doctoral Practicum (Fall, Spring, and Summer sections). <i>Master's track students will register for 3 points in the Fall, 3 in the Spring, and 0 in the Summer. Bachelor's track students will register for 3/3/0 points in their second years.</i>	3/3/0
CCPJ 6360/1/2: Advanced Doctoral Practicum 2 (Fall, Spring, and Summer sections).	3/3/0
CCPJ 6364/5/6: Advanced Doctoral Practicum 3 (Fall, Spring, and Summer sections).	3/3/0
CCPJ 6350: Externship in Counseling Psychology (YL). <i>Students only register for this course if they do three years or more of externship. Students may take this course for up to 3 points if they need the points toward their required 90.</i>	0/0/0
CCPJ 6460: Internship in Counseling Psychology (YL). <i>Students only need to register for 0 points of this course in the Summer of their internship year if they are international students whose countries of origin requires them to be registered for a certain number of credits per semester.</i>	0/0
Total Number of Points from Above Courses:	79 – 86
Total Number of Points Required for Degree	90
^a YL = Year Long.	

EXAMPLE YEAR-BY-YEAR COURSE SELECTION GUIDE

This example program of study is described in terms of full-time study and is the *fastest* way to get through the program. Not all students or advisors will be aiming for speed and many students will take extra year(s); this is completely fine. Alter this plan with your advisor based on your needs, availability of classes, financial resources, and to maximize class-time with your cohort members.

Some courses that are sequential and must be taken in the semester listed. All other courses are required but non-sequential and may be taken according to students' individual plans created in consultation with their advisor. Note that courses are listed in the semester that they are typically offered but may change depending on faculty availability.

Courses in **Bold** cover content assessed in the Doctoral Comprehensive Exam.

Courses in *Italics* are completed as part of the Research Competency Portfolio.

Please note that this guide **does not** incorporate electives that may be needed to reach the 90 points required for the Ph.D.

Semester/Year	Bachelor's Track Students: Courses (Points)	Practice-Oriented Master's Track Students: Courses (Points)
Fall 1	<ul style="list-style-type: none"> ● CCPJ 4064: Theories (3) ● CCPJ 5062: Career (3) ● CCPJ 6569: Ethics (3) ● CCPJ 5371: Foundations (3) ● <i>CCPJ 6571-84: Research Prac (0)</i> 	<ul style="list-style-type: none"> ● CCPJ 6569: Ethics (3) ● <i>ORLJ 5040: Research Methods in Social Psychology (3)</i> ● CCPX 5032: Adult Psychopathology (3) ● CCPJ 6330: Basic Prac 1 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i>
Spring 2	<ul style="list-style-type: none"> ● <i>CCPJ 5560: Review of research in Counseling Psychology (3)</i> ● CCPJ 5164: Multicultural counseling and psychology (3) ● CCPJ 5025: Group Counseling (3) ● <i>HUDM 5122: Applied Regression Analysis (3; Test out of HUDM 4122)</i> ● <i>CCPJ 6571-84: Research Prac (0)</i> 	<ul style="list-style-type: none"> ● <i>CCPJ 5560: Review of Research in Counseling Psychology (3)</i> ● CCPJ 5164: Multicultural Counseling and Psychology (3) ● ORLJ 5540: Pro-seminar in Social Psychology OR CCPX 6278: Social Psychology (3) ● <i>HUDM 5122: Applied Regression analysis (3; Test out of HUDM 4122)</i> ● CCPJ 6331: Basic Prac 1 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i>

Summer 1	<ul style="list-style-type: none"> ● CCPX 5032: Adult psychopathology (3) ● CCPX 6020: History and systems of psychology (3) ● <i>HUDM 5059: Psychological measurement (3)</i> 	<ul style="list-style-type: none"> ● CCPJ 4165: Consultation (3) ● CCPX 6020: History and Systems (3) ● <i>HUDM 5059: Psychological Measurement (3)</i> ● CCPJ 6332: Basic Prac 1 (0)
Fall 2	<ul style="list-style-type: none"> ● CCPX 5330: Assessment (3) ● <i>ORLJ 5040: Research Methods in Social Psychology (3)</i> ● <i>HUDM 5123: Linear Models (3)</i> ● CCPJ 6330: Basic Prac 1 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i> 	<ul style="list-style-type: none"> ● CCPX 5330: Assessment (3) ● HUDK 6520: Lifespan Development (3) ● <i>HUDM 5123: Linear Models (3)</i> ● CCPJ 6360: Adv. Prac 2 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i>
Spring 2	<ul style="list-style-type: none"> ● CCPX 5333: Assessment Practicum (3) ● BBS 6068/9: Brain & Behavior (3) ● CCPX 5020: Cognition, Emotion, and Culture (3) ● CCPJ 6331: Basic Prac 1 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i> 	<ul style="list-style-type: none"> ● CCPX 5333: Assessment Practicum (3) ● BBS 6068/9: Brain & Behavior (3) ● CCPX 5020: Cognition, Emotion, and Culture (3) ● CCPJ 6361: Adv. Prac 2 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i> <p>Students may sit for the doctoral comp and <i>submit their RCPs</i>.</p>
Summer 2	<ul style="list-style-type: none"> ● CCPJ 4165: Consultation (3) ● CCPJ 6332: Basic Prac 1 (0) 	<ul style="list-style-type: none"> ● CCPJ 6362: Adv. Prac 2 (0)
Fall 3	<ul style="list-style-type: none"> ● ORLJ 5540 or CCPX 6278: Social Psychology (3) ● HUDK 6520: Lifespan Development (3) ● CCPJ 6360: Adv. Prac 2 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i> 	<ul style="list-style-type: none"> ● CCPJ 7502: Dissertation Seminar (2) ● CCPJ 6571-84: Research Prac (0) ● CCPJ 6364: Adv. Prac 3 (3) <p>Students defend their dissertation proposals and <u>apply for internship</u>.</p>
Spring 3	<ul style="list-style-type: none"> ● CCPX 6333: Practicum in Clinical Supervision (1) ● CCPJ 6361: Adv. Prac 2 (3) ● <i>CCPJ 6571-84: Research Prac (0)</i> <p>Students may sit for the doctoral comp and <i>submit their RCPs</i>.</p>	<ul style="list-style-type: none"> ● CCPX 6333: Practicum in Clinical Supervision (1) ● CCPJ 6571-84: Research Prac (0) ● CCPJ 6365: Adv. Prac 3 (3) <p>Students match for internship.</p>

Summer 3	<ul style="list-style-type: none"> ● CCPJ 6362: Adv. Prac 2 (0) 	<ul style="list-style-type: none"> ● CCPJ 6366: Adv. Prac 3 (0) <p>Once all grades are submitted, apply for M.Phil.</p>
Fall 4	<ul style="list-style-type: none"> ● CCPJ 7502: Dissertation Seminar (2) ● CCPJ 6364: Adv. Prac 3 (3) ● CCPJ 6571-84: Research Prac (0) <p>Students defend their dissertation proposals and apply for internship.</p>	<ul style="list-style-type: none"> ● CCPJ 6460: Internship YL (0)
Spring 4	<ul style="list-style-type: none"> ● CCPJ 6365: Adv. Prac 3 (3) ● CCPJ 6571-84: Research Prac (0) <p>Students match for internship.</p>	<ul style="list-style-type: none"> ● CCPJ 6460: Internship YL (0) ● TI 8900: Oral Defense <p>Defend Dissertation</p>
Summer 4	<ul style="list-style-type: none"> ● CCPJ 6366: Adv. Prac 3 (0) <p>Once all grades are submitted, apply for M.Phil.</p>	<p>Students only register for 0 credits of CCPJ 6460 again if they are international students and need to be considered full-time students by their countries of origin.</p>
Fall 5	<ul style="list-style-type: none"> ● CCPJ 6460: Internship YL (0) 	N/A
Spring 5	<ul style="list-style-type: none"> ● CCPJ 6460: Internship YL (0) ● TI 8900: Oral Defense <p>Defend Dissertation</p>	N/A
Summer 5	<p>Students only register for 0 credits of CCPJ 6460 again if they are international students and need to be considered full-time students by their countries of origin.</p>	N/A

The *practice-oriented MA track* assumes that students will have already waived out of key classes such as Theories, Foundations, Career, and Group. While Multicultural Counseling, Consultation, Measurement, and Adult Psychopathology are listed on the schedule, these are also classes that may have been taken previously and may be waived in. Students may transfer in up to 30 credits; please refer to the section on transfer credits below to learn more about this.

Students on fellowships, grants, or other aid may have different course credit requirements and tuition waivers. **Students are financially responsible for any points beyond the number of points provided to them by their doctoral fellowships.** Summer funding is not guaranteed, but students who seek summer TA/CA positions can often secure them.

To meet the total requirement of 90 credits, you will need to take **4-11 additional elective points** (or waive in transfer credits from prior institutions) in addition to the specified courses in this planning guide.

WHAT *EXACTLY* IS A CREDIT OR POINT?

At TC, credit hours (sometimes called points or units) were originally established to indicate the amount of time spent in the classroom and/or work outside the classroom, although this correspondence is not always accurate. In determining how many credits you should take of variable-point classes (i.e., dissertation seminar, research team, independent studies, etc), consult with the instructor on record for the course in question and/or your advisor. You should consider how many hours per week you intend to dedicate toward a project or class, your overall program plan and remaining credits required for graduation, and financial resources.

The metric TC uses for determining point value is:

- 1 point courses normally meet for 15 hours (50 minute hours) with the expectation that students will spend at least 30 hours on out-of-class assignments.
 - 2 point courses normally meet for 30 hours with 60 hours of student preparation expected.
 - 3 point courses normally meet for 30 hours with 60 hours of student preparation expected, and an additional 45 hours spent on supervised out-of-class project.
- For courses of greater point value, class contact hours and/or supervised independent research or lab work are appropriately increased.
- For courses with variable-point options, the course syllabi must differentiate the additional out-of-class work required for each additional point of credit. This additional requirement should involve 30 additional hours of out-of-class work for each additional point of credit and may take the form of additional reading, preparing a term paper, special project or out-of-class group activities.

TRANSFER CREDITS

Up to 30 points (45 points if from Columbia University) of recent and directly relevant graduate work in appropriate areas of study may be transferred toward the Ph.D. Ordinarily, only those courses will be considered which a) have been completed in the last five years, b) are equivalent in subject matter, scope, depth and level to courses taken by students in the Counseling Psychology program and c) contribute directly, significantly and substantively to sound preparation in counseling psychology. Exceptions to the recency requirement will be considered when there is evidence that skills and knowledge acquired more than five years before have been refined and updated through on-the-job training and participation in professional workshops and seminars. Generally speaking, to transfer in credit for a required course, the course taken must be deemed a close match for the course offered in our program. You should ask to have any potential transfer credits evaluated no later than the end of your first semester at Teachers College.

The process for transferring credits is described here:

<https://www.tc.columbia.edu/registrar/resources/transfer-credits/#tab-10303444>

1. Student completes the online Transfer Credit Application (https://tccolumbia.qualtrics.com/jfe/form/SV_3lzd5hsJWgcN5b?Q_JFE=qdg).
2. The Transfer Credit Coordinator determines which courses are eligible for transfer credit.
3. The Transfer Credit Coordinator sends the paperwork to the student's program for a second review. The student will be notified via email when the paperwork has been received by the program.
4. The faculty advisor chooses which of the eligible courses are approved for transfer credit. Faculty advisors evaluate for content, and determine which courses are relevant to the student's program of study at Teachers College. The faculty advisor can award up to the maximum number allowed for the degree type, some, or none of the eligible transfer credits.
5. The faculty advisor returns the paperwork to the Transfer Credit Coordinator in Office of the Registrar.
6. The Transfer Credit Coordinator emails the student and faculty advisor a copy of the official award letter and chart. The award chart will outline the courses that have transferred, and the number of credits awarded for each course. The award chart will not outline course equivalencies. This is an academic decision that should be discussed with your faculty advisor.

When the paperwork is received by the student's faculty advisor (steps 3-4), the student should send their advisor and the director of clinical training an email that includes the syllabi for the courses they would like to transfer. The student should also explicitly indicate which courses they believe PhD program requirements and why; and which courses would be considered electives.

Transferred courses should:

- Have similar proportions of experiential and didactic requirements as TC's required courses.
- Have similar assigned readings as TC's required courses.
- Have similar learning outcomes as TC's required courses.
- Have been completed within the last five years.
- Be equivalent in subject matter, scope, depth and level to courses normally taken by students in the Counseling Psychology Program.

In the case of requests to transfer in an elective:

- The course must be a graduate course in psychology, measurement, or statistics.
- The course contributes directly, significantly and substantively to sound preparation in counseling psychology. The student should submit a brief rationale regarding how this elective fits with their goals for graduate study in counseling psychology.
- The course should be equivalent in scope, depth and level to courses normally taken by students in the Counseling Psychology Program.
- Previous practicum work may be considered for acceptance as an elective, but the hours will not count for internship/externship applications.
- For courses not taught within the department (e.g., Statistics), the ASC will consult with faculty from the respective department.

ELECTIVE CREDITS

To fulfill the 12 additional elective credit hours, students may choose to take credits across a number of areas in order to tailor their curriculum to their professional objectives and goals. Some possible classes at Teachers College include:

- CCPJ 4902 Racism
- CCPJ 4050 Microaggressions
- CCPJ 4180 LGBT(Q) Issues
- CCPJ 4030 Recons Gender: Transgender Exp
- CCPJ 4068 Counseling and Gender
- CCPX 4032 Assessment/Treatment Alcohol/Chemical Dependency
- CCPJ 4070 Counseling Diverse Populations: Latino Psych
- CCPJ 4525 Working w Children & Families
- CCPX 4060 Psychology of Loss & Trauma
- CCPX 4020 Geriatric Mental Health
- CCPX 4023 Tech, Psychology, Psychotherapy
- CCPX 4036 Psychology of Human Sexuality
- CCPX 4050 Intro to Health Psychology
- CCPX 4125 Women and Mental Health
- CCPX 4132 Perinatal Mental Health
- CCPX 4150 Introduction Forensic Psych
- CCPX 5062 Neuropsychology
- HBSS 4117 002 HIV/AIDS Epidemiology and Educ
- HUDK 5123 Psychological Development of Women
- HBSS 4122 Women's Health
- HBSS 4133 Human Sexuality Education*
- HBSV 4011 Women and weight, eating problems and body image
- C&T 4032 Gender Difference and Curriculum
- ITSF 5008 Gender, education and international development
- A&HB 4140 Latina Narratives
- A&HF 4130 Gender & Violence
- A&HF 4199 Media & Gender
- A&H 4130 Trauma & Violence
- EDPS 5199 Advanced qualitative methods
- HUDM 6026 Computational Statistics

We also *highly recommend* that students take advantage of the many other practicum offerings in our department by the clinical psychology program that are open to counseling students. These are discussed in further detail in the Clinical Work section.

The above list above is not exhaustive but is based on the interests of current and former students and faculty. In addition to our department, many departments on the wider Morningside Heights Columbia campus, as well as the Medical Campus (i.e., Public Health), or School of Social Work provide offerings in the areas above and in other areas of potential interest. These departments include but are not limited to African Studies; African American Studies; Anthropology; Education; Health Professions; Languages, Literature, and Cultures; Sociology, Statistics, Women's Studies and Gender Research. Students are encouraged to review the updated schedule of courses offered each semester for each of the main Columbia campuses. Information on registering for courses on other campuses is available in the Registrar's office.

PROGRAM COMPREHENSIVE EXAMINATION

The program comprehensive examination is a written, integrative assessment covering several key areas in Counseling Psychology via one detailed case vignette. The Program Comprehensive Examination is the one of the two components of Program Comprehensive Evaluation (the second component is the Research Competency Portfolio, described below). In the Comprehensive Exam, students write **six papers** on the following topics:

1. Their theoretical approach to psychotherapy with the fictionalized client, as well as a description of **theoretically-consistent, evidence-based** interventions they would implement with the client (Drawing from Theories, Foundations, Group, Adult Psychopathology, and Consultation).
2. A conceptualization of the client's career development, as well as a proposed plan for enhancing the client's career functioning (Drawing from Career).
3. Consideration of social, developmental, biological, affective, and cognitive influences on the client's presenting issue and functioning (Drawing from Pro-seminar in Social Psychology, Lifespan Development, Brain and Behavior I and II, and Cognition, Emotion, and Culture).
4. Diagnostic impression of the client, as well as what instruments students would use to refine their diagnosis and treatment plan (Drawing from Adult Psychopathology and Assessment and Assessment Practicum).
5. The ethical issues present in the case and students' approach to ethical decision making (Drawing from Ethics).
6. Describing the historical emphases of counseling psychology and how they would leverage this training in their work with the client.

Students may be presented with scored assessment results along with the case vignette and asked to make interpretations of this material. Identity and cultural issues are infused and tested throughout the exam.

The comprehensive exam is taken after most course work is completed, as students are responsible for all content areas listed for the exam. Students may be concurrently enrolled in classes that cover content for the exam (e.g., Brain and Behavior, Social Psychology) in the same semester they take the exam, but this is not recommended.

The exam is offered online once a year over the course of a week (Wednesday to Wednesday) in March, typically overlapping with TC's Spring Break. The online nature of the exam means that it is open book, open note, and open Internet. Students **may not work together** on their comprehensive exam; evidence of this will trigger disciplinary action or expulsion from the college. **All responses must use correct APA citation style and integrate (at least) six peer reviewed journal articles per paper to support their arguments.**

Each of the six essays is graded (with student identities masked) by a separate faculty member using a standardized rubric (see forms later in this document) that evaluates the essay along four dimensions. Each of these dimensions is graded from 0 to 3, meaning that an essay's total score may vary from 0 to 12. A "Passing" score for an essay is a total of 8 points out of 12 *without zeros (unsatisfactory) on any of the four dimensions*. Students who receive a total of 8 points out of 12 but have one unsatisfactory rating are allowed to redo that essay using their grader's feedback. Students who earn a "Failing" grade (7 or lower) on one or two essays will be allowed to redo those essays using their grader's feedback. Students who earn three scores of 7 or lower have automatically failed the comprehensive exam and must wait

until the following academic year to retake the exam. Failure to pass the program comprehensive exam twice will result in dismissal from the program. To prepare for the exam, students should (1) refer to the syllabi of the corresponding courses for each of the six sections mentioned above, (2) talk to their advisors, and (3) reach out to the Director of Clinical Training to host a support session as needed.

The second component of the comprehensive evaluation is the research competency portfolio. We recommend that students meet these requirements in the same semester as their comprehensive exam. More detailed information on the research competency portfolio is in the Research Training section.

DOCTORAL CERTIFICATION

Counseling psychology students do not become official candidates for the degree of Doctor of Philosophy until 1) they have passed the program comprehensive exam; and 2) they have completed the Research Competency Portfolio form (Described in Research and Statistical Section Below).

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

THE MASTER OF PHILOSOPHY DEGREE (M. PHIL.) & PROGRAM PLAN

The application for the Masters of Philosophy degree – the M.Phil – is a step in the Ph.D. process. The M.Phil. is a degree that TC confers *en route* to the Ph.D., and which qualifies you to defend your dissertation. **In order to submit the M.Phil application form, students must have passed the doctoral comprehensive exam and have completed the Research Competency Portfolio.**

The recommendation form is a tightly controlled document that may *only* be obtained in paper form from the Program office. Students only complete the top part of the form with their identifying information. The department chair completes the rest and submits the form to ODS. The form is required, along with the student program plan form (from the ODS website) for the award of the M.Phil. The Program Plan will ask you to breakdown your classes according to this taxonomy:

(M)ajor Courses:	“Introductory and advanced” courses in your major area.
(R)esearch Courses:	Dissertation Research courses listed in your departmental requirements. Be certain to include the Dissertation Seminar course (Program Code_7500 series).
(B)road and Basic Courses:	Courses dealing with the nature of education, the nature of a person’s learning processes, and the methods of evaluation and research.
(E)lective Courses:	Courses that do not fit into any of the previous categories such as courses in related scholarly disciplines; and/or those which give an understanding of the functions of related specialties.

For counseling psychology, Major Courses correspond to Counseling Psychology Core and Required Practica/Internship Training whereas Broad and Basic Courses correspond to Scientific Psychology Core (i.e., proseminars).

Once ODS has both of them, and the student has passed the Cert and completed all coursework including the dissertation seminar(s) (CCPJ 7502), the degree can be awarded. **In order to defend the dissertation, GSAS requires that all M.Phil. requirements have been completed (including the award of the degree) by the previous semester.**

DISSERTATION

As noted by the TC Office of Doctoral Studies (ODS), the dissertation provides students with intensive training in research skills and the opportunity to make a unique contribution to the scholarship in their field. Students are responsible for obtaining the most up-to-date information regarding the dissertation process from the ODS website. The website includes information on how to compose a committee, all required paperwork, and prerequisites. See most recent (2024) bulletin: https://www.tc.columbia.edu/media/administration/office-of-doctoral-studies/Ph.D.-Requirements-Bulletin_2024.pdf

At the point that students are prepared to begin the development of their dissertation proposal, the College specifies that they register for dissertation seminar credits at the 7500 course number level. The college specifies that students should take dissertation seminar (CCPJ 7502) twice, **however, if students propose in the first semester of their dissertation seminar enrollment, they only need to take it once.** The college *suggests* 2 to 6 credits for dissertation seminar, but this is flexible and a decision best made with your advisor and in consultation with ODS. This registration corresponds to the development and approval of plans for the dissertation. Students will not be approved to apply for predoctoral internship training until after they have successfully proposed a dissertation.

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

responsible for visiting the website for the most up-to-date information regarding requirements. More information about the dissertation process for psychology students is available in the Research Training section.

Year 1

Test out of HUDM 4122 if possible (late Summer)
 Complete online CITI training for your involvement in any IRB-approved research.
 Transfer in any graduate-level credits from prior schools
 Start working on your Research Competency Portfolio (RCP)

Year 2

Buy student malpractice insurance + Time2Track
 Complete a year of clinical work at DHCEPS (via *Practicum 1*)
 Submit offsite-practicum approval forms to DCT and apply for your first externship (end of Fall semester)
 Keep working on your RCP

Year 3

Present a Case Conference
 Complete a year of externship (via *Practicum 2*)
 Apply for second externship (late Fall)
 Take the online Comprehensive Exam (Spring)
 Submit your RCP and finish all required coursework
 Begin your dissertation process and start writing proposal
 Form dissertation committee and reach out to potential members (Spring)
 Submit program approval form to apply for internship (late Spring) / start researching internship sites / attend department preparatory sessions

Year 4

Complete a year of externship (via *Practicum 3*)
 Hold Dissertation Proposal (early Fall), get IRB approval for your study
 Apply for internship (mid-Fall)
 Hold dissertation Advanced Seminar (Spring)
 File for M.Phil degree with the Office of Doctoral Studies as soon as all grades are in (will be conferred in October)

Year 5

Hold Dissertation Defense once M.Phil is conferred
 Complete a year of internship
 Enter the job market (generally Fall for academic jobs, Spring for postdoc positions or practice-oriented jobs)
 Apply for graduation (degree will not be conferred until following October) and walk in May

Year 1

Test out of HUDM 4122 if possible (late Summer) and transfer in any graduate-level credits from prior schools

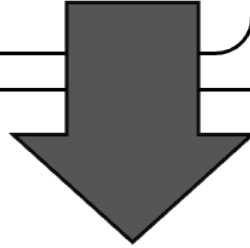
Buy student malpractice insurance + Time2Track

Complete online CITI training for involvement in any IRB-approved research

Start working on your Research Competency Portfolio (RCP)

Complete a year of clinical work at DHCEPS (via *Practicum 1*)

Submit offsite-practicum approval forms to DCT and apply for your first externship (end of Fall semester)



Year 2

Present a Case Conference

Complete a year of externship (via *Practicum 2*)

Apply for second externship (late Fall)

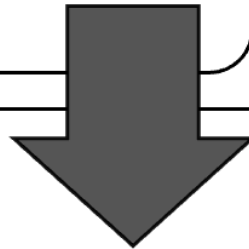
Take the online Comprehensive Exam (Spring)

Submit your RCP and finish mandatory coursework

Begin your dissertation process and start writing proposal

Form dissertation committee and reach out to potential members (Spring)

Submit program approval form to apply for internship (late Spring) / start researching internship sites / attend department preparatory sessions



Year 3

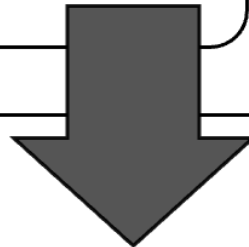
Complete a year of externship (via *Practicum 3*)

Hold Dissertation Proposal (early Fall), get IRB approval for your study

Apply for internship (mid-Fall)

If possible, hold dissertation Advanced Seminar (Spring)

File for M.Phil degree with the Office of Doctoral Studies once all grades are in at the end of the Spring semester (90 points), will be conferred in October.



Year 4

Hold Dissertation Defense once M.Phil is conferred

Complete a year of internship

Enter the job market (generally Fall for academic jobs, Spring for postdoc positions or practice-oriented jobs)

Apply for graduation (degree will not be conferred until following October) and walk in May

TIPS FROM STUDENTS ON NAVIGATING THE PROGRAM



In the past, we've gathered all of the counseling doctoral cohort members together for fireside chat on how they survive and thrive in the program when life as a psychology doctoral student is often so challenging.

To be clear, there was no *actual* fire, but there was lots of warmth and a mediocre Culinart burrito bar.

Here's what they had to say. . .

Every year courses seem to demand more, but they aren't necessarily harder. Time management becomes increasingly important as clinical responsibilities increase.

Maintain a social life and healthy habits to stay balanced; decrease social media use and prioritize self-care. Get your own therapy if you need it!

Talk to older cohorts about classes and pacing the program. Take *Brain and Behavior* as early as possible (1st year if possible). Get notes, summaries, and other resources from prior students.

Take classes, especially statistics classes, with other counseling students so you can study together. Don't compete with other people in the program – foster a collaborative spirit and build relationships.

Be intentional and map out the next few years with your advisor.

Be as open as possible with the externship process, your interests may change a lot through learning more about sites and interviewing. Talk to prior externs. You will get a site even if it doesn't feel that way.

Supervision experiences vary a lot – express your needs to your supervisor and use practicum to talk about supervision.

At DHCEPS, make friends with the staff (including Dr. Rosa), get rooms with windows, don't overthink notes, play around with Titanium, meet students from other programs.

Take advantage of the Cloffice. You can access it on weekends by asking for a key to the external door from a classmate.

Stay up to date on program events via the Home Room site and the WhatsApp group run by your doc student representative.

RESEARCH & STATISTICAL TRAINING

We expect that the student research experience will entail research productivity, including papers, grant writing, presentations, and publications. Students are encouraged to apply for annual Teachers College research awards, departmental travel awards, and/or APA Division Travel Support (e.g., Division 44). Specific benchmarks of our research training include:

1. A semester of foundational research training (*Review of Research* class) to be taken in a student's first year of enrollment in the program
2. The completion of a research competency portfolio that documents the student's developing involvement in various levels of the research process. Many course requirements will assist students in completing the portfolio, but items required by the portfolio may also be completed outside the formal curriculum
3. Consistent involvement in a research practicum (i.e., research team/lab participation) completed with a faculty advisor
4. Achievement of passing grades in statistics and research design coursework required by the program and as specified within the research competency portfolio
5. Successfully passing the College's Research Methods Certification Exam (Cert) as required by the program and as specified within the Research Competency Portfolio
6. The doctoral dissertation

Requirement	Course Numbers	Credits	Notes
Research Methods	<ul style="list-style-type: none"> ● HUDM 5059: Psychological measurement (3) ● CCPJ 5560: Review of research in counseling psychology (3) ● ORLJ 5040: Research methods in social psychology (3) 	9	
Statistics	<ul style="list-style-type: none"> ● HUDM 4122: Probability/Statistical Inference (3). ● HUDM 5122: Regression (3) <i>Pick one from the following 3 credit advanced stats classes:</i> <ul style="list-style-type: none"> ● HUDM 6122: Multivariate Analysis I ● HUDM 5123: Linear Models and Experimental Design ● HUDM 6055: Latent Structure Analysis 	6-9	Students with prior statistics coursework may test out of HUDM 4122, which is a prereq for HUDM 5122.
Research Practicum aka "team" or "lab"	<ul style="list-style-type: none"> ● CCPJ 6571: Racial/cultural influences in career, cognition, and health (Gushue) ● CCPJ 6573: Social class, poverty, and PAR (Smith) ● CCPJ 6574: Multicultural perspectives on social attitudes, identity, and development (Miville) 	0	Take this every Fall and Spring semesters, except on internship

	<ul style="list-style-type: none"> • CCPJ 6580: Minority Stress (Brewster) • CCPJ 6581: Stigma and identity (Velez) • CCPJ 6584: Racial Identity and Work (Erby) 		
Dissertation seminar	<ul style="list-style-type: none"> • CCPJ 7502: Dissertation Seminar 	2-6	Take this when you propose, at <i>least</i> one semester.
Advanced Seminar or your “data hearing”	<ul style="list-style-type: none"> • CCPJ 8900: Dissertation Advisement 	0	Cost of a 3-credit class, but if you have your final defense in the same semester, just register for TI8900 instead.
Dissertation Final Defense	<ul style="list-style-type: none"> • Ph.D. Oral Defense (TI8900) 	0	Cost of a 3-credit class

CITI TRAINING

To participate in research and come into contact with participant data, all students must undergo training with our IRB at TC. You may have already undergone CITI training at a prior institution and can upload your certificate to our system. Check with IRB for more details:

<https://www.tc.columbia.edu/institutional-review-board/>

What is CITI? CITI Program – Collaborative Institutional Training Initiative – provides high quality, peer-reviewed, web-based educational courses to train individual learners in research, ethics, regulatory oversight, responsible conduct of research, and research administration. CITI’s mission is to:

- Enhance the knowledge and professionalism of investigators, staff, and students conducting research in the United States and internationally
- Educate members, administrators, and leadership of ethics committees that review and oversee research
- Promote ethical research at organizations through the education of research administrators and organizational leadership

CITI training is required prior to IRB approval of:

- A new study on which Key Personnel are named
- An amendment application adding Key Personnel to a previously approved study
- A continuing review application for a study on which Key Personnel are named

Who Needs CITI Training? Before beginning research with human subjects, you will need to complete a basic training course through CITI. Please go to <https://citiprogram.org> and register for the course using your TC affiliated email. Click on the link for detailed steps on How to Register for CITI Training.

All Key Personnel involved with human research subjects must have a current and complete Human Subjects Protection certification.

What does Key Personnel in Research Mean? Key Personnel is defined as the Principal Investigator (PI), research collaborators, research coordinators, research assistants, external researchers, research staff, administrators, and other investigators who are directly involved in conducting research with study participants or who are directly involved with handling private information related to study participants during a research project.

RESEARCH PRACTICUM (AKA RESEARCH TEAM OR LAB)

All Counseling Psychology doctoral students are required to enroll in a section of Research Practicum (CCPJ 6571-84) with their advisor for zero credits every semester they are in the program with the exception of summers and internship. Special permission is required from the faculty member with whose team a student completes the practicum. Students may take more credits of Research Practicum if they are working on a project that requires more labor or in consultation with their advisor.

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

RESEARCH COMPETENCY PORTFOLIO

In lieu of a master's thesis, to demonstrate research competency and skills, our program has a portfolio requirement for doctoral students. This is the second component of the Program Comprehensive Evaluation (in addition to the Comp Exam). Students who enter the program with a master's degree and completed a thesis (or who have an empirical first authored manuscript/publication of similar quality and intensity) may choose to submit this for review by the student's advisor and the program's Director of Clinical Training (DCT).

Similarly, Bachelor's track students who were active on a research team and/or completed a senior thesis (or an empirical first authored manuscript/ publication of similar quality and intensity) can submit that document for review. If the advisor and DCT deem the prior level of research training and resultant works to be comparable to student research products at TC, students may apply those works toward the fulfillment of their RCP and/or waive it entirely. However, they still need to complete *Review of Research* and actively participate on a research team.

For students without an applicable manuscript, thesis, or project the requirements for the portfolio are as follows:

- An up-to-date copy of your CV
- A literature review of publishable quality (this is due at the end of Review of Research)
- Passing grades in statistics and research design coursework required by the program
- Two peer-reviewed scholarly products, at least one of which is empirical (has data that was analyzed). *Examples of such products could include:*
 - A conference talk (you'd submit the PowerPoint slides) on a study your research team conducted
 - A theoretical book chapter that you co-authored
 - A poster presentation (you'd submit a small pdf of this) from an approved conference
 - An empirical manuscript of publishable quality (or one that is "in press" or under review) wherein the student is *not* first author

Please note:

- Copies of all relevant supporting documents, including conference abstracts, PowerPoint slides, manuscripts, CV, etc. should be included in the portfolio
- If the student is **not** first author, documentation must be provided from the first author or student's advisor that speaks to the student's contribution to the final product. For incoming students, this documentation will be reviewed by the ASC to ensure the level of student participation in the research process. For current students, documentation will be reviewed and approved by their advisors.
- Approval of such work for inclusion in the Research Portfolio is to be documented using the Verification Form, which (see Forms)

DISSERTATION REQUIREMENTS AND THE OFFICE OF DOCTORAL STUDIES

As early as your second year here, introduce yourself to Russell Gulizia in the Office of Doctoral Studies. He is an invaluable source of knowledge of all the requirements and paperwork necessary for completing your degree and will guide you to keep an internal audit of your progress in the program.

Doctoral Committee Composition

1. At least four committee members, typically five
2. Chairperson, and at least one additional member in Counseling Psychology. The Chairperson or the additional member must be from the core area Counseling Psychology faculty.
3. At least one member from another department to serve as the “external” member. Faculty members holding affiliate or clinical appointments in Psychology may not serve as the “external” member
4. At least one member must hold a full-time appointment budgeted in the Department of Psychology (but not the Counseling Program)
5. All four members should have Graduate Faculty (GSAS) status. However, for the “external” (5th committee member), students can petition the Graduate Dean for an exception to this requirement by requesting a Special Appointment for the member without Graduate Faculty status.

Ph.D. Candidacy: University policy is that the Ph.D. degree must be earned no later than seven years after the first registration. The program, too, must be vigilant about the need for students to complete their degrees in seven years or less. Being an ABD (“All But Dissertation”) is not only stressful and frustrating to students, it is also harmful to the program's reputation and accreditation status. Students should be aware that it is absolutely expected that they will have an approved Dissertation Proposal by no later than the end of their fourth or fifth year (whatever year internship is for the student) in the program.

Whereas extensions of a student's period of candidacy are granted for good reasons (e.g., health considerations, parenthood), the policy of the Counseling Psychology program is that the student's advisor and the Director of Clinical Training, who must approve all such requests, will not grant approval unless the student gives evidence of making tangible, step-by-step progress on the dissertation. That is, each semester (or year, at the latest) students should take the next step toward completing their dissertation, moving from Proposal Hearing to Advanced Seminar or from Advanced Seminar to Oral/Final Defense.

More specifically, the program's expectations (and hopes) are as follows:

- Proposal Hearing by the beginning of a student's third or fourth year (whichever is before internship year)
- Advanced Seminar and Oral defense either at the end of the third or fourth year or during the internship year
- Students who have **not** had a Proposal Hearing by the end of their fourth or fifth year (internship year) will be placed on probation; absent emergencies or extreme circumstances (e.g., medical necessity) and a remediation plan will be set in place. Failure to comply with remediation plan may result in dismissal from the program

The procedures for requesting an extension of one's candidacy are:

1. After conferring with their advisor, the student shall write a letter to DCT. The letter should include precise information on the following three points:

- The reasons for not finishing within the original time period;
- The progress made to date in meeting requirements;
- A schedule of dates and steps for completing requirements.

2. The advisor must write a supporting memorandum to the DCT, enclosing two copies of the student's letter. The advisor's letter should include an evaluation of the student's work to date and an appraisal of the student's proposed schedule for completing remaining requirements.

The DCT, in conjunction with program faculty, will make a determination and, if positive, will submit the requisite paperwork to the Office of Doctoral Studies.

PSYCHOLOGY DISSERTATION CHECKLIST & GUIDE

(REVISED OCTOBER 2022 BY RUSSELL GULIZIA, NOEMI GARIBAY, AND BARRY FARBER)

Throughout this process, if you need help or have any questions about anything, please reach out to Russ Gulizia at gulizia@tc.columbia.edu or Noemi Garibay at ng2833@tc.columbia.edu from the ODS Office.

- Download the Ph.D. Requirements Bulletin from the Office of Doctoral studies website.
<https://www.tc.columbia.edu/doctoral/forms/requirements/>
- Find a Dissertation Advisor and a Second Reader. Your Dissertation Advisor **must be** on Columbia University's Graduate School of Arts & Science's (GSAS) list of approved Dissertation Advisors
<https://gsas.columbia.edu/student-guide/dissertation/doctoral-dissertation-sponsors>. There is more latitude in selecting a Second Reader: while that person may be a full-time faculty member at Teachers College, he or she does not have to be; that is, this person can be an adjunct faculty member here or elsewhere at Columbia University.
- Write a Dissertation Proposal. (Suggestions for format may be found in Professor Farber's "Guide for doing a dissertation in clinical psychology"; email Rebecca Shulevitz, Clinical Secretary (Shulevitz@tc.columbia.edu) to request a copy).
- Revise proposal until approved by Dissertation Advisor. (Some Dissertation Advisors may also require that the proposal be reviewed and approved by the Second Reader).
- Find a Third Reader - a full-time faculty member at TC and preferably someone who is approved to be a GSAS Dissertation Advisor. This Third Reader serves as a critical (in the best sense of the word), objective reviewer of your proposal. Why preferably someone who is approved to be a GSAS Dissertation Advisor? Because such individuals may continue as a member of your dissertation committee but are **only eligible to serve as Defense Moderator of your Oral Defense Committee if they are an approved GSAS Dissertation Advisor**. While such individuals typically continue to serve on your dissertation committee beyond the Proposal Hearing, there is no requirement that they do so; thus, you must request this of this faculty member. If such faculty member will no longer serve after the proposal hearing, please ensure ODS is aware of the change in committee members so that they can update their database.
- When your committee is formed, it is then your responsibility to a) provide each with a copy of your Proposal (and check whether an e-copy or a hard copy is preferred); b) contact all three committee members to find a common **90-minute block** of time for a Proposal Hearing; c) book a room for this meeting (if not exclusively a zoom meeting)—the secretary of your program can help with this; and d) confirm time and place of this meeting with committee members several days before it occurs. Get a Proposal Hearing Form from ODS webpage:
<https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/>.
- **To defend the proposal, you must register in either your departmental dissertation seminar (7500) or, if you've completed both seminars, dissertation advisement (8900).**
- **Prepare 15-20 minutes** of introductory remarks to present at the Proposal Hearing (typically via Powerpoint); pass the Proposal Hearing.
- Obtain IRB approval. Check with your Dissertation Advisor as to whether the IRB materials should be submitted prior to the proposal hearing; often this will depend on whether the data have already been collected (in which case IRB approval submission shortly prior to the Proposal Hearing may be indicated) or whether the methodology and data collected are likely to be modified as a result of the Proposal Hearing (in which case IRB approval after the Proposal

Hearing is indicated). In either case, note that the IRB letter submitted to ODS must be in the student's name or listed as co-author and the letter must be dated after the proposal hearing.

- Following a successful Proposal Hearing, email three PDF documents to ODS: a) a copy of the IRB approval; b) the signed Proposal Hearing Form; and c) a copy of the Proposal. **Submit the Proposal Hearing Form as soon as you are able, and then the other two items together when completed. ODS will approve your submission when all three items are received.**
- At this point, you should have completed your Master of Philosophy requirements. These include:
 - (1) Completing your program's certification requirements. For Counseling Psychology students, this is the comprehensive exam and research competency portfolio.
 - (2) Submitting your Program Plan <https://www.tc.columbia.edu/doctoral/degree-audit/>
 - (3) Completing all course work towards the Ph.D. degree including two semesters of Dissertation Seminar (7500 series)

Some programs may allow you to have a Proposal Hearing while you are awaiting the results of the Certification (Research) Exam or the results of an alternative exam; this assumes, of course, that you have taken the exam by the time of the Proposal hearing. It also assumes that you are taking the exam for the first time; that is, if you have failed the exam on a previous attempt, you must await the results of a successful pass before having a Proposal Hearing. Similarly, some programs may allow you to have a Proposal Hearing during the semester that you are enrolled in your last (second) semester of Dissertation Seminar.

There is variation among programs regarding the need to take two semesters of 7500. Most programs require you take both semesters even if you have proposed during the first semester of taking 7500. Other programs may allow you to substitute a different (3-credit) course or Dissertation Advisement (8900) if the Proposal Hearing is held during the first semester. Consult your advisor and/or program coordinator.

You must, however, have completed the Master of Philosophy requirements, submitted a dissertation proposal, and passed the Advanced Seminar to defend the dissertation. This is a GSAS requirement and there are no exceptions.

- Write Intro and Method Sections of the Dissertation (Follow APA style guidelines!)
- Collect data.
- Put data into tables (APA Style! See Nicol & Pexman, 2010, Presenting Your Findings. Washington, DC: APA) and submit to Dissertation Advisor for feedback and revisions.
- With your Dissertation Advisor's approval and advice, recruit a TC faculty member who is approved as a GSAS Dissertation Advisor to serve as Chair of your Advanced Seminar. (As above, this individual may be the same person who served as Third Reader at your Proposal Hearing; alternatively, you may choose a different TC faculty member, perhaps someone who's especially knowledgeable about research methodology and/or statistics; remember, though, that this person must be an approved GSAS Dissertation Advisor to serve in this role).
- Fill out the form ("Application for Advanced Seminar and Instructions") available online at the ODS website: <https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/>, obtain the signature of your Dissertation Advisor, and submit the PDF copy to ODS **at least one week before** the date of your Advanced Seminar.
- **To hold the Advanced Seminar, you must register for either Dissertation Advisement or, if you're planning on defending the same term, Ph.D. Oral Defense (TI8900).**

- Arrange time (a 90-minute block) and place for Advanced Seminar (confirm with committee members a day or two before meeting).
- Send all three committee members a copy of your hypotheses/research questions and tables **at least one week prior to the meeting**. Some faculty will also require that you provide a written, full text, Results section before the Advanced Seminar. Check as to whether each prefers a hard copy of these materials and/or an e-copy.
- **Prepare 15-20 minutes** worth of introductory remarks for your Advanced Seminar. Brevity is appreciated. Use of Powerpoint is typical. The purpose of this meeting is for the committee to review your findings and presentation of your findings; suggestions may be made regarding formatting of tables, addition or deletion of tables, and/or new or modified data analysis.
- Pass the Advanced Seminar and email ODS two PDF documents: a) the approved Advanced Seminar Report form; b) a copy of your tables.
- Revise tables as recommended by Committee; write Results and Discussion; complete and revise other sections of the dissertation that need attention.
- Submit the **entire** Dissertation to the Dissertation Advisor and Second Reader (and Chair if requested).
- Revise as needed. You should also consult the Manual of Style from ODS <https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/>. The Graduate School of Arts and Sciences requires all PhD students to follow specific formatting guidelines. A word document has been developed by GSAS to assist students. <https://www.tc.columbia.edu/form-library/office-of-doctoral-studies/teachers-college-doctoral-manual-of-style/files/GSAS-Dissertation-Main-Template-9-19-2019.docx>
- With approval from your Dissertation Advisor, fill out page 4 of the "PhD Defense Application and Intention to Defend" Form (<https://www.tc.columbia.edu/doctoral/forms/phd-students-forms/>) by semester deadline (see academic calendar on TC website). Note that submitting the intention form does not obligate you to defend; it merely states your intention to do so. The form does not require your Dissertation Advisor's signature nor the inclusion of the names of your entire dissertation committee.

To defend the dissertation, you must register in Ph.D. Oral Defense (TI8900) for that semester. There are no exceptions. Please note that TI8900 includes the TC dissertation advisement fee; you do not have to register for both TI8900 and CCPX8900 in the semester in which you defend the dissertation.

The Provost has set up doctoral scholarships for students who have nearly completed their program to offset these fees. Here is a link to the Dean's Grant for Student Research, The Research Dissertation Fellowship, The Doctoral Dissertation Grant, and Grant in Aid:

<http://www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/fellowships-and-grants/>

- With your Dissertation Advisor's help, find two additional readers for Orals—what ODS terms “fourth and fifth examiners” (see attached chart). Typically, one is from TC **and must be outside your program**; the other **must be** from outside TC, but within the Columbia University system. While this (above) is the typical arrangement, one of the examiners can be from another university—if you already have three GSAS approved faculty on your committee. Check with ODS about other rules/paperwork for this.

See attached chart for composition of your defense committee: again, note that there must be at least 3 members of this committee who are GSAS approved. Note, too, this bit of potential confusion: what

ODS (on this chart) terms “third examiner” is what has been referred to earlier in this document as “Second Reader” (for the Proposal Hearing and Advanced Seminar); and what ODS (on this chart) terms “Defense Moderator” is what has been referred to earlier here as “Third Reader” (on the Proposal Hearing and Advanced Seminar).

- While waiting for Orals: Provide feedback (summary or results) to study participants; some faculty will also request that you begin writing a draft of the published article that will emerge from the dissertation.
- Submit the defense application (page 5 of the PhD Defense Application and Intention to Defend file) with the signature of your Dissertation Advisor to ODS as early as possible and no later than three weeks before the final defense date. **The Graduate School of Arts and Sciences will reject late defense applications and require a defense to be rescheduled if the application is received less than three weeks prior to the defense date.** The application must be typed and all information (including committee member contact information) must be included. It is also your responsibility to arrange a time (a two-hour block) and a room for your defense. The latter can be arranged either through Room Assignments or your Program or Department secretary.
- Remote Dissertations are still approved by the Graduate School of Arts and Sciences. To request a remote defense, type “Video Conference” where it asks for “Room” on the application form.
- Send all five committee members a copy of your complete dissertation **at least four weeks in advance of the defense.** Check as to whether each wants it in PDF, Word, or hard-copy format.
- Prepare **20-25 minutes** of introductory remarks for your orals. Again, Powerpoint is typical.
- Pass Orals. (Remember that there will almost inevitably be some revisions required of you by your Committee).
- Revise Dissertation in accord with the suggestions at the Orals. Have your Dissertation Advisor approve these revisions.
- Before making final (PDF) deposit of dissertation through GSAS Electronic Deposit, check the formatting. Note though: Students who have not yet completed their internship DO NOT upload their manuscript to ProQuest, but instead submit to ods@tc.columbia.edu by the deadline date listed on the academic calendar. Upon completion of the Internship, the student will complete the ProQuest application, but only upload a blank PDF page. ODS will replace this page with the prior submitted manuscript for GSAS review. Instructions will be included in each student’s defense packet.
- Avoid common formatting errors:
 - o Copyright date: Should be the year you complete all degree requirements, not necessarily the year you deposit (i.e., pending completion of internship);
 - o References: Check that references are in the proper order (i.e., alphabetized and in accord with APA Style);
 - o Charts and Tables: Page numbers must be in the lower center.
- Write Thank You notes to committee members; send either hard or PDF copies of completed dissertation to those committee members who’ve requested this.
- Celebrate.

TEACHERS COLLEGE
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Office of Doctoral Studies
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DEFENSE COMMITTEE MATRIX FOR Ph.D. STUDENTS

	Member of Candidate's Dissertation Proposal Committee¹	Member of Candidate's TC Academic Department³	Member of GSAS⁴
Defense Moderator		Can be from candidate's department.	X
Dissertation Advisor²	X	X	X
Third Examiner	X		X
Fourth and Fifth Examiners⁵		Can be from candidate's department but <u>not</u> from candidate's program	

X = Must meet the criteria

NOTES:

1. The "Dissertation Advisor" and "Third Examiner" are both identified during the dissertation proposal process. Faculty who serve in those roles continue through the oral defense of the dissertation. Candidates with three member proposal committees can have the third member serve in any position, but if not GSAS approved, they cannot serve as the Defense Moderator.
2. Typically the "Dissertation Advisor" is a Teachers College faculty member whose primary appointment is in the candidate's academic department. Under unusual circumstances, a candidate may petition an exception to this requirement. The petition needs the review and approval of the Chair of the candidate's academic department and, with the chair's approval, the Faculty Committee on the Doctoral Degree.
3. At least two (2) committee members must be from the candidate's department (preferably the candidate's program).
4. At least three (3) members: the Defense Moderator, Dissertation Advisor, and Third Examiner, must be GSAS approved faculty. Link to GSAS Approved Faculty:
<https://gsas.columbia.edu/student-guide/dissertation/doctoral-dissertation-advisors>.
5. One (1) of the committee members of the oral defense committee must be a faculty member from outside TC (e.g., Columbia, Barnard, NYU, etc.). Sponsor requests for non-TC/CU faculty must be sent via e-mail to ODS with a copy of the member's CV. GSAS requires they must be a faculty member, clinician, or practitioner who holds a position at another university or research institution. Emeritus faculty may not serve on a candidate's committee. All exceptions may be petitioned in writing by the Dissertation Advisor to the Manager of the Office of Doctoral Studies who will bring it to the Dean of GSAS for review.

TRAVEL FOR CONFERENCE PRESENTATIONS

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

Procedures for requesting reimbursement are as follows:

1. Travel Reimbursement documentation and image files of all original receipts must be completed and submitted to Enrika Davis, Department Academic Administrator via Chrome River.
 - a. You can find Chrome River on your myTC portal>TC Services>Accounts Payable Services. There is a brief tutorial on its use available, too.
 - b. The index number you should use to fund your reimbursement may be obtained from the CCP department administrative staff in our main office on the 4th floor of Horace Mann.
2. Receipts must show proof of payment (i.e., last four digits of credit card number). Accounts Payable will not reimburse unless this is shown. It can either be on the receipt itself or a copy of your credit card statement showing the charge, with your account number blocked out.
3. Any receipts that you submit must have the name(s) of the reimbursement recipient on them. If you are sharing accommodations or meals with one of your colleagues, be sure that both/all names are listed.
4. 4) This reimbursement is available per term on a single-term basis. Funds that are not used during a particular academic term do not accumulate – instead, you start again the next year with a new \$250.
5. Any requests for reimbursements must be submitted within 30 days of your trip.
6. In certain circumstances, you may be asked to provide a copy of your presentation's acceptance from the conference that clearly specifies you are an author.

RESEARCH FAQ

How do I get out of HUDM 4122 (Probability)? This class is out of the control of the Counseling Psychology program, so follow up questions are best answered by the Statistics program. The text that follows is directly from them:

Here is some information about waiving out of HUDM4122 / HUDM4120 in order to begin the statistics sequence with HUDM5122 Applied Regression Analysis. Please note that a waiver from these introductory courses does not reduce the total number of points required for a TC degree. Please speak to your advisor about whether it would reduce the total number of statistics courses required by your program.

We sometimes give an automatic waiver if a student can show evidence of successful completion of a comparable GRADUATE course at another institution (including both a transcript and a course syllabus). However, please note that students with previous stats courses ****only at the undergraduate level**** MUST take our HUDM4122 equivalency test.

The HUDM4122 equivalency exam has three sections: Probability, Random Variables, and Statistical Inference. Tested topics include simple (applied) probability problems, simple descriptive statistics, sampling, the nature of variables, expected value, random variables, basic statistical inference (including one and two group t tests, chi-square tests, and uses of the F statistic).

You are allowed a calculator, but no access to computer software, nor books or notes. Formula sheets are provided with: 1) Basic probability formulas; 2) rules for random variables; and 3) formulas for t, z, and chi-square tests (along with the corresponding tables of probability / critical values).

You are allowed up to three hours to take the test, but you should need less than 2 hours, in our estimation.

To schedule taking the HUDM4122 equivalency test, or for further information, please contact Amina Abdelaziz at aa3915@tc.columbia.edu Links to an external site. (212 678-4150).

Can I change advisors if my research interests change? Students are typically admitted into the program by a specific advisor on the basis of a mutual set of interests and research goals. Students' home base within the program is their faculty-led research lab. However, over the course of training sometimes interests change and sometimes the professional connection just doesn't work. When this occurs, you and your advisor should make every effort to speak about this situation with the goal of repairing the relationship and continuing working together. However, if you still wish to change advisors you will need to speak to your original advisor, discussing with them the reasons for wanting to change. Assuming that your original advisor and the DCT both agree to this change, you will need to develop a scholarly set of goals and agreement for mentorship from a new advisor *within the program*. That is, you would need to find a new advisor interested in taking you on in order to remain in the program. To be clear: the circumstances necessitating such a change should be extraordinary. It can be difficult if not impossible to find another mentor willing to take on an extra student. Thus, every effort should be made to continue a working relationship with your original faculty advisor/mentor.

In some cases too, an advisee's lack of productivity or commitment may lead an advisor to terminate an advisee's involvement in their lab.

How do I determine authorship credit on projects? Students are responsible for reading the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2002), Section 8.12, and the *Publication Manual of the American Psychological Association* (6th Edition, 2009). These will be helpful in establishing guidelines for such questions as primary and secondary authorship. In addition, students may want to consult the article included at the end of this Handbook (Fine & Kurdek, 1993). In general, the question of authorship arises regarding student scholarship and research in four overlapping situations:

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

2. A student initiates a project and the effort is a collaborative one with a faculty member. In general, the student is to be considered the senior author and the faculty member the secondary author.
3. When a project arises from a faculty member's interests and/or research, secondary authorship depends on the relative input of the participants.
4. When students work together on a project with or without faculty participation, the guidelines set forth in the *Ethical Principles* and the *Publication Manual* are to be followed.

In all cases, discussion of these matters should take place at the outset of the project. Any changes in these arrangements should be agreed to by all parties. Should a disagreement over authorship arise, the parties may submit the matter to arbitration. The arbitration committee shall consist of two members of the Liaison Committee, one a student member, and the other the Director of Clinical Training, unless that student or the Director is involved in the dispute.

CLINICAL TRAINING

The clinical training sequence consists of Practicum 1, 2, 3, (sometimes an additional or concurrent year of Externship), and Internship. All clinical training experiences should be carefully documented. Students are encouraged to download the complete APPIC application form (www.appic.org) to acquaint themselves with internship application requirements early in their doctoral training. Students are strongly encouraged to keep a portfolio documenting the details of their clinical experiences. A sample log is to be found in Forms at the back of your handbook. Please also note that students can utilize www.mypsychtrack.com or www.time2track.com rather than the form provided and submit a hard copy for program files.

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

Requirement	Course Numbers	Credits	Notes
Practicum 1	CCPJ 6330	3	You see your first cases at DHCEPS, our on-campus training clinic.
	CCPJ 6331	3	
	CCPJ 6332	0	
Practicum 2	CCPJ 6360	3	Students typically go off-site this year, often a counseling center. You hold your Case Conference this year.
	CCPJ 6361	3	
	CCPJ 6362	0	
Practicum 3	CCPJ 6364	3	Students typically go off-site again this year, often a more intense site like a hospital, crisis center, or community agency.
	CCPJ 6365	3	
	CCPJ 6365	0	
<i>Externship</i>	<i>CCPJ 6350 (YL)</i>	<i>0/0/0</i>	<i>Not mandatory but recommended if your direct service hours are low.</i>
Internship	CCPJ 6460	0	<p>The final frontier!</p> <p>You get “matched” with a site somewhere in the US after meeting all program requirements. This is a paid and full-time position.</p>

REQUIREMENTS TO BEGIN CLINICAL WORK

- *Identification & Reporting of Suspected Child Abuse/Maltreatment* (online tutorial and test). If you work with children, you also may need to take a course on *Violence Prevention*. The workshops can be found online at <http://www.childabuseworkshop.com/> and <http://www.violenceworkshop.com/>
- Students **must** obtain liability insurance coverage before they can see clients at the DHCEPS and other field settings. Applications for APA & ACA student/trainee insurance are available on their websites and in the Program office. By becoming student members of the American Counseling Association or the American Psychological Association, students can purchase malpractice insurance for a very reasonable cost. Information about insurance policies can be found at: www.apait.org or http://www.counseling.org/Students/PDF/ACA_Student_Coverage_FAQs.pdf.
- **Required courses:** Theories, Foundations, Group, Ethics, and Multicultural
- **Strongly recommended courses before DHCEPS:** one of the *Psychopathology* classes (learning the DSM/ICD is critical for your training), *Career Counseling*.
- **Recommended courses before going off-site:** *Assessment*, *Substance Use*, and a class relevant to the population you are interested in working with (i.e., HIV; LGBTQ Issues; Latinx Mental Health).
- You may be surprised how much responsibility you are given at some of these sites. Gaining exposure to a broad range of clinical presentations in Practicum 1 at DHCEPS can be a real advantage. Don't be afraid to take on more "challenging" clients.

PRACTICUM OVERVIEW

Three years of supervised practica are required of all doctoral students in the program. Students who have more than 450 hours in practicum hours are not required to do a fourth year of clinical practice in the form of an externship; however, it is strongly recommended. Students may go off-site for practicum after at least one year at the Dean-Hope Center with faculty approval. They may do an externship during the 4th year of their 90-point program and/or later.

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

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

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

BASIC PRACTICUM 1 AND “ON-CAMPUS” CLINICAL WORK AT DHCEPS

Practicum placements are available both on-campus and off-campus. The Dean-Hope Center for Educational and Psychological Services (DHCEPS) is an in-house training clinic located at 657 Thorndike Hall. In order to provide ethical, consistent client care, DHCEPS trainees are required to maintain their caseloads past the end of the spring semester and through July 31st. At that point, cases can be referred to the new therapists who will join the clinic in September.

At the beginning of each academic year all practicum students and their clinical supervisors will co-sign a Clinical Learning Agreement outlining goals, objectives, and clinical and supervisory expectations for the year, and submit this to the Fieldwork/Externship Placement Coordinator for review. As specified in the Clinical Learning Agreement, and in keeping with the APA CoA's Implementing Regulation C-14D, clinical supervision must comprise a minimum of one direct observation per evaluation period. Direct observations may include in-person or live observation, live simultaneous audio-video streaming, or audio-video recording.

At the end of each semester, the progress of all practicum students will be evaluated by their clinical supervisors; students are responsible to submit the evaluation, a record of clinical hours (signed by the student and the supervisor), an evaluation of the supervisor to the Fieldwork/Externship Placement Coordinator for review by the practicum instructor. As illustrated in detail by the evaluation form, successful participation in supervision and practicum requires competence in the areas of openness and self-reflection, collaborative and interpersonal skills, conceptualization, assessment, intervention, ethical awareness, practical/record-keeping skills, professional development, and multicultural competency. Appendices (Preparing to Serve a Diverse Public and Comprehensive Training Statement) provide further elaboration of the Program's endorsement of national standards for graduate-level clinical training.

ADVANCED PRACTICA AND “OFF-SITE” CLINICAL WORK AT AN EXTERNSHIP SITE

Students may petition program faculty to complete second- and third-year practicum placements off-campus. The deadline for petitions is usually **mid-November**; petitions and sites must be approved by program faculty. Students must be in good standing with the program to petition and apply for off-site placement. If students lose good standing after being selected for an off-site placement, the placement approval is invalidated and revoked. If students lose good standing while at an off-site placement, the program reserves the right to terminate the placement and, in any case, will notify the off-site training administrators of the student's change in status.

Externships are a key avenue for students to enhance their clinical experience and to gain additional clinical hours prior to the internship application process. Many students will do more than one externship. Students are encouraged to discuss externship opportunities with the Fieldwork/Externship Placement Coordinator and their academic and research advisors. An up-to-date file of externship sites is available on the following website <https://psychpracticum.apa.org>.

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

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

Only hours accrued from program approved practica and externships can count toward hours for internship applications. The recommended number of hours that students spend at an externship is 16-20 hours weekly. Exceptions will also be considered for students looking for a specific type of training that require additional hours. Some externships are designed with fewer hours depending on the site and the agreement between the site and the student. This involvement may include clinical work, supervision, and additional training experiences that may be part of an organized program. The student will receive relevant supervision by an on-site supervisor for at least one hour for every ten hours of service. Supervision must be by licensed Ph.D. psychologists unless arrangements for another licensed supervisor (e.g., MSW, M.D., or Psy.D.). The same evaluation forms and hours logs used for Practicum 1 are to be used by students and supervisors of externships. Supervisors and supervisees are asked to complete evaluations at the end of each semester.

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

At the beginning of the academic year, the student and their supervisor must sign a **“Clinical Learning Agreement”** which outlines their work together over the course of the year. This agreement should be handed in to the Director of Clinical Training and Fieldwork/Externship Placement Coordinator during the **first half of September.** In addition, the site and Teachers College must have an **“Affiliation Agreement.”** If your site does not have one with Teachers College, please forward it to them after you have been accepted for externship (**the semester before you are to begin**). The department requires that all externs/off-site practicum students be evaluated by their supervisors at the close of each semester. Since this evaluation is part of the teaching/learning process it should be shared with the student before it is sent to the Program. It should reflect the performance in the field for the semester just completed. Each evaluation is reviewed by the externship or practicum instructor before assigning a grade for the course.

Externship sites may require students to complete certification (e.g., child abuse training certification) or clearance (e.g., background checks/criminal history, substance use) prior to applying for or starting the externship. Externships may require that a designated program faculty attest to these certifications and/or clearances procedures. Students are responsible for determining what, if any, certifications/clearances are required for the externships they are applying. Please contact the Fieldwork/Externship Placement Coordinator for further information.

Important: Site requirements cannot supersede program requirements. In particular, as third-year externs, students cannot be available at their externship site during times of program requirements, including attendance at case conference, colloquium, and all required classes. To reiterate: students must not contract with their externship site to be there at times that conflict with programmatic requirements. In addition to participation in an externship, clinical training, through maintaining cases and supervision in the Dean Hope Center, may sometimes continue through discussion with Dr. Rosa.

EXTERNSHIP (OPTIONAL)

Externship is an optional fourth year-long placement in a field setting for clinical experience. There is no class requirement attached to this experience. It is required for students who have not yet completed 450 clinical hours and is recommended for all students completing the practicum sequence but not yet departing for internship. Students must petition program faculty by **mid-November** of the preceding year to be placed in an approved supervised 2-day-per-week training site to see individual and group clients. **To participate in an externship, students must have completed the entire 3-year practicum sequence – Practicum I, II, and III -- and should have completed most coursework.**

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

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

PRE-DOCTORAL INTERNSHIP

The internship is a full-time paid clinical traineeship in an approved agency, usually taken during the fourth or fifth year. Students must register for Internship (CCPJ 6460, 0 points) each semester. Summer registration for internship is not required.

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

All matriculated students in the Counseling Psychology Doctoral Program are required to complete a one-year internship that is approved by the American Psychological Association or is a member of the Association of Psychology Internship Centers (APPIC) or meets the criteria for membership in APPIC. Students who get internships that are not APA approved need to seek documented approval from the program faculty.

Applying for an Internship is a rigorous, time-consuming and stressful process. Most applications have to be completed by October or November of the year prior to the Fall when you begin your Internship. It is imperative to begin the application process early. Your advisor, the DCT, and other faculty will guide you throughout the entire process. You should notify the DCT in late Spring of the year in which you will be applying for internship of your intention to apply. Typically, the program will hold several meetings for internship applicants during the Summer or Fall terms to assist students in the application process. Current APPIC Directories of internship sites are available online at www.appic.org.

Requirements of Internship Training

1. The internship may be a full-time experience for either the academic or the calendar year or a half-time experience for two years (academic or calendar).
2. The internship experience must be an integrated, sequential training experience that builds upon knowledge gained in the graduate program and those competencies acquired in practicum training.
3. The internship activities must be consistent with the professional role of a counseling psychologist and the individual student's training, experience, and professional goals.
4. There must be a single clearly designated psychologist with experience in training who will act as the primary supervisor and/or professional responsible for the intern's training activities. Although the primary emphasis must remain on training by professional psychologists, collaborative work with representatives of other disciplines is desirable. Although clinical supervisors may change during the internship's duration, a psychologist should be primarily

responsible for the supervision of the trainee. Specifically, a licensed psychologist should supervise those functions and services performed by the intern which benefit clients directly (e.g., counseling, psychotherapy, psychometrics). Those functions and services performed by the intern which benefit clients indirectly (e.g., administration, research, teaching, supervision) can be supervised by a person other than a licensed psychologist. This person shall have specialized knowledge in the services performed and the primary supervisor will coordinate and receive information from each of these other supervisory personnel.

5. Students should consult the APPIC website (www.appic.org) for the application requirements. The intern's commitment to the training site must involve a minimum of 2,000 "clock" hours, which may include released time off-site for professional development activities. Of these 2,000 "clock" hours, 800 hours must involve direct service to clients.
6. The internship program must provide supervised experience in an organized sequence of activities including direct delivery services or functions and services that benefit clients indirectly (e. g., administration, research, teaching, supervision, program development). However, the intern must be assured of time allotted to:
 - A. Professional development activities (including dissertation research) of 4 hours/week for full-time placements and 2 hours/week for half-time placements.
 - B. A minimum of two hours/week for full-time placements and 1 hours/week for half-time placements of formally scheduled individual supervision.
7. Interns must learn and apply ethical standards in their practice of psychology.
8. The academic department reserves the right to remove an intern from a site if that site does not comply with the training standards.

An application for internship will only be approved if the student has fulfilled the following requirements (in addition to those listed earlier for externship placement):

- The student has **450** face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least **150** hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work.
- No current incomplete course grades;
- The student is in good standing (i.e., is not currently amid the process of a remediation plan);
- All requirements (e.g., paperwork) of prior clinical sites have been met;
- All Supervisory evaluations are in the student's program records;
- The case conference has been presented;
- Research Competency Portfolio has been completed, approved by sponsor, and filed in the student's program records;
- The Student has passed the program comprehensive exam.
- The dissertation proposal hearing has been held, approved, and filed in the student's program records (Students may not apply for internship if they have not successfully passed the proposal hearing);
- The advisor and CP faculty approve of student's application by 2/3 vote.

Internship Application. Students should work closely with their (1) advisors, (2) the fieldwork/externship placement coordinator, and the (3) DCT, who will advise and guide students through the paperwork preparation, application, and decision process. The Internship application process requires planning, documentation, diligence, and follow-up. Faculty and advisors will schedule various group and individual meetings as well as provide written guidelines regarding the internship application

process. Typically, the program hosts a number of joint events with the clinical psychology program to help students feel prepared throughout the application process.

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

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

Criteria for Acceptable Unaccredited Internships

Students in the counseling psychology doctoral program at Teachers College, Columbia University are expected to apply for and complete a year-long, full-time psychology internship accredited by either the American Psychological Association or Canadian Psychological Association. Accreditation helps ensure that the internship provides training that is commensurate with the expected professional competencies of health-service psychologists.

Students may seek approval from the program's Director of Clinical Training to pursue an unaccredited internship due to (a) reasonable personal needs (e.g., geographical restrictions related to family needs, needing to complete a part-time internship for health or family needs) and/or (b) not being able to match for an accredited internship after at least two matches (Phases 1 and 2). The program Director of Clinical Training—with the consultation with a student's doctoral advisor and the other program faculty—shall review a student's petition (below) to apply for unaccredited internship sites and provide approval if appropriate.

Before submitting their petition, students must understand that unaccredited internship sites **MUST** fulfill the following criteria:

1. The internship has an identified person (i.e., Training Director) who is responsible for the entire internship training, who oversees supervisors participating in internship training, and engages in regular communications with the Director of Clinical Training of the intern's doctoral program.
2. The intern can accumulate a total of 2,000 hours of training activities, including direct service, assessments, training and supervision, professional development, administrative work, and all other support activities for the internship. Of the 2,000 hours, a minimum of 500 hours must be devoted to direct service.
3. The intern's supervised service activities must be equivalent to the kind of professional service provided by licensed psychologists (or equivalent professionals if in a country outside of the United States). Such service typically includes individual counseling, group/couple/family counseling, outreach and psychoeducation programs, consultation, and supervision of practicum trainees.
4. The intern receives at least 2 hours of supervision per week by regular supervisors who hold a valid license as a psychologist (or an equivalent credential if in a country outside of the United States). There must be at least 6 hours of direct service that are observed (either live or video) by the supervisor(s) during the internship year.
5. The intern receives at least two formal written evaluations from the supervisor(s): at midyear and the end of internship. The written evaluations should cover all training activities during internship. The internship Training Director provides an overall evaluation of the intern during midyear and the end of internship. The final evaluation must indicate whether the intern has demonstrated competency for readiness for entry to practice. These midyear and final written evaluations are transmitted to the Training Director of the intern's doctoral program.
6. The internship site keeps appropriate records of the intern's training activities, supervision, and evaluations.
7. When formal remediation actions are needed for the intern, the internship site provides a written remediation plan to the intern and Training Director of the intern's doctoral program, implements the remediation plan, and documents the outcomes which are communicated to both the intern and Training Director of the intern's doctoral program.
8. The internship Training Director signs a clinical learning agreement with Teachers College, Columbia University prior to the beginning of the internship, indicating agreement to fulfill the aforementioned internship training requirements.

By completing the form below and providing my signature, I submit my petition to apply for an unaccredited internship. I understand that this petition must be approved by my program's Director of Clinical Training. I also understand that if I secure an unaccredited internship, it must fulfill the aforementioned criteria.

Student's Name (Printed)_____ Date_____

Student's Signature _____

Name of Director of Clinical Training (Printed)_____

Date of Approval_____

Director of Clinical Training Signature_____

PRACTICUM, EXTERNSHIP, AND INTERNSHIP SITE STANDARDS & SUPERVISION

The Fieldwork/Externship Placement Coordinator can provide a list of sites that have been approved during the past two years by the Department of Counseling & Clinical Psychology. These sites have demonstrated in the past that they provide appropriate training and supervision for externs/off-site practicum students. However, it has been our experience that both training opportunities and personnel change from year to year. A site that may have been an excellent fit last year may not be as good a fit this year. Before sending your application materials ask for a current brochure or check the site's website. When you interview, you should make sure that the site still offers the kind of training outlined above and that the site --as currently configured-- is a good fit for your training goals. If you are interested in securing an externship at a site that is not listed, follow the guidelines below.

Site Standards. Criteria that are met by established Off-Site Practicum/Externship sites and that are used to determine the viability of alternative sites include:

1. Overall satisfactory conformity to the American Psychological Association and program standards;
2. Goodness-of-fit between the training that will be provided and the specialty interests of the student;
3. Completion of a satisfactory contract within the agency concerning the nature of training experience;
4. Availability of a licensed psychologist, or other licensed mental health professional for supervision.
5. Presence of a supervisor at the site where the practicum will occur. A supervisor must be present on site during any time in which a student is seeing clients.
6. Evaluation of practicum student will be based in part on direct observation of the practicum student, either live or electronic.

Arrangements regarding Off-Site Practicum/Externship assignments with new or alternative sites are initiated with the Fieldwork/Externship Placement Coordinator. To approve a new site:

1. Have the supervisor contact the Placement Coordinator to discuss training opportunity
2. Submit the supervisor's CV and a letter from the supervisor stating what the student will be responsible for as a trainee
3. The supervisor must sign the Clinical Learning Agreement to complete the approval process and the site must authorize an Affiliation Agreement with the Counseling Psychology Program.

Supervision. Students should receive at least one hour per week (or one hour for every 5-10 direct service hours) of individual supervision for the clinical work that they do. Practicum students cannot render clinical services unless or until they have an individual supervisor. Additionally, one or more hours must be devoted to participation in group supervision, case conferences, staff meetings, and other activities. Additionally, the content of supervision may vary from site to site.

It is important for students to understand that supervision is not therapy, and therefore all communication in supervision is **not** confidential and can be mentioned during evaluations and shared between faculty and training sites.

RELEVANT APA GUIDELINES, CODES, & POLICIES

The following are ethical codes and guidelines adopted as policy by the American Psychological Association. As an APA-accredited program, we require our students to abide by these codes and guidelines.

- Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>);
- APA Guidelines for Assessment of and Intervention with Persons with Disabilities (<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>);
- APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>);
- APA Guidelines for Psychological Practice with Girls and Women (<http://www.apa.org/practice/guidelines/girls-and-women.pdf>);
- APA Guidelines for Psychological Practice with Older Adults (<http://www.apa.org/practice/guidelines/older-adults.pdf>);
- APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>).
- APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (<https://www.apa.org/practice/guidelines/transgender.pdf>)

These standards and guidelines apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, classroom behavior, research, consultation, and collegial relations.

CASE CONFERENCE

Case conferences are formal presentations on clinical work that are given to the student and faculty body of the department as a part of your course requirements in Practicum II. Your Practicum II instructor and classmates will help you to prepare for this important milestone and give you feedback on your presentation immediately following it. Presentations are during the standard practicum class time, Thursdays 1pm-2:40pm.

The following is a recommendation for case conference formatting.

The presentation should include a title slide (e.g., "The case of Mr. Z: An eclectic treatment of dysthymia") with your name, the name of your supervisor, and the date of the presentation. Remember, of course, to use a pseudonym for your client throughout your report. The areas enumerated below should usually be covered in a case presentation. They do not, however, need necessarily to be covered in this order; moreover, in particular cases, some may overlap completely or be less relevant. The time

guidelines are only suggestions for a case presentation that lasts about an hour and is followed by dialogue with the audience.

1. Presenting Picture (3-5 minutes). Note demographic data (age, sex, education, occupation, ethnicity, marital or relationship status, number of children, living situation, etc.) and then describe concisely the client's presenting complaints (using her/his words if possible). Describe appearance, attitude, demeanor, and goals and expectations when first seen. Often your initial reactions to the client's presentation will be illuminating. Why has the client come for help? Why now? Why here (source of referral)?
2. Treatment History (5-10 minutes). Summarize the client's previous attempts to cope with their issues. When were these problems first experienced? What has the client tried do about these problems previously? Describe previous treatments, hospitalizations, medications, self-medications, and non-traditional treatments; describe the role of family, friends, and community support (including religious institutions).
3. Life History (5-10 minutes). Sketch the course of the client's life, citing such key details as significant illnesses and other trauma, moves, achievements, educational, religious, and occupational history, support systems, etc. Outline the constellation of the family of origin (you may include a family tree in the presentation) and describe past and present relationships with family members and significant others. Consider the client in context: what is your understanding of the sociocultural factors in the client's life history that may be referenced by or contributing to his/her clinical presentation?
4. Psychological Test Results (if applicable; 3-5 minutes). What data have been obtained from the results of psychological testing (e.g., WAIS, Rorschach, TAT, BSI, BDI, etc.)? If the client received a psychological assessment, were there any potential limitations in the assessment and interpretation of the results from a multicultural perspective?
5. Diagnosis and Treatment Plan (5-10 minutes). State your working DSM-V diagnosis and your conceptualization of the client's problems, strengths, underlying dynamics, defenses, and characterological issues. These don't need to be presented as if they were definitive. Indeed, changes in your understanding from the time you first started working with the client should be noted. Summarize the most salient facts about this disorder or set of problems (e.g., symptomatology; prevalence; gender differences; prognosis; etiological theories). Following the outline for cultural formulation as stated in the DSM, what's your cultural formulation to explain the impact of the client's cultural context on the diagnosis. How have cultural considerations specifically influenced your diagnosis?
6. Case Conceptualization (5-10 minutes). How have you conceptualized the client's case? How have you chosen interventions? How did you weigh the relative merits of the different approaches available? How has the psychological/theoretical/research literature informed your sense of how to create an effective therapeutic relationship in this case? Often therapists are guided by one (or more) specific theoretical orientations in *conceptualizing* a case, yet their *interventions* may include techniques that derive from others, e.g., a psychodynamic therapist may utilize CBT techniques in particular cases. Be sure to present and describe the orientations that pertain to your conceptualization *and* to your technique. These components should work together in a coherent way. Describe the goals for the treatment of this client that emerge from

the perspective that you have presented. The discussion should encompass an overview of relevant literature on the treatment of this disorder and/or your own psychotherapeutic stance.

7. Racial-Cultural and/or Identity-Related Considerations (5-10 minutes). Describe the impact of cultural elements upon the therapeutic relationship and treatment development. How have cultural considerations specifically influenced your treatment approach? How did your ethnicity, gender and/or other identities (as well as those of the client) affect the course of the treatment?
8. Course of Treatment (15-20 minutes). Describe the course of the treatment as a whole; how many sessions with what frequency over what period of time; variations in this pattern; ancillary contacts or referrals; medications, etc. Describe the current status of the client: any improvements or otherwise, plans for changes in the treatment or further psychological testing, expected termination date, etc.

Convey what has occurred over the course of your contacts. You will, of course, need to be selective in what you report, and it is invariably better to describe selected themes than to try to describe each session. One strategy is to divide the treatment into phases and then note themes, patterns of client-therapist interactions, progress and setbacks, etc. within each phase. Selective use of session dialogue can be very helpful in illustrating these and other clinical phenomena.

One of the most important aspects of this section is the nature of the interactions between you and your client – the interpersonal dynamics of the sessions and the transference/countertransference. Include your reactions and feelings including those associated with cultural differences between you and your client's worldview and cultural belief systems. Include, too, some account of your supervisory experience and the role that it has played in the treatment. How has treatment affected the client, their significant others, and you?

9. Conclusions (3-5 minutes). Summarize the progress that has been made, the client's prognosis, and plans for future treatment. How do you account for the progress that has been made? What has interfered with further progress? What questions do you have about this client or this treatment? A case conference is an opportunity for a group to reflect and problem-solve together about a case – it is expected that you will have questions, uncertainties, decisions, and/or treatment-related dilemmas that the group can discuss with you.
10. Reference Slide. It is expected that you will refer to source material in your presentation. In addition to these general sources, you should also consult references specific to your theoretical orientation, the client's diagnosis, and/or specific issues.

SPECIALTY CLINICAL TRAINING ELECTIVES

The following electives are outside of our program, but open to counseling students. They can provide specialized training in theories or exposure to working with specific populations that may not be possible within the purview of more standard practicum classes. Reach out to instructors on record for permission to add the class and pay attention to the course schedule for current offerings/times.

CBT/ DBT Psychotherapies:

- CCPX 6336, Sect. 4 (Dr. Woodruff) Fall Semester; focus on CBT and on contemporary integrative approaches
- CCPX 6336, Sect. 4 (Dr. Watson) Spring Semester: focus on DBT (Dialectical Behavior Therapy)

Child and Adolescent Psychotherapy:

- CCPX 5531: Psychotherapy with Children (Dr. Davis), Fall Semester
- CCPX 5334: Practicum: CBT for Children and Adolescents (TBA), Spring semester. Provides an understanding of the foundations of child and adolescent work and will introduce students to fundamental didactics on theory and technique. It integrates theory and technique through the discussion of readings, especially as they pertain to students' cases, and through group supervision. Discussions will address a particular topic integral to child/adolescent therapy using a multi-faceted developmental lens that integrates developmental, biological, neuropsychological, family, and cultural perspectives. Students will also learn the fundamentals of CBT and IPT as these evidence-based modalities pertain to child therapy. They will also be introduced to the fundamentals of consultative work with children, parents, and teachers in underserved schools and communities.

Introduction to Neuropsychological Assessment:

- CCPX 6336, Sect. 2 (Dr. Cole). YL course. Focus is on the fundamentals of neuropsychology practice including tests and test administration, functional neuroanatomy, and the basics of various neurological disorders. The course includes individual supervision of clinical assessment cases and is designed to foster interest in more advanced neuropsychology training through externship and later internship placements.

Interpersonal Psychotherapy:

- CCPX 6336, Sect. 8 (Dr. Hinrichsen) YL course. An evidence-based psychotherapy for mood disorders, Post Traumatic Stress Disorder, Eating Disorders etc, IPT has been a recommended treatment in a number of national and international guidelines and is being disseminated globally by the World Health Organization (lead author of the manual is Professor Verdeli). The course includes didactics and group supervision of clinic cases.

Emotion Regulation Therapy:

- CCPX 6336, Sect. 7 (Dr. Mennin) YL course. ERT is a manualized treatment that integrates components of cognitive-behavioral, acceptance, dialectical, mindfulness-based, and experiential, emotion-focused, treatments using a mechanistic framework drawn from basic and translational findings in affect science.

Family Systems:

- CCPJ 6363: Advanced Family Systems practicum (Dr. Greenan). YL course. Enrollment is limited and priority is given to third-year students. Students interested in this course must email Dr. Greenan in the spring or summer prior to taking the course, in order to obtain permission. Didactics and live supervision in a team approach setting, following a systemic structural approach. This practicum is unique in that the student will not receive an individual supervisor; rather, the instructor provides supervision in vivo.

Integrated Healthcare (Not offered every year):

- CCPX 6336, Sect. 6 (Dr. Stein). YL course. The term “Integrated Psychotherapy” refers to the deliberate integration of primary care and behavioral health services to better address the needs of clients presenting with both mental and physical health issues.

Psychodynamic/Existential Psychotherapy (Not offered every year):

- CCPX 6336 (Advanced Practicum in Clinical Intervention), Sect. 1 (Dr. Geller). This (elective) practicum is offered only during students’ third year in the program and may be seen as the continuation of the required second-year psychodynamically-oriented therapy practicum with a greater emphasis on existential issues. Clinical-theoretical and research-informed papers (e.g., on the construction of working clinical models; on nonverbal communication) are used to facilitate discussion of the salient issues raised by case presentations.

CONSIDERATIONS FOR INTERNATIONAL STUDENTS

The focus on training culturally competent counselors is central to the objectives of the Ed.M. Program in Psychological Counseling at Teachers College. This focus is infused throughout the curriculum and is often the most apparent in our experiential classes (such as CCPJ 5371, Foundations of Counseling). We begin by acknowledging that counseling theories and skills are culture-bound, and the developmental process of becoming a counselor involves wrestling with how the developing counselor’s personal and cultural identities are viewed from new perspectives. Consequently, both points of congruence, and at times, conflict will characterize students’ development.

Some international students may experience the curriculum and academic perspectives of our program as coming from a “Western” or “American” viewpoint. Consistent with the values and objectives of our program, we are conscious of alternative and often equally valuable ways of understanding student development and their training as counselors. At the same time, given our responsibility in preparing competent counselors, we are ethically obliged to evaluate student performance and progress through the program using nationally-established guidelines such as the standards and assessment protocols outlined in this document. As an international student, you may find that these guidelines present challenges that are divergent from your cultural values and ways of being. We believe that demonstrating the skills and knowledge required by this program does not necessitate replacing your own cultural values; rather, the process of wrestling with these points of congruence and incongruence as you acquire new skills is crucial to achieving greater multicultural counseling competence. Expanding one’s perspectives and repertoire of helping/intervention strategies are major goals of cultural competence; thus, international students – like all students – need to be able to exhibit cultural competence in working with diverse populations, not just their own cultural group. We urge our students to address these issues as they arise with the faculty and other training staff throughout your time in the program.

CLINICAL WORK FAQ

When can I start seeing clients? Depending on the clinical experience you bring to the program, you may start in your first semester at DHCEP. Students with no prior MA-level clinical experience will start seeing clients in fall of their second year in the program.

How are clinical supervisors assigned? Your director of clinical training and Dr. Rosa, as head of the Dean Hope Center, are responsible for all psychotherapy supervisory assignments. We draw from a list of licensed psychologists, all of whom volunteer their time to us, and many of whom have been working as supervisors for the program for many years. As a group, these supervisors represent a range of clinical orientations.

What if I don't like my supervisor? Only under extreme circumstances do we allow supervisory assignments to be changed during the course of a year. (This rule does not include those occasional circumstances when schedules simply don't mesh). Our stance is that even those supervisors with very different styles and orientations from your own are likely to offer you opportunities to learn from your clinical experience. Indeed, sometimes we all learn best from unexpected sources, from those who challenge us to think or process material in a different way. However, if you believe that the supervisory relationship is seriously flawed, you should first discuss this with your supervisor— if necessary, on multiple occasions. If, after these discussions, you still feel dissatisfied, you should then consult your practicum instructor. If after discussion with your practicum instructor, both of you agree that there is an intractable problem with supervision, the issue should be brought to your director of clinical training and Dr. Rosa.

How can I continue work in assessment beyond the required course? Dr. Rosa can sometimes arrange for students, under supervision, to continue doing assessments in the clinic. Dr. Payton (your doctoral assessment instructor) is also an invaluable resource.

Is it possible to gain experience with group therapy at our clinic? Yes, there are often groups that are part of the service activities of the Dean-Hope Center. In recent years, there have been parenting groups as well as a DBT group, each of which has been run by third and/or fourth year doctoral students (under supervision). Interested students should consult with Dr. Rosa about these possibilities.

When should I go off-site to an externship? Your advisor will have significant and final input in this decision. Some students, with the advice and consent of their advisor, will choose to do externships during their 2nd to 4th years.

When should I go on internship? It is likely you will go on internship either in your 4th or 5th year. This will depend on several interrelated factors, especially (a) your faculty advisor's input and consent, and (b) your readiness to apply, in particular, whether you have had sufficient externship experience to be a viable candidate, and whether you have achieved sufficient progress on your dissertation.

TEACHING AND COURSE ASSISTANT POSITIONS

Typically, in June for Fall classes, November for Spring classes, and March for Summer classes, our program secretary will send out an online survey to determine availability and fit for TA/CA positions. It is critical that you respond in a timely and generous manner, as navigating the schedules of 30+ busy people is very difficult. TA/CA assignments are based on a number of factors including (1) availability, (2) prior coursework, (3) expertise, (4) fairness, (5) year in program, and (6) fit with instructor on record. Students in their first three years of the program are given priority for TA/CA assignments. Students TA/CA for *at least* two classes a year, typically one in Fall and one in Spring. If a student cannot TA/CA in Fall (incoming BA/BS track) they will need to TA/CA in summer. Summer TA/CA positions are more limited, but typical available to anyone interested.

Students are expected to serve as teaching assistants (experiential classes), course assistants (lecture classes), or graduate assistants (other instructional help, often from a grant) to program faculty **every semester they are enrolled in the program**, with the exception of internship year. Students should expect to attend class meetings of the course with which they are assisting, unless explicitly given permission to miss class by the instructor on record.

Hiring paperwork should be completed as quickly as possible with Enrika Davis and the instructor on record.

- Course assistants (CAs) observe and assist the course instructor, who maintains responsibility for the course. Students with sufficient experience may take on more teaching or supervisory experience under the direction of the faculty instructor. Typically, in lecture-based classes (i.e., Theories or Multicultural) a CA will provide one or two guest lectures closely supervised by the instructor and assist with grading. The stipend is lower for CA positions than for TA positions but classes are also shorter in length and less intense. For current rates, check with Enrika Davis.
- In experiential classes, a Teaching assistant (TA) will generally conduct and manage their own “small group” which lends to a higher level of autonomy and responsibility. They will also be responsible for providing feedback to students in the class with the instructor on record. Experiential classes are a larger time commitment from students as they also require individual or group supervision (with other TAs) by the instructor on record before or after class. As a result, the stipend is much higher.

Managing difficult dialogues in the classroom and navigating disclosure of sensitive information by students under TA/CA supervision is challenging and must be handled with care. Please consult with your instructor on record, advisor, or the Director of Clinical Training to help you navigate these situations.

You should also be aware of TC’s Title IX policies on gender-based misconduct, which may require you to break confidentiality when particular classroom content is shared. More information:

https://www.tc.columbia.edu/titleix/?_ga=2.265721354.485608817.1725919521-386122777.1710689455

ADVANCED CONCENTRATIONS & CERTIFICATES

Teachers College offers a number of options for specialized training in fields related to mental health and well-being. Many of these concentrations or certificates are able to be earned *en passant* of your PhD and will not require additional credit hours.

BILINGUAL LATINX MENTAL HEALTH

In 2015, New York State approved a new concentration in Bilingual Latinx Mental Health (BLMH) counseling housed in Counseling Psychology Program at Teachers College, *making* it the only program New York State and the entire Tri-State area to offer culturally appropriate training in delivering mental health services in Spanish to the Latinx population. The BLMH concentration will train bilingual students with intermediary Spanish fluency to be bicultural/bilingual counselors with the necessary competencies needed to understand and provide culturally responsive care to Spanish-dominant and bilingual multi-racial Latinx clients. All courses within the BLMH concentration will be taught by bilingual faculty and/or supervised at fieldwork sites by bilingual licensed supervisors. Upon completion of the requirements, students will receive an indication of Bilingual Latinx Mental Health Concentration on their transcript. Students will take courses concurrently within the required PhD curriculum coursework.

Mission and Goals

The concentration in BLMH aspires to train students to become bilingual and bicultural mental health providers proficient to treat the Latinx population by:

1. Gaining understanding of the demographic and cultural make-up of Latinx population
2. Increasing knowledge of psychosocial factors that impact the Latinx population
3. Learning to effectively assess the varied psychological needs and expressions of distress of the Latinx client
4. Gaining the counseling skills needed to provide mental health services in Spanish
5. Acquiring the knowledge of Spanish therapeutic concepts, interventions, and terminology; and
6. Learning to apply intervention models (strategies, and techniques) to treatment of Latinx clients.

Eligibility

In order to be eligible, the student must pass the Spanish language competency requirement, complete CCPJ 5371 Counseling Skills course with a grade of B or better, complete the BLMH concentration required courses, and participate in externship in a Spanish bilingual setting.

Sample Student Schedule of Required Courses:

Fall of first year: CCPJ 4070 Counseling Linguistically Diverse Populations: Latinx Psychology (3)

This course will focus on the knowledge of values, beliefs, traditions, and experiences of Latinos from varied countries. Students will learn the psychosocial issues impacting Latinos in the US, including immigration, racism, poverty, and acculturation.

Spring of first year. CCPJ 5370 Practicum in career and personal counseling: Spanish (3)
This course will focus on development of counseling skills and intervention models (i.e., strategies and techniques) that are culturally appropriate for assessing and treating Spanish-speaking Latinx clients.

Second year Fall/Spring. Bilingual students will be placed in an approved offsite-prac and/or externship clinical site that serves predominantly Spanish-speaking clients and supervised by a bilingual therapist.

For more information about completing the BLMH, please reach out to Dr Kiara Manosalvas.

SEXUALITY, WOMEN, AND GENDER IN PSYCHOLOGY AND EDUCATION

*******2025-2026: Not being offered*******

Founded in 2012, The **Sexuality, Women, and Gender (SWG) Project** at Teachers College, Columbia University was created by three professors, Drs. Aurelie Athan, Melanie Brewster, and Riddhi Sandil. Their hope is to envision and implement the next wave of theories and practices to improve the well-being for sexual minority people, women, and gender diverse individuals. Beginning Fall 2015, the SWG Project began offering the first New York State approved certificate program of its kind - a world-renowned training ground for the next generation of educators, researchers, practitioners, administrators, and activists. In 2017, the SWG project was granted the status of a Center at Teachers College.

With the recent movements in LGBTQ rights, ongoing efforts to better serve women in the workplace, and the World Health Organization declaring Violence Against Women to be epidemic, there is no better time than the present to graduate with the certificate in Sexuality, Women and Gender in Psychology and Education. Its mission is to promote learning through pedagogy; provide intensive research, mentorship and production; and apply gender and sexuality theories in practice. The **Sexuality, Women, and Gender in Psychology and Education Certificate** program will promote the trans-disciplinary dialogues needed to solve complex, real-world problems across all areas including Education, Counseling & Clinical Psychology, Public Health, Gender and Queer Studies, Reproductive Psychiatry, Sociology, and Law among others.

Students must take **12 points** of specialized coursework, write a research paper (could be your RCP, another project, or dissertation), and complete a pre-approved ~100 hour volunteer/service experience (could be an approved practicum or externship site).

There are **three tracks** of concentration available to enrolled students: (a) general, (b) reproductive and maternal well-being, and (c) LGBTQ issues.

- (a) General track: student completes courses relevant to both gender and sexuality, gaining the broadest education and access to a wide variety of courses.
- (b) Reproductive and maternal well-being track: student will complete a carefully curated selection of courses relevant to addressing the much-needed and complex questions arising from the changing procreative lives of 21st century women and families locally and globally.
- (c) LGBTQ issues track: students will complete coursework that centers on the unique experiences of sexual minority and gender diverse individuals – specifically examining topics such as minority stress, psychology, education, public health, and activism.

Required Coursework

- (a) General track:
CCPJ 4180 LGBTQ Issues in Psychology and Education
CCPX 4125 Women and Mental Health
- (b) Reproductive and maternal well-being track:
CCPX 4125 Women and Mental Health or CCPJ 4068 Counseling and Gender

CCPX 4126 Mother Child Matrix

(c) LGBTQ issues track:

CCPJ 4180 LGBTQ Issues in Psychology and Education

CCPJ 4030 Reconstructing Gender: Exploring Transgender Experiences

For each of the three tracks specified above, the remaining six points (e.g., two classes) may come from graduate-level courses within and/or outside of the Teachers College, Columbia University community. There is no mandatory order in which to complete the coursework. However, be mindful of when courses are offered (i.e., only spring semester).

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalogue for new possibilities and seek course approval from your Advisor prior to registration for classes that are not listed below.

CCPJ 4050	Microaggressions in Institutional Climates
CCPJ 4180	LGBT(Q) Issues in Psychology and Education
CCPJ 4030	Reconstructing Gender: Exploring Transgender Experiences
CCPJ 4165	Consultation in Community Agencies and Resources
CCPJ 5164	Multicultural Perspective in Counseling and Psychology
CCPJ 4068	Counseling and Gender
CCPX 4125	Women and Mental Health
CCPX 4126	The Mother-Child Matrix: Developmental and Clinical Implications
CCPX 4036	Psychology of Human Intimacy
CCPX 4199	LGBT Psychology (special topics offering)
HUDK 5123	Psychological Development of Women
HBSS 4122	Women's Health
HBSS 4133	Human Sexuality Education
HBSV 4011	Women and weight, eating problems and body image
C&T 4032	Gender Difference and Curriculum
ITSF 5008	Gender, education and international development
A&HB 4140	Latina Narratives
A&HF 4130	Gender & Violence
A&HF 4199	Media & Gender

Students should register for zero points of independent study when they complete their semester long volunteer/service placement:

CCPJ 4903-001 Independent Study: Sexuality, Women, Gender (Drs. Athan, Brewster, or Sandil – depending on topic of project)

MONITORING OF STUDENT PROGRESS

ELECTRONIC FILE REQUIREMENTS

It is students' responsibility to maintain a clearly labeled electronic copy of all important paperwork related to their progress in the program on Google Drive. The program will also keep a paper copy of students' folders in the main office with Jacob Holober, the program's secretary. There are multiple forms that need to be filed in the student folder folder (see copies at end of this Handbook) including:

- CA/TA evaluations
- annual student evaluation letter (to be completed by your advisor and then reviewed together at the end of each academic year);
- clinical learning agreements signed by supervisors and the program Director of Clinical Training
- clinical practicum training evaluation form (to be completed by each clinical supervisor you've had during a given academic year) and evaluation of supervisor (completed by you)
- hours log for every clinical experience
- case conference evaluation form (completed by faculty following your presentation)
- research competency portfolio progress form and documentation
- letters of off-site practicum and/or externship acceptance, mid-year + end-of-year evaluation, and completion
- notification that the comprehensive exam was passed
- dissertation-related paperwork (i.e., proposal, advanced seminar, defense)
- letters of internship acceptance, mid-year + end-of-year evaluation, and completion

Please note. Your file is available only to you and you have access to only your file. Under no conditions is another student's file available to you.

REVIEW OF STUDENT PROGRESS

Annual Review of Student Progress. During the annual review meeting held in April or May each year, all students are assessed based upon the program goals, objectives, and competencies and discussed in detail amongst all faculty. Their program faculty evaluates students in the counseling psychology program annually. Specific standard benchmarks are stated on the Annual Review Form (which is completed online). Student progress is detailed in a formal letter from their respective academic advisors and any concerns are brought up. Faculty meet with students over the summer with whom they have concerns.

The minimum grade to pass in good standing is a B-. We support TC policy stipulating that students may not count more than three points of C- toward graduation with a degree. Any course that puts students over this three-point limit must be re-taken. A student who accumulates 8 or more points of C- (or lower) grades will not be permitted to continue as a student or receive a degree. The Counseling Psychology Program adheres to these standards, but also imposes another level of policy that allows us to carefully gauge student progress. A student must receive a minimum of B- to remain in good standing in the Counseling Psychology Program. Poor grades may lead to remediation and/or change of status (such as “under review” or probationary status).

A grade of B- or lower does not designate “failing” the class; rather, a grade of B- or lower alerts the faculty that this student should be watched more carefully in the following semester. Additional required remediation is also possible if deemed necessary. Individual professors will contribute each semester to a list of students (to be compiled in the program office) who have received a B- so that their progress can be reviewed.

Given its pivotal role in the development of counseling skills, a grade of B- in Foundations has special consequences. In these instances, the student will be encouraged to continue their skill development, such as through enrollment in CCPJ 5372, Counseling Skills II.

Absences. Because missed work in classes (especially experiential coursework) cannot be made up outside class, attendance policies must be strictly followed. Specifically, missing more than one class without prior permission from the instructor will result in failure of the class. Missing more than two classes under any circumstances will result in failure of the course.

Interpersonal competence and professional competence evaluation (PCPE). Our PCPE policy was adapted directly from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) and follows the American Counseling Association's (ACA, 1995) *Code of Ethics and Standards of Practice*. This statement is a policy that governs our training program (both at the masters and doctoral level) in terms of the evaluation of student academic and professional competencies. The PCPE form itself is provided in the Forms section of the appendix and will be administered in all experiential classes (such as Foundations, Group Counseling, Counseling Skills II and Racial-Cultural Counseling Lab).

Students in training programs that lead to license eligibility in psychology and mental health counseling (at the masters, doctoral, internship and post-degree level) should know before their training begins that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: **(a)** evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and **(b)** ensure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional graduate programs in mental health have an ethical obligation to prevent the advancement of students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large. Students thus identified will then be required to end their participation in the training program, either temporarily or permanently.

Therefore, within a developmental framework and with appropriate regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate competence in areas that lie beyond the acquisition of didactic knowledge in the form of theory and specific content, but which directly impact professional competence. These competencies include, but are not limited to, the demonstration of sufficient:

- a. interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);
- b. self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);
- c. openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and
- d. resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty or by participating in personal therapy in order to resolve problems or issues).

Students can be evaluated on the above items at any time. Failure to meet these expectations can lead to program intervention, including a review and remediation plan, failing the class, change of program status, and/or program dismissal. Failing the course would occur if a student were to end the semester with a rating of zero on one or more of the evaluation areas.

Professors will meet with the student individually as soon as a concern becomes apparent and before the end of the semester when possible. If the concern is not significantly egregious, they will attempt to strategize to resolve the issue before the end of the class. If the concern is not resolved, then the professor will forward the concern to the faculty. A subcommittee of faculty will meet with the student if the student wishes to be involved at this level. After gathering all information, the faculty will make a decision regarding the student's status in the program, including any remediation. The student's advisor will meet with them to convey and discuss the

decision of the faculty. The student can then appeal any decision in writing to the 1) department chair, and after the chair's decision, to 2) Vice Provost for Student Affairs.

Failing Practicum, Externship, or Internship. Fieldwork and practicum comprise components of the program that are substantively different from every other: students are actually practicing within the context of a working clinical or school site as part of a professional staff. A successful practicum experience, therefore, builds upon (but is different from) the skills required for classroom success, and occasionally a trainee who has demonstrated good classroom performance may experience difficulty in applying their classroom knowledge to work in a clinical setting. Failing (or being asked to leave) a practicum or fieldwork experience has special significance regarding a trainee's readiness to be entrusted with the well-being of vulnerable clients or students and may lead to extensive remediation or dismissal.

DOCTORAL STUDENT ANNUAL REVIEW DOMAINS

Students are reviewed according to areas that pertain to the **Profession-Wide Competencies (PWCs)** of Health Service Psychology Training Programs. Assessment is conducted by consensus of the faculty and summarized according to the following ratings:

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

The review areas are listed below, along with their represented PWCs.

1. **Case conceptualization skills:** Demonstrates contextually grounded, strength-based understanding of normal development and psychopathology in case conceptualization. [*PWC VII*]
2. **Clinical skills:** Demonstrates competence in use of interpersonal, assessment, and intervention skills with clients. [*PWC VI, VII*]
3. **Research skills:** Demonstrates acquisition of the skills necessary to carry out research projects. [*PWC I*]
4. **Research involvement:** Demonstrates engagement and involvement in research projects. [*PWC I*]
5. **Acquisition of core psychological knowledge:** Demonstrates requisite knowledge base regarding the breadth of scientific psychology and its history of thought and development and understand implications for practice. [*PWC I, VI, VII*]
6. **Ethical competence:** Responds effectively to legal and ethical dilemmas. [*PWC II, IV*]
7. **Multicultural/social justice knowledge and skills:** Demonstrates knowledge, sensitivity, and responsiveness to cultural diversity in research and practice. [*PWC III, IV*]
8. **Interpersonal and professional competence:** Behaves in ways that reflect integrity, deportment, professional identity, accountability, lifelong learning, and concern for others; engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness; actively seek out and demonstrate openness and responsiveness to feedback and supervision; develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; demonstrate effective interpersonal skills and the ability to manage difficult communication well. [*PWC IV, V*]
9. **Readiness for diverse practice settings:** Demonstrates knowledge base and skills regarding practice in various settings. [*PWC V, VIII, IX*]

PROFESSIONAL COUNSELING PERFORMANCE EVALUATION (PCPE)

Student _____
Faculty _____

Semester/Year _____
Course Number _____

Rating Scale

- N No opportunity to observe
0 Does not meet criteria for program level
1 Meets criteria inconsistently for program level
2 Meets criteria consistently at this program level

A. Counseling Skills and Abilities

- | | | | |
|---|---|---|---|
| 1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created | N | 0 | 1 |
| 2. The student demonstrates therapeutic communication skills including: | N | 0 | 1 |
| a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc. | N | 0 | 1 |
| b. Understanding content - understanding the primary elements of the client's story | N | 0 | 1 |
| c. Understanding context - understanding the uniqueness of the story elements and their underlying meanings | N | 0 | 1 |
| d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner | N | 0 | 1 |
| e. Congruence - genuineness; external behavior consistent with internal affect | N | 0 | 1 |
| f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client | N | 0 | 1 |
| g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. | N | 0 | 1 |
| h. Immediacy - staying in the here and now | N | 0 | 1 |
| i. Timing - responding at the optimal moment | N | 0 | 1 |
| j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention | N | 0 | 1 |
| k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose | N | 0 | 1 |

3.	The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1
4.	The student collaborates with the client to establish clear therapeutic goals	N	0	1
5.	The student facilitates movement toward client goals	N	0	1
6.	The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1
7.	The student creates a safe clinical environment	N	0	1
8.	The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1

B. Professional Responsibility

1.	The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1
2.	The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1
3.	The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1
4.	The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1

C. Competence

1.	The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1
2.	The student takes responsibility for compensating for her/his deficiencies.	N	0	1
3.	The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1
4.	The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1
5.	The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1

D. Maturity

1.	The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1
2.	The student demonstrates honesty, fairness, and respect for others	N	0	0
3.	The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1
4.	The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	0
5.	The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1
6.	The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1

E. Integrity

1.	The student refrains from making statements which are false, misleading or deceptive.	N	0	1
2.	The student avoids improper and potentially harmful dual relationships.	N	0	1
3.	The student respects the fundamental rights, dignity and worth of all people.	N	0	1
4.	The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1
5.	The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1

REMEDIATION

When the faculty becomes aware of concerns that exist onsite about a student's performance, the fieldwork/externship placement coordinator and the student's advisor will communicate with the onsite supervisor and/or other relevant staff to determine the parameters of the issue. The supervisor will be asked to document their concerns. The advisor and the student will meet to discuss the situation from the student's perspective. The advisor will create a memo documenting the meeting with a copy to the program office for the student's file. All material resulting from the preceding meetings will be received and discussed by the faculty, and the student's advisor will subsequently meet with them to convey the decision of the faculty. The faculty's decision regarding subsequent proceedings may include but are not limited to:

- Requiring the student to take the rest of the year off and then re-apply for externship
- Requiring the student to take the rest of the year off, requiring the student to then take Counseling Skills II, and (upon passing it) allowing the student to re-apply for externship
- Requiring the student to re-take (or take for the first time) and pass any or all of the program's experiential skill-building courses and doctoral ethics, and then reapply for externship
- Dismissal from the program, forfeiting funding

Evaluation Points and Faculty Review. In summary, points at which a faculty review of student progress will be triggered include:

- Receiving a grade of B- in any course
- Academic misconduct
- Lack of satisfactory progress toward completion of degree requirements
- Low score (0 or 1) on the PCPE at any point
- Unfavorable evaluation from supervisors
- Two or more withdrawals from classes
- Poor performance on the Comprehensive Exam (see handbook section for details)
- Agreement among faculty or supervisors that concerns exist regarding a student's progress in academic performance, research, clinical work, or interpersonal competency at any point in the semester

In each of these circumstances, the student's advisor will make them aware of the nature of the faculty's concerns and will document this communication with a copy to the program office for the student's file. Faculty response in these instances may include a letter to the student indicating that they are considered to be on probation. This status signifies that the faculty will continue to monitor the student's progress closely, may restrict the student's ability to proceed to more advanced coursework, and may require remediation as appropriate to the specific concern.

STUDENT GRIEVANCE PROCEDURES & GUIDELINES

Rationale. Despite the best intentions and efforts of faculty and students alike, there are specific occasions in which students feel that certain decisions, events, or interactions have a negative impact on their experiences. On such occasions, students may have a grievance against other

students, faculty, or the department as a whole. The purpose of this document is to specify the recourse available to students with grievances, including: (1) definitions and examples of grievances, (2) routes of grievances through levels of appeal, (3) instructions for the student in filing a grievance, and (4) regulations for hearing, deliberating, and adjudicating grievances.

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

<https://www.tc.columbia.edu/policylibrary/policies/grievance-procedures-1232281/>

The program faculty also affirms TC's policy against Retaliation and for protection of whistleblowers,

<https://www.tc.columbia.edu/policylibrary/policies/whistleblower-policy-1242041/>

Definition and Examples. Grievances include any words or actions on the part of other students, faculty, or staff in the department which limit the student's access to learning, which limit their free speech, which limit their freedom of association and assembly, or which limit their freedom of expression and inquiry.

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

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

www.tc.edu/policylibrary/protection_from_harassment and
www.tc.edu/policylibrary/Gender-Based_Misconduct_Policies_for_Students

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

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

Procedures

The remaining procedures outlined herein address only steps 1-5 of above grievance process; the procedures for steps 6-7 are published in Teachers College materials. See www.tc.edu/policylibrary/grievance_procedures_outline

1. Direct communication with the person(s) involved. The student should arrange an appointment with the person(s) against whom they have a grievance, explaining the purpose of the meeting. At the meeting, the student should clearly, specifically, and reasonably present their complaint and request a resolution. The recipient of the grievance is responsible for openly and completely hearing the complaint, considering it seriously, and responding honestly, with respect, in an attempt to provide resolution.
2. Presentation of the grievance to the student's advisor. The student should schedule an appointment with their advisor, informing him/her of the purpose of the meeting. At the meeting the student should clearly, specifically, and reasonably present their complaint, including the identity of the person(s). The advisor should openly and completely hear the complaint and consider it seriously and respectfully. The advisor will offer confidentiality to the extent possible, but if they are asked to pursue the matter on behalf of the student, confidentiality will be considered waived to the extent necessary to comply with the student's request. The advisor should ascertain whether the student has attempted direct resolution and, if not, encourage this where appropriate. If, however, the student perceives too great a risk in doing so the advisor should respect this and may offer to intercede. They may arrange a meeting with the student and the person(s) against whom the student has a grievance and attend as a mediator. Other procedures for intercession are left to the discretion of the advisor.
3. Appeal to the Grievance Hearing Committee (GHC). The student should appeal, in writing, to the chair of the department GHC. The written appeal should describe, in detail, the nature of the grievance and all parties involved. The GHC will convene within ten days of

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

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

Students should contact the particular office to identify the procedures for filing a complaint with that body. The grievance procedure should generally be initiated within two months of the precipitating incident.

Students may also communicate with the doctoral student representative to file anonymous feedback to faculty. The Office of the Ombudsperson is also available to facilitate resolution. Consultation with the Ombudsperson is confidential and students may contact the Ombuds office directly at 212- 678-4169 or ombuds@tc.columbia.edu. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College Community, provides details concerning due process procedures for handling grievances. Available here: <https://www.tc.columbia.edu/student-handbook/>

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

1. A student who wants to appeal a grade must first schedule a meeting with the professor of the course and if they cannot come to an agreement then the student may appeal to the Program director.
2. A student who wishes to appeal a grade received in a course will file the appeal with the Program Director, providing documentation, such as a copy of course syllabi, all papers, quizzes, exams with the grades for each and a written statement of their reasons for requesting an appeal of the grade within 15 days of when the grade is posted.
3. Two program faculty members will be appointed to review the student's appeal. The Program Director will assign one faculty member based on a system of sequential scheduling. The student making the appeal will select the other faculty member.
4. The faculty member appointed by the Program Director will schedule a meeting of the grievance committee with the student to review both sides of the appeal. A second meeting will be held with the faculty member whose grade has been appealed. The faculty committee will make a decision on whether to grant the student a grade change or to hold to the existing grade.
5. The Program Director will make the final decision when there is a tie vote on the part of the faculty committee hearing of the appeal.
6. As the final step in this process, the Program Director will relay the results of this procedure to the Department Chair for appropriate actions.

FORMS, CHECKLISTS, & TRACKING INFORMATION

PROGRAM PLANNER

Scientific Psychology Core

Course #	Course Title	Semester Taken	Grade	Points	Notes
CCPX 5020 or HBSK 4199	Cognition, Emotion, and Culture or Cognition and Emotion in Educational Settings			3	
HUDK 6520	Seminar on Lifespan Course Development			3	
ORLJ 5540 or CCPX 6278	Pro-Seminar in Social Psychology or Social Psychology			3	
BBS 5068 and BBS 5069	Brain and Behavior I and II			3	
CCPX 6020	History and Systems of Psychology			3	
TOTAL				15	

Counseling Psychology Core

Course #	Course Title	Semesters Taken	Grade	Points	Notes
CCPJ 4064	Theories of Counseling			3	
CCPJ 5371	Foundations of Counseling			3	
CCPJ 5025	Group Counseling			3	
CCPJ 6569	Scientific and Professional Ethics			3	
CCPJ 5164	Multicultural Counseling and Psychology			3	
CCPJ 5062	Career Counseling and Development			3	
CCPJ 4165	Consultation in Community Agencies and Resources			3	

CCPX 5032 or CCPJ 4000	Adult Psychopathology or Multicultural Psychopathology			3	
CCPX 5330 and CCPX 5333	Principles and Techniques of Clinical Assessment Practicum: Psychological Testing and Assessment			6	
CCPX 6333	Practicum in Clinical Supervision			1	
TOTAL				31	

Methods, Statistics, and Research Requirements

Course #	Course Title	Semesters Taken	Grade	Points	Notes
CCPJ 5560	Review of Research in Counseling Psychology			2	
HUDM 5059	Psychological Measurement			3	
CCPJ 6572-84	Research Practicum in	-		0	
ORLJ 5040 or CCPX 5533	Research Methods in Social Psychology or Research Methods in Clinical Psychology			3	
CCPJ 7502	Dissertation Seminar			2	
CCPJ 8900 and/or TI8900	Dissertation Advisement and/or Oral Defense			0	Students do not need to take CCPJ 8900 a) if they are otherwise registered for at least three other points in a given semester or b) they are on internship.
HUDM412 2	<i>Probability</i>			3	Not a program requirement, a college requirement. Test out if possible.
HUDM 5122	Applied Regression Analysis			3	
HUDM 6122, HUDM 5123, or	Multivariate Analysis I <u>OR</u> Linear Models and Experimental Design <u>OR</u> Latent Structure Analysis			3	

HUDM 6055					
TOTAL				16-19	

Required Practica/Internship Training

Course #	Course Title	Semesters Taken	Grade	Points	Notes
CCPJ 6330	<i>Basic Doctoral Practicum I</i>			0	
CCPJ 6330	Basic Doctoral Practicum I			4	
CCPJ 6360	Basic Doctoral Practicum II			4	
CCPJ 6364	Basic Doctoral Practicum III			4	
CCPJ 6350	Externship in Counseling Psychology			0	
CCPJ 6460	Internship			0	
TOTAL				12	

Electives

Course #	Course Title	Semesters Taken	Grade	Points	Notes
FINAL CREDIT TOTAL				90	

PETITION TO APPLY FOR "OFF-SITE" PRACTICUM OR EXTERNSHIP

This form is to be completed by Counseling Psychology Program doctoral students petitioning for eligibility to apply and participate in an offsite practicum or externship. Students should complete the form and submit it along with a copy of their transcript to the program secretary for subsequent consideration by the faculty. Upon approval, the Director of Training will notify the student, and only after this approval are students permitted to complete applications to offsite practicum or externship sites.

Petition for Practicum/Externship during Academic Term: _____

Name: _____ **Advisor:** _____

I am petitioning for (Please check one):

☐ Second Year Practicum
(CCPJ 6360z)

☐ Third Year Practicum
(CCPJ5364z)

☐ Externship
(CCPJ N/A350)

I confirm my satisfactory completion of all the following requirements (please fill in the academic term of completion or write "in progress" if you are currently enrolled in the course).

Previous practicum experience:

_____ CCPJ 6330 Practicum I
_____ CCPJ 6360 Practicum II
_____ CCPJ 5364 Practicum III
_____ CCPJ Externship

Indication of good standing (please initial):

_____ All coursework complete to date; no incompletes
_____ All courses passed with a B or above
_____ No suspension of good standing via evaluation or doctoral student review

Please list the sites to which you intend to apply by rank order:

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

- 1) Please print out and attach a copy of your transcript with this form
- 2) Please provide updates if the list or ranking changes
- 3) Once you have accepted a placement, you'll need to submit a description (hours, kinds of clients, supervisory arrangements, etc.) of the site

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Training Director's initials: _____ **Approved**
_____ **Not Approved**

PETITION TO APPLY FOR INTERNSHIP

This form is completed by Counseling Psychology Program doctoral students petitioning to be eligible to apply and participate in the pre-doctoral internship match in the current academic year. Please include an (1) unofficial transcript (can download from online) and (2) completed program planner (Appendix A in Doctoral Handbook) when submitting this form. You should indicate when each curricular requirement was completed on the submitted program planner.

Academic Year: _____ **Name:** _____

Advisor: _____

I am petitioning the program and faculty to apply for the pre-doctoral internship match this academic year. I confirm the satisfactory completion of all the following requirements (please initial):

Curricular requirements:

_____ All required program coursework
_____ All required program practicums and externships
_____ RCP completed (Semester/Year: _____)
_____ Comprehensive Exam passed (Semester/Year: _____)
_____ Dissertation Proposal, or Proposal has been approved by advisor
(Proposal Meeting Date: _____)

Good standing:

_____ No incomplete grades
_____ No grades below a B

Please supply your **total APPIC-eligible doctoral practicum/externship hours** to November 1st of this year (intervention and assessment hours must sum to at least 450):

Total Intervention Hours:

Total Assessment Hours:

Total Supervision Hours:

Terminal masters hours (if applicable):

Total Intervention Hours:

Total Assessment Hours:

Total Supervision Hours:

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Director of Training Signature: _____ **Date:** _____

Petition: _____ Approved _____ Not Approved

RESEARCH COMPETENCY PORTFOLIO SUBMISSION RECORD

Did it ✓	Portfolio Element	Semester/Date	Attachments (in this order)	Attached it ✓
	Took Review of Research		Transcript with item highlighted	
	Registration for Research Team credits every Fall/Spring		Transcript with item highlighted	
	ORLJ 5040 or CCPX 5533		Transcript with item highlighted	
	HUDM 5122: Applied regression		Transcript with item highlighted	
	HUDM 6122 Multivariate or HUDM 5123 Linear Models or HUDM 6055 Latent Structures (please circle the one you took)		Transcript with item highlighted	
	A) Independent Research Competency Project		Copy of RCP with approval signatures	
	OR			
	B) 1. Scholarly written work of publishable quality Title:		Copy of article, book chapter, or manuscript of publishable quality	
	<i>If you aren't the first author on B1, you must submit the Advisor/First Author Verification Form along with it</i>			
	And			
	B) 2. Empirical project (If the written work is the report of an empirical project, the same product may fulfill both B1 and B2) Title:		Copy of article, book chapter, manuscript, or abstract and PPT slides for poster or conference presentation	
	<i>If you aren't the first author on B2, you must submit the Advisor/First Author Verification Form along with it</i>			

Student's name: _____

Student's signature & date:

Advisor's name: _____

Advisor's signature & date:

RESEARCH COMPETENCY PORTFOLIO ADVISOR/FIRST AUTHOR VERIFICATION

TO BE COMPLETED BY STUDENT:

Student's Name: _____

Advisor's/First Author's Name
and Title: _____

Advisor's/First Author's

☐

☐

Institution: _____

TC

Other: _____

Bibliographic information for this presentation or manuscript:

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

TO BE COMPLETED BY ADVISOR/FIRST AUTHOR:

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

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

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

_____ *Significantly contributed to a published or "in press" book chapter.*

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

_____ *Significantly contributed to conceptualization and design of research study.*

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

_____ *Significantly contributed to participant recruitment.*

_____ *Significantly contributed to data collection.*

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

_____ *Significantly contributed to interpretation of data or results.*

_____ *Significantly contributed to search and review of literature.*

_____ *Significantly contributed to writing of manuscript.*

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

Advisor's/First Author's Signature

Date

CLINICAL LEARNING AGREEMENT
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY
PROGRAM IN COUNSELING PSYCHOLOGY

Student Name: _____
Site: _____
Dates of Placement: _____
Site Supervisor Name: _____
Site Supervisor Degree: _____
Address, email, and Telephone Number of Supervisor: _____

Clinical training experience:

- ☐ Basic Practicum (CCPJ 6630AB) ☐ Second Year Practicum (CCPJ 6630z) ☐ Third Year Practicum (CCPJ5364z) ☐ Externship (CCPJ 6350)
- ☐ Other (Please specify) _____

Purpose, Goals and Objectives of Supervision

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

Duties and Responsibilities:

- The primary responsibility of both the supervisor and supervisee is the welfare of the client.

- The supervisor and supervisee will be alert to the possibility of their dual relationships and the effect on the supervisory relationship. The supervisor and supervisee will behave ethically should dual relationships arise.

Methods of Evaluation:

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

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

Procedural Considerations:

- In the event of an emergency, supervisee should contact the supervisor, and follow policies and procedures of the placement site.
 - Please note that regular supervision should be in-person, but remote supervision (e.g., phone calls, HIPAA-compliant video conferencing) may be used in emergency situations.
- Other procedural considerations:

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

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Individual Psychotherapy | <input type="checkbox"/> Couples Therapy | <input type="checkbox"/> Consultation | <input type="checkbox"/> Administrative tasks |
| <input type="checkbox"/> Group counseling | <input type="checkbox"/> Family Therapy | <input type="checkbox"/> Child/ Adolescent Therapy | <input type="checkbox"/> Report writing |
| <input type="checkbox"/> Career counseling | <input type="checkbox"/> Testing/Assessment | <input type="checkbox"/> Consultation | <input type="checkbox"/> Case Presentations/ Attending Meetings |

Other (Please Specify): _____

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

Signatures

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

Site Supervisor

Student

Director of Training

Name

Name

Name

Date

Date

Date

Signature

Signature

Signature

CLINICAL EVALUATION
Teachers College, Columbia University

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

Semester (Fall, Spring, or Summer) and

Year: _____

To The Supervisor:

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

To Be Completed By The Student/Extern:

Name of student/extern: _____

Name of supervisor and Title: _____

Placement Site: _____

Telephone Number: _____

Number of days/hours per week: _____

Clinical Experience (Please check one):

☐ First Year Practicum ☐ Second Year Practicum ☐ Third Year Practicum ☐ Externship

Evaluation Period (Please check one):

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

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

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

1	2	3	4	5	N/A
---	---	---	---	---	-----

Significantly Below Expected Competency	Below Expected Competency	Meets Expected Competency	Above Expected Competency	Significantly Above Expected Competency	Not Applicable
--	---------------------------------	---------------------------------	---------------------------------	--	-------------------

CLINICAL RELATIONSHIPS/INTERPERSONAL SKILLS

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

SUPERVISION

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

PSYCHOLOGICAL ASSESSMENT SKILLS

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

INTERVENTION AND CASE CONCEPTUALIZATION SKILLS

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

ETHICS

Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules,				1	2	3 4
5 N/A						
regulations and case law relevant to the practice of psychology.						

Ability to recognize and analyze ethical and legal issues in clinical settings.	1	2	3	4
5 N/A				
Ability to recognize and understand the ethical dimensions/features of her/his own attitudes and	1	2	3	4
5 N/A				
practice in the clinical setting.				
Ability to seek appropriate information and consultation when faced with ethical issues.	1	2	3	4
5 N/A				

1	2	3	4	5	N/A
Significantly Below Expected Competency	Below Expected Competency	Meets Expected Competency	Above Expected Competency	Significantly Above Expected Competency	Not Applicable

PRACTICAL SKILLS TO MAINTAIN EFFECTIVE CLINICAL PRACTICE

Timeliness: completing professional tasks in allotted/appropriate time	1	2	3	4	5	N/A
5 N/A						
Developing an organized, disciplined approach to writing and maintaining notes and records.	1	2	3	4	5	N/A
Negotiating/managing fees and payments.	1	2	3	4	5	N/A
Organizing and presenting case material; preparing professional reports	1	2	3	4	5	N/A
How to self-identify personal distress, particularly as it relates to clinical work.	1	2	3	4	5	N/A
5 N/A						
How to seek and use resources that support healthy functioning when experiencing personal distress.	1	2	3	4	5	N/A
5 N/A						
Organizing one's day, including time for notes and records, rest and recovery etc.	1	2	3	4	5	N/A

PROFESSIONAL DEVELOPMENT COMPETENCIES

Critical thinking and analysis.	1	2	3	4	5	N/A
Using professional resources to promote effective practice	1	2	3	4	5	N/A
5 N/A						
Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	1	2	3	4	5	N/A
Time management.	1	2	3	4	5	N/A
Self-awareness, understanding, and reflection.	1	2	3	4	5	N/A
Self-care.	1	2	3	4	5	N/A
Awareness of personal identity (e.g., relative to individual and cultural differences).	1	2	3	4	5	N/A
Awareness of one's own beliefs/ values as they relate to and impact professional practice.	1	2	3	4	5	N/A
5 N/A						
Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	1	2	3	4	5	N/A
5 N/A						
Willingness to acknowledge and correct errors.	1	2	3	4	5	N/A
Ability to create and conduct an effective presentation.	1	2	3	4	5	N/A
5 N/A						

MULTICULTURAL COUNSELING COMPETENCY

Developed knowledge base for working with diverse clientele between and within diverse racial, cultural, and linguistic groups	1	2	3	4	5	N/A
Demonstrated understanding of professional roles in social justice and advocacy.	1	2	3	4	5	N/A
5 N/A						
Demonstrated cultural self-awareness of institutional and social barriers.	1	2	3	4	5	N/A
Demonstrated understanding the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination that are detrimental to client growth.	1	2	3	4	5	N/A
5 N/A						

Become culturally aware of own values, biases and assumptions about human behavior and their impact on others.	1	2	3	4
5 N/A				
Demonstrated understanding of theories of multicultural counseling, identity development, and multicultural competencies.	1	2	3	4
5 N/A				
Demonstrated understanding of the importance of clinical assessment across diverse groups	1	2	3	
4 5 N/A				
Demonstrated implementation of culturally appropriate and effective intervention strategies in working with culturally different clients.	1	2	3	4
5 N/A				
Developed skills toward analysis and intervention at the systems level.	1	2	3	4 5 N/A
Demonstrated understanding of ethical and legal considerations of multicultural counseling.	1	2	3	4
5 N/A				
Demonstrated knowledge about the nature and impact of diversity in different clinical situations.	1	2	3	4
5 N/A				
Demonstrated ability to work effectively with diverse clients.	1	2	3	
4 5 N/A				

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

Please comment on any ratings of '2' or below:

Other comments about strengths/areas of growth:

Please attach additional sheets of paper as needed.

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

Supervisee's Signature

Supervisor's Signature and Degree

Date

Date

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

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

SITE, SUPERVISOR, AND SELF EVALUATION FORM

NAME:

SUPERVISOR:

SEMESTER/YEAR:

TOTAL HOURS ON SITE:

SITE:

DIRECT CLIENT HOURS:

Course level: • Prac 1 • Prac 2 • Prac 3 • Externship • Internship

Please evaluate the following characteristics of the **Site**.

		Strongly Disagree			Strongly Agree	
1. The site furthered my efforts to achieve my professional goals.	N/A	1	2	3	4	5
2. The site provided the kinds of clients and client problems that I wanted to experience.						
3. I was provided the physical facilities and materials to be successful in my practicum.						
4. My experiences furthered my skills in conducting therapy.						
5. My experiences furthered my skills in conducting psychological assessments.						
6. My experiences at this site furthered my supervisory skills.						
7. My experiences furthered my skills in working with diverse clients.						

Please provide additional narrative comments below about your experiences at this site for the current term:

Please evaluate the following characteristics of your **Supervisor**.

		Strongly Disagree			Strongly Agree	
1. My supervisor helped me to assess my own counseling behavior.	N/A	1	2	3	4	5
2. I perceived a match between my theoretical orientation and my supervisor's orientation.						
3. I felt comfortable discussing difficult client issues with my supervisor.						

4. My supervisor seemed prepared for our meetings.						
5. My supervisor was available when I needed to consult with them outside of regularly scheduled supervision.						
6. My supervisor helped me to accomplish the goals I had set for myself at this site.						
7. My supervisor respected my identities and culture.						
8. My supervisor helped me conceptualize client dynamics.						
9. My supervisor helped me to examine my own reactions to clients.						
10. My supervisor taught me to set meaningful clinical goals.						
11. My supervisor helped me to learn how to provide counseling services to culturally different persons.						
12. My supervisor helped me to develop new skills and interventions.						

Please provide additional narrative comments below about your experiences with your supervisor.

Please evaluate the following characteristics about **Yourself**:

		Poor		Average	Good	
1. Knowledge of facilitative skills (warmth, empathy, genuineness, concreteness).	N/A	1	2	3	4	5
2. Ability to apply facilitative skills.						
3. Ability to facilitate client self exploration.						
4. Ability to recognize and handle positive affect.						
5. Ability to recognize and handle negative affect.						
6. Ability to begin and end the sessions.						
7. Ability to establish continuity across sessions.						
8. Awareness of meaningful client data						
9. Ability to discriminate meaningful from irrelevant client data.						
10. Ability to formulate goals for counseling.						
11. Ability to organize case material.						

12. Ability to analyze client-counselor interactions.						
13. Ability to formulate a clinical hypothesis.						
14. Ability to complete clinical documentation in a timely manner.						
15. Ability to administer psychological assessments.						
16. Ability to interpret results of psychological tests.						
17. Ability to work with clients possessing a different cultural background or identity than your own.						

Please provide additional narrative comments below about your development as a counseling psychologist this semester.

TRAINEE SIGNATURE/DATE

SUPERVISOR SIGNATURE/DATE

HOURS TRACKING LOG

STUDENT NAME:

CIRCLE ONE: MIDTERM FINAL

COURSE	Prac 1	Prac 2	Prac 3	Externship	Other	TOTALS
NAME OF SITE						
Semester/year*						
1. Intervention Experience						
a. Individual Therapy						
Older Adults (65+)						
Adults (18-64)						
Adolescents (13-17)						
School-Age (6-12)						
Pre-School Age (3-5)						
Infants/Toddlers (0-2)						
b. Career Counseling						
Adults						
Adolescents						
c. Group Counseling						
Adults						
Adolescents (13-17)						
Children (12 and under)						
d. Family Therapy						
e. Couples Therapy						
f. School Counseling Interventions						
1. Consultation						
2. Direct Intervention						
3. Other						
g. Other Psychological Interventions						
1. Sports Psych/Perf. Enhancement						
2. Medical/Health-Related						
3. Intake Interview/Structured Interview						
4. Substance Abuse Interventions						
5. Consultation						
6. Other Interventions (e.g., tx planning w/ patient)						
h. Other Psych Experience with Students and/or Organ.						
1. Supervision of other students						
2. Program Development/Outreach Programming						
3. Outcome Assessment of programs or projects						
4. Systems Interv./Org. Consult/Perf. Improvement						
5. Other (specify)						

TOTAL INTERVENTION HOURS 1(a-h)						
2. Psychological Assessment Experience						
1. Psychodiagnostic test administration						
2. Neuropsych Assessment						
3. Other (specify)						
TOTAL ASSESSMENT HOURS						
3. Supervision Received						
a. Individual Supervision by Licensed Psychologist						
b. Group Supervision by Licensed Psychologist						
c. Indiv. Sup. by Licensed Allied Ment. Health Professional						
d. Group Sup. by Licensed Allied Ment. Health Professional						
e. Other Superv. (e.g., advanced grad student) - Indiv.						
f. Other Superv. (e.g., advanced grad student) - Group						
TOTAL SUPERVISION HOURS - INDIVIDUAL						
TOTAL SUPERVISION HOURS - GROUP						
4. Support Activities**						
TOTAL SUPPORT ACTIVITIES						

TOTAL INTERVENTION: _____ TOTAL ASSESSMENT: _____ TOTAL
SUPERVISION: _____

Site Supervisor Signature: _____ Date: _____

Name (printed): _____

Academic Advisor Signature: _____ Date: _____

Name (printed): _____

Student Signature: _____ Date: _____

Name (printed): _____

DCT Signature: _____ Date: _____

Name (printed): _____

* You must complete this form *twice* per practicum/externship, once at midterms and once at the end of your experience. At midterms, you will report hours for the first half of your time at the site. For the final report, you will add all hours accrued at that site. When you apply to internship, you will complete this entire form using total hours for all clinical experiences. You must complete this form to receive grades for practicum/externship or be verified to apply for internship. For practicum/externship, this form must be signed and verified by your site supervisor.

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

DOCTORAL COMPREHENSIVE EXAMINATION RUBRIC

Question # X Student Identifier X	<ul style="list-style-type: none"> Each grader independently assesses the essays they are provided. Evaluators rate each dimension of the essay on the scale provided 0-3 (no half-points), with a possible range of 0 to 12 points. A "Passing" score is a total of 8 points out of 12 <i>without zeros (unsatisfactory) on any of the four dimensions.</i> Students who receive a total of 8 points out of 12 but have one unsatisfactory rating are allowed to redo that response using their grader's feedback. Students who earn a "Failing" grade (7 or lower) on one or two essays will be allowed to redo those essays using their grader's feedback. Students who earn three scores of 7 or lower have automatically failed the comprehensive exam. Students who fail the comprehensive exam will be allowed to take it again the following academic year. If they do not pass it the second time, they will be dismissed from the program. 				
Dimension	0 Unsatisfactory	1 Marginal	2 Satisfactory	3 Exceptional	Rating
Completeness of Answer	Response demonstrates little or no understanding of the question. Information is missing and substantial parts of the question are not answered fully.	Response demonstrates some basic understanding of the question, but is incomplete. Some information is missing and a few parts of the question are not answered fully.	Response demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.	Response demonstrates thorough understanding of the question. Response goes beyond factual information demonstrating nuanced understanding of the question. All parts of the question are thoroughly answered.	X
Evidence of Background Knowledge and Integration of Theory and Practice	No or very little integration of theory and practice is present. No or very little evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is strong. Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge.	X
Citations of Relevant Research	Citations are not relevant or present.	Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the response are unsupported and/or incorrectly cited.	Citation information is evident and accurate for key issues or for portions of the response, but citation is not always complete.	Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice throughout the response.	X
Quality of Writing and APA Style Formatting for	Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There are	Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There	Response is free of most errors in grammar, usage, and mechanics so that the reader is minimally distracted from the	Response is free of errors in grammar, usage, and mechanics that would distract the reader from the content.	X

Student Paper	significant errors in APA style formatting. There is no or little organization in the response.	are significant errors in APA style formatting. There is limited organization in the response.	content. There are some errors in APA style formatting. The response is well organized.	There are no errors in APA style formatting. Clear organization is obvious.	
Evaluator Comments	Write comments here...				TOTAL X

REGULATORY INFORMATION & APA TRAINING REQUIREMENTS

PREPARING PROFESSIONAL PSYCHOLOGISTS TO SERVE A DIVERSE PUBLIC

This statement was developed by the Education Directorate's Working Group on Restrictions Affecting Diversity Training in Graduate Education, and approved by the Board of Educational Affairs in March 2013.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees' worldviews, beliefs or religious values interact with and even impede the provision of competent professional services to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injuriouly interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees' worldviews, beliefs or religious values and professional psychology's commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

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

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief- related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees' sincerely held

beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers focus on the trainees' development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus, trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

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

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

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

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

Find this article at:

<http://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.aspx>

Signature Requirement

I have read and agree to abide by the Statement above.

Student name: _____

Student signature:

_____ Date: _____

DISCIPLINE-SPECIFIC KNOWLEDGE

APA Commission on Accreditation (November 2015)

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

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

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

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

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

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

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 1 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in these content areas can be acquired in either of two ways: 1) a discreet educational learning experience that integrates at least two basic content areas; or 2) an educational experience that provides basic coverage in two areas and integration across those two areas.
- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation.
- Quantitative Methods, including topics such as mathematical modeling and statistical analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

PROFESSION-WIDE COMPETENCIES

APA Commission on Accreditation (October 2015)

I. Research

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

Doctoral students are expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation.

II. Ethical and legal standards

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

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

III. Individual and cultural diversity

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

Doctoral students are expected to demonstrate:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;

- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- The requisite knowledge base and the ability to articulate an approach to working effectively with diverse individuals and groups, and to apply this approach effectively in their professional work.

IV. Professional values and attitudes

Doctoral students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

V. Communication and interpersonal skills

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

Doctoral students are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

VI. Assessment

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

Doctoral students are expected to demonstrate the following competencies:

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. Intervention

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

Doctoral students are expected to demonstrate the ability to:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision

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

IX. Consultation and interprofessional/interdisciplinary skills

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

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

THE COMPREHENSIVE EVALUATION OF STUDENT/TRAINEE COMPETENCE IN
PROFESSIONAL PSYCHOLOGY PROGRAMS³

I. Overview and Rationale

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

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

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

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

Principles for Accreditation of Programs in Professional Psychology, 2003; Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).

II. Policy

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

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

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

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