

Howard University
The School of Education
The Department of Human Development and
Psychoeducational Studies

Counseling Psychology Ph.D. Program
Doctoral Student Handbook



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Preface

All students are expected to comply with Howard University's Student Code of Conduct found in the Howard University Student Handbook (hereafter referred to as the *H-Book*; (<https://www2.howard.edu/sites/default/files/H-Book.pdf>). Students are deemed to have agreed to the Code and are required to adhere to the Code upon enrollment at the University. It is the responsibility of students in the Program to become acquainted with all provisions of the Code.

The Counseling Psychology Program at Howard University is housed in the Department of Human Development and Psychoeducational Studies, within the School of Education, but is administered by the Graduate School. The *Graduate School Rules and Regulations* can be found here: <https://gs.howard.edu/students/rules-and-regulations>. It is the official governing document that guides students throughout their tenure in the Counseling Psychology Program. Additionally, students are expected to be familiar with the School of Education's *Academic Policies and Procedures Manual*, <https://education.howard.edu/student-life>.

The *Counseling Psychology Handbook* (hereafter referred to as the *Handbook*) has been prepared to serve as a general reference to students enrolled in the Howard University Counseling Psychology Doctor of Philosophy Program. The information contained in this *Handbook* will provide students with information regarding requirements, procedures, and policies of the Ph.D. Program in Counseling Psychology at Howard University.

The *Handbook* applies to current counseling psychology students under the curriculum in effect as of 2017 for their program of study. Students should retain a copy of the *Handbook* issued in their year of doctoral admission, as it contains the policies and procedures which govern the student's doctoral studies. When policies change in the Graduate School, the School of Education or Howard University, the most current version of the *Handbook* will reflect these changes. Students requiring information beyond what is presented in this publication should contact their advisor, the Counseling Psychology Training Director, or the Department Chairperson.

Counseling Psychology Program Website:

<https://education.howard.edu/programs/phd-counseling-psychology>

Overview of the Ph.D. Program in Counseling Psychology

Introduction

Welcome to the doctoral program in counseling psychology at Howard University! We look forward to working with you during your training as a health service counseling psychologist and we are confident in the skills and education you will gain as well as the many contributions you will bring to the field. Our Doctor of Philosophy (Ph.D.) Degree in Counseling Psychology program, is housed within the Department of Human Development and Psychoeducational Studies (HD PES). It is an APA-accredited program designed to train professional psychologists in the Scientist-Practitioner model consistent with APA-accreditation guidelines. The Program embodies a balanced training experience in the science of psychology, theoretical foundations, application of therapeutic skills, and research, and thus prepares skilled health service counseling psychologists to function successfully in a variety of professional settings with diverse populations. The faculty in the Program are committed to educating and training qualified students of all backgrounds to fulfill the many responsibilities inherent to the role of a health service counseling psychologist, including, for instance, supervision, psychotherapy, program development and evaluation, consultation, teaching and training, and research.

Background

In 1982 the Doctor of Philosophy in Counseling Psychology Program was approved by the Howard University Board of Trustees. The first four students were admitted in the fall semester of that same year. The Program was first accredited by the American Psychological Association in September, 2002. The Program was re-accredited in spring 2006, spring 2013, and summer 2019. Additional information regarding accreditation can be obtained from the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002-4242, (202) 336-5979.

Program Philosophy

The Program embraces the Scientist-Practitioner model and embodies a balanced training experience in the scientific and theoretical foundations of psychology and in applications of practice skills and research. The Program encourages a hypothesis-testing approach toward obtaining and evaluating information and it encourages the examination of empirical literature related to planning and evaluating interventions that focus on prevention or remediation of problems. The Program emphasizes prevention of psychological problems, the teaching of effective coping skills (to prevent problems), and the development of effective problem-resolution skills to remediate negative coping behaviors.

The mission of the Program is to educate and train health service counseling psychology students using a Scientist-Practitioner philosophy who are committed to working with underserved populations. We are committed to recruiting and retaining students and faculty from diverse background who seek to create and apply evidence-based practices and interventions within local, national, and international communities.

We encourage students to identify and use prevention and intervention strategies that focus on the optimum strengths of each client. The Program emphasizes theory, research, knowledge, experiences and concerns focused on a broad spectrum of diversity (e.g., race, gender, culture, class, sexual orientation, socio-economic differences, and disability), specifically as related to individuals in urban communities.

Program Training Aims, Objectives and Competencies

Aim #1: Train entry-level health service counseling psychologist

Objective 1: Provide training and experiential opportunities that facilitate the learning and mastery of domain-specific knowledge

Competencies:

- 1A1. Students will demonstrate knowledge of how biological, affective, cognitive, social, and human development impact mental health and wellness.
- 1A2. Students will integrate biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions, and other professional practices of health service counseling psychologists.
- 1A3. Students will demonstrate knowledge of the history of psychology and counseling psychology.
- 1A4. Students will demonstrate knowledge of quantitative and research methods and psychometrics.
- 1A5. Students will demonstrate knowledge of vocational theory and skills in conducting vocational assessment (program-specific goal).

Objective 2: Provide training and experiential opportunities that facilitate the learning and demonstration of profession-wide competencies

Competencies:

- 2A1. Students will demonstrate knowledge of research, ethical and legal standards, and individual and cultural diversity in coursework and training opportunities.
- 2A2. Students will demonstrate communication and interpersonal skills and professional values and attitudes of an emerging health service counseling psychologist in coursework and training opportunities.
- 2A3. Students will demonstrate assessment, intervention, supervision, and consultation (interdisciplinary) skills in coursework and training opportunities.

2A4. Graduates will engage in health service counseling psychology professional activities in their employment and post-graduate training activities.

Aim #2: To prepare entry-level health service counseling psychologists who are prepared to and committed to working with underserved populations

Objective 3: Provide training and experiential opportunities that facilitate learning about and demonstration of skills working with underserved populations

Competencies:

3A1. Students will demonstrate knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals, groups, and organizations.

3A2. Students will demonstrate knowledge of multicultural counseling theories and theories of African psychology in coursework and training opportunities.

3A3. Students will demonstrate knowledge of and commitment to underserved populations in their professional development, coursework, training, and experiential opportunities.

3A4. Students will demonstrate a commitment to social justice and advocacy in their professional development and experiential opportunities.

3A5. Graduates will engage with underserved populations in their employment and post-graduate training activities.

Full-time core faculty as of 2018-2019

Shareefah N. Al'Uqdah, Ph.D., Howard University, Associate Professor;

Urban mental health; community violence, parenting issues, mental health and physical health outcomes/disparities; PTSD, Depression; and counseling Muslim clients. Dr. Al'Uqdah is currently the Director of Training.

Gizelle V. Carr, Ph.D., Howard University, Assistant Professor; Xenophobia for immigrants of color, intersectionality & feminist psychology, qualitative research, mental health and assessment of girls in the juvenile justice system, therapeutic jurisprudence.

Angela D. Ferguson, Ph.D., University of Maryland-College Park, Associate Professor; Intersections of identity from a racial, gender, and sexual orientation perspective; multiple forms of oppression and self-concept/psychological well-being; cross-cultural resilience factors in the process of recovery from traumatic injury; women's leadership styles.

Ivory A. Toldson, Ph.D., Temple University, Full Professor; Co-occurring disorders, criminal and police psychology, urban issues in counseling, African American men in the criminal justice system, and psychometric assessment.

Kamilah M. Woodson, Ph.D., California School of Professional Psychology-Los Angeles, Full Professor; Health-related risk behaviors (substance abuse & risky sexual behaviors), exposure to violence; mental health disparities, and issues related to internalized racism (as a function of hair texture and skin color).

Note: *Faculty members from the Human Development and Psychoeducational Studies Department, Department of Psychology, and adjunct professors teach required and elective courses in the Program. Faculty in the Department of Human Development and Psychoeducational Studies sometimes advise dissertations and serve on dissertation committees. Psychologists from the Howard University Counseling Center are sometimes involved in the supervision of field training in both individual and group counseling and psychotherapy.*

RECRUITMENT, ADMISSIONS, RESIDENCY, REGISTRATION AND ENROLLMENT

Recruitment

The program is committed to recruiting diverse students who represent all aspects of diversity. We actively seek students who are interested in becoming counseling psychologists who advance the ideals of social justice, multicultural competence, and the profession of counseling psychology.

Admission

The program is committed to providing training to all students, including those from diverse backgrounds.

Applications are reviewed once a year for Fall admission to the program. Applicants must submit all credentials, along with their scores on the Graduate Record Examination Aptitude Test by **December 1st**. Application guidelines and other required admission information are available from the Graduate School (<http://www.gs.howard.edu>). It is the responsibility of the applicant to ensure that all admissions materials are received by the Graduate School prior to the December deadline. Admission to the doctoral program requires acceptance to the Graduate School of Arts and Sciences (GSAS).

We offer early review of applicants who would like to be considered for the Douglass Fellowship and McNair fellowship (www.gs.howard.edu). Early admission applications must be received by November 1st.

Residency

The Counseling Program is designed to be completed in five years. Students must enroll in four full academic years of graduate study plus a fifth year of internship prior to receiving the doctoral degree. Students must be enrolled at Howard University in the Counseling Psychology program for all four years; and they must be in full-time residence for at least three years throughout their matriculation. Our program is an onsite program; thus, students are required to attend classes on the campus of Howard University.

A minimum of six (6) credit hours per semester constitutes full-time residency. A student must be in residence in the Graduate School for at least four (4) semesters in order to be recommended for a degree. Credits transferred from other accredited graduate institutions may not be used to meet the residency requirement.

Registration

Students must register for classes during the registration period and follow procedures for registration as outlined in the *Student Reference Manual and Directory of Classes*

(<http://www.howard.edu/enrollment/registration>). Prior to registering for courses, students must obtain an alternate pin number from either their academic advisor or the Director of Training. After receiving the alternate pin number, students may enroll for classes during the pending semester, online, through BisonWeb (<http://www.howard.edu/bisonweb>). Students should meet with their academic advisor during the pre-registration period to ensure that they are meeting program curriculum requirements and objectives.

Enrollment

Students in the Counseling Psychology program are expected to maintain full-time enrollment throughout their first four years in the program. Students must be continuously enrolled every fall and spring semester of the academic year until such time as the degree is conferred unless students have requested a temporary leave for personal or professional reasons. Students who discontinue enrollment must apply for readmission to the University and will be subject to the admissions requirements in effect at the time the application is submitted.

Non-Discrimination Policy

The Counseling Psychology program of Howard University does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of faculty, selection and admission of students, hiring of vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our faculty, students, volunteers, practicum sites, vendors, and partners.

Students' Rights and Responsibilities

Student's Rights and Responsibilities are described in the H-Book which is located here: <https://www2.howard.edu/sites/default/files/H-Book.pdf>. In the 2017-2018 version the rights and responsibilities are listed on page 102.

Academic Advising and Overview of Course Policies

Advisor Selection

After an offer of admission by the Graduate School, students are assigned to an academic faculty advisor based on their stated research interest and/or faculty availability. Advisors provide academic advisement, professional mentorship, monitor their program matriculation (and academic plan of courses and program curriculum requirements), and assist students with other matters related to their progress in the doctoral program. The academic advisor is indicated in the welcome letter from the Human Development and Psychoeducational Studies (HDPES) Department Chairperson.

Students should plan to meet with their advisor frequently to discuss research and publication goals, academic goals, and other professional development activities. Students should also keep their advisor informed of personal challenges that may interfere with their doctoral pursuit.

Oftentimes, a student's academic advisor also serves as the student's research advisor, although this is not always the case. Students may have an academic advisor *and* a different research advisor. Students are encouraged to become acquainted with the research interests of counseling psychology *and* other HDPES faculty and choose a research advisor who is a good match with the student's research interests. All students who select a research advisor that is different than the one initially assigned must complete and submit a Change of Advisor form to the Training Director (see Appendix A for a copy of the Change of Advisor).

Course Requirements

Students are expected to complete a minimum of 102 graduate credits (inclusive of dissertation credits) for the degree. They are expected to progress full time toward the degree. Students are expected to maintain a cumulative grade point average of 3.0 (B) or above throughout their tenure in the program; students are permitted only two grades below a B-, and will be dismissed from the program after a third grade below B-. A student who falls below 3.0 GPA will be given notice by the Graduate School that he/she must raise his/her grade point average to 3.0 in the next two terms in residence. Students failing to raise their grade point average will be dismissed from the Graduate School.

Transfer of Credits

The Counseling Psychology Program at Howard University does not accept transfer courses to the doctoral program. Students may request a *waiver* of a course in the doctoral program if an equivalent course was completed at another accredited institution. The program will waive up to two (2) courses (maximum of 6 credits) from the Ph.D. program course load under the following conditions:

- a) the course(s) was completed at an accredited institution,
- b) the course was taken within the past five years,
- c) the student earned a grade of B or better in the course,
- d) the course was applicable to a graduate degree at the institution where it was taken, and
- e) the proposed course adequately addresses the similar learning objectives and competencies as the required course in the Doctoral Counseling Psychology Program curriculum. It is the responsibility of the candidate to show that the course is equivalent in scope and depth to the one for which a waiver is requested.

To request a course waiver based on prior training, students must submit a Request for Transfer of Credit form that is located on the graduate school website ([Link](#)), along with the relevant official transcript(s), and course syllabi pertaining to the proposed alternative course. NOTE: **Waiving a course does not grant credit toward any**

degree. Students who waive a course must replace it with an approved elective, as approved by their advisor and Training Director, to ensure they meet the minimum number of credit hours for the Ph.D. in Counseling Psychology. Requests for course waiver must reach the Training Director no later than the 1st week of the student's second semester in the program (i.e., Spring semester of the 1st year).

Students may take courses in one of the Washington, DC, member institutions that are a participant in the Metropolitan Area Consortium of Universities. Enrollment in a course within the Consortium must meet the conditions of the Consortium Program *and* Howard University guidelines (see Enrollment in Consortium Courses for further information).

Length of Time for Completion of the Ph.D. Degree

Students are expected to complete all Ph.D. program degree requirements within a maximum of seven (7) years from the date of initial registration in the program. After seven years, students must petition for readmission and may be readmitted only upon fulfillment of conditions recommended by the departmental Committee on Graduate Studies (e.g., demonstrated course viability, etc.) and (b) approval by the Executive Committee of the Graduate School, subject to the rules for readmission to the Graduate School in Article I, Section 7.

Course Viability

The Graduate School places limits on the recency of courses that can be counted toward the fulfillment of graduation requirements. Credit for courses pursued more than seven, but less than ten years prior to the term in which the student presents herself/himself for the final examination can be counted toward the fulfillment of degree requirements *only* if they are restored as described in the *Graduate School Rules and Regulations*, with the approval of both the department Committee on Graduate Studies and the Dean.

If a student has been granted a leave of absence (see *Graduate School Rules and Regulations*), the student must apply in writing to the departmental Graduate Studies Committee and the Dean for an exception to the foregoing limitations on course viability and course restoration.

Enrollment in Courses in the Metropolitan Area Consortium of Universities

The Howard University Doctoral Counseling Psychology Program is not administered through a consortium of Universities and Colleges. **However, students in our Program may enroll in a limited number of courses (maximum of 4 courses or 12 credit hours)** at other accredited Universities through the Washington Metropolitan Area Consortium of Universities, which is formal university-based, cooperative agreement designed to permit the sharing of academic resources by member institutions (refer to the *Howard University Handbook* for a listing of all universities participating in the consortium).

Students are allowed to enroll in Consortium courses for the following courses:

1. Social Psychology
2. History and Systems
3. Neuropsychology
4. Psychopharmacology

Students can only enroll in Consortium Universities that have APA-accredited Counseling or Clinical Psychology programs. Please review Appendix O for the consortium course application form.

Prior approval by the student's advisor is required for enrollment in consortium courses; as is the case for courses approved for course waivers, students must demonstrate that the course(s) requested through the consortium adequately addresses similar learning objectives and competencies as required in the Doctoral Counseling Psychology Program curriculum. Additional guidelines for enrollment in courses are governed by the university's policies and procedures (for more information, please visit: <http://registrar.georgetown.edu/registration/consortium/>). Students are advised to consult the Training Director and the Office of Enrollment Management regarding the university's policies, procedures, and guidelines for enrollment in courses in the consortium.

PROGRAM DOCTORAL TRAINING SEQUENCE








Program Requirements (2020)

READINESS FOR PRACTICUM & PRACTICUM (Year 1)			
FALL SEMESTER (15 Credits)		SPRING SEMESTER (14 Credits)	
603	Theories of Personality (3 cr)	446	Professional Ethics & Legal Issues in Psych (3 cr)
332	Cognitive Assessment I (3 cr)	400	Intermediate Statistics (3 cr)
201	Human Development (3 cr)	351	Advanced Psychopathology (3 cr)
442	Research Seminar in Counseling Psychology (1 cr)	442	Research Seminar in Counseling Psychology (1 cr)
340	Seminar in Counseling Psychology (3 cr)	344	Practicum (1 cr)
605	Clinical Interviewing/Micro-Counseling (2 cr)	432	Cog II: Culturally Competent Assessment (3 cr)
READINESS FOR INTERNSHIP (Year 2)			
FALL SEMESTER (15 Credits)		SPRING SEMESTER (15 Credits)	
500	Advanced Statistics (3 cr)	516	Cognitive Affective Basis of Behavior (3 cr)
490	Externship in Counseling Psychology (3 cr)	490	Externship in Counseling Psychology (3 cr)
447	Cultural Diversity 3 cr	428	Personality Assessment II (3 cr)
228	Personality Assessment I (3 cr)	602	Cognitive Behavioral Interventions and Evidence-based Therapies (2 cr)
600	Psychodynamic Interventions and Evidence based Therapies (2 cr)	502	Multivariate Analysis (3 cr)
442	Research Seminar in Counseling Psychology (1 cr)	442	Research Seminar in Counseling Psychology (1 cr)
Readiness for Internship (Year 3)			
FALL SEMESTER (12 Credits)		SPRING SEMESTER (10 Credits)	
455	Issues and Trends in Measurement	271	Psychopharmacology (3 cr)
444	Group Processes (3 cr)	490	Externship in Counseling Psychology (3 cr)
601	Evidence Based Systems Interventions and Therapies (2)	501	Design & Analysis of Research Projects (3 cr)

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	cr)		
490	Externship in Counseling Psychology (3 cr)	442	Research Seminar in Counseling Psychology
442	Research Seminar in Counseling Psychology		
<i>READINESS FOR INTERNSHIP (Year 4)</i>			
FALL SEMESTER (12 Credits)		SPRING SEMESTER (11 Credits)	
490	Externship in Counseling Psychology (3 cr)	490	Externship in Counseling Psychology (3 cr)
Psych 222	Social Psychology of Individual	540	Supervision/Consultation (3 cr)
Psych 223	Neuropsychology	604	Professional Roles (2 cr)
440	Vocational Theory (3 cr)	450	African/Black Psychology (3 cr)
<i>READINESS FOR PRACTICE (Year 5)</i>			
FALL SEMESTER (2 Credits)		SPRING SEMESTER (2 Credits)	
509	Dissertation Research (1 cr)	509	Dissertation Research (1 cr)
520	Internship in Counseling Psychology (1 cr)	520	Internship in Counseling Psychology (1 cr)

Flow Chart for the Ph.D. Degree in Counseling Psychology

1. **Admission** (GPA, letters of recommendation, GRE scores, and personal statement and interview).

2. **Provided with a “Doctoral Program of Study”** (upon entry). Students are expected to adhere to the curriculum scheme and matriculate through the program as a cohort, except where course(s) have been waived.

3. **Portfolio Review** (During the spring semester of each year while enrolled in the program). The portfolio review is conducted annually by the Counseling Psychology Doctoral Faculty to evaluate students’ adherence to program objectives and progress towards the degree.

4. **Comprehensive Examination** (a 12-hour examination over 2 days). The Doctoral Comprehensive Examination is taken after the completion of course work or near completion of coursework, typically in the 4th year of the program. Students should apply for the Comprehensive Examination on the proper form through their academic advisor (using the *Intent to Take the Preliminary / Comprehensive Examination* form; located <http://www.howard.edu/schooleducation/overview/dforms.html>).

5. **Dissertation Proposal** (approval of a proposal for dissertation research). A dissertation proposal is developed in conjunction with the student’s research advisor and three additional dissertation committee members. A fifth member (from outside the University) is assigned to the dissertation committee upon scheduling the Final Oral Examination of the dissertation. (Students must propose the dissertation before they are approved to apply for internship).

6. **Application for Admission to Candidacy**. Students can be admitted to candidacy after (a) completing major course work, (b) passing the Comprehensive Examination, (c) satisfying the Expository Writing Examination requirement, and (e) having the dissertation proposal approved.

7. **Internship**. A year-long internship at an APA-accredited facility.

8. **Dissertation Defense**. This is the Final Oral Examination of the dissertation research.

Counseling Psychology Clinical Training

The practice training sequence ensures Preparation for Practicum, Preparation for Internship, and Preparation for Practice. Practicum, externship, and the internship are required components of the Counseling Psychology Doctoral Program. The program requires students to participate in 4 and 1/2 years of formal clinical training. Students begin their clinical training as practicum students and are then required to complete 3 yearlong externship training experiences during their second, third and fourth years in the program. Students must be enrolled in the didactic-practica courses (HUDE 490) while placed at a clinical training site. Clinical training culminates into an APA accredited yearlong internship. (Students are directed to the Doctoral Counseling Psychology Program's *Clinical Training Handbook* for a more detailed description of the sequence, requirements, and procedures related to Clinical Training: Practicum, Externship, and Internship)

Practicum

During the second semester of their first year, students begin their first clinical training as a practicum student at the Howard University Counseling Service. Students are required to enroll in Practicum (HUDE 344) and complete 10 hours per week of supervised clinical experience at this site. This placement serves as an entry-level placement for first-year students and guides their clinical development. By the end of the practicum, students are expected to be able to conduct clinical interviews, have more refined micro-counseling skills and have developed a working understanding of clinical diagnoses. Students should consult with the Clinical Training Director when seeking externship sites for subsequent years. Once an externship site has been secured, students must register for the Externship class (HUDE 490) the following academic semester. The practicum will consist of intakes, supervision, and didactic experiences.

Externship

The externship experience is an essential part of students' training and is invaluable to the enhancement of necessary skills as a psychologist. Externship training is graded and sequential, and precedes the culminating internship experience; while placed at an externship site, students are required to enroll in the externship course (HUDE 490), at three distinct practice levels: Externship I, II, and III. During externship, students obtain 20 hours of experience per week during the Fall and Spring semesters of each year. Throughout the three years, students should earn a total of **1800** hours, with **900** hours of direct service experience and **300** hours of supervision. Other recommended extern activities include attending case conferences, writing reports, and maintaining current clinical notes. Students must also be enrolled in the didactic-practica courses (HUDE 490) while placed at a clinical training site.

Students are expected to gain different externship sites to increase the breadth of their clinical training. During Externship I students conduct therapy, and by the end of this training experience students are expected to demonstrate knowledge of evidence based theories, and the ability to conceptualize client diagnoses and engage the

intervention process. During Externship II, which occurs in the second year of practical training (year 3 of the program), students train at sites where they conduct assessment primarily. By the end of this training experience, students are expected to be able to administer, score, and interpret integrated comprehensive psychological assessments, understand the application of empirically-based clinical interventions, and demonstrate strong a knowledge of, and ability to, conceptualize clients from their preferred theoretical orientation. Externship III builds upon the previous training experience and upon completion, students are expected to be able to conduct clinical interviews, diagnose, conceptualize, demonstrate mastery of a theoretical orientation, and evaluate the efficacy of the interventions utilized. Students apply for internship while they are in Externship III.

The Counseling Psychology Doctoral Program has approved a variety of supervised externship sites in Virginia, DC, and Maryland, including such settings as community mental health centers, psychiatric hospitals, schools, university counseling centers, forensic settings, and chemical dependency treatment programs. The information for these sites is located in the Clinical Handbook.

The program requires that all externship supervision be conducted by a licensed psychologist. Students can receive supervision from other licensed professionals at their respective externship sites, but at least one hour of weekly scheduled supervision must be with a licensed psychologist.

Students are encouraged to record all clinical activities throughout their externship experiences electronically using Time2Track. This online service filters information directly into the APPIC application; thus, all categories are consistent with the APPIC application.

Students will also be required to report their annual hours in Taskstream. Faculty recommend that students complete their hours each semester. Hours will be reviewed during the portfolio meetings.

Internship

The Counseling Psychology Program requires completion of an APA-accredited internship. The internship is the capstone experience of professional education and training preparatory to the practice of psychology in health and human services. It is the culminating experience in the training of doctoral students in counseling psychology and is an intensive one-year period of supervised practice that follows the completion of all coursework and clinical training (with the exception of dissertation and internship courses).

Students typically apply for internships during the fall semester of their fourth year in the program and must apply only to APA-accredited internship sites. Students may not begin the psychology internship without obtaining candidate status.

The dissertation proposal (Chapters 1-3, References, and Appendices) must be

approved by the Dissertation Committee on or before October 10th or the student must withdraw from the internship application process. The student may not interview or enter the match without an approved dissertation proposal.

Prior to students submitting their rank ordered list of internship sites to the APPIC Match Program, they must be considered eligible and “ready” for internship by the Program Director. Students are considered eligible and ready to apply for internship if they: a) are in good standing, b) have successfully passed doctoral Comprehensive Examinations, c) have successfully proposed their dissertation proposal, and d) have been approved by the Counseling Psychology Faculty and Program Director.

Students are required to enroll in course credits (HUDE 520) during their internship year. Once an internship placement has been secured, students typically work at that placement for 40 hours per week.

Some students remain in the area (e.g., Howard University Counseling Services), while others have selected internships outside of the DC Metro area, including Massachusetts, Louisiana, and New York.

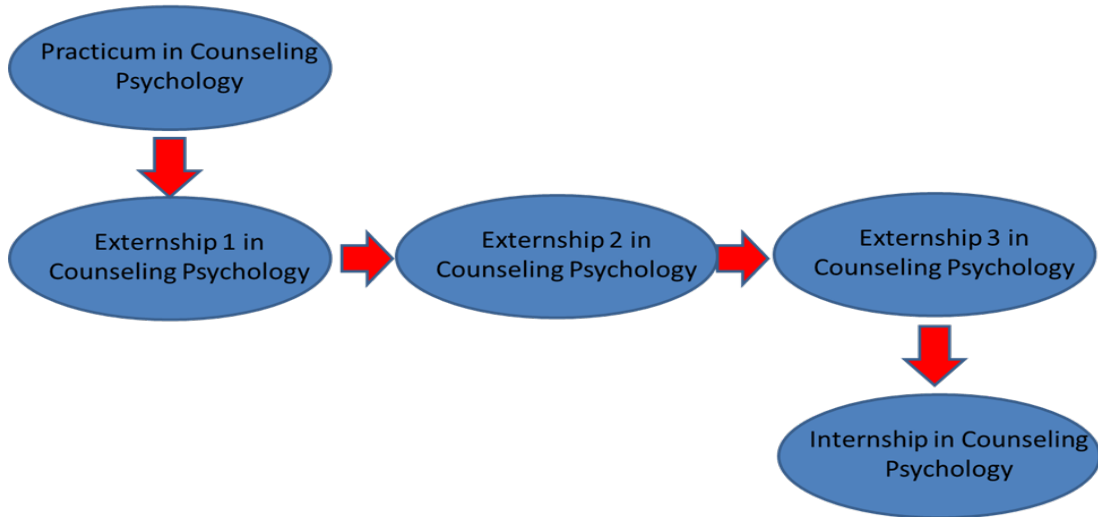
A potential internship site must be APA accredited and:

- a) Be a regularly publicized psychology internship program. It is preferable that the site be listed in the most up-to-date APPIC manual; or if it is a new site, it should be listed in a major publication such as the American Psychologist.
- b) Have acceptance of more than one intern each year.
- c) Have a designated Director of Training on site who is a licensed psychologist.
- d) Have a series of didactic training workshops or presentations
- e) Have the opportunity for interns to present cases.
- f) Be an internship program that is a full year (12 months) in length and provides a minimum of 2000 hours of total training. Further, it should meet the
- g) hour requirement for licensure in the state in which the site is located.

There are few reasons that students are allowed to attend a non-APA accredited site. Students who wish to apply to such sites, must be granted permission by the Director of Training. Such decisions are made on a case by case basis. Despite this all students must only apply to APA accredited internships during Phase 1 of the match.

Sequent of Clinical Training Flowchart

Sequence of Clinical Training Flowchart



STUDENT PERFORMANCE & EVALUATION

Overview

Students in the Doctoral Counseling Psychology Program are evaluated across multiple areas, using multiple assessment methods and processes, including: 1) an annual portfolio review process, which is designed to provide broad level progress monitoring of students meeting the training competencies; 2) an annual evaluation of clinical training, which is designed to provide a sequenced assessment of student's development and mastery of applied clinical skills and competencies; 3) students' performance on Benchmark (or Key) Assignments, which are course embedded assessments designed to provide more explicit information about students' mastery of required skills and competencies; and 4) student performance on the Comprehensive Examination, which is designed to test students' cumulative knowledge and their ability to integrate multiple sources of knowledge and skill across four Domains of research and practice.

Advisement

Developing a collaborative and effective advisement relationship is important to your success within the program. Please review the above section

TaskStream

TaskStream (www.taskstream.com) is an online assessment system used by the School of Education to monitor and assess student's learning outcomes and professional progress during training.

Upon entry, Doctoral students enroll in, and begin using, the TaskStream Online System. Students receive instructions on how to activate their new TaskStream account. Workshops and printed instructional materials on how to work with TaskStream are provided during the academic year. Each semester of training, students upload pre-specified benchmark assignments designed to showcase their competency across relevant domains of psychological research and practice. These benchmark assignments are then scored by at least two faculty using structured grading rubrics that are linked to Program Goals, Objectives, and Competencies.

If students have any questions or problems with TaskStream, they are advised to contact the Program Director or Associate Dean for Accreditation & Technology.

Students also provide background information data through TaskStream. Comprehensive Exams, Benchmark assignments, Alumni Surveys, Portfolio Review, and Supervisor's Evaluations are all uploaded and scored through Taskstream.

The Portfolio Review Process

The Portfolio Review process is an annual review conducted by the Doctoral Counseling Psychology Core faculty in the spring semester for all students enrolled in the program. The purpose of the portfolio review is to 1) ensure that students are making good progress toward completing the requirements of the Counseling Psychology program; 2) assess satisfactory completion of courses, didactic-practica, and research activities; 3) redress any concerns that the faculty may have with student's individual accomplishments and develop ways to overcome any obstacles that have arisen on the path to the degree.

The portfolio review process consists of meeting with the program faculty, submission of electronic materials, and a formal letter of student's annual progress. Each student will meet with the entire program faculty for approximately 20 minutes. During this meeting, students will outline their progress throughout the year and the information that they have submitted online. Students will submit an annual survey that outlines their grades, dissertation progress, research (publications and presentations), and clinical trainings. Students will also submit professional development artifacts, benchmark assignments, and clinical hours in TaskStream.

Students are considered in good standing if they: complete their courses on schedule with grades of "B-" or better in graded courses; maintain "satisfactory" ratings (i.e., 3 or higher on a 5-point scale) in all didactic-practica, as well as in all areas of professional competencies evaluated in the annual review; and meet all ethical and professional standards. Courses in the program lead to the development of basic competencies in awareness, knowledge, and skills that are fundamental in academic performance, scholarly activity, and clinical practice in counseling psychology. As such, courses must be passed with a grade of "B-" or better; a grade lower than "B-" or "satisfactory" in any course is unacceptable. **If a student receives a grade of C or lower in any course on the first try, he/she must meet with the instructor (or in the case of practice, the student must meet with the supervisor and Training Director) to develop a remediation plan that may include retaking the course or didactic-practica experience.**

Frequently asked questions regarding the Portfolio review process is located in Appendix C.

Students receive a formal evaluation letter describing the portfolio evaluation during a meeting with their advisor. The letters and evaluation forms are placed in the student's files.

Evaluation of Clinical Training

Part of the doctoral training in counseling psychology involves the development of clinical and therapeutic skills fundamental to the practice of professional psychology. Students are placed in clinical settings and supervisors complete a structured

performance evaluation form (see Evaluation Forms for Practicum, Externship, and Internship in Clinical Training Handbook) at the end of the semester. Students are encouraged to maintain their own record of clinical activities and to share these with supervisors for inclusion in their evaluation reports. Supervisors provide feedback to their supervisees, describing progress the student has made as well as areas for growth. Supervisors send their electronic evaluation form to the Director of Training. A minimum grade of B- is required for internship and all didactic-practica courses. Students who receive less than a B- or a “fail” in any of these courses will be required to meet with the Director of Training and the respective faculty member to develop a remediation plan. Supervisors’ evaluations are included in the portfolio review process and in students’ written feedback.

Benchmark Assignments (Key Course Embedded Assessments)

Select courses within the Doctoral Counseling Psychology curriculum include “Benchmark” (or Key) Assignments that students are required to submit for evaluation by Program faculty (see pgs. 65-98 for corresponding evaluation rubrics). Benchmark assignments are utilized in Externship I, II, & III, Supervision & Consultation, and Vocational.

Comprehensive Examinations

All students are required to take Comprehensive Examinations. This is a written exam covering several areas in counseling psychology and tests students’ ability to synthesize and apply knowledge to practical situations. Thus, the knowledge of a theory, method, or issue must include how that theory, method, or issue relates to the resolution of a practical problem. It is expected that students will be able to discuss current literature, notable key figures by name, and fully integrate all knowledge not limited to courses taken. Students should prepare for the exam at least 1 year in advance. The examination is held in the Fall (September) and Spring (March) semesters, allots *twelve hours* for completion, and assesses the students’ command of: a) theories of counseling and psychotherapy (on Tuesday); b) psychological evaluation and diagnosis (on Tuesday); c) professional ethics, practices, concepts and issues (on Thursday); and d) research design and statistics (on Thursday).

Students must register to take the Comprehensive Examination at least thirty days prior to the scheduled examination date and *must* complete the *Intent to Take the Comprehensive Examination* form to be considered “registered” to take the examination. Forms should be submitted to the Department Chairperson. This form is located online at Download the form that is specific to Human Development and Psychoeducational Studies (HDPES).

A committee comprised of the Counseling Psychology Core faculty constructs the subspecialty area of counseling psychology for the Comprehensive Examination. A committee comprised of the Educational Psychology Core faculty constructs the evaluation, research methodology, and statistics section of the Comprehensive

Examination. Students' responses are evaluated on a 0-5 continuum. The lowest possible passing level is three (3), the highest possible level is five (5), and fractional ratings are permitted.

Students typically take the examination during the Spring semester of their 3rd year or Fall semester of their 4th year because students are expected to consolidate their understanding of the basic tenets of theory, knowledge, and practice at that time. The exam is thus intended to assess the student's progress in the program and to establish some basis for determining whether the student is capable of continuing in the program.

Each examination question is graded anonymously. There are at least two independent graders for each exam question, and when there is no consensus between the first two readers, a third rater reads the question. Scores for each section are derived from an average of the two or three graders.

Students who fail one section may retake that one section. Students **who fail two or more sections must retake** the entire comprehensive exam. Any student who fails the examination the first time is allowed to sit for a second examination, provided that the second examination does not come earlier than two (2) months from the date of the previous examination and provided that the application for the second examination bears the approval of the program faculty. Failure on the second examination will result in the student being dismissed from the graduate school and thus from the program. A student dismissed for this reason will not be readmitted to the Graduate School.

Reasons for Remediation, Probation or Dismissal from the Program

Students are regularly evaluated on their academic, clinical, and professional performance throughout their matriculation in the program. All concerns, complaints, charges or problems that emerge regarding a student's performance should be directed to the Counseling Psychology Training Director. Concerns or complaints about a student may be initiated by University faculty, clinical supervisors, clients, other students or professionals outside of the University community. When this occurs, the student will be informed verbally by the Program Director of any complaint, concern, or charge that may threaten the student's immediate status within the Counseling Psychology Program. When concerns or complaints about a student arise, the faculty has the responsibility to review and evaluate any student circumstances or conduct or functioning that may negatively affect the student's competence for independent professional practice or that may threaten client welfare. The following list includes examples of circumstances or performances that may result in disciplinary actions and/or dismissal from the program:

1. Failure to maintain minimum academic standards (e.g. earning a C in a course)
2. Unsatisfactory performance in didactic-practica courses (e.g., practicum, externship) or internship
3. Academic dishonesty

4. Criminal misconduct
5. Ethical, judiciary code, professional and/or legal/criminal misconduct and/or violations
6. Failure to comply with established University or Program timetables and requirements
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
8. Failure to maintain regular contact with the program and one's advisor.

C

Program Remediation Procedures

Problem Identification

Faculty meet formally with each student three times during the school year: at the beginning of the Fall Semester; at the beginning of the Spring Semester; and once again during the Portfolio Review; the former two meetings are one-on-one meetings with a faculty advisor and his/her student advisee, while the latter meeting (Portfolio Review) includes all program faculty who meet with each individual student to review his/her progress. Problems/concerns in potential need of remediation may be identified during one of these scheduled meetings or at any point during the semester—either formally or informally. Problems can be reported by a student (e.g., witnessing unethical behavior of a peer, self-reporting a concern with clinical training or course performance, etc.), a faculty member (e.g., poor course performance, witnessing of unethical student behavior, etc.), or a clinical supervisor (e.g., reporting a student's unprofessional behavior or poor performance during clinical training, etc.). Regardless, the faculty advisor discusses the problem with the student (and any other relevant faculty [e.g., course instructor] or third party [e.g., other graduate student(s), clinical supervisor, or staff, etc.]) to determine if remediation is warranted. This process may involve additional consultation with the Director of Training, and/or program faculty. If it is determined that no further action (remediation) is needed, then the remediation process is ended.

However, if it is determined by the faculty advisor or larger program faculty that remediation is needed, and then a Remediation Planning Conference is scheduled.

Remediation Planning Conference

The purpose of the Remediation Planning Conference is to review the nature and scope of the problem, determine the level and intensity of intervention needed, and develop a formal remediation plan of action (RPA). If the problem or concern is related to course grades, benchmark competency assessments or comprehensive examinations, then the Remediation Planning Conference will consist of the student, the faculty advisor, and (if needed) the relevant content faculty (e.g., course instructor). If the problem or concern is related to clinical training, then the Remediation Planning Conference will consist of the student, faculty advisor, and Clinical Director. During the conference, the faculty advisor (and Clinical Director, if concern involves clinical training) confers with the student to develop a Remediation Plan of Action (RPA) to address the training concerns and/or progress in the program. Once the RPA is developed, the RPA is documented using the “Remediation Plan of Action” form and is signed by both the Faculty Advisor and the student. The conference allows for a shared understanding of the concerns, as well as for a shared understanding of not only the remediation requirements, but also the remediation timeline and the contingencies for failing to meet remediation requirements. During this meeting Faculty may also provide information, and resources that assist with remediation. If the RPA is deemed unsatisfactory by the student, s/he may initiate an appeal of the RPA with the Director of Training; requests for appeal or modification of an RPA must be submitted to the Director of Training (in writing) within 10 business days of the Remediation Planning Conference. The Director of Training then has 10 business days to meet with the student, consider the appeal, and respond (in writing) with a decision.

Progress Monitoring

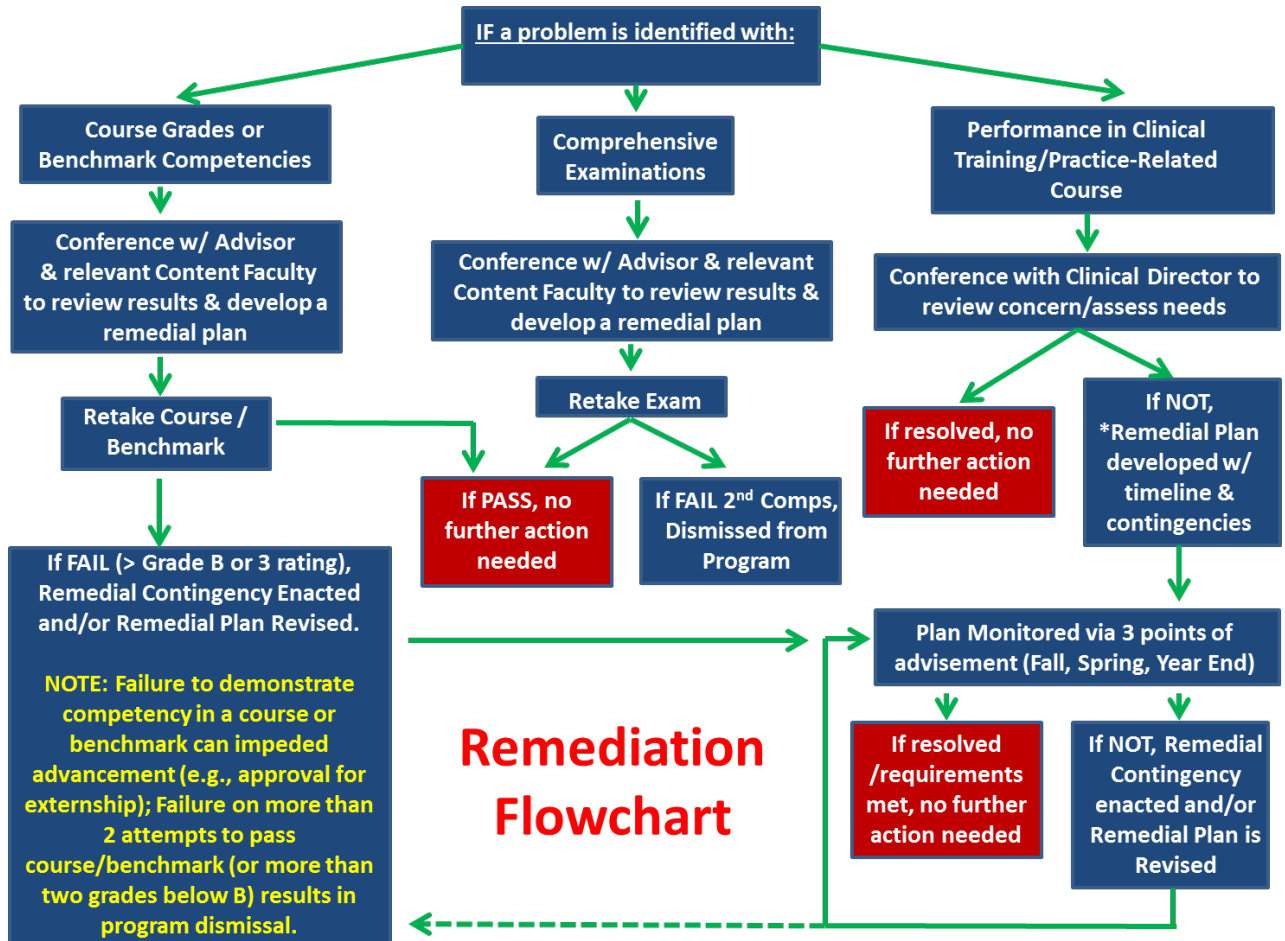
Once the RPA has been developed, Faculty may monitor the student’s progress or provide additional supports at the level s/he believes is necessary to ensure student success. Ultimately, however, it is the student’s responsibility to adhere to, and meet, the requirements and timeline established in the RPA. Additional conferences (or check-in meetings) between the faculty advisor and student also may be needed to address unanticipated problems or to make modifications to the initial remediation action plan.

The consequences for failing to meet RPA requirements, including the timeline for completion, must be clearly described in the RPA. Unless otherwise approved by the Director of Training, RPA’s have two timeline criteria: (a) one semester, or (b) two semesters (i.e., one academic year).

Evaluation of Remediation Completion

Upon completion of RPA, the faculty advisor evaluates the extent to which the RPA requirements have been met. If the outcome is satisfactory, the student concern is considered remediated, and no further action is required. If the outcome is unsatisfactory, the contingencies described in the RPA are enacted; these may include, but are not limited to: additional coursework/remediation, halted matriculation/program progression, program dismissal, removal from clinical training site, etc.

Remediation Flow Chart



DISSERTATION DEVELOPMENT AND GUIDELINES

The dissertation is an original, formal, scholarly report of an empirical study that is written in partial fulfillment of the requirements for the doctoral degree in Counseling Psychology. The dissertation proposal is a plan of study for the dissertation research. Students gain the requisite knowledge and skills for the dissertation research project through a series of courses and structured learning activities, including a progression of research and statistics courses, which begin with Intermediate statistics and culminate with Design and Analysis of Research Projects. Students also are required to complete 3 year-long Research Seminars in Counseling Psychology (I, II, & III). The goal of the Research Seminars, in concert with the series of research and statistics courses, is to promote a close link between coursework and research experiences by introducing students to the process of writing and conducting research early in the graduate program, and thereby advancing the student's preparation for his or her eventual dissertation work. Students get feedback from their faculty advisor and research team as they build their research and scholarly writing skills to produce a scientifically defensible research proposal.

Choosing a Dissertation Topic

The student should select a dissertation topic that is an original, scholarly contribution to the specialty area of counseling psychology. Students preparing the dissertation document are encouraged to select a core Counseling Psychology faculty member to serve as a dissertation advisor. However, students may be advised by a faculty member within the Human Development and Psychoeducational Studies department.

Dissertation Proposal

The topic of the dissertation should be determined as early in the program as possible, preferably before the end of the second term in the program. As a condition of admission to candidacy, the student must present an approved proposal for his/her doctoral dissertation research which has been approved by his/her dissertation advisor and members of the dissertation committee.

The dissertation proposal usually consists of three chapters: (a) Introduction, (b) Review of the Literature, and (c) Methodology. The introduction (Chapter 1) often includes: an overview of the researchable problem; the purpose of the study; research problems, questions, and/or assumptions; hypotheses; significance of the proposed study; delimitations (scope of the study) and limitations (conditions that may affect the outcome of the study); operational definitions of terms; and a theoretical framework, if appropriate. The review of the literature (Chapter 2) should include a survey of recent empirical research or studies that are related to the research topic and an assessment of the status of the available literature. The methodology (Chapter 3) often includes: a description of the population and a description of the research sample (participants) that will be studied; a description of instruments or techniques for collecting data; delineation

of procedures for collecting data; a listing of null hypotheses (if appropriate); and explanations of the design and statistical procedures for data analysis.

A copy of the approved dissertation proposal must accompany the admission to candidacy form submitted to the Graduate School.

Dissertation Committee

The dissertation committee shall consist of a minimum of six members; the dissertation advisor, at least three members of the Graduate School faculty (two of whom must be core Counseling Psychology faculty if the dissertation chair is not a core Counseling Psychology faculty member), an external member who shall be from outside the University of comparable academic ranking (e.g., Assistant, Associate, Full) to the University faculty member, and the Director of Graduate Studies. The student and dissertation advisor's recommendation of a dissertation committee will be considered. However, the final composition of the actual dissertation committee must be approved by the Office of the Dean of the Graduate School and the acceptance of the professors who are invited to serve.

When the student proposes the dissertation, the committee must consist of the dissertation advisor and at least three committee members present. For the final oral examination of the dissertation, all committee members must be present (6). While dissertation proposals, and pre-defenses can occur in the School of Education, all final dissertation defenses must occur in the Graduate School.

Each member of the committee is responsible for fully reviewing and approving both the process and the final dissertation document. Final approval of all aspects of the dissertation is the responsibility of the full committee acting on behalf of the Graduate School.

Final Oral Examination and Defense of the Dissertation

The candidate shall be required to pass a final oral examination in defense of the dissertation. Students must complete a minimum of 2 dissertation credits (HUDE 509). The Graduate School requires students to register for a minimum of 1 credit during the semester in which they defend their dissertation. The final oral examination of the dissertation should be scheduled according to the published GSAS graduation dates. The final oral examination typically occurs during the Fall or Spring semester, however, a Summer defense may be given with the consent of all members of the dissertation committee.

Any candidate who fails the dissertation oral examination will be allowed to sit for a second examination, provided that the second examination does not come earlier than two (2) months from the date of the previous examination and provided that the application for the second examination bears the approval of the core program faculty.

Any student who fails the examination for a second time will be dismissed from the Counseling Psychology Doctoral Program. A student dropped for this reason may not be readmitted to the Graduate School. A student can be recommended for dismissal by the program/department if, after failing the first dissertation oral defense, he/she does not resubmit the dissertation and present himself/herself for re-examination within a six-month period.

Admission to Candidacy

Admission to the Graduate School does not automatically make a student an official candidate for the doctoral degree. A student must formally apply to candidacy and is admitted to candidacy only when he/she has completed the below requirements.

Before a student can be admitted to candidacy he/she must have:

1. Completed an Admission to Candidacy form available from the GSAS, which must include a list of graduate courses completed, being taken, and yet to be pursued in the program.
2. Passed the Comprehensive Examination.
3. Satisfactorily demonstrated expository writing proficiency to the Office of Educational Affairs.
4. Received approval of a dissertation topic via a process determined by the graduate faculty in the department. Students in the Doctoral Counseling Psychology Program must have their dissertation proposal approved by a 4 member committee of faculty. A copy of the approved dissertation proposal must accompany the Admission to Candidacy form.
5. Received the recommendation of his/her major department on the candidacy form.
6. Completed the Responsible Conduct of Research Training administered by the Graduate School.
7. Secured the approval of the Institutional Review Board (IRB) as required for the dissertation research project.
8. Secured the approval for candidacy from the GSAS.

Admission to candidacy must be achieved at least one semester *prior to* that in which the student expects to receive his/her degree.

Candidacy for the Ph.D. degree shall be valid for no more than five (5) years. If candidacy status expires (after 5 years) students must seek renewal of candidacy by applying to the GSAS through the department. The Program shall determine the conditions under which the student may be reinstated, subject to the approval of the GSAS.

The student is responsible for fulfilling these requirements on time. Students should consult the Director of Graduate Studies if in doubt as to any of the requirements for candidacy. Students should carefully note the specific requirements of their

departments relative to admission to candidacy and regard them as additional to the requirements of the program and the Graduate School.

Dissertation Writing Courses

Enrollment

Students may only enroll in dissertation courses (which constitute 2 credit hours over 2 semesters) after approval of candidacy. When a student has met the 2-hour course credit requirement but has not completed the dissertation, he/she must continue to enroll in a dissertation writing course (minimally 1 credit per term).

Assignment of Grades for Dissertation Writing Courses

Dissertation courses shall be assigned a grade of "Incomplete" while the dissertation is in progress. These incomplete grades are removed after the student passes the final oral examination.

MISCELLANEOUS PROGRAM POLICIES

Self Care Policy

The road to becoming a Counseling Psychologist is long and can be physically, emotionally and mentally taxing. Between managing the demands of your academic and research work, paired with learning and implementing counseling skills, in addition to the everyday demands of other areas of your life, it is essential that students become comfortable in recognizing and seeking what mental health support in order to remain well.

The word, "self-care" has become an increasingly mentioned concept in clinical and training programs, but how practical is it for the "helper" to seek "help?" The terms secondary stress, burnout, compassion fatigue and vicarious trauma are all possible reactions students may experience when in graduate school and throughout the course of their professional life. As a program, the faculty recognize these challenges and recommends that students develop self-care practices that enhance their physical, emotional, spiritual and mental well-being. Being proactive and building in self-care strategies, skills, and routines to cope with the emotional, mental, and physical stress that results from the experience of graduate school is the best approach. Some strategies to engage in self care include:

Physical

Sleeping regular hours. To facilitate sleeping:

- Avoid caffeine after 3 PM and alcohol before bed
- Eat something light before bed
- Get up at a regular time no matter how well you have slept, however, if you need a nap, take one, but try to stay active during the day

Counseling Psychology Doctoral Student Handbook

- Read or listen to something relaxing before bed (this means no strenuous exercise!)

Eating a balanced diet at regular intervals

- Even if you are not hungry, eat a little at each mealtime
- Eat a breakfast that includes whole grains, proteins and fruit or fruit juice
- Stay hydrated, bring a water bottle when going to class
- Limit amount of caffeine in your diet

Exercising moderately each day

- A brisk walk will do. Stress prepares people physically to fight or flee. Regular exercise discharges this energy more productively when fighting or running will not solve the problem. Without such release, the energy may be turned inward creating fatigue or turned outward creating conflicts in your relationships.
- Play a sport
- Dance
- Jog
- Relax tense muscles
- Try yoga and frequent massages, etc.
- Stretch often
- Take a deep breath

Mental/Emotional

Recognize what you can and cannot control. We may not have much control over how many exams or papers we must complete to pass a class, but we can control many things in our daily lives. Ways to gain control over your life are:

- Create a schedule of study: with multiple projects, assignments, and responsibility, it's important to practice prioritizing and goal setting skills to help manage stress!
- Goal Setting
- Time Management
- Reward yourself - with a flower, a book, etc.
- Express your opinions but avoid heated arguments
- Identify and remind yourself of your strengths
- Practice saying "no" (e.g., setting healthy limits and asserting yourself) and asking for what you need
- Recognize that thoughtful people of goodwill may come to very different conclusions from yours
- Expect to be respected
- If possible, spend time with animals
- Express yourself creatively: singing, dancing, cooking
- Do something fun; laughing at serious times is OK

- Escape in healthy ways: video games, movies, hikes, rather than overeating or abusing drugs or alcohol
- Count to 10 and breathe
- Commit to loving yourself--Self-Compassion

Spiritual

- Seek out religious or spiritual communities
- Prayer
- Meditation
- Read inspirational quotes
- Journal your thoughts and feeling
- Spend time in nature
- Express yourself creatively: paint, draw, sculpt, write, play a musical instrument, scrapbook
- Help or volunteer

Feeling Good through Helping Others: What Can You Do?

As a student, you have unique gifts, special interests, and sharing yourself by helping others may assist you in coping with stress. Depending on your political or social stance, you may choose to participate in campus organizations; a cause through letter writing and organizing idea exchanges on campus. You may also choose to help others through volunteering for a community service agency. Remember that involvement may be time consuming, upsetting, and tiring as well as rewarding. Be sure to care for yourself by keeping balance in your life.

Relational

- Join an organization or create your own
- Volunteer
- Ask a friend to introduce you to others friends
- Make an effort to get to know your colleagues both within and outside of the program
- Reach out to family and friends - share how you truly feel and ask for time to be listened to and reassured
- Talk to and ask for guidance from advisors, professors, and other possible sources of support (e.g., seek out positive people!)
- Talk about your feelings, but avoid talking solely with persons who are only negative and pessimistic
- Seek support groups and/or mental health professionals if you continue to feel distressed

** Adapted from a publication from Psychological Counseling Service, University of New Hampshire*

Professional Mental Health Services

If you continue to be in distress, the following is a list of resources that may help. These are by no means exhaustive and students are encouraged to utilize Howard University's Counseling Service and seek additional resources. Keep in mind that as a student, your Howard University Health Insurance also allows you to seek a mental health professional in the community. Always seek medical attention if stress is making an existing medical condition worse or you have significant difficulty with eating or sleeping.

Howard University Counseling Service

C.B. Powell Building, Wing One
Sixth & Bryant Street, N.W. G-7
Washington, D.C. 20059
(202) 806-6870
Crisis Hotline: calls after 6 p.m. (202) 345-6709

**Free for all students. They can also refer you to therapists off campus.*

Howard University Office of the Dean of the Chapel Pastoral Care and Spiritual Direction

Main phone number: (202) 806-7280
After hours: chapel@howard.edu

The George Washington University Community Counseling Services Center (CCSC)

Graduate School of Education and Human Development
2134 G St NW, Washington, DC 20052
(202) 994-8645

Leave of Absence Policy

The University recognizes that personal and family circumstances (e.g., childbirth, adoption, illness, disability, caring for incapacitated dependents, military service, or similar circumstances) may interrupt students' educational progress. In these circumstances, students may apply for a leave of absence.

Length of Leave

Students who apply for a leave of absence should indicate the length of time requested and explain why their circumstances warrant that length of time. Leaves of absence in excess of four semesters will not be granted except in extraordinary circumstances or as required by law.

Leave Application Procedures

A leave of absence for childbirth, adoption, illness, disability, dependent care, or similar circumstances normally must be requested and approved prior to the beginning of the academic term for which it would commence. The letter of request should be sent to the Dean of the Graduate School and, in cases of disability, the Office of Special Student Services. Requests should provide:

- a) a detailed explanation of the circumstances leading to the request and a justification of the length of time requested;
- b) progress in the program to date; and
- c) how and/or if the requested leave of absence is expected to affect time to complete the program, course viability, or course-restoration limitations set forth elsewhere in the Graduate School Rules and Regulations.

The letter of request must also state whether the request is supported by the student's faculty advisor and Director of Graduate Studies and include supporting documentation of such. The faculty advisor, Director of Graduate Studies, Office of Special Student Services, and/or the Graduate Dean may request a doctor's statement to document any limitations arising from a student's disability or illness.

Registration and Residency Requirements for Leaves

Students on approved leaves of absence are not registered at the University and, therefore, do not have the rights and privileges of registered students. Upon the conclusion of an approved leave of absence, a student may register without applying for readmission to the University. Students must be registered during a semester in which they wish to fulfill a University or departmental degree requirement, such as the qualifying exams or dissertation defense. In addition, students must also be registered in order to be eligible for any form of University financial aid (e.g., a teaching or research assistantship) and to be certified as full-time students. Students taking leave must still comply with the program's residency requirement (as specified Graduate School Rules and Regulations Article 4 Section 1—Residence & Course Requirements.)

Leave for International Students

Non-immigrant F-1 and J-1 students and their dependents must maintain legal immigration status at all times. Students with F-1 or J-1 visas must be enrolled full-time each semester at the University while they remain in the United States. The only possible exception that might allow a student to remain in the United States while on an approved leave of absence would be a serious illness or medical condition. International students are advised to consult with the staff of the Office of International Educational Services for more information when considering a leave of absence.

GRIEVANCE PROCEDURES

Appeal of Academic Decisions

Appeal and Grievance procedures can be employed if a student wants to challenge academic decisions or believes that he/she has been the subject of improper or irregular demands or procedures, which are detailed in the “Policy on Student Academic Procedures” in *The Graduate School Rules and Regulations*, and the *H-Book*.

In an attempt to expeditiously resolve grievances, students are encouraged, whenever possible, to pursue informal resolution (see below). However, students are not required to take this informal path. If students are unsatisfied with the results of the informal process or wish to bypass that avenue, they may pursue resolution through the formal process (see below). However, once resolution via the formal process has been initiated, the student may neither institute nor pursue informal resolution.

Informal Resolution

The below steps are recommended for attempts to informally resolve problems:

1. The student first attempts to seek resolution with the other party involved in the dispute, e.g., with the instructor for a grade dispute.
2. If the student is unable to resolve the dispute with the primary party of dispute, then the student may request the intervention of his or her department chairperson.
3. All disputes which are not resolved at the departmental level may then be brought to the Dean’s Office in the Graduate School, whereupon the Dean or his/her designee will seek to reach an informal resolution through mediation between the parties.
4. If mediation at the Dean’s level fails, then the student’s grievance may be consigned to the committee designated by the school/college to address student grievances in accordance with the below formal procedures, herein referred to as the Student Grievance Committee.

Formal Procedures

Students wishing to utilize the formal grievance must adhere to these steps:

1. Formal student grievances must be submitted in writing to the Student Grievance Committee and the Dean or the Dean’s designee.
2. A student’s written statement, along with supportive evidence, constitutes a case document, which is submitted to each member of the committee.
3. The second party to the dispute is also requested to provide the Office of the Dean with an account of the matter in dispute, which also becomes a part of the case document that is forwarded to the committee.
4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case as expeditiously as possible.
5. After the date has been set, each party to the dispute is sent a certified letter that informs him or her of the charges and date of the hearing, as well as invites him/her to attend the hearing.

6. During the hearing, the student presents his/her case. Next, the accused party is allowed to present his/her position. Each side is permitted to have witnesses.
7. Following the hearing, members of the committee deliberate and develop a recommendation as to how the case should be resolved.
8. The committee's recommendation is sent to the Dean of the School/College.
9. The Dean considers the committee's recommendation, makes a formal decision, which may be based upon or may modify the recommendation, and then informs both parties in writing of the decision.

Dismissal Procedures

1. Upon receiving notice of a concern, complaint, or charge concerning a student, the Program Director will meet with the student and may advise him/her to seek informal methods of resolution with the member(s) raising the concern, complaint, or charge. The student and Program Director will meet no later than 30 days to discuss the outcome of this action.
2. If a resolution is not possible, cannot be reached, or if is inappropriate or unsatisfactory, the Program Director will inform the Program faculty that the student's status in the Program may be in immediate jeopardy, and a formal meeting of the Program faculty will be held to review the nature of the concern, complaint, or charge. During the meeting, the faculty will review the nature of the threat to the student's status and arrive at a decision regarding remediation or probation. If the concern, complaint, or charge is judged to be sufficiently severe, the faculty may elect to recommend dismissal from the Program.
3. If the concern, complaint or charge is judged to be remediable, the faculty will develop a plan with the student to remediate his/her performance deficiencies and/or conduct problems. The remediation plan will describe the nature of the concern, complaint, charge, or deficiency, outline and specify expected behavior patterns or goals of the plan, describe the methods for accomplishing the specified goals, and identify a date for re-evaluation of the student.
4. During the time period of the remediation, the student will be considered on probation and may not enroll in classes that are connected with the concern, complaint, charge, or deficiency, until the student is re-evaluated.
5. On the basis of the evaluation, the faculty may: a) decide that the student has satisfactorily met the remedial goals and the student will continue in the program; b) decide that the student requires further remedial goals, should be re-evaluated at a later date, and should continue the student on probation; c) decide that the student has unsatisfactorily met the remedial goals and there is no expectation that he/she will be able to meet them, and recommend that the student be dismissed from the program.
6. Following completion of the program faculty's decision, the Program Director will inform the student (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in *Graduate Student Rights and Responsibilities* should be followed.

FINANCIAL ASSISTANCE INFORMATION

Upon admission to the Program, students are eligible to receive financial support from the School of Education, the Graduate School, or the University. Although assistantships and scholarships are limited, both the School of Education and Graduate School work hard to provide as many graduate assistantships and scholarships as possible. Still, not all students can be financially supported. Graduate assistantships are typically awarded on a yearly basis without guarantees for continued funding. Inquiries about graduate assistantships or financial aid should be directed to the Associate Dean's Office of the School of Education, the Graduate School, Counseling Psychology Program Training Director, Coordinator of Graduate Studies, and the Howard University Financial Aid Office. Additional funding sources and information can be found on the Graduate School's website (<http://www.gs.howard.edu>).

Scholarship awards can also be found through professional organizations such as the American Psychological Association and the Ford Foundation. Online websites such as www.fastweb.com and www.finaid.com list comprehensive financial aid information and opportunities. In addition, a number of research centers, grants, and academic programs on campus hire counseling psychology doctoral students. Examples of these include: The Center for Drug Abuse Research (CDAR); Center for Research on the Education of Students Placed at Risk (CRESPAR); the Center for Disability and Socioeconomic Policy Studies (CDSPS); Howard University Early Learning Programs; TRIO Programs (including Upward Bound, Student Special Services, and Math-Science Initiative); and the *Journal of Negro Education*. In addition, individual faculty members may also have grants and contracts that provide financial assistance opportunities for students.

Involvement in Program, Professional and other Psychology Program Activities

The Counseling Psychology Graduate Student Association (CPGSA) is a student organization comprised of doctoral counseling psychology students and allows students to engage in a number of Program activities throughout the year. The CPGSA has been active in organizing and sponsoring professional seminars for students to enhance professional growth and cohesion among students. CPGSA is actively involved in organizing, hosting, and developing the annual National Black Counseling Psychologist Conference, which is usually held in the Spring semester during the month of April.

There are several student associations on campus as well as professional associations off campus that welcome student involvement. Some of the on-campus associations include: the Howard University Counseling Psychology Student Association; Kappa Delta Pi (Theta Alpha Chapter); Phi Delta Kappa (Howard University Chapter); the Graduate Student Council; and the School of Education Student Council. Numerous off-campus professional associations in the area are open to student involvement and membership (e.g., the DC Counseling Association, the DC Psychological Association, the Association of Black Psychologists, the American Counseling Association, and the

American Psychological Association). In past years, students have attended The Society of Multivariate Experimental Psychology (SMEP) Summer Conference. In addition, each year on-campus lectures and workshops are sponsored by the School of Education, the Psychology Department, professional associations, and various research units of the University.

Appendix A: Change of Advisor Form

HOWARD UNIVERSITY SCHOOL OF EDUCATION
APPLICATION FOR CHANGE OF ADVISOR

Name: _____

Date: _____

I.D. Number: _____

Request permission to change my advisor from: _____

To _____

Because (provide reason/s; this is optional): _____

_____ Approved

Proposed new

Advisor: _____

_____ Disapproved

_____ Approved

Departmental

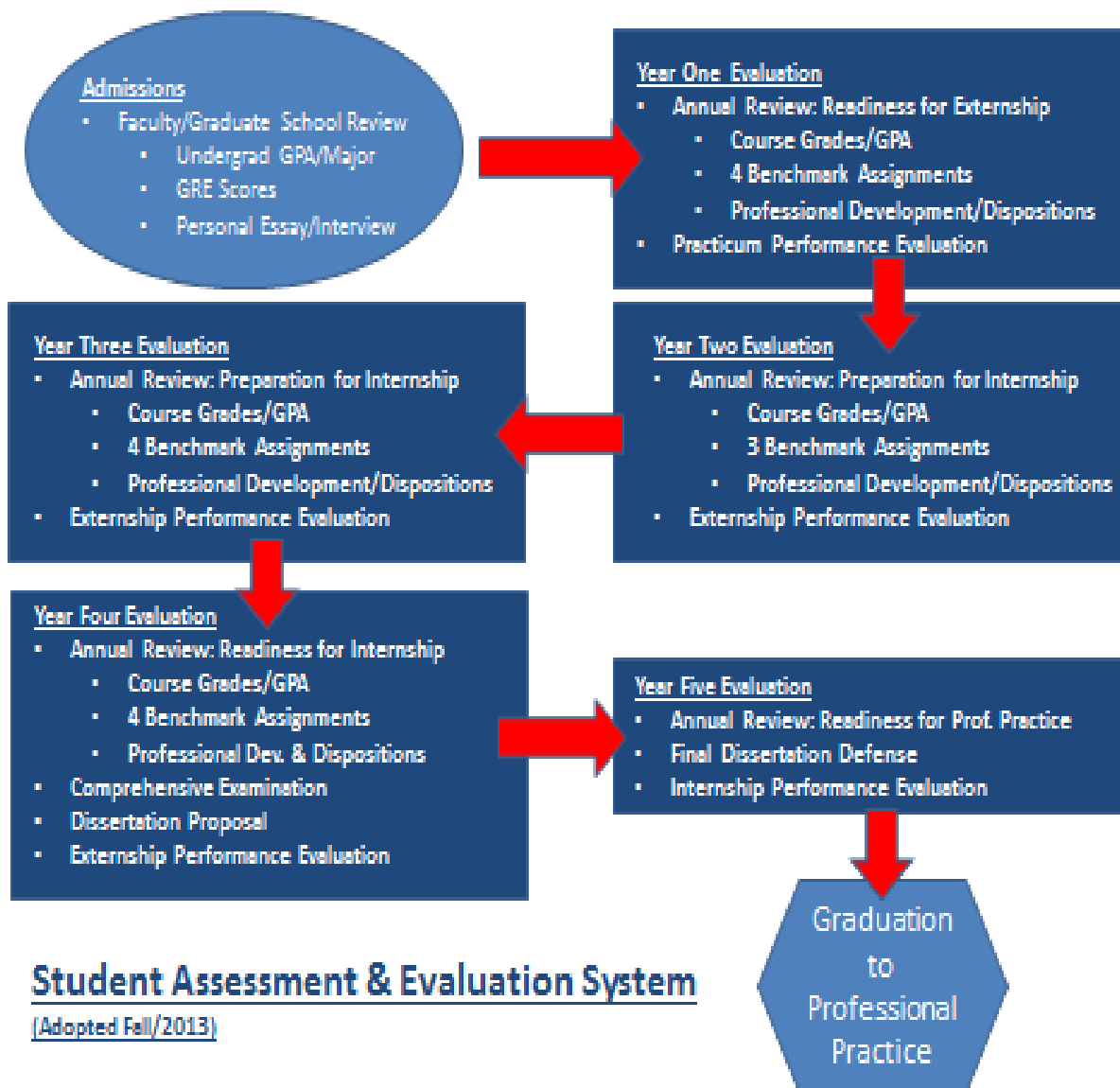
Chairperson: _____

_____ Disapproved

- If the proposed change is approved, the student's records must be forwarded to the NEW advisor

Cc: Current Major Advisor
Coordinator of Current Program
Departmental Chairperson

Appendix B: Student Assessment and Evaluation System



Appendix C: PORTFOLIO REVIEW FAQ

ALL ENROLLED STUDENTS MUST COMPLETE THIS SURVEY AND UPLOAD INFORMATION IN TASKSTREAM—this includes students on internship and those who are completing dissertation requirements. If you are on internship or are only completing dissertation requirements, your advisor will tell you if you need to schedule for the portfolio review conference. Things you need to complete prior to the portfolio review:

1. The Portfolio Review Survey—powered by Qualtrics—link will be provided
2. Annual Benchmarks—located in TaskStream (complete everything within your year in the program)
3. Clinical Information—located in Taskstream (located under each year in the program—this includes your hours!!)
4. Upload professional development artifacts- located in TaskStream (you do not have to complete the annual report of student progress. The new survey linked above replaces this information)

USUALLY DUE FIRST WEEK OF APRIL

Frequently Asked Questions concerning Portfolio Review:

1. Why do we have it?

Providing annual feedback is required by APA. Moreover, the annual portfolio review process provides you with feedback regarding meeting your personal, educational, and program goals. It also provides students with an opportunity to discuss concerns and receive feedback from all program faculty.

2. Why if I am on Internship or “All But Dissertation” may I be required to attend the portfolio review conference?

Faculty may require such students to meet because there are concerns regarding your time to degree. Faculty will need to meet with students to develop a timeline, provide support, and/or listen to challenges that may be impeding this process. To avoid the need to have a conference, the above students should work with their dissertation advisor to provide updates related to dissertation completion and should complete their dissertation in a timely fashion.

3. Why do we have to complete so much information on TaskStream?

The quality of our program depends on the distal and proximal data that we collect. The distal and proximal data must demonstrate that we are meeting the discipline specific knowledge and professional wide competencies outlined by APA. Each survey and benchmark exercise relate to a [DSK](#) or [PWC](#). When we don't have data, we cannot say that our program is meeting the requirements for accreditation. While we have accreditation until 2029, we have to report our student and faculty data annually through [ARO](#). When the program goes up for reaccreditation, it will be overwhelming to locate and organize 10 years of data; thus, we use Qualtrics and Taskstream to keep our data. It is imperative that

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students complete these surveys and upload information into Taskstream annually.

4. This new survey is long and requires a lot of writing. Why?

When we completed our reaccreditation in 2019, APA indicated that our old portfolio review did not align with the new Standards of Accreditation. Thus, this new survey, aligns to the new [SoAs](#). The new survey allows students to clearly spell out how they are doing related to our program goals, objectives, and competencies (GOCs). It is important for students to become familiar with these GOCs and to ensure that they are completing activities related to this every year they are enrolled in the program. Our GOCs are located on our website and in our Handbook.

5. What happens if I don't complete things in TaskStream and/or Don't attend a Portfolio Review Conference?

Dr. Al'Uqdah will review all students uploads throughout the month of April. Dr. Al'Uqdah will inform advisors which students TaskStream information is incomplete. Such students will be rated as failed to meet expectation on professionalism on your annual review. They will have to remediate. If they fail to remediate or if this occurs 2x, you may be requested to leave the program.

6. This is an overwhelming process and I feel like it comes at the wrong time?

Students are encouraged to log on to TaskStream and upload information each semester. Some forms cannot be completed until the end of academic year (i.e. clinical hours). Students should also update their CV bimonthly to keep their accomplishments current. It may be helpful for students to create annual folders on their computers that save their accomplishments related to each category within the portfolio review letter. We understand that the end of the year is a hectic time; however, it is the best time for us to review your work. We appreciate your effort!!

Benchmark Assignments

Appendix D

Case Conceptualization Benchmark Assignment (Externship II-Year 3)

	1 Does Not Meet Expectation	2 Approaches Expectations	3 Meets Expectation (Pass)	4 Exceeds Expectations -(Pass)	5 Greatly Exceeds Expectations -(High Pass)
Demonstrated knowledge of how biological, affective, cognitive, social, and human development, impact diagnosis and treatment					
Integrated biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions					
Demonstrated knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of his/her client					
Demonstrated knowledge of Psychopathology and the DSM-V					

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Administer, score, interpret and/or integrate Cognitive assessment data					
Administer, score, interpret and /or integrate Personality assessment data					
Identified appropriate assessment measures with client populations					
Integrated cultural data with all assessment and test data					
Demonstrated ability to formulate diagnoses					
Demonstrated knowledge of evidence-based interventions					
Identified basic strengths and weaknesses of intervention approaches for different problems and populations					
Demonstrated the ability to apply evidenced-based interventions to case					

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conceptualizations and diagnoses					
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Appendix E

Single-Case Design Benchmark Assignment (Externship III-Year 4)

	1 Does Not Meet Expectation	2 Approaches Expectations	3 Meets Expectation (Pass)	4 Exceeds Expectations-(Pass)	5 Greatly Exceeds Expectations-(High Pass)
Demonstrated knowledge of how biological, affective, cognitive, social, and human development, impact diagnosis and treatment					
Integrated biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions					
Demonstrated knowledge of ethical and legal standards of health service counseling psychologists					
Demonstrated ability to formulate diagnoses					
Clearly outlined how they used supervision to improve interventions and conceptualization of client					
Articulates awareness of theoretical foundations intervention					
Demonstrated integration of social justice and advocacy skills within case study					
Demonstrated knowledge of evidence-based interventions					
Identified basic strengths and weaknesses of intervention approaches for different problems and populations					

Appendix F
Supervision Transcript Analysis-Consultation Paper Benchmark
(Consultation Paper)

	1 Does Not Meet Expectation	2 Approaches Expectations	3 Meets Expectation (Pass)	4 Exceeds Expectations-(Pass)	5 Greatly Exceeds Expectations-(High Pass)
Displayed problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
Student demonstrated knowledge of consultation theories to the application of consultation skills					
Student understood and identifies with the role of the health service counseling psychologist					
Student demonstrated knowledge of supervision theories to the application of supervision skills					
Student demonstrated knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals, groups, and organizations					
Student demonstrated knowledge and integration of multicultural counseling theories					
Students integrated biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions					
Demonstrates a knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds					

Appendix G

Vocational Assessment Interpretive Report (Year 4)

	1 Does Not Meet Expectation	2 Approach es Expectations	3 Meets Expectation (Pass)	4 Exceeds Expectations-(Pass)	5 Greatly Exceeds Expectations-(High Pass)
Displayed problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
Students demonstrated knowledge of vocational theory and skills in conducting vocational assessment					
Demonstrated communication and interpersonal skills and professional values and attitudes of an emerging health service counseling psychologist in coursework and training opportunities					
Demonstrated knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals, groups, and organizations					
Administer, score, interpret and integrate Vocational assessment data					
Demonstrated a knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds					

Comprehensive Exam Rubrics Organized by Domains

Appendix H

Comprehensive Examination Rubric Domain 1: Theory

	1 Does Not Meet Expectation	2 Approaches Expectations	3 Meets Expectation (Pass)	4 Exceeds Expectations- (Pass)	5 Greatly Exceeds Expectations- (High Pass)
Demonstrated knowledge of foundational theories of psychology	No foundational theories were discussed	Only 1 theory discussed	2 theories were discussed & supported with outside evidence	More than 2 and were supported with multiple outside evidence	More than 2, exceptional outside evidence, and advance integration of theories and evidence
Demonstrated awareness of the theory and its strengths and weaknesses as it relates to culturally diverse clients	No Strengths or weakness were discussed	Only 1 strength or weakness	2 strength or weaknesses & clear application to diverse client	More than 2 and were supported with multiple outside evidence for diverse clients	More than 2, exceptional outside evidence, and advance integration of theories and evidence for diverse clients
Articulated awareness of theoretical foundations intervention	No interventions were discussed	Only 1 intervention discussed	2 interventions were discussed & supported with outside evidence	More than 2 and were supported with multiple outside evidence	More than 2, exceptional outside evidence, and advance integration of interventions and evidence
Demonstrated knowledge of the history of psychology & counseling psychology	No key figures	1 key figure	At least two figures	2 or more key figures and discussion of historical shift in theory	2 or more key figures and advanced discussion of historical shift in theory
Demonstrated knowledge of multicultural counseling theories and theories	No multicultural theories were discussed	Only 1 MC theory discussed	2 theories were discussed & supported with outside evidence	More than 2 and were supported with multiple outside evidence	More than 2, exceptional outside evidence, and advance integration of theories and evidence
Demonstrated advanced ability to integrate theories (developmental, counseling, and multicultural) to understand human behavior(s)	No integration	Addressed only theory but integrated key concepts and interventions	2 theories were discussed & integrated key concepts and interventions & supported with outside evidence	More than 2 theories were discussed & integrated key concepts and interventions & supported with outside evidence	More than 2, exceptional & exceptionally integrated key concepts and interventions & supported with outside evidence

Appendix I

Comprehensive Examination Rubric Domain 2: Diagnosis, Assessment, & Intervention

	1 Does Not Meet Expectation	2 Approaches Expectations	3 Meets Expectation (Pass)	4 Exceeds Expectations-(Pass)	5 Greatly Exceeds Expectations-(High Pass)
Demonstrates ability to interpret assessment data (cognitive & personality)	No interpretation of data	Accurately interprets at least 1 form of assessment data	Accurately interprets all forms of assessment data	Accurately interprets and conceptualizes assessment data	Exceptional interpretation & conceptualization of assessment data
Demonstrates ability to identify appropriate assessment measures with client populations	No assessment identified	Accurately identifies 1 assessment measure	Accurately identifies at least 2 and explains why	Accurately identifies 2+ and thoroughly explains why	Accurately identifies 2+ and exceptionally explains why
Demonstrates advanced ability to integrate multiple forms of data (cultural, cognitive, & personality)	No integration	Only integration of 2 forms	Accurate and thorough integration of all 3	Accurate, thorough integration of 3 and outside evidence	Accurate, exceptional integration of 3 and outside evidence
Demonstrates the advanced ability to formulate a Case Conceptualization that integrates development, cognitive, affective, social, and biological basis of behavior	No formulation	Only integration of 2 basis of behavior	Accurate and thorough integration of 3	Accurate, thorough integration of 4 and outside evidence	Accurate, exceptional integration of 5 and outside evidence
Demonstrates ability to formulate an accurate diagnoses and knowledge of psychopathology/diagnoses	Diagnosis inaccurate	Diagnosis only captures 1 cluster of symptoms	Accurate and thorough diagnosis that captures all symptoms	Accurate & thorough diagnosis that captures all symptoms and includes outside evidence	Exceptional & thorough diagnosis that captures all symptoms and includes outside evidence
Demonstrates ability to utilize knowledge, awareness and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals	No cultural formulation	Only 1 aspects of culture	Accurate and thorough integration of 2	Accurate, thorough integration of 3 and outside evidence	Accurate, exceptional integration of 3+ and outside evidence

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Demonstrates knowledge of evidence-based interventions by identifying basic strengths and weaknesses of intervention approaches for different problems and populations	No Strengths or weakness were discussed	Only 1 strength or weakness	2 strength or weaknesses & clear application to diverse client	More than 2 and were supported with multiple outside evidence for diverse clients	More than 2, exceptional outside evidence, and advance integration of theories and evidence for diverse clients
Demonstrates cultural self-awareness; basic reflectivity regarding professional practice	No self awareness	Only 1 aspects of self	Accurate and thorough integration of 2	Accurate, thorough integration of 3 and outside evidence	Accurate, exceptional integration of 3+ and outside evidence

Appendix J

Comprehensive Examination Rubric Domain 3: Ethics

	1 Unacceptable Performance- Fail	2 Low Perf. / Remediation Required- Probationary Pass	3 At Expected Level- Pass	4 Above Expected Level- Pass	5 Well Above Expected Level- High Pass
Demonstrates knowledge of ethical and professional standards and guidelines					
Demonstrates knowledge of legal and regulatory issues in the practice of psychology that apply to practice, research, supervision, consultation or teaching					
Demonstrates the ability to identify and define an ethical dilemma					
Demonstrates an awareness of the possible conflicts and dilemmas between personal beliefs and ethical decision making					
Demonstrates the ability to articulate the importance of ethical concepts in practice, supervision and consultation					
Demonstrates the ability to display cultural ethical decision making that is applicable to practice, research, supervision, consultation or teaching					

Appendix K

Comprehensive Examination Rubric Domain 4: Research & Statistics

	1	2	3	4	5
	Unacceptable Performance- Fail	Low Perf. / Remediation Required- Probationary Pass	At Expected Level- Pass	Above Expected Level- Pass	Well Above Expected Level- High Pass
Displays problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility					
Demonstrates knowledge and understanding of research design.					
Demonstrates knowledge and understanding of statistical analyses					
Demonstrates basic knowledge and understanding of psychometric constructs					
Demonstrated ability to design a research study that adheres to research design and methodology					
Demonstrates comprehension of parametric and/ or non-parametric statistics					

Appendix L

Annual Report of Student Progress

*= Response is required

Background Information

*Student Trainee Information

Please enter the name of the student whom you supervised and the Semester/Year of the training experience

Name of Student

Semester/Year (e.g., Fall/2013)

*Indicate your training level (year) in the program:

*Did you receive non-loan funding this year?

Please list your funding source(s)

Professional Development

During the last twelve months, have you:

*Subscribed (or maintained a subscription) to a professional journal?

*Belonged to (member of) a professional or scientific organization?

*Attended a meeting/conference of a professional or scientific organization?

*Presented at a professional conference and/or workshop training?

*Published a scholarly paper/article/chapter?

*Please check the box of the professional organizations to which you belong

Academic Progress

*Enter your current GPA within the program

*Did you earn a grade lower than "B" in any course this year?

If yes, please indicate titles of ALL courses this year with grades lower than "B"

If you defended your DISSERTATION PROPOSAL this academic year, please indicate the following

Date Proposed

Proposal title

If you defended your FINAL DISSERTATION PROJECT this academic year, please indicate the following

Date Defended

Final Project Title

Comprehensive Examinations:

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* Written Comprehensive Exam: Did you take your Comp exam this year?

* Please indicate the results of your exam by checking the area PASSED below:

How many times have you taken this exam?

Internship Information

* Did you apply for a doctoral internship this academic year to take place next academic year?

Did you obtain an internship this year?

If you obtained an internship, please provide the name and location of the internship

Expected internship start date:

Expected internship end date:

Is your internship funded?

Is your internship accredited?

Is your internship is affiliated with another membership organization

ADDITIONAL PROGRAM FORMS

Appendix M

REMEDIATION PLAN OF ACTION FORM

Student Name: _____

Student ID No.: _____ Year in Program: _____

Description of Problem: _____

Solution to Problem: _____

Plan of Action: _____

Beginning Date: _____ End Date: _____

Action required if conditions not met: _____

Task Satisfied: _____ No Further Action Required _____ Further Action
Required _____

Signatures:

Faculty Advisor/Date

Student/Date _____

Appendix N
Dissertation Evaluation Form

- 1 Unacceptable Performance-Fail
- 2 Low Perf. / Remediation Required-Probationary Pass
- 3 At Expected Level-Pass
- 4 Above Expected Level-Pass
- 5 Well Above Expected Level-High Pass

Question	Rating
1. Demonstrates Theoretical or applied significance in the relevant field of study "	1 2 3 4 5
2. Demonstrates potential for Publication "	1 2 3 4 5
3. Demonstrates scientific originality above and beyond simple/parametric replication secondary data analysis "	1 2 3 4 5
4. Demonstrates an expansion upon previous research (extends relevant scientific or practice knowledge within the relevant field of study "	1 2 3 4 5
5. Research demonstrates high potential for IRB approval (i.e., demonstrates regulatory Compliance, Ethical/Responsible Conduct of Research) "	1 2 3 4 5
6. Student demonstrates ability to develop a socially valid research problem or hypotheses in psychology (counseling, school, or educational psych), with relevance to diverse populations "	1 2 3 4 5
7. Demonstrates the ability to critically examine, evaluate, and synthesize extant research/literature "	1 2 3 4 5
8. Demonstrates basic knowledge and understanding of research design and statistical analyses and applies appropriate research methods and data analysis techniques to address the identified problem "	1 2 3 4 5
9. Demonstrates knowledge/application of appropriate sampling techniques, with specific focus on diverse populations "	1 2 3 4 5
10. Demonstrates a logical and scientifically defensible alignment between the identified problem, extant literature, and the proposed methodology (i.e., there is a logical link between the study's purpose, presented literature and study methodology). "	1 2 3 4 5
11. Demonstrates the ability to articulate the study's implications for diverse populations in terms of future research, policy, and/or practice. "	1 2 3 4 5
12. Student displays problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility in terms of the proposed study "	1 2 3 4 5
13. Demonstrates the ability to write in a scholarly manner appropriate for scientific dissemination (Publication). "	1 2 3 4 5
14. Writing demonstrates adherence to APA style and HU dissertation requirements "	1 2 3 4 5
15. Writing demonstrates adherence to appropriate English-language writing conventions, including grammar, punctuation and spelling. "	1 2 3 4 5
16. Arguments and key points are cogently, concisely, and clearly written. "	1 2 3 4 5
17. Demonstrates the ability to cite and properly reference previous research "	1 2 3 4 5
18. Demonstrates an appropriate professional demeanor in appearance and behavior "	1 2 3 4 5

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19. Demonstrates the ability to present material concisely, professionally and audibly, including appropriate nonverbal behavior. "	1	2	3	4	5
20. Demonstrates ability to respond to questions and queries in a professional and scholarly manner. "	1	2	3	4	5
21. Demonstrates ability to orally present arguments/conclusions that are cogent and scientifically defensible. "	1	2	3	4	5
22. Demonstrates mastery of theoretical concepts, relevant subject matter, and associated literature "	1	2	3	4	5
23. Demonstrates ability to present research in an organized fashion "	1	2	3	4	5
24. Demonstrates the ability to present relevant and accurate information while providing support/evidence of key points "	1	2	3	4	5
25. Demonstrates the ability to communicate the utility/value of the research in terms of how it enhances scientific knowledge and practice "	1	2	3	4	5
26. Demonstrates the ability to effectively use presentation technology/visual aids, including the use of slides/graphics that are technically sound, professional, and logically organized. "	1	2	3	4	5
27. Demonstrates the ability to develop handouts that are professional and well-formatted	1	2	3	4	5

Appendix O
Consortium Application Form

Note: The Howard University Counseling Psychology Program is an APA-Accredited program and thus, our courses are designed to meet the professional wide competencies and discipline specific knowledge required by APA. To meet this objective, we prefer students to take our courses; however, there may be specific times where students need to take a course within the consortium. Students must complete this form to gain approval from the program director to apply to take a consortium course.

Student Name: _____

Student ID No.: _____ Year in Program: _____

Reason for Consortium Course:

- Scheduling Conflict with HU course
- HU course not offered this semester
- Other _____

Please elaborate further on your reasons above: _____

Name of Consortium Course _____

HU course it will replace _____

APA Accredited Program: Yes _____ No _____

Clinical _____ or Counseling Psychology _____

Please ensure that you attach the syllabus with the readings.

Signatures:

Faculty Advisor/Date

Student/Date

Course Approved: _____ Course Denied: _____

Reason _____

