

BOSTON COLLEGE

The Carolyn A. and Peter S. Lynch

School of Education and
Human Development



Counseling Psychology
Doctoral Student Handbook

2024-2025

CONTENTS

USING THIS HANDBOOK.....	1
KEEPING RECORDS: YOUR PROFESSIONAL ARCHIVES.....	3
MODEL AND GOALS OF THE PROGRAM.....	4
DIRECT ADMIT STUDENTS EARNING MA INTERIM DEGREE IN COUNSELING THEORY.....	6
STUDENT INVOLVEMENT.....	7
SOCIAL NETWORKING.....	8
DIVERSITY AND SOCIAL JUSTICE RESOURCES AND COMMITTEES.....	10
STUDENT SUPPORT SERVICES	10
PROGRAM ADVISEMENT.....	11
TRANSFER OF CREDIT.....	12
WAIVING COURSES	12
ACADEMIC STANDING	13
GRIEVANCE PROCEDURE	13
EXTENSION OF TIME/LEAVE OF ABSENCE	13
STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES	13
ACADEMIC HONESTY	15
RECORD RETENTION	15
POLICY ABOUT STUDENTS WITH DISABLING CONDITIONS	15
GRADUATE STUDENT PARENTAL AND ADOPTION ACCOMMODATION POLICY	15
ASSISTANTSHIPS AND FELLOWSHIPS	16
STUDENT MEDICAL INSURANCE	19
OFFICE SPACES.....	19
EVALUATION OF STUDENTS	19
RESEARCH QUALIFYING PAPER	23
COMPREHENSIVE EXAMINATION.....	25
FIRST YEAR FIELD EXPERIENCE.....	28
CLINICAL TRAINING COORDINATION.....	29
ADVANCED PRACTICUM EXPERIENCES IN COUNSELING.....	32
MALPRACTICE INSURANCE COVERAGE FOR STUDENTS ENGAGING IN PRACTICUM OR OTHER CLINICAL WORK	34
INTERNSHIP IN COUNSELING PSYCHOLOGY.....	34
PREREQUISITES FOR APPLYING FOR PREDOCTORAL INTERNSHIP	34
DISSERTATION REGULATIONS AND GUIDELINES	35
SUGGESTED COURSE SEQUENCE.....	38
PROGRAM TIMELINE.....	41
MILESTONES SCHEDULE FOR DOCTORAL STUDENTS BY YEAR	46

CONTENTS

APPENDIX A.....	47
STUDENT ATTESTATION	49

An electronic copy of this handbook is located on the Canvas site for the Counseling Psychology Doctoral Program and on the Doctoral Program's website.

USING THIS HANDBOOK

The Counseling Psychology Doctoral Student Handbook is an official publication of the Department of Counseling, Developmental, and Educational Psychology. It has been prepared to inform doctoral students about the requirements of their Program and to serve as a resource for students throughout their graduate studies. The handbook supplements information online (see <https://www.bc.edu/content/bc-web/schools/lynch-school/sites/audience-pages/current-students.html#tab-graduate>). The online doctoral information contains general information concerning graduate studies, the Lynch School of Education and Human Development (LSEHD) policies, and student life.

Be sure to consult your faculty advisor before making academic decisions and changes to your coursework. Your Program of Study (<https://www.bc.edu/content/bc-web/schools/lynch-school/sites/audience-pages/current-students/program-of-study.html>) is an official document planning out your coursework to meet graduation requirements and cannot be amended without the approval of your faculty advisor, the Director of Doctoral Training (DOT), and the Department Chair.

In addition, doctoral students are urged to consult both the Boston College University Catalog (Office of Student Services, Lyons Hall, and online <https://www.bc.edu/bc-web/academics/sites/university-catalog.html>) for University policies, and the academic calendar for important dates and deadlines. Students should become familiar with all the requirements in these manuals, as they clarify the policies of the Counseling Psychology program and the LSEHD.

Information on the LSEHD Counseling Psychology program is also available online at <https://www.bc.edu/bc-web/schools/lynch-school/academics/departments/cdep/Ph.D.-counseling-psychology.html>

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KEEPING RECORDS: YOUR PROFESSIONAL ARCHIVES

Maintaining your professional records needs to become a priority from the very beginning of your work in psychology. Because we live in a mobile society, it is sometimes difficult to predict where anyone will be in 10 years. Therefore, it is important to create your own Professional Archives for licensure purposes. It should contain the following:

Program Handbook for each year of graduate study

Course syllabi for each course taken

Official Program of Study with signatures

Records, logs, and other documentation pertaining to field work, practicums, and internship that you may need for future licensure or certification

MODEL AND GOALS OF THE PROGRAM

The Doctoral Program in Counseling Psychology is accredited by the American Psychological Association (APA; Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242; 202 336-5979; <https://www.apa.org/ed/accreditation/about/coa/>). The program is located in the Lynch School of Education and Human Development (LSEHD) and is part of the Department of Counseling, Developmental, and Educational Psychology (CDEP). CDEP also includes a Ph.D. program in Applied Developmental and Educational Psychology; three MA programs in Mental Health Counseling, School Counseling, and Pastoral Ministry and Mental Health; and one BA major, Applied Psychology and Human Development.

Our Doctoral Program endorses the scientist-practitioner training model. The Ph.D. program is structured in accordance with the APA Standards of Accreditation for Programs in Health Service Psychology (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>), which reflects a consensus about doctoral training in counseling, clinical, and school psychology. Consistent with the APA Standards, our doctoral program provides training in accordance with the following broad objectives:

- a. Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice-informed.
- b. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training.
- c. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

The nine core standards that define our training model are provided in Appendix A of this Handbook.

In addition to these core standards, our program is structured around a set of thematic goals and objectives that reflect our identity and training philosophy. An underlying value that is infused throughout the program is an affirmation of the close, recursive relationship between science and practice. The program also espouses a commitment to social justice, a value that is shared by the larger institution of Boston College. The purpose of education and professional training is not simply the acquisition of knowledge, but the constructive and responsible use of that knowledge in service to others and in pursuit of social justice.

Aim #1: Students demonstrate foundational knowledge of, and identification with, the field of psychology, generally, and counseling psychology, specifically. Consistent with the APA training model in professional psychology, students take courses in each of the core domains of psychology: biological, cognitive/affective, and social aspects of behavior, history and systems of psychology, psychological measurement, research methodology, and techniques of data analysis. For the most part, these core courses are completed in the first two years of the program, providing the basis for further specialized training. In addition, students learn about the counseling psychology specialty via courses such as Professional Issues in Counseling Psychology; Seminar in Career Development; and Counseling Psychology in Context, as well as through research, practicums, and informal socialization efforts. Taken together, these two bodies of foundational knowledge (i.e., psychology core and counseling psychology specialty) create a platform for the development of skills in practice and research. Student knowledge of the psychological foundations and counseling psychology core increases in complexity during the training program. For example, material presented in the first year (e.g., Counseling Psychology in Context; Intermediate Statistics) provides foundational knowledge for and the capacity for critical

thinking about more advanced courses in research methods, counseling practice, and the dissertation. Throughout the foundational training, students are provided with multiple opportunities to develop a counseling psychology identity and to expand upon this identity with lifelong learning in their careers (such as engagement in systematic research programs and involvement in professional associations).

Aim #2: Students demonstrate competency as theorists, researchers, and scholars, who are knowledgeable of the ways in which practice influences science. Student acquisition of the foundational core summarized in Aim #1 coupled with more advanced coursework and research experience provides the framework for the development of our students' scholarly identity and skill set. This content knowledge from the core coursework provides the substantive context for the identification of problems that frame students' research agendas. Training in research skills, which takes place in courses, research assistantships, the second-year research project, and dissertation research, provides students with an increasingly more sophisticated set of tools, encompassing multiple methodologies and perspectives. The primary foundation in research methods is provided during the first and second year with courses in quantitative methods, qualitative methods, and statistics. Students then take a more advanced course in either qualitative or quantitative methods and a research elective. Another major venue for research training is student assistantships, which provide a carefully supervised apprenticeship, with skill development encompassing a broad spectrum of activities within the research enterprise (e.g., formulating questions, designing studies, completing IRB applications, analyzing results, disseminating findings). These streams of research training are linked in our program by a focus on the interface of research and practice. For example, many of the scholarly questions examined in the program are informed by issues that arise in practice and by a

consideration of broader social problems that contribute to psychological distress and well-being. A critical opportunity for the integration of research training in the second year of the program is the research qualifying paper (described later) which provides an opportunity for students to develop a research proposal. The doctoral dissertation represents the culmination of training in research, providing an opportunity for students to develop and design an independent study under the close mentorship of a dissertation chair and committee members.

Aim #3: Students demonstrate competency as practitioners and are knowledgeable of the ways in which science influences practice. The development of practice skills is integrated throughout the program. Students learn foundational theories and research in psychotherapy, career counseling, and assessment in their first two years of coursework. In the first year of the program, students participate in the First Year Experience (FYE), which provides social justice-focused training in a diverse array of non-therapy roles in practice contexts. Starting in their second year, students move into the first of two required years of practicum, which entails working 2-3 days per week in a field site, under the supervision of a licensed psychologist. Students continue with their practicum work in their third (and sometimes fourth) year, with increasing levels of complexity and responsibility. A key aspect of practicum training is the acquisition of supervised experience in assessment, which optimally will be an integral part of at least one of the practicum settings. Throughout their practicum work, students integrate science and research into their work via theory-driven and evidence-based case conceptualizations. In addition, student research projects and dissertations generally have an explicit applied focus, reflecting a sophisticated synthesis of the intersection of science and practice.

Aim #4: Students demonstrate social justice practices in their professional work. Students begin their training in promoting social justice in their professional work in one of their required first year courses, entitled Counseling Psychology in Context. This course includes a coherent body of literature on counseling psychology and social justice, teaching students to integrate a social justice approach to intervention at the individual, community, and larger policy levels. Students also begin to apply a social justice perspective in the First Year Experience, where they engage in nontraditional roles in a community program or context over the course of one year. Building on these experiences, students expand and apply their growing social justice orientation in their subsequent courses and practicums. Most of the content courses in counseling psychology (e.g., History of Psychology; Seminar in Career Development; Seminar in Counseling Theories) provide explicit opportunities to consider social and political issues, thereby fostering an integration of social justice ideas in relation to specific foci within psychological practice and research. Students also are required to take a course entitled Critical Perspectives on the Psychology of Race, Class, and Gender, which provides an opportunity for integration and application of knowledge about social justice to a wide array of issues and challenges in counseling psychology. In addition, students have opportunities to further develop their social justice skills via their work with Master's students in the skills training lab. Finally, most of the independent research projects that students initiate (including the dissertation) reflect the sequential training in social justice as exemplified by the focus on diverse and/or underserved populations, self-reflection and the critical perspective that is used to formulate the research questions.

Aim # 5: Students demonstrate professionalism in their work with individuals and communities.

DIRECT ADMIT STUDENTS EARNING MASTER'S INTERIM DEGREE IN COUNSELING THEORY

The Counseling Theory MA Interim Degree will be earned by students who enter the Ph.D. Program without an MA degree in Counseling or a related field.

Process for Attaining MA Interim Degree

In consultation with their faculty advisors, students are required to: 1) take and pass the MA Counseling comprehensive exam and 2) document on a MA Interim Degree Program of Study form (POS) the first 30 credits completed in route to the Ph.D. degree (including APSY 9840 Professional Issues in Counseling Psychology and APSY 9841: Counseling Psychology in Context). See below for details on these two requirements.

Program of Study (POS) Forms

Students should complete two separate POS forms, one for the MA Interim Degree/ Counseling Theory and one for the Counseling Psychology Ph.D. These separate forms are used by the Associate Dean's office to record the timing of students' completion of their MA Interim Degree requirements.

MA Interim Degree Program of Study

Direct Admit students should submit the *MA Interim Degree/Counseling Theory Program of Study* (to be obtained from the CDEP office in Campion 211 when they have completed the courses that will be used to earn the MA Interim Degree. The courses adding up to the first 30 credits earned by the student in the Doctoral Program should be listed on the MA Interim Degree POS, as these credits serve to meet the requirements for an MA Interim Degree in Counseling Theory. The following two required courses must be included among these 30 credits: APSY 9840: Professional Issues in Counseling Psychology and APSY 9841: Counseling Psychology in Context. In addition, Direct Admit students need to take the Master's level

comprehensive exam, which is offered at the end of January each year. Students should consult with their advisor about the timing of this exam as described in the next section.

Once the POS has been reviewed and approved by the Associate Dean in the Graduate Student Services Office, students earning the MA Interim Degree will be added to the Student Services Graduation list. Student Services will then list the MA Interim Degree on the student's official transcript with the date that it was earned. For example, Student A completes the 30 credits for the MA Interim Degree at the end of Spring 2024. The POS should then be submitted to the LSEHD Office of Graduate Student Services. Then Student A's name will be added to the relevant graduation list that is sent to Boston College's Office of Student Services which will list the MA degree on Student A's Doctoral transcript. However, Student A's name will not be listed in the relevant Commencement program. The only place that the MA Interim Degree will be noted is on Student A's official Doctoral transcript.

Direct Admit Doctoral Program of Study

The same courses included on the MA Interim Degree POS, should also be listed on the Doctoral POS along with the additional courses for the Ph.D. That is, students designate the MA Interim Degree courses twice – once on the MA Interim Degree POS and again on the Doctoral POS.

Transcript

Boston College Student Services will record only one transcript for a student in the Direct Admit Counseling Psychology Doctoral Program and the Interim Master's Degree will appear on the transcript as being earned on the date that the student was actually "cleared" for that degree. Please Note: An MA Interim Degree that a student earns during the course of doctoral studies is NOT a separate degree program. All of the courses that are taken by the student are used towards the doctoral degree – the MA Interim

Degree is completed along the way towards the Doctoral degree.

In sum, students can state that they have an MA degree once they have completed the required 30 credits and their MA Interim Degree POS is officially approved. At that point, Student Services will indicate the completion of the MA Interim Degree on the student's transcript.

MA Interim Degree Comprehensive Exam

The earliest that students can take the MA Counseling Comprehensive Exam is in January of the second year of the Direct Admit Counseling Doctoral Program in consultation with their academic advisor. Together they will determine whether the student is ready to take comps given that the MA Interim Degree comprehensive exam will cover four content areas: 1) Counseling theories, 2) Psychopathology, 3) Ethics, and 4) Multicultural issues. In cases where a student has not yet taken one of these courses prior to the exam date chosen, the student is still responsible for independent study of this area. Students should register for the MA Counseling Comprehensive Exam in the Fall semester of their second year.

STUDENT INVOLVEMENT

Students are involved in the doctoral program in a variety of ways. Doctoral cohorts annually select a member or members to represent their class. Representatives provide feedback to the DOT as a group twice per semester. Student representatives are also welcome to attend faculty meetings. They tend to do so as representatives of their own cohorts approximately once per month.

Although the above-described procedure is the expected format for student representatives communicating student concerns to faculty, students may want their representatives to communicate directly to the Director of Training concerning a sensitive issue. In this case, the student representatives should contact the director to schedule an appointment.

Additionally, any student in the program can contact the DOT with concerns or questions throughout their time in the program.

The DOT also meets twice per semester with each cohort to discuss program issues and related matters.

A CDEP doctoral student affinity group for BIPOC students/students of color, *MOSAIC (Making Our School An Inclusive Community)* meets monthly and is facilitated by a faculty member. The primary aims of the group are:

- to create a space for BIPOC students/students of color to discuss and explore educational and career issues unique to being a person of color
- to explore the intersection of personal and professional identities for BIPOC students/students of color
- to provide a space for BIPOC students/students of color to process their experiences in graduate school (e.g., classroom experiences; campus experiences; practicum experiences; etc.)
- to foster connection and community amongst BIPOC students/students of color in the program
- to enhance mentorship between faculty and BIPOC students/students of color

To facilitate communication within the Program, we also maintain an active student/faculty listserv.

To promote quality and effective student learning experiences, and consistent with APA Ethical Principles (2017; <https://www.apa.org/ethics/code>), the Program works to promote interactions that are collegial and conducted with the highest standards of the profession.

Students are encouraged to present scholarly work at professional conferences and colloquia.

They are also encouraged to become involved in the Graduate Education Association and the Graduate Student Association. These student organizations sponsor research conferences on campus and may offer financial support for student presentations at off-campus conferences. Counseling Psychology students are also strongly encouraged to become student members of APA Division 17 (Counseling Psychology) and the Division 17 Student Affiliate Group as well as other APA Divisions of interest.

SOCIAL NETWORKING

As the use of social networking sites or blogs to communicate with friends, family, professional networks and clients continues to increase, psychologists and psychologists-in-training are obligated to uphold the highest standards of professionalism, ethical behavior, attitudes and judgment in online behavior. Although social media is constantly shifting the rules of engagement, the Program provides the following guidelines and practical advice for how students in the Program may responsibly apply ethical principles in social media contexts.

As set out in the Ethical Principles and Code of Conduct, psychologists are likely to need to make decisions in difficult, changing and unclear situations. The Program expects that the principles of the code will be considered as students make ethical decisions regarding online behavior. However, no code can replace the need for students to exercise their professional and ethical judgment. Thinking about ethics should pervade all professional activity. As clearly stated in the Ethical Principles of Psychologists and Code of Conduct: “Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior and seek to manage conflicts of interest that could

lead to exploitation or harm.”

In accordance with the spirit of this ethical principle, students must not act in a way that damages, or is likely to damage, individuals, the reputation of the program, or any other specific communities in which they work. To this end, the Ethical Principles and Code of Conduct apply at all times including when students are online.

Students who use social networking sites (e.g., Facebook, Twitter, LinkedIn, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, students, and other mental health professionals. Thus, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to “private,” recognizing that even so, social networking sites are public and permanent. Once you have posted something online, it remains traceable even if you later delete it. Thus, students should be cautious whenever posting information/photos and avoid using any language that could jeopardize their professional image. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training.

More specifically, students should:

- Remember that social networking sites are public and permanent. Once you have posted something online, it remains traceable even if you later delete it.
- Keep professional and personal life as separate as possible. This may be best achieved by having separate accounts. For example Facebook could be used for personal use and LinkedIn or Twitter used for professional purposes.
- If ‘friends’ requests are received from clients and service users, decline the

request via more formal means of communication.

- Be mindful that whether or not you identify yourself as a psychologist-in-training or student of the Counseling Psychology Doctoral Program in your profile, you should act responsibly at all times and uphold the reputation of the program and the profession.
- Protect your privacy. Consider the kinds of information that you want to be available about yourself and to whom. Ensure that you regularly check your privacy settings. Be aware that social networking sites may update their services and privacy settings can be reset to a default that deletes your personalized settings.
- Remember that images posted online by family or friends, may be accessible as they may not set privacy settings as tightly as you do.
- Be mindful that social networking sites can make it easier to engage (intentionally or unintentionally) in professional misconduct.
- Report the misconduct of other members on such social networking sites to any relevant parties

Students should not:

- Establish inappropriate relationships with clients, service users online, and students they instruct, as this constitutes an ethical violation of boundaries.
- Discuss work-related issues online in any non-secure medium.
- Publish pictures of clients or service users online, where they are classified as clinical records.
- Use social networking sites for whistle-blowing or raising concerns.
- Post defamatory comments about individuals or institutions. Defamation law can apply to any comments posted on the web, irrespective of whether they are made in a personal or professional capacity.

- Conduct online searches on clients without their permission.

Engaging in these types of actions could result in the student being dismissed from the program.

DIVERSITY AND SOCIAL JUSTICE RESOURCES AND COMMITTEES

There are a number of opportunities for students to participate in social justice and diversity committees and communities or get support at BC. Below is a non-exhaustive list of such resources:

Thea Bowman AHANA and Intercultural Center (BAIC) - Located in Maloney Hall, Suite 455. This office supports the needs of all students, with a particular focus on AHANA, Multicultural and Multi-ethnic students. Whether it is meeting with a college counselor regarding your academic success or getting involved in leadership activities on campus, AHANA is available to support students. For more information see <https://www.bc.edu/content/bc-web/offices/student-affairs/sites/ahana.html>

GLBTQ Resources for Students - This page from the Dean of Students lists resources for Boston College students who may be questioning their sexual or gender identity, have questions arising from their sexual or gender identity, have general questions about the GLBTQ community, or just need someone to dialogue with about their personal lives and how to be their most authentic selves. For more information about these resources, see <https://www.bc.edu/content/bc-web/offices/student-affairs/sites/student-outreach-and-support-services/lgbtq-support.html>

GLBTQ Leadership Council (GLC) - This group is committed to bettering the quality of life for all students at Boston College especially those who identify as gay, lesbian, bisexual, transgender, queer or questioning.

Graduate Pride Alliance (GPA) - The Graduate Pride Alliance (GPA) is an organization, sponsored by the Graduate Student Association

(GSA), for lesbian, gay, bisexual, and transgender graduate students and allies. The main mission of GPA is to provide a sense of community and space for LGBT graduate students and allies to socialize, share experiences, and educate the wider community.

Resources for LGBT Students & Alumni - A collection of resources from BC's career center to inform and assist lesbian, gay, bisexual and transgender students as they enter the workforce.

Resources for Women - The Boston College Women's Center serves as a focal point for resources for women on campus. <https://www.bc.edu/bc-web/offices/student-affairs/sites/womens-center.html>

In addition, Boston College has resources for discussion of discriminatory harassment. <https://www.bc.edu/content/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Discriminatory-Harassment.html>

Resources for International Students – Links for a full range of support services for international students are provided on the webpage of the Office of International Students and Scholars: <https://www.bc.edu/bc-web/sites/global-engagement/sites/office-of-international-students-and-scholars/>

STUDENT SUPPORT SERVICES

Boston College has a rich array of student support services available to graduate students. These services are offered across the university, but doctoral students in the LSEHD should first contact the Office of the Dean of Graduate Studies in the LSEHD. This office provides student support concerning financial aid, disability services, and international student support services.

In addition, under the auspices of the Office of the Dean for Student Development, the Office of Graduate Student Life provides outreach to Boston College graduate students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of

Graduate Student Life provides both academic and non-academic support to the graduate student community, in the service of developing the whole person and furthering the University's mission.

Doctoral students also have access to other services offered at Boston College, including but not limited to counseling, international student support services, AHANA student support, campus ministry, and academic support services.

PROGRAM ADVISEMENT

The DOT, in collaboration with the faculty, assigns each student a faculty advisor who will assist the student in the development of a doctoral plan of study, and the completion of the Program of Study Form. Doctoral students should plan to meet with their advisors at least three times during their first year to review program requirements and discuss how career objectives and particular interests of the student might be developed within the resources of the faculty and course offerings. Once a student has a dissertation advisor, the latter becomes the student's program advisor. If the dissertation advisor is outside the program, then the new dissertation advisor and former advisor will co-advise the student.

Both the Direct Admit and MA-admit tracks have a number of prerequisite courses that need to be taken either prior to a student's doctoral training or very early in their program. For the Direct Admit students, successful completion of the following courses or a similar level of proven competency is required:

- Introductory Psychology
- Developmental or Life-Span Psychology
- Statistics
- Personality Theory (can be accomplished by taking a course in counseling theories or by completing a required set of readings)

For students entering with a Master's degree, the following graduate prerequisite courses are required:

- Principles and Techniques of Counseling or equivalent
- Group Counseling, Family Therapy or equivalent
- Introductory Statistics
- Psychopathology

During the student's first year, they should develop a comprehensive plan of studies (see Program of Study Form) that will meet the specific needs of the student and the Ph.D. Program requirements. Direct Admit students should fill out two POS forms—one for the Ph.D. Degree and one for the MA Interim Degree. Changes in the Program of Study must be approved through submission of the Request for Course Substitution Form, which must be signed by the advisor and the DOT.

Toward the end of each academic year, students meet with their advisors to discuss their progress. Each student is evaluated by faculty members who have interacted with that student during the academic year. In addition, students and their advisors should discuss goals for the next year and how the students might reach these objectives.

Students need to meet with their advisors each semester to review their proposed course selection for the following semester. It is important for students to review the course sequence as they select their classes. Tuition reimbursement policies require that students not go beyond the credits that they have provided to the DOT on their assistantship applications in the spring semester. Students need to consult with their advisor and the DOT in order to change the amount of credits that they would like to take in a given semester. Finally, the University is enforcing limits for credits that students take in their first year—Direct Admit students can take up to 27 credits and students who are admitted with a Master's degree in Counseling or a related field can take up to 24 credits.

The assignment of a faculty advisor is usually permanent. However, a change in the program advisor may be initiated either by the student or advisor with the consent of the DOT. This may occur when the student no longer works with the original advisor, and has joined another program faculty member's lab in the 2nd year or beyond. If the new 2nd year research supervisor is outside of the program, the student may request co-advisors (original advisor, and new research supervisor).

All doors are always open for any student to discuss anything with a faculty member. If any student has a concern about their advising relationship that they do feel they cannot discuss directly with the advisor, they should talk with the DCT. If you are concerned about confidentiality, you are encouraged to ask about it before making a disclosure. We will try to balance your autonomy, agency, and privacy with the obligations to ensure professionalism, ethical conduct, and a connected community.

Early on, students should meet with advisors to discuss dissertation interests and procedures. However, the program advisor will not necessarily be the director of the student's doctoral dissertation. The chairperson of the student's dissertation committee will be determined by the needed relevant faculty expertise in the student's topic area and by faculty availability. The advisor will be able to direct the student to the appropriate faculty resources and the final doctoral dissertation committee will be established in consultation with the LSEHD Associate Dean. The following individuals may be of additional help to you in your Doctoral study:

Dr. Stanton Worthan
Dean, LSEHD

Dr. Ana Martinez-Aleman
Associate Dean, Faculty and Academics

Mr. Steven Viveiros
Associate Dean, Graduate Student
Services LSEHD

Dr. Gilda Morelli
Department Chair

Dr. Lisa Goodman
Director of Doctoral Training
Coordinator, Predoctoral Internship

Dr. James Aronson
Director of Counseling Practicum

Drs. David Blustein & Sidney Tranthan
Coordinators, Pre-Internship Counseling
Practicum Seminar and Advanced Pre-Internship
Counseling Practicum Seminar, respectively

Dr. David Goodman
Coordinator, Advanced Clinical Case
Consultation

TRANSFER OF CREDIT

A maximum of 6 credits may be accepted in transfer toward any one degree program. All courses must be graduate level and carry a grade of "B" or better. Courses that have already been applied to a previously earned degree may not be transferred. Courses completed over 10 years ago are not acceptable for transfer.

WAIVING COURSES

On occasion, students are able to request a waiver for a required course, if they have previously completed a course that is equivalent in content and rigor to the required course offered through our program. Moreover, the Program may elect to permit students to waive a course if the student and their advisor can document an equivalent level of learning via previous experience (for example, in quantitative statistics courses). In these cases, the student should discuss this request with the faculty advisor and provide the syllabus and/or documented evidence of learning from the previously completed course or experience, which is then reviewed by the faculty advisor and DOT. The student is permitted to file for a waiver through the LSEHD Graduate

Students Services Office if the faculty advisor and DOT determine that the previously completed course or experience meets the requirements for the program and therefore, approve the course waiver. Requests for waivers must clearly demonstrate that competence has been attained, which is carefully evaluated by the students' advisor and the DOT (and other faculty as needed).

There is no limit to the number of courses students can waive as long as they take at least 54 credits at the LSEHD.

ACADEMIC STANDING

See Doctoral Student Information (online) for details: <https://www.bc.edu/content/bc-web/schools/lynch-school/sites/audience-pages/current-students/policies-and-procedures#tab-doctoral>

Except for extraordinary cases, the grade of "I" for any course should be resolved with a final grade within four months. Students with outstanding *incomplete* grades beyond the four-month period are not eligible for subsequent graduate assistantships.

GRIEVANCE PROCEDURE

Any student who believes they have been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department or their associate dean to discuss the situation and to obtain information about relevant grievance procedures.

See Doctoral Student Information (online) for details: https://www.bc.edu/content/bc-web/schools/lynch-school/sites/audience-pages/current-students/policies-and-procedures#tab-student_grievances

We have never had a formal complaint. However, the program will retain records of complaints in a folder on the secure Boston College server, which will be accessible to the program administrative assistant and Director of Training.

EXTENSION OF TIME/LEAVE OF ABSENCE

See Doctoral Student Information (online) for details:

<https://www.bc.edu/content/bc-web/schools/lynch-school/sites/audience-pages/current-students/policies-and-procedures#tab-doctoral>

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

Source: Office of the Dean for Student Development

All Boston College students are expected to fully comply with all the policies and expectations listed in the Boston College Student Code of Conduct which can be found online at:

<https://www.bc.edu/content/dam/bc1/offices/StudentAffairs/main/StudentGuide/Student-Code-of-Conduct.pdf>

In addition, resident students are expected to fully comply with the provisions detailed in the Office of Residential Life's Conditions for Residency, available on the Residential Life website: <https://www.bc.edu/content/bc-web/offices/student-affairs/sites/residential-life/community-expectations/policies>

As a Jesuit and Catholic institution, Boston College has a strong emphasis on self-awareness and a distinct consideration for the lives and feelings of others. The University Code of Student Conduct reflects the ethics, values, and standards of the University community and its concern for all involved parties. Self-discipline, knowledge of limits, proper exercise of freedom, responsibility for judgment, and accountability for actions are all critical components of personal formation. When behavioral standards on or off campus are violated, an appropriate educational response will be forthcoming from the University through the Student Conduct System.

All student members of the Boston College community have certain rights. These include:

The right to learn, which includes the right of access to ideas, the right of access to facts and

opinions, the right to express ideas, and the right to discuss those ideas with others.

The right of peaceful coexistence, which includes the right to be free from violence, force, threats, and abuse, and the right to move about freely.

The right to be free of any action that unduly interferes with a student's rights and/or learning environment.

The right to express opinion, which includes the right to state agreement or disagreement with the opinions of others and the right to an appropriate forum for the expression of opinion.

The right of privacy, which includes the right to be free of unauthorized search of personal spaces.

The right to have access to a process through which to resolve deprivations of rights.

In the case of disciplinary procedures:

- the right to be informed of any charges of misconduct
- the right to adequate time to prepare a response to the charges
- the right to hear evidence in support of the charges
- the right to present evidence against the charges
- the right to an advisor
- the right to a fair procedure which is appropriate to the circumstances
- the right to be informed of the outcome of any proceeding

For more information, please refer to the [Boston College Notice of Non-Discrimination policy \(online\)](https://www.bc.edu/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Notice-of-Nondiscrimination.html#:~:text=The%20following%20federal%20laws%20and,of%201964%20(Title%20VI)%2C): [https://www.bc.edu/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Notice-of-Nondiscrimination.html#:~:text=The%20following%20federal%20laws%20and,of%201964%20\(Title%20VI\)%2C](https://www.bc.edu/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Notice-of-Nondiscrimination.html#:~:text=The%20following%20federal%20laws%20and,of%201964%20(Title%20VI)%2C)

All student members of the Boston College community have certain responsibilities to the institution and to its members. These include:

Respect for the rights of others, which includes the obligation to refrain from conduct that violates or adversely affects the rights of other members of the Boston College community.

The obligation to refrain from conduct in the general community which adversely affects Boston College.

The responsibility for the avoidance of force, violence, threat, or harassment.

The responsibility for the avoidance of disruption. Certain kinds of conduct can convert the expression of opinion into disruption. The student demonstrations policy describes the procedures and limitations appropriate to the public expression of opinion.

The responsibility to comply with state, federal, and municipal laws and regulations.

Student members of the Boston College community must be aware that they continue to be subject to the obligations of all citizens while they attend the University. The University is committed to the observance of the laws. There is no immunity on campus from the prohibitions of state and federal law.

The obligation to ensure that the conduct of others who come to the University through a student's invitation or permission complies with the rules and regulations of the University.

The obligation to respect the environment of Boston College, which includes respect for the physical features of the campus and its facilities as well as the special needs of an institution of learning, such as quiet and privacy.

The obligation to provide proper identification when requested to do so by a representative of the University. All students are expected to carry their Boston College identification card at all times and to produce it when requested. ID cards may be electronically scanned by a University official to confirm a student's status.

The responsibility to cooperate with University officials in the performance of their duties.

The responsibility to respect the values and traditions of Boston College as a Jesuit, Catholic institution.

ACADEMIC HONESTY

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

For more information see: https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#tab-academic_integrity_policies.

RECORD RETENTION

The university's record retention policy can be found here:

[https://www.bc.edu/content/dam/files/offices/policies/pdf/policies/2015/RetentionOfUniversityDocumentsAndRecords\(Rev_4-8-2015\)%20\(00007419\).PDF](https://www.bc.edu/content/dam/files/offices/policies/pdf/policies/2015/RetentionOfUniversityDocumentsAndRecords(Rev_4-8-2015)%20(00007419).PDF)

The counseling program archives student records on the LSOE server indefinitely because students need their academic records for licensure.

POLICY ABOUT STUDENTS WITH DISABLING CONDITIONS

It is a Boston College policy that no qualified student with a disability shall be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any University program or activity. In response to a request made by a qualified student with an appropriately documented disability, the University will arrange for the provision of reasonable accommodations determined by the University to be necessary to afford the student the opportunity to participate in University programs. Procedure for documenting student disability and development of reasonable accommodation can be found at the BC website: <https://www.bc.edu/content/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Reasonable-Accommodation-for-People-with-Disabilities.html>

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodation in class. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

If you have a disability and will be requesting accommodations for a course, please register with either Kathy Duggan (email kathleen.duggan@bc.edu), Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or contact the Assistant Dean for Students with Disabilities all other disabilities) at 617-552-3470 (TTY: 617-552-8914). Advance notice and appropriate documentation are required for accommodations.

GRADUATE STUDENT PARENTAL AND ADOPTION ACCOMMODATION POLICY

Following the birth of a child, a graduate student who is the parent of the child is eligible for an accommodation extending for a period of up to twelve consecutive weeks. A graduate student

who is the parent of an adoptive child under the age of 13 newly placed in the home is eligible for an accommodation extending for a period of up to twelve consecutive weeks immediately following the placement of the child in the home. The accommodation must be taken within the 12-month period following birth or placement of the child. See here for more details:

<https://www.bc.edu/content/dam/bc1/schools/law/top-bar/current-students/Academics/documents/forms/Law-Student-Childbirth-Adoption-Accommodation-Policy.pdf>

ASSISTANTSHIPS AND FELLOWSHIPS

Each year the LSEHD makes available a limited number of graduate assistantships and teaching fellowships. Awards are given for one year at a time and students seeking continued funding must reapply on an annual basis.

Types of Assistantships

In some years, the Diversity Fellowship is awarded to a few especially promising doctoral students. In addition to providing five years of guaranteed funding, it is designed to allow students more flexibility in terms of pursuing their research interests. Concretely, this means that

Diversity Fellows can choose their research advisor and are expected to contribute meaningfully to the advisor's research team.

Research experiences can and should reflect the Diversity Fellow's own interests, as long as those align with faculty research. Regarding teaching, the Diversity Fellow is required to complete one year of Master's level lab supervision as part of the training. After that, the Fellow will be paid for any additional lab supervision. The Diversity Fellow can choose whether or not to teach undergraduate courses. The first course will be considered part of the Fellowship but subsequent undergraduate teaching will be considered work for which the Fellow will be paid.

Graduate research assistants are typically involved in research activities such as library searches, literature reviews, data collection,

data entry and analysis, and report writing. In addition, assistants may be asked to help faculty in grading exams, keeping records, photocopying, helping to prepare classes and lectures, and other tasks. Additional assistantships may be available throughout the campus and may involve administrative work, academic advising, career counseling, and other related duties.

Opportunities are available for advanced Doctoral students (i.e., students who have passed their doctoral comprehensives) to teach courses in the undergraduate Applied Psychology and Human Development Program. One course each semester is the requirement for receiving half an assistantship and teaching two courses per semester is the requirement for receiving a full assistantship. In addition to planning class meetings, conducting classes, meeting with site supervisors and evaluating students, teaching fellows will keep regular posted office hours and have students evaluate the courses using the standardized university evaluation form. Moreover, each teaching fellow is assigned a faculty mentor who will provide guidance in all aspects of teaching courses. Students teaching undergraduate courses are required to attend the Boston College Center for Teaching Excellence's Apprenticeship for College Teaching program. <https://www.bc.edu/bc-web/academics/sites/center-for-teaching-excellence/programs-events/graduate-student-programs/Apprenticeship-In-College-Teaching.html>

Summer and full-year dissertation development grants are also available though they are competitive. (Go to [this website](#) under the drop down menu labeled "Dissertation Development Grant & Fellowship" for more information).

An award of a full-time graduate assistantship carries the expectation that the student will be available for 20 hours per week for 9 months. Half-time graduate assistants need to be available 10 hours per week. The students' work schedule is negotiated with the supervising faculty member so as to not conflict with any courses that the student may be taking. Persons who have graduate

assistantships should be aware that *vacation days during the year follow the staff calendar not the student class calendar*. Graduate assistants need to negotiate their work schedule and vacation plans with their faculty supervisor.

Each faculty member will monitor and supervise their doctoral assistants in a way that best meets their needs and the demands of their assistantships. Some faculty will require that students keep a log of their hours in writing; students should review the accountability and documentation needs of their advisor at the outset of the academic year.

Graduate research assistantships are not generally available for the summer months. Students who are interested in summer funding are asked to indicate their interest and time availability when they submit their application for funding for the next academic year. However, summer funding is typically connected to faculty grants.

Assistantships usually carry a stipend and tuition remission for most of a student's coursework. Amounts vary somewhat depending upon the type of award.

Students who are awarded a graduate assistantship or a teaching fellowship must be enrolled as full-time doctoral students and may not carry any incomplete coursework for more than four months. Students accepting assistantships or fellowships may not accept any additional commitment of employment without prior consultation with and permission of their advisor, the DOT and the LSEHD Associate Dean for Graduate Student Services.

Selection and Assignment Process

Graduate assistantships fulfill several inter-related purposes within the program. The first is to meet the training needs of our doctoral students. The second is to meet the administrative and teaching needs of the department. The third purpose is to meet faculty research goals.

Related to the first, assistantships are assigned to help doctoral students obtain sequential exposure to experiences involving research, teaching and administration. Assignments are made in an effort to best meet all three sets of needs, within the constraints of available resources and opportunities. Keeping in mind these multiple needs, graduate assistantships are typically assigned in the following way.

First and second- year doctoral students are generally awarded 20-hour research assistantships.

Third year doctoral students are typically assigned teaching responsibilities for the Master's level Foundations of Counseling I (APSY 7440) and Foundations of Counseling II (APSY 7748) courses.

These teaching assignments are intended to provide doctoral students with experience in teaching and supervision under the guidance and supervision of faculty mentors.

Second, third, and fourth year students are also eligible to apply for research assistantships and other graduate assistantships. As described above, students who have passed their comprehensive exams may also be considered for undergraduate teaching in the Applied Psychology and Human Development Program. Fourth year students also are encouraged to explore with their advisors and the DOT some of the graduate assistantship opportunities available across the campus, if options are not available in the LSEHD.

It is important to note that the program cannot guarantee that graduate assistantships will always be available for those beyond the fourth year. Also, critical, funding is contingent on adequate progress through the program.

The DOT, the Master's Program Coordinators, the Director of Counseling Practicum, and Department Chair make selections and assignments for the Master's lab course sections. The Department Chair, in conjunction with

recommendations from the DOT, makes recommendations for undergraduate teaching.

Faculty review graduate student assistantship applications to identify graduate research assistants who match the needs of their research and outreach scholarship projects. This process generally begins in early April after faculty members are notified of LSEHD research assistantship allocations. Prior student experience and competencies, as well as student interests, schedule availability, and opportunities for professional development of the student, are some of the factors often considered by faculty in selecting graduate assistants.

The DOT and Coordinator of the Master's Program also review applications at this time to identify possible candidates for administrative assistantships based upon student interests, skills and schedule.

After reviewing graduate student applicants, faculty members submit their top three choices to the DOT. The DOT and the Department Chair review faculty requests to assess matches between faculty choices and student preferences. The DOT and Department Chair discuss these with faculty in the process of facilitating student assignments. The DOT and Department Chair seek to facilitate this process in a way that ensures that all students participate in a variety of research and teaching experiences over the course of their doctoral training. Final decisions about assistantships are made by the Associate Dean for Faculty and Academics with input from the DOT and Department Chair.

Although efforts are made to meet student preferences and offer a range of experiences, there are realistic constraints to the process. For example, student opportunities to work with specific faculty are based upon allocations to faculty made by the Dean's Office and upon external funding secured through faculty grants. Student opportunities to obtain desired experiences are limited by the nature of faculty

projects at any point in time. To meet the funding requests/needs of students, students may be offered assistantships with faculty in the department, but not in Counseling Psychology, and, on occasion, with faculty outside of the department.

Efforts are made to announce awards by early May. Thus, students applying for the limited number of awards that offer summer funding are advised to consider additional options for summer support.

Letters of award are sent out from the Office of the Associate Dean for Graduate Student Services and students may accept or decline the award. Students have three weeks to inform the office if they are going to decline the award. Some faculty choose to contact identified graduate research assistants personally before the letters are sent out to clarify responsibilities and determine the student's willingness to accept the terms of the award. Similarly, the Department Chair or DOT typically discusses teaching assignments with graduate students before these assignments are finalized.

Financial Support

Doctoral assistantships provide a stipend and tuition-remission credits that are applied to the students' tuition costs each semester. If students are NOT on an assistantship during a semester that they are registered for courses, they are responsible for paying the tuition costs using either federal student loans or personal finances. Please note that during the APPIC predoctoral internship year, students are not awarded LSEHD assistantships, and therefore, are not guaranteed tuition-remission awards. Students are required to register each semester for the Internship course (APSY9849) and are responsible for paying the tuition costs (Fall/Spring: 1 credit each) for this course registration.

Assistantship funding is guaranteed for the first four years of doctoral study as long as the student is making adequate progress through the program.

A reduction in graduate assistantship hours with a corresponding impact on stipend can be made if the student is not making academic progress in their degree program and performing at a certain level of expectation for the work being done.

Tuition-remission awards are part of all doctoral assistantships. However, it is important to note that students are financially responsible for any tuition costs incurred that are beyond their tuition-remission award for a given academic year. For example, if students have a tuition-remission award for 18 credits for the academic year, and they register for 21 credits, they are responsible for the additional three credits of tuition costs. Students should contact the Associate Dean of Graduate Student Services as soon as they become aware that they will need to register for more credits than they have a tuition-remission award to cover.

STUDENT MEDICAL INSURANCE

See this [link](#) for the LSEHD's policy for doctoral students' eligibility to receive coverage for Boston College Student Medical Insurance premiums.

Contact the Office of the Dean of Graduate Studies in the LSEHD with questions about medical insurance or other financial matters.

OFFICE SPACES

All first and second year doctoral students are assigned shared office space on the third floor of Campion Hall (316A through 316E). Third and fourth year students who are teaching fellows are assigned office space outside of Campion Hall, usually in the nearby Carney Hall.

EVALUATION OF STUDENTS

Overview and Rationale

Students in psychology training programs should know – at the outset of training – that their faculty, training staff, and supervisors have a professional and legal obligation to: (a) evaluate

the interpersonal competence of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future professional relationships (e.g., client, collegial, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, behavioral, interpersonal, technical, and/or ethical) that interfere with professional competence to other programs, the profession, employers, or the public at large.

The Counseling Psychology program at Boston College conceptualizes competencies consistent with the American Psychological Association Commission of Accreditation in their articulation of Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC) (<http://www.apa.org/ed/resources/competence-report.aspx>).

Competence connotes the capability of critical thinking and analysis, the successful exercise of professional judgment in assessing a situation and making decisions about what to do or not do based on that assessment, and the ability to evaluate and modify one's decisions, as appropriate, through reflective practice. Competence is both developmental and incremental in that what is expected of the professional differs depending on the individual's stage of professional development and subsequent functioning. Additionally, competence is context-dependent, meaning that different competencies, aspects of each competency, and execution of each competency varies depending on the setting.

Related to competence, competencies may be conceptualized as complex and dynamically interactive clusters of integrated knowledge of concepts and procedures, skills and abilities, behaviors and strategies, attitudes, beliefs, and values, dispositions and personal characteristics,

self-perceptions, and motivations that enable an individual to fully perform a task with a wide range of possible outcomes.

Process of Evaluation

Doctoral students in the Counseling Psychology Programs at Boston College are reviewed formally at the end of each academic year. Faculty, training staff, supervisors, and administrators provide input into this annual review process regarding academic performance, as well as professional fitness. These evaluations are conducted to ensure that students are making satisfactory progress toward their degree, as well as to identify potential problems a student may have toward meeting Program requirements.

In addition to this annual process of evaluation, the faculty may review the status of any student at any time during the year should there be reason to believe that the student is experiencing difficulty in the Program.

Sample Evaluation Criteria

Examples of the criteria on which students are evaluated include, but are not limited to:

- 1) Courses Completed: including grades, number of incompletes, learning experiences or personal products (Minimum level of achievement [MLA]: B- for all courses)
- 2) Qualifying paper (MLA: passed)
- 3) Comprehensive exam (MLA: passed)
- 2) Practica: including application of work in courses, progress towards readiness for internship on competencies, internship and experience with multicultural populations.
- 3) Research and Writing: including research team involvement, progress towards dissertation, and/or other extracurricular writing experiences

In addition, students and trainees should know that their faculty, training staff, and supervisors evaluate their competence in areas other than coursework, scholarship, comprehensive examinations, or related program requirements in accordance with our Profession-wide Competencies and minimum levels of

achievement (MLAs). These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds and histories); (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in constructive processes in order to resolve problems/issues).

If a student falls below a MLA on any one of the competency areas, the following process will commence: The student's advisor will meet with them as quickly as possible. Following consultation with the DOT and other faculty members, the advisor will follow-up this meeting with a letter of concern, detailing the student's performance within that area and a follow-up plan. Examples of follow-up activities might include, but are not limited to, the following: assigning selected readings to be discussed with the advisor and/or the instructor of the specific course; asking the student to meet with relevant faculty to discuss the issues identified in the evaluation; or assigning an essay in which the student can review their changed understanding relevant to the challenging area. If the challenge occurs in the context of a practicum, the student may have to participate in a new practicum geared towards deepening the student's skills in this area. The remedial activities will be monitored by the advisor; the advisor will then communicate with the director of training and the student via email to indicate that the remedial

action has been completed. These email exchanges will be included in the student's file.

Failure to Meet Program Requirements

When serious concerns do arise and/or students fail to comply with program requirements, policies, and procedures, this is handled on a case-by-case basis, generally following the feedback template described below. Student feedback reflects an individualized process that considers each person's strengths and weaknesses and offers prescriptions to remedy serious concerns, and in some cases, students may receive written notice of an identified concern that must be addressed and the manner in which it is to be addressed, without being formally placed on probation.

Probation in Counseling Psychology Program and Remediation Steps

Being placed on probation indicates a very serious faculty concern about a student's performance. Students are placed on probation in the program (as opposed to being terminated from the program), when, in the opinion of the faculty, it is likely that the student will be able to address the difficulty that led to the probation if appropriate remediation is provided. Once the faculty has determined that a serious concern about a student's performance exists, the following steps are generally taken:

1. The program director and the student's advisor will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the issues involved. *(In the rare case, a student may be recommended for suspension from the program with an opportunity to reapply, or for a leave of absence from the program to take corrective action. Note that any of these actions beyond probation within the program would require a*

review outside of the department by the Associate Dean's office and Academic Standards Committee.)

2. The advisor will meet with the student and inform the student of the identified problem areas noted by the faculty.
3. The student and advisor will develop a written plan for remediation of the student's behavior. This plan will:
 - a) behaviorally define the student's problem areas
 - b) identify the expected behavior patterns or goals
 - c) specify methods that will be used to reach these goals, which may include personal counseling, behavioral change, adapted program plan with additional or repeated courses or practica, additional supervision, administrative leave from the program with an opportunity to re-apply, leave of absence while taking corrective action, or other remedies as appropriate
 - d) specify how goal attainment and competence in the problem area will be demonstrated
 - e) set a date for reevaluation of the student's progress and competence.
4. This plan will be submitted to the program faculty for review, possible modification, and approval.
5. If the plan has been modified by the program faculty, the advisor and the student will meet to review the modified plan.
6. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file. Both copies of the plan will be signed and dated by the student and the advisor.
7. A date for reevaluation will be set. Near the date for reevaluation, the student will present to the advisor any available documentation of progress in the

identified problem areas and completion of the remediation plan.

8. At or near the date for reevaluation, the student's progress will be reviewed by the program faculty at a regularly scheduled faculty meeting, and the faculty will make one of the following recommendations:

- a) *Continuation in the program:* The identified concerns no longer present a significant problem and the student is no longer on probation within the program.
- b) *Continued probation and remediation:* The student has made significant progress in addressing the identified concerns, but has not yet attained the expected degree of competence in the problem areas. An updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
- c) *Transfer from the licensable Counseling Degree to a non-license degree program:* The student is deemed a better fit with the non-license track of the Counseling Program or has failed to attain the behavioral goals relevant to practicing competently as a licensed counselor and there is no expectation that he or she can reasonably attain them in the near future. (Faculty can recommend to a student that he or she transfer, but ultimate decision to transfer is up to the student.)
- d) *Dismissal from the program:* The student has failed to attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future. *Involuntary dismissal from the program would require involvement from the LSEHD Associate Dean of Graduate*

Student Services and the Academic Standards Committee (ASC).

Faculty would submit to the Associate Dean's office, and then the ASC, the necessary paperwork (e.g., evidence of academic failure in lab or other course is necessary). See procedure below.

- 9. The advisor will notify the student in writing of the reevaluation decision and will request that the student make an appointment with the advisor for feedback concerning the decision.
- 10. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file.
- 11. If dismissal from the program is recommended by the faculty, a written notification will be sent to the student. One copy will be provided to the student, one copy will be placed in the student's file, and one copy will be sent to the Graduate School. This recommendation with supporting documents (e.g., academic record) would then be reviewed by the LSEHD graduate office and then be reviewed by the LSEHD Associate Dean of Graduate Studies. If approved by the Associate Dean, faculty would submit the recommendation to the Academic Standards Committee (ASC). If the ASC approves, the University will then dismiss the student.
- 12. Depending upon the reevaluation decision, the student and the advisor will meet to review the options available to the student and assist the student in educational, career, and remediation planning.

RESEARCH QUALIFYING PAPER

During their second year in the program, MA-Admit and Direct Admit students must complete a qualifying paper for a proposed quantitative research study of their choosing. It should be written in a manner similar to that of a journal article. Students may choose the topic area and their research questions.

Note that students must pass the research qualifying paper before taking the comprehensive exam.

Submission by Due Date

Preparing ahead and turning these papers in on time is important! Students must submit their paper by the first Friday after winter break of their second year in the program. Extensions will not be granted except under the most extreme and unforeseen circumstances.

To encourage students to plan ahead and submit their papers by the due date, the paper will NOT require any data collection or analyses if it is submitted on time. However, if the paper is NOT submitted by the due date (and there are no extenuating circumstances), then students must complete the paper as an actual study with collected and analyzed data.

Sections of the Research Qualifying Paper

- Introduction (5-6 pages): Review and critique of extant literature to provide a conceptual framework and to build the case and rationale for the proposed study and its hypotheses.
- Method (4-5 pages): Proposed participants, procedures, and description of measures.
- Analytic Strategy (2-3 pages): Proposed analyses, including how they will be conducted, how to interpret the output, and how they address the hypotheses proposed for the study.
- Strengths/Limitations (3-4 pages): Describe the strengths and limitations of the proposed study.

- References: Include all references cited within the paper using appropriate APA style.

Skill Areas Assessed

- Area 1: Scientific Writing
 - Clear and concise writing
 - Logical and linear progression of the paper
 - Sufficient structure (e.g., use of headings)
 - Follows APA style
- Area 2: Conceptualization Skills
 - Integrates relevant theory and conceptual models to frame and support the proposed study
 - Synthesizes and critiques extant research strategically to build an adequate case for the proposed study
 - Fully formed, justified research hypotheses
- Area 3: Research Design
 - Sufficiently and accurately describes the type of design selected to test the proposed research questions
- Area 4: Measurement
 - Appropriately operationalizes variables
 - Demonstrates knowledge of measurement issues (e.g. validity and reliability and other psychometric properties of scores) as they relate to the proposed study
- Area 5: Analytic Skills
 - Selects and accurately describes how to conduct statistical analyses that are appropriate for testing the proposed research hypotheses (sophistication of analyses should be commensurate with the training students have received up to this point)
 - Demonstrates knowledge of how to interpret results of proposed analyses
- Area 6: Validity

- o Identifies strengths and limitations of the research design based on forms of internal and external validity as they apply specifically to the proposed study

Major Guidelines for Paper Completion

The paper must fully represent the work of the student and not the advisor; this also applies to any revisions that are subsequently required.

Students may, however, consult with their advisor on the scope of their study (i.e., to help define and narrow the focus of the paper). Scope refers to the complexity and breadth of the research questions and topic. This consultation does not extend to the analytic strategy, which must be determined independently by the student.

Students may not consult with one another on any part of the development or writing of the paper. Students may not share past papers written by others. Engaging in these behaviors will be treated as violations of academic integrity and will be handled as such.

Analyses may include ANOVAs, MANOVAs, t-tests, correlations, multiple regression, and/or tests for mediation or moderation. Students must be able to interpret the meaning of the potential results of their analyses correctly, and they should convey knowledge of the strengths and limitations of analyses.

Students may draw from this paper as a basis for their dissertation proposal. However, it is unlikely to constitute the whole dissertation proposal given that the latter is expected to show much greater sophistication and development in line with the advancement of their training. Moreover, the dissertation proposal will reflect feedback and guidance from dissertation advisors, whereas the initial submission of the Research Qualifying Paper is written completely independently. Of course, the paper does not have to be related to student dissertation topics.

Evaluation and Revision Process

The Research Qualifying Paper will be graded by two faculty members who are not the student's current advisor. Each grader will score each skill area (Area 1 – 6; see above) on a scale of 1 – 4 points. The scores of the two graders will be averaged for each area. If the scores of the two graders are discrepant by 2 or more points, graders will discuss their scores and reach consensus on the final score. Average scores of 4.00 points constitute a High Pass for that skill area. Average scores of between 3.00 to <4.00 points constitute an Adequate Pass for that skill area. Failure of a skill area occurs when the student receives an average score of 2.00 points or less in that area.

All students will receive notice of whether they passed or failed each skill area. (Specific scores will not be provided). They will also receive written feedback on their paper. For students who failed one or more sections of the paper, faculty will provide specific feedback on what needs to be corrected on the failed section(s) Each area that a student fails must be revised and ultimately passed. Students who do not pass a specific skill area will receive feedback on that area and must revise it based on that feedback.

Regarding the type of support students can receive in revising their paper, we will assign each person who failed a section a “point person.” We strongly recommend that students consult with their point person to get clarification on what they need to do to pass. In addition, in order to learn the material needed to revise the paper, they should feel free to consult with whomever they wish, but especially their advisor.

The due date for the revision will be mutually determined by the student and their point person (in consultation with the faculty if necessary). The student will submit the revision to the point person, who will pass it on to the original raters for review. If the original raters determine that additional revisions are still needed, students will continue to work with their advisor until the advisor is able to pass the student. Students are

expected to complete and pass all revisions by the end of the Spring semester the proposal is originally submitted.

All skill areas must be passed prior to receiving final approval of the Research Qualifying Paper. Students may not advance to their dissertation proposal prior to final approval of the qualifying paper. If students do not fully pass their Research Qualifying Paper prior to enrolling in the dissertation seminar, they may not use the dissertation seminar to receive feedback for revising their paper.

COMPREHENSIVE EXAMINATION

Comprehensive Exam Description

Comprehensive exam questions are designed to assess a student's competence as a scientist-practitioner. Students must sign up for the comprehensive exam no later than six weeks prior to the exam. All required courses (except History and Systems and Social Bases of Behavior) must be completed, with no incompletes remaining. Content areas are summarized below, and this list may be used to develop a framework or outline for organizing a study program.

The comprehensive exam will be given starting on the Friday of the second week of the Fall semester, unless this constitutes a holiday, in which case the exam will be given the following Friday. Only in cases of medical emergency can students delay comps until the winter. MA Admit students will take the exam at the start of their third year in the program. Direct Admit students will be treated on a case-by-case basis to determine the year in which they take the exam. Most also take the exam at the start of their third year.

Retakes of the exam will be given on the Monday directly following the Spring Break of that same academic year.

The exam consists of two sections with two to three questions per section. Responses to each question should be roughly six to eight double-spaced pages. Be sure to provide citations to literature using APA style, in-text citations, and a

reference list. The style does not have to be perfect.

Students will have three days to complete the exam, beginning at **9:00 AM on Friday and ending at 9:00 AM on Monday.**

Section I — Theory and Research Related to the Psychological and Professional Core

Students are expected to have a thorough understanding and knowledge of theory and research related to the Psychological and Professional Core of the counseling profession, to be prepared to address areas of controversy, and to examine the pros and cons of an argument, citing relevant research and theory. This section includes questions drawn from the following content areas:

- Evidence-based practice in assessment and treatment
- Career and psychology of working theories
- Ethics
- Psychological Measurement/assessment
- Qualitative methods
- Multicultural theories
- Psychopathology theory, research, and application
- Social justice

Section II — Applications: Integrating Theory, Research, and Practice

This section covers case conceptualization and applications of different theoretical orientations and research to explain etiology and guide treatment.

Students will receive a case description prior to the start of the exam and this will serve as a basis for some of the questions.

This section includes questions drawn from the following content areas:

- Conceptualization from psychodynamic theories
- Conceptualization from non-psychodynamic theories

- Career development theory, intervention, and research
- Psychology of working
- Professional standards, ethic, and legal issues in Counseling Psychology

Note on format

We will set up separate folders on Google Drive for each student. You will get a link to your folder. It will contain the questions and blank documents that you can use to write your response to each question. This way, your work will be saved automatically as you go and there will be no danger of losing files. If you choose to work on Microsoft word instead of google drive, it will be your responsibility to get the document uploaded to google drive before the deadline. When the exam deadline comes, the exam administrator will simply download what is in each file. Please note that if your file is empty at the deadline, we will not be able to proceed with evaluating your comps exam. You will need to wait until the next year.

How to study

In the past, some students have found it helpful to prepare for this exam alongside other members of their cohort. At the same time, note that responses crafted as the submission for the Comprehensive Exam are meant to reflect students' independent thinking and familiarity with the field's scholarship.

Effective preparation for the exam should include:

- Reviewing the content of your courses, with a focus on knowing how to locate resources if you need them.
- In your review of the content, we suggest that you seek to identify the broad conceptual issues and meta-perspectives that frame the material that forms the core of counseling psychology. In other words, it would be useful to explore connections

and discrepancies in the various threads of knowledge in our field.

- We also suggest that you read primary source material as well as bodies of work that seek to integrate and critique existing knowledge (review articles; chapters; applications of theory/research to practice and policy; special issues of journals).
- Practice writing essays that apply the content to cases or to social-psychological issues/problems.

Academic Integrity

You will be asked to sign a statement confirming your academic integrity and adherence to a set of guidelines listed below. You should read, sign, and return the Academic Integrity statement and return to Diane as soon as possible. She cannot send you the exam without having received the form.

Accommodations for Disabilities or Students Whose First Language is Not English

Students for whom English is not a first language and/or students with disabilities may request accommodations consistent with their individualized learning plans or as specified by LSEHD policy. Students with disabilities must go through the Office of Disability Services in making any request and those students must present documentation and their request for accommodations to the DOT at least four weeks before the exam for faculty to review the request and determine approval and appropriate accommodations.

Evaluation of the Comprehensive Exam

Each question will be read by at least two faculty members who will independently grade the question without identifying information about the test-taker. They will assign points to each question based on the accuracy and factual basis of the response, the thoroughness of the response, the insightfulness of the response, and

provision of sufficient documentation and support for points made in the response. Scores may range from 1 to 10.

Average scores of 9.00 – 10.00 points constitute a High Pass for that question.

Average scores of greater than 5.00 points but less than 9.00 points constitute an Adequate Pass for that question.

Failure of a question occurs when the student receives an average score of 5.00 points or less on the question.

Revision and Retake Schedule

Students must ultimately pass the comprehensive exam within two academic years of initially taking the exam. Any sequence of revision or retaking portions of or the entire exam must be fully passed within this period. If the student does not pass the exam within the two academic-year period, the student will be recommended for dismissal from the program due to inadequate progress toward the completion of the degree.

Students may petition to delay their retake, but they must still complete the process within the two-year period, except for extenuating circumstances that are approved by the faculty and the Associate Dean for Graduate Student Services.

Any revisions will be graded by the original faculty reviewers. If the student must rewrite sections or the entire exam, the student and the student's advisor in collaboration with the faculty will devise a remediation process to be completed prior to the retake.

Results of Failure in Fall/First Chance (Sept. Year 3)

If Student Fails One Question within One Section:

- Must revise and pass that question to avoid retaking the full section

- Must submit revision by the first week of classes in January.
- If student fails the revision, this constitutes failure of the section; student must then retake the section in the Spring.

If Student Fails One Question in Section I and One Question in Section II:

- Must revise and pass both questions to avoid retaking a section or the full exam
 - Must submit revision by the first week of classes in January.
 - If student fails one revised question, this constitutes failure of the section; student must then retake the section in the Spring.
 - If student fails both revised questions, this constitutes failure of the exam; student must then retake the full exam in the Spring.

If Student Fails Two Questions within One Section:

- Student has failed that section of the exam
- Student must retake that section in the Spring and cannot complete revisions to be exempt from this retake

If Student Fails Two Questions within Both Sections:

- Student has failed the exam
- Student must retake the exam in the Spring and cannot complete revisions to be exempt from this retake

Results of Failure in Spring/Second Chance (March, Year 3)

If Student Fails One Question within One Section:

- Student must retake that section in the Fall (Year 4) and cannot complete revisions to be exempt from this retake

If Student Fails One Question in Section I and One Question in Section II:

- Student must retake the full exam in the Fall (Year 4) and cannot complete revisions to be exempt from this retake

If Student Fails Two Questions within One Section:

- Student has failed that section of the exam
- Student must retake that section in the Fall (Year 4) and cannot complete revisions to be exempt from this retake

If Student Fails Two Questions within Both Sections:

- Student has failed the exam twice and will be dismissed from program

Results of Failure in Fall/Third Chance (Sept. Year 4)

Please refer to the process stipulated for “Results of Failure in Fall/First Chance”

Results for Failure in Spring/Fourth Chance (March Year 4)

If the student does not pass every question given to them, this will constitute failure of the exam and the student will be dismissed from program due to inadequate progress toward the completion of the degree.

Guide for Final Decisions

Shortly after the examination, the entire faculty will meet and discuss students’ written performance, then recommend one of the evaluation options described above. Students will be contacted by their advisor regarding this decision.

Communicating Comprehensive Exam

Results

The faculty will not provide specific scores, only information about whether a student passed or failed, which is provided in writing by the program and in a meeting with the student’s advisor. Any feedback provided will be determined through faculty review, and will be anonymous, given that it is based on a collective process.

FIRST YEAR FIELD EXPERIENCE

A key element of the applied component of the Doctoral Program is the First Year Field

Experience, which is required for both Direct Admit and MA admit students. This non-traditional and non-clinical field placement provides opportunities for first year students to develop skills in the design, implementation, and evaluation of preventive interventions, inter-professional collaboration, and advocacy. The First-Year Field Experience is linked to the first-year course entitled “Counseling Psychology in Context: Social Action, Consultation and Collaboration” (APSY 9844). Specifically, in the first year of the Doctoral Program, students spend approximately *four hours each week* working in community-based sites such as schools, courts, community agencies, and public health departments. Note that up to two hours can be taken from every 10 hours of graduate assistantship for this work. Rather than working in traditional psychologist or mental health counselor roles at these sites, students should seek an opportunity to develop the skills described above. Although students work in a wide variety of settings, all FYFEs should evolve into a set of definable activities that allow students to take some sort of creative initiative. All placements must be distinguishable from the typical practicum placement or research experience. The First Year Field Experience provides a thorough grounding in many of the social justice and advocacy roles that counseling psychologists can assume, thereby offering students with systematic training opportunities to build skills in this critical component of our program mission.

A faculty member, or other designated supervisor who has appropriate training and experience relevant to the setting, must also supervise all First Year Field Experiences. Whenever possible, therefore, assignments that include work with one’s faculty advisor or other Program faculty are preferable. The final decision about a student’s placement is made by the faculty.

To support doctoral students during their First Year Field Experience, it is the policy of the Doctoral Program that students may deduct a portion of their FYFE hours from their research

assistantship requirements. Specifically, 2 hours may be deducted from each 10 hour assistantship and 4 hours from a 20 hour assistantship. Students meet every other week as part of the APSY 9844 course to discuss the First Year Field Experience and to integrate this experience with relevant literature on social justice and community action work.

Students are evaluated in their First Year Field Experience by their supervisor at the field site, by their faculty advisor, and by the instructor for the APSY 9844 course. Students complete several reflection papers on their First Year Field Experience that are evaluated by the APSY 9844 instructor. These observations are integrated during the annual student evaluation process that takes place at the end of the spring semester.

CLINICAL TRAINING COORDINATION

The following section specifies by year: a) the responsibilities of doctoral students pertaining to doctoral clinical training and documentation, and b) the designated point persons students should work with to complete clinical tasks. Please note that the list of available sites is maintained by Dr. Trantham and is found in the program's Canvas site. In addition to this list, we urge students to use the resources of the Massachusetts Psychological Association (MPA) Training Collaborative. Our program is affiliated with the MPA Training Collaborative, which has clearly articulated policies about the match process, which we urge students to learn and adhere to. In addition, the MPA Practicum Training Collaborative (PTC) maintains their own list of sites (<https://massptc.org/>), which can be used for students to explore in their consideration of practicum sites.

For 1st year students:

- 1) In order to plan/strategize 1st year doctoral clinical placements, students will attend an informational meeting with Dr. Trantham and the Advanced Pre-Internship Counseling Practicum Seminar instructor in the first semester of

the first year. Additionally, students should consult with their advisors about their professional goals and development as they plan their clinical training for the second year.

- 2) Direct Admit students (i.e. those without a terminal Master's degree in Counseling or a related field), who are not able to attain a doctoral level practicum in their 2nd year of the Program, should complete a Master's level practicum, and then two doctoral level practicums in following years (i.e., 2nd placement in their third year and 3rd placement in 4th year). Many direct admit students have been able to obtain a doctoral level practicum as their first clinical training experience. These students may be able to forego the third practicum based on an evaluation of their clinical training progress to date.
- 3) Students are responsible for researching, applying to, and securing sites and should refer to updated information on practicum sites that is maintained by Dr. Trantham and is available via the program's Canvas page. For any problems that arise with their application process, students can seek guidance from the Advanced Pre-Internship Counseling Practicum Seminar and Dr. Trantham.
- 4) Dr. Aronson will make sure that the BC Training Affiliation Agreement (or suitable alternative agreement) has been executed by appropriately authorized administrators *at all training sites where practicum students are placed*.
- 5) When students are accepted at the 1st year placement, students should complete the Pre-Internship Counseling Practicum Seminar Learning Contract with the site supervisor in consultation as needed with Dr. Trantham. Dr. Trantham must approve the site, the supervision, and the learning contract.

- 6) For the First Year Experience (FYE) Placements, students should work with the Counseling in Context instructor who will negotiate and supervise this experience.

For 2nd year students:

- 1) In order to plan/strategize 2nd year clinical placements, students will attend an informational meeting with Dr. Trantham who will provide information on sites and related documents. Additionally, students should consult with their advisors as they plan their next clinical training placement.
- 2) Students are responsible for researching, applying to, and securing sites, and should refer to updated information on practicum sites that is available via the program's Canvas page. For any problems that arise with their application process, students can seek guidance from Dr. Trantham.
- 3) Dr. Trantham will make sure that the BC Training Affiliation Agreement (or suitable alternative agreement) has been executed by appropriately authorized administrators *at all training sites where practicum students are placed.*
- 4) When students are accepted at the 2nd placement, students should complete the Advanced Pre-Internship Counseling Practicum Seminar Learning Contract with the site supervisor in consultation as needed with Dr. Sidney Trantham who must approve the site, the supervision, and the learning contract.
- 5) Pre-Internship Counseling Practicum Seminar students will arrange to have their instructor visit their sites in person at least once during the year to evaluate student progress and contract adherence.
- 6) While on-site, practicum evaluation should be ongoing and formative during the course of a semester. At the

end of Fall and Spring semesters, the site supervisor and student should meet for a formal summative evaluation that includes a review of specific evidence of the student's progress and areas for further development.

- 7) Supervisors of students in the Pre-Internship Counseling Practicum Seminar will submit online mid-year and end of year supervisor evaluations to the course instructor. (The data will be accessible to the faculty and LSEHD Director of Accreditation to provide data for the APA Accreditation report).
- 8) Pre-Internship Counseling Practicum Seminar students' evaluations will also provide feedback for the Annual Faculty Evaluation of Doctoral Students process.
- 9) Pre-Internship Counseling Practicum Seminar students can seek guidance and help trouble-shooting from the instructor of that course for any issues or problems that arise with their practicum sites.

For 3rd year students:

- 1) Third year students who are interested in an optional additional practicum experience in their 4th year (which is generally recommended for Direct Admit students) should seek the guidance of the Advanced Pre-Internship Counseling Practicum Seminar, Dr. Trantham, and their faculty advisors. Interested students can obtain information on practicum sites and related documents from the Director of Counseling Practicum. (Please see next section entitled "For Students Who Are in Clinical Sites Beyond Practicum II".) Please note that whether or not students do a prac in their fourth year, they are required to take Advanced Clinical Case Consultation.

- 2) Supervisors of Advanced Pre-Internship Counseling Practicum Seminar students will submit online mid-year and end of year supervisor evaluations to the instructor of that course. (The data will be accessible to the faculty and LSEHD Director of Accreditation to provide data for the APA Accreditation report).
- 3) The Advanced Pre-Internship Counseling Practicum Seminar instructor will bring supervisor evaluations feedback into faculty discussion of Annual Student Evaluation process.
- 4) The Advanced Pre-Internship Counseling Practicum Seminar Instructor will monitor practicum sites to evaluate student progress and contract adherence through communication with site supervisor as needed (either by phone or in person).
- 5) Advanced Pre-Internship Counseling Practicum Seminar students can seek guidance and help trouble-shooting from their instructor for any issues or problems that arise with their practicum sites.

For any student in a clinical site in the summer (including end of May and June) and all students in their fourth year:

Students in their 4th year and students who choose to participate in a practicum outside the months of the regular practicum seminars must take the Advanced Clinical Case Consultation. (Students who will remain at their site in May beyond the last day of finals but not into June can extend their Spring practicum course by receiving an incomplete for the course and remaining in contact through phone check-ins with their practicum instructor. Once they terminate with their site in later May, they must update their practicum hours log.)

The Advanced Clinical Case Consultation case seminar is a 12-months long monthly seminar. If students are taking the course because their

practicum extends into June, July, or August, they need only take the summer portion of this seminar – for one credit. But all 4th year students should take the entire course – for one credit in the summer and one credit in the academic year. The course will include case consultation on therapy and assessment clients and is facilitated by a faculty member with considerable clinical knowledge. Again, this course is required of all students doing practicums in the summer and all fourth-year students. It is absolutely necessary in order for Boston College to continue to provide liability insurance.

APPIC Coordination:

- 1) The internship application process is the culmination of students' predoctoral clinical training. Students applying for predoctoral internships should actively consult with their advisor and practicum instructors focusing on their professional goals for post-graduation.
- 2) Students applying for predoctoral internships will attend four meetings with the DOT and Dr. Trantham, Associate Professor of the Practice, to prepare them for selection of sites, writing the APPIC application, and interviewing.
- 3) The DOT and Dr. Sidney Trantham serve as liaisons with APPIC for BC Counseling Psychology Ph.D. Program.

Internship Year:

- 1) Predoctoral Interns are required to register for the one credit internship course each semester. There are no meetings or assignments for this course during the year students are on internship. The course registration is necessary to keep Predoctoral Interns in active-student status within the university – primarily for loan purposes so that students can continue to defer payment on their federal student loans.

- 2) Predoctoral interns will receive at least one end of the year evaluation from the Internship Supervisor and this will be sent to the DOT. Copies of that evaluation and the Internship site's official letter confirming the completion of Internship will be filed in the student's program folder.

ADVANCED PRACTICUM EXPERIENCES IN COUNSELING

Students are advised to ensure that practicum site requirements (e.g., required training or staff meetings) do not conflict with course meeting times for the year. Students should be in communication with sites early in the search process to determine times that sites require students to be on site. Then students should determine the meeting times of their courses for both fall and spring semesters. Time conflicts between clinical sites and required coursework will preclude the student from that clinical site. Students should begin reviewing potential practicum sites in the Fall semester (October and November). Please note that students need to review their sites and their application materials with their advisor for feedback and input. A sample cover letter and the CV should be submitted to faculty advisors at least 10 days prior to the first deadline. Students should expect that the application process will begin in December and continue through February. This timeline includes the application, interview, and placement.

The required Advanced Practicum placements need to be approved by Dr. Trantham. In addition, students may consider engaging in some time-limited clinical experience beyond the required practicums. Students' decisions about pursuing a third clinical placement should be made in consultation with their faculty advisors. All other employment must be approved by the DOT.

The Counseling Psychology Program intends that the advanced practicum training should facilitate

the development of the following important capacities: understanding of and commitment to professional and social responsibility as defined by statutes of the ethical code of the profession; the capability to conceptualize human problems; awareness of the full range of human variability, including the physically challenged; understanding of one's own personality and biases and of one's impact upon others in professional interactions; skill in relevant interpersonal interactions such as systematic observation of behavior, interviewing, psychological testing, psychotherapy, counseling, and consultation; ability to contribute to current knowledge and practice; and understanding of and skill in working with clients from diverse, ethnic, cultural, and social backgrounds.

Achievement of these objectives in the practicum setting will require a high degree of access to professional psychologists who will serve as appropriate role models. Such contact is intended to facilitate the student's development of a professional identification and skills as a practicing psychologist.

The Advanced Practicum course requirements include a minimum of 400 hours in placement of which 150 hours are direct service experience and at least 75 hours are formally scheduled supervision. Typically, these practicum experiences involve placement in a clinic or counseling center setting 20-24 hours per week over the course of nine months (and at times more than nine months, depending on the requirements of the site). Recommended practicum activities include attending case conferences and writing reports and clinical notes. The training in each practicum course is coordinated by a faculty member who maintains a close liaison with the working professionals in the practicum setting and holds regular seminar discussions. Students must have at least one licensed psychologist as their supervisor on all of their practicum sites. On occasion, a student may be supervised by a psychiatrist, licensed social worker, or mental

health counselor in addition to the licensed psychologist.

The APA standards require that each practicum student has at least one session per evaluation period (per semester) that involves direct supervision. According to the APA, direct supervision “includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording.”

Guidelines on Practicum Decisions

The above requirements need to be supplemented by thoughtful decision-making about how students envision their training and their future as counseling psychologists. We advise students to make strategic decisions about their practicum placements considering their career goals, training needs, and an honest assessment of how well they are developing the requisite competencies. Information about practicum sites can be obtained from two sources:

- Our program’s Practicum Site Spreadsheet.
- The Massachusetts Practicum Training Collaborative website (<https://massptc.org/>).

APPIC provides annual aggregate data on predoctoral internship applicants’ practicum hours each year, which we believe should be used to inform your decisions (please review the entire survey via this link:

<https://www.appic.org/Internships/Match/Match-Statistics/Applicant-Survey-2021-Part-1>. This survey includes important information about applying to APPIC internships amidst the pandemic, including students’ experiences with virtual interviews.)

APPIC does add a caution that these hours should not exclusively guide training decisions. The quality of the training and the individual trajectory of skill development for each student are essential factors in determining practicum decisions.

In general, students can obtain the intervention hours they need in two advanced practicum settings that would take place in years 2 and 3 of their doctoral training. However, students who do not attain at least 400-500 hours (of which 150 hours are direct service experience and at least 75 hours are formally scheduled supervision) in each of the first two years of advanced practicum should consider a third year. Students are encouraged to monitor and prioritize direct intervention experiences at their practicum sites so that they end up with well over the minimum 300 hours of intervention experience (that is, direct service clinical work).

While it is important to make progress in completing the program requirements for practicum hours as well as preparing yourself for internship, it is also important to remember that should you chose to complete a 3rd practicum in your 4th or 5th year of the program, you may not need to complete a full practicum experience to gain the hours and experience you are seeking. Thus, a 3rd practicum experience for students not required to complete one could include both less time per week at site (for example, 10 to 14 hours per week or 2 days a week rather than 20 to 24 hours per week over 4 to 5 days a week) and more focused clinical work (for example, a focus on testing and report writing, or a focus on skill development such as family therapy, group therapy, CBT, etc.). We also advise you to obtain assessment experience. If you are not able to obtain sufficient assessment experience in the first two years of doctoral practicum, you can consider an assessment site that provides training in a more abbreviated practicum during your 4th year.

At the point that you are considering a third practicum experience, please consult with your faculty advisor and Dr. Sidney Trantham as they may be able to help guide you in thinking strategically about this practicum experience.

Please note that you should not accept a practicum that requires more than three days per week of practicum work; if you are faced with this option, please consult with your advisor before deciding about that site.

In addition, students may consider engaging in some time-limited clinical experience beyond the

required practicums. All other employment must be approved by the DOT.

Please note that in some states, selected advanced practicum training experiences may be used to meet supervised clinical commitments for licensure. Students should check the regulations in the states that they are considering as locations for their post-doctoral work. The regulations in Massachusetts are found on this website:

<https://www.mass.gov/files/documents/2017/10/26/251cmr3.pdf>

MALPRACTICE INSURANCE COVERAGE FOR STUDENTS ENGAGING IN PRACTICUM OR OTHER CLINICAL WORK

Boston College insurance covers graduate students engaged in field experiences that are sponsored and/or supervised by BC faculty (that is, students who are enrolled in a practicum course).

Advanced doctoral students who are engaged in additional practice opportunities, but are not in a practicum course, must arrange for their own malpractice insurance. These students are eligible for *Professional Practice Liability Coverage* through the American Psychological Association Insurance Trust (APAIT). (Note that students who are not currently taking a practicum course are NOT eligible for *student* liability insurance through APAIT.) You can find information about this coverage at: <https://www.trustinsurance.com/Products-Services/Professional-Liability>

Of course, students are free to explore other options besides APAIT for obtaining Professional Liability Insurance.

INTERNSHIP IN COUNSELING PSYCHOLOGY

The Internship field experience provides supervised experiences in interventions, assessment, supervision and research. Students are endorsed for Doctoral internship after

completing Advanced Practicum I and II (Direct Admit students must also complete a 3rd placement), and with a recommendation of the DOT/Internship Coordinator and the student's advisor. The DOT as Internship Coordinator, will make final decisions regarding a student's eligibility for Doctoral internship in consultation with the faculty. Following the guidelines of the American Psychological Association (APA), the internship consists of one calendar year of full-time or two calendar years of half-time professional experience, totaling 2,000 hours. Students must register each semester they are engaged in internship, for a total of two credits.

PREREQUISITES FOR APPLYING FOR PREDOCTORAL INTERNSHIP

The following Program requirements must be satisfied before students begin an internship:

Students must have completed all course requirements including the successful passing of the Doctoral Comprehensive Examination.

Students must have successfully presented their Dissertation Proposal prior to applying for Internships except in cases where the DOT and/or the student's advisor have made a special exception for a later completion date. This means that students' dissertation proposals need to be approved by their advisor by November 1st in order for their APPIC application to be endorsed by the DOT. Approval is defined as the advisor's judgment that the proposal is ready for a full proposal hearing, which can take place after Nov. 1st

The application process for predoctoral internship follows the guidelines of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The DOT and Dr. Trantham present a set of workshops for applicants primarily during the Fall semester of the students' application year. Students are encouraged to work on their applications and essays during the summer prior to the year that the applications are submitted.

Students should submit their requests for completion of the APPIC form to the DOT a minimum of five business days before they are needed. Prior to approving the student's APPIC form, students must have their application materials reviewed in depth by their advisor. If the student's advisor is not available, the DOT will review the application. The advisor then needs to inform the DOT, in writing (via e-mail or letter), that the student's application has been reviewed and that it is ready to be submitted. The purpose of this review is to help students prepare compelling and informative application materials that accurately convey the students' training experience, goals, and theoretical perspectives.

All APA-approved internship sites follow a specific application time period and receive applications in November, set application deadlines of mid-December to early January, and make offers in February. Each applicant is required to discuss with their advisor their goals for internship and the selection of potential internship sites. The student's plan for internship should be coordinated with the DOT/Internship Coordinator.

All Boston College Counseling Psychology doctoral students are required to receive training in an APA-approved internship. If the DOT/Internship Coordinator has questions concerning the site (e.g., the number of licensed psychologists, specialization areas of supervisors, number of interns, and exposure to other professionals), they will consult with the faculty. The faculty will evaluate the internship site and approve or disapprove using general APA internship guidelines.

For students who complete all requirements for a Ph.D. including the defense of the doctoral dissertation, the degree is not awarded until the completion of the internship. Completion of the internship (as evidenced by the submission of the year end Internship evaluation and letter of completion signed by the Internship Director or supervisor) is required before the

degree is awarded in accordance with the APA Committee on Accreditation guidelines.

DISSERTATION REGULATIONS AND GUIDELINES

To meet all graduation requirements, doctoral candidates who have completed all coursework and comprehensive exams must register for 6 credits of dissertation supervision. These credits comprise the 3 credit Dissertation Seminar and 3 credits of Dissertation Direction with their committee chair (or academic advisor). As long as a doctoral candidate has an assistantship that includes tuition remission, the cost of these credits will be covered. At the end of the semester, the faculty member provides one of the following grades for Doctoral Direction: I (Incomplete), J (Indefinite incomplete), S (Satisfactory), or UNS (Unsatisfactory). Only after the 6 credits of dissertation supervision are completed (3 credits for the Dissertation Seminar and 3 credits of Dissertation Direction), should the doctoral candidate register for doctoral continuation credits.

In addition to the LSEHD requirements and policies about dissertations, (<https://www.bc.edu/bc-web/schools/lynch-school/sites/audience-pages/current-students/policies-and-procedures.html#tab-doctoral>), the Counseling Psychology program also adheres to the following guidelines:

- Students dissertations should represent an independent research project that is related to their interests and that contributes to the literature in a given area of scholarship within psychology.
- Students should anticipate that their faculty advisors will do their best to read their work in a timely fashion. For the most part, students should anticipate that faculty will respond to their work within two weeks; however, there may be periods when a two-week response time is not viable. Students should consult with their advisor and the DOT if they would like further clarification of this guideline.

Committee members are asked to complete the following evaluation prior to the dissertation defense:

Dissertation Assessment Form

Before the defense hearing, please complete this evaluation form based on the dissertation manuscript and provide scores to the Committee Chair as soon as possible.

Scores: Satisfactory v. Unsatisfactory

1. Originality and Significance. Score: _____

The dissertation presents novel research that significantly contributes to the field. By “novel” we mean research that introduces unique insights, perspectives, or findings not previously discussed or examined in depth within the existing literature. This includes original investigations, secondary data analyses approached from a fresh perspective, and replication or extension studies that significantly expand upon or challenge prior work. The essence of novelty lies in its contribution to new knowledge or understanding within the discipline.

2. Theoretical Framework and Literature Review. Score: _____

The theoretical basis is well-founded, and the literature review is comprehensive, updated, and relevant.

3. Methodology and Research Design. Score: _____

The chosen research methods are appropriate, well-executed, and clearly described.

4. Data Analysis and Findings. Score: _____

The data analysis is rigorous and leads to clear, supported findings.

5. Discussion and Interpretation. Score: _____

Findings, implications, and limitations are clearly discussed, closely tied to the literature, and applicable to diverse populations.

6. Structure and Organization. Score: _____

The dissertation is well-organized and logically structured in support of research questions/hypotheses based on existing literature.

7. Writing Quality and Presentation. Score: _____

The writing is clear, concise, and meets APA publication standards.

8. Ethical Considerations. Score: _____

All ethical considerations, including participant consent, data privacy, etc, were appropriately addressed.

Timing of Dissertation Milestones:

Optimally, students should begin thinking about their dissertations in their first year. We do not expect that students will know the precise direction for their project, but they should begin exploring issues and bodies of work that they find interesting and compelling.

- Students topics generally reflect some integration of their own interests and the agenda of a faculty member in the program.
- By the second year, students should optimally begin discussing possible dissertation topics with their advisor, and other faculty, as needed.
- One idea to enhance students’ exploration of their dissertation ideas is to select topics for term papers that represent potential areas of inquiry.
- The dissertation seminar (taken in the third year for MA admits and the third or fourth year for direct admits) provides a valuable opportunity to explore one’s ideas and to develop viable methodology to implement the dissertation. During this seminar year, students should be meeting regularly with their advisor.

The dissertation seminar includes two requirements—the literature review (described previously) and the pre-proposal, described in this weblink:

<https://www.bc.edu/content/dam/bc1/schools/Lynch-School/Graduate/Doctoral%20Pre-proposal%20for%20Approval%20of%20Dissertation%20Committee.pdf>

- Students will begin to discuss their committee members with their advisor or dissertation mentor. Decisions about who to include in a

dissertation are made in collaboration with one's advisor.

- As indicated earlier, the dissertation mentor may not be the student's advisor. Students are free to select a mentor from the faculty in the Counseling Psychology program. Typically, this decision is made in consultation with the student's advisor and DOT.
- Once the pre-proposal is completed, students should begin to prepare their proposals, which consist of the first three chapters of the dissertation (Introduction; Literature Review; Methods). As indicated earlier in the Handbook, **dissertation proposals must be completed and an agreement from the dissertation chair that the student is ready for the Proposal Hearing meeting must occur PRIOR to applying for APPIC Internship.**
- LSEHD has specific policies about when proposal defenses and dissertation orals can be scheduled. Please see the details in the LSEHD policies.
- Please note that exceptions to these deadlines are rare. Proposal defenses and dissertation oral exams must take place during the academic year, prior to Commencement. Exceptions are only granted if all of the committee members agree to the date. To

receive a waiver on the deadline, students need to consult with the Associate Dean of Graduate Student Services.

On the next page, we provide a suggested course sequence for Direct Admit and MA admits separately. The program typically takes Direct Admit students 6 years to complete. This is because they often require an additional clinical training experience and a few extra courses compared to MA admit students. Also, be aware that course offerings may change in the future so working with your advisor is always important in planning your coursework.

SUGGESTED COURSE SEQUENCE FOR INCOMING 2024 COHORT

YEAR 1 - Fall Semester (2024)

Master's Admit	Direct Admit
APSY 9841 Quantitative Research Design in Counseling and Developmental Psychology	APSY 9841 Quantitative Research Design in Counseling and Developmental Psychology
APSY 9844 Seminar: Counseling Psychology in Context: Social Action, Consultation, and Collaboration	APSY 9844 Seminar: Counseling Psychology in Context: Social Action, Consultation, and Collaboration
APSY 8645 Advanced Psychological Assessment	APSY 8645 Advanced Psychological Assessment
APSY 9842 Seminar: Counseling Theory	APSY 9842 Seminar: Counseling Theory
APSY 8917 Cognitive-Affective Bases of Behavior	APSY 8917 Cognitive-Affective Bases of Behavior
	APSY 7543 Psychopathology or equivalent

YEAR 1 - Spring Semester (2025)

Master's Admit	Direct Admit
APSY 9841(Continued)	APSY 9841 (Continued)
APSY 9844 (Continued)	APSY 9844 (Continued)
APSY 8851 Qualitative Research Methods	APSY 8851 Qualitative Research Methods
APSY 6423/MESA 6420 Intermediate Statistics	APSY 6423/MESA 6420 Intermediate Statistics
APSY 9843 Seminar in Career Development	APSY 9843 Seminar in Career Development

YEAR 2 -Fall Semester (2025)

Master's Admit	Direct Admit
APSY 8741 Advanced Seminar in Psychopathology	APSY 8741 Advanced Seminar in Psychopathology
APSY 9840 Seminar: Professional Issues in Counseling Psychology	APSY 9840 Seminar: Professional Issues in Counseling Psychology
APSY 9846 Pre-Internship Counseling Practicum Seminar	APSY 9846 Pre-Internship Counseling Practicum Seminar

YEAR 2 -Spring Semester (2026)

Master's Admit	Direct Admit
APSY 8667 General Linear Models	APSY 8667 General Linear Models
APSY 9846 (Continued)	APSY 9846 (Continued)

YEAR 2 - Summer session (2026)

Master's Admit	Direct Admit
APSY 8745 Biological Bases of Behavior	APSY 8745 Biological Bases of Behavior

YEAR 3 - Fall Semester (2026)

Master's Admit	Direct Admit
APSY 9901 Doctoral Comprehensive Exam	APSY 9901 Doctoral Comprehensive Exam
APSY 9847 Advanced Pre-Internship Counseling Practicum	APSY 9847 Advanced Pre-Internship Counseling Practicum
APSY 8822 History of Psychology	APSY 8822 History of Psychology
APSY 9941 Dissertation Seminar in Counseling/Developmental Psychology	APSY 9941 Dissertation Seminar in Counseling/Developmental Psychology

YEAR 3 - Spring Semester (2027)

Master's Admit	Direct Admit
APSY 9820 Advanced Topics: Social Psychology or equivalent	APSY 9820 Advanced Topics: Social Psychology or equivalent
APSY 9847 (Continued)	APSY 9847 (Continued)
Advanced course in statistics and research design	Advanced course in Statistics and Research Design
APSY 9941 (Continued)	APSY 9941 (Continued)

YEAR 4 - Fall Semester (2027)

Master's Admit	Direct Admit
APSY 9848 Advanced Clinical Case Consultation	APSY 9848 Advanced Clinical Case Consultation
APSY 9988 Dissertation Direction	

YEAR 4 - Spring Semester (2028)

Master's Admit	Direct Admit
APSY 9848 (Continued)	APSY 9848 (Continued)
APSY 8915 Critical Perspectives on the Psychology of Race, Class, and Gender	APSY 8915 Critical Perspectives on the Psychology of Race, Class, and Gender
Any Remaining Coursework	Any Remaining Coursework

YEAR 5 - Fall Semester (2028)

Master's Admit	Direct Admit
APSY 9849 Doctoral Internship in Counseling Psychology	APSY 9988 Dissertation Direction

YEAR 5 - Spring Semester (2029)

Master's Admit	Direct Admit
APSY 9849 (Continued)	Remaining course work

YEAR 6 - Fall Semester (2029)

Master's Admit	Direct Admit
N/A	APSY 9849 Doctoral Internship in Counseling Psychology

YEAR 6 - Spring Semester (2030)

Master's Admit	Direct Admit
N/A	APSY 9849 (Continued)

PROGRAM TIMELINE

****For more details on courses, paperwork, annual evaluations, etc., see Program of Study & Program Milestones Schedule in Doctoral Student Handbook.*

Fall Semester: First Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (4/5 classes)	Ongoing
Research Assistantship (16 hrs/week)	Ongoing
First-Year Experience (4 hrs/week)	Ongoing
<hr/>	
<u>Complete this Semester</u>	
N/A	
<hr/>	
<u>Looking Ahead</u>	
Registration for Spring Coursework	Mid-semester
Practicum Site Search & Application Process	November-December

Spring Semester: First Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (4/5 classes)	Ongoing
Research Assistantship (16 hrs/week)	Ongoing
First-Year Experience (4 hrs/week)	Ongoing
<hr/>	
<u>Complete this Semester</u>	
Practicum Applications	Due early January
Research & Scholarship Integrity Seminars	Periodic
<hr/>	
<u>In Progress</u>	
Practicum Interviews & Match Process	January-February
<hr/>	
<u>Looking Ahead</u>	
Registration for Summer/Fall Coursework	Mid-semester
Second-Year Assistantship Preferences	Mid-semester

Summer Semester: First Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (1 class) Research Work (if available)	Summer Session I Ongoing

Fall Semester: Second Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (2 classes & Practicum Seminar) Research/Teaching Assistantship (20 hrs/week) Clinical Practicum (24 hrs/week)	Ongoing Ongoing Ongoing

<u>Complete this Semester</u>
N/A

<u>In Progress</u>
N/A

<u>Looking Ahead</u>	
Practicum Search Process for Third Year	November-December
Registration for Spring Coursework	Mid-semester
Qualifying Research Paper Planning & Writing	Late-semester

Spring Semester: Second Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (2 classes & Practicum Seminar) Research/Teaching Assistantship (20 hrs/week) Clinical Practicum (24 hrs/week)	Ongoing Ongoing Ongoing

<u>Complete this Semester</u>	
Practicum Applications	Due early January
Qualifying Research Paper	Due early January
M.A. Comprehensive Exam (for Direct Admits)	Early February

<u>In Progress</u>	
Practicum Interviews & Match Process	January-February

<u>Looking Ahead</u>	
Registration for Summer/Fall Coursework	Mid-semester
Third-Year Assistantship Preferences	Mid-semester

Summer Semester: Second Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (1 class, if not offered prior year) Research Work (if available)	Summer Session I Ongoing

Fall Semester: Third Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Courses (1-2 classes, Dissertation & Prac Seminars) Research/Teaching Assistantship (20 hrs/week) Clinical Practicum (24 hrs/week)	Ongoing Ongoing Ongoing
<u>Complete this Semester</u>	
Doctoral Comprehensive Exams	September
<u>In Progress</u>	
N/A	
<u>Looking Ahead</u>	
Practicum Search Process for 4 th Year (if applying) Registration for Spring Coursework	November-December Mid-semester

Spring Semester: Third Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Courses (1-2 classes, Dissertation & Prac Seminars) Research/Teaching Assistantship (20 hrs/week) Clinical Practicum (24 hrs/week)	Ongoing Ongoing Ongoing
<u>Complete this Semester</u>	
Practicum Applications Dissertation Pre-proposal	Due early January May
<u>In Progress</u>	
Practicum Interviews & Match Process (if applying)	January-February
<u>Looking Ahead</u>	
Registration for Summer/Fall Coursework Fourth-Year Assistantship Preferences	Mid-semester Mid-semester

Summer Semester: Third Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Research Work/Dissertation (if available)	Ongoing

Fall Semester: Fourth Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Courses (if any remaining) & Dissertation Direction	Ongoing
Teaching/Admin Assistantship (20 hrs/week)	Ongoing
Clinical Practicum (if hours still needed)	Ongoing
<u>Complete this Semester</u>	...
<u>In Progress</u>	
Dissertation Work	Ongoing
APA Internship Applications (if applying 5 th Year)	Ongoing
<u>Looking Ahead</u>	
Registration for Spring Coursework (if needed)	Mid-semester

Spring Semester: Fourth Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Courses (if any remaining) & Dissertation Direction	Ongoing
Teaching/Admin Assistantship (20 hrs/week)	Ongoing
Clinical Practicum (if hours still needed)	Ongoing
<u>Complete this Year</u>	
Dissertation Proposal	Before APPIC
<u>In Progress</u>	
Dissertation	Ongoing
APPIC Interviews & Match Process (if applying)	?
<u>Looking Ahead</u>	
Fifth-Year Assistantship Preferences (if applicable)	Mid-semester

Summer Semester: Fourth Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
N/A	

Fall & Spring Semesters: Fifth Year & Sixth Year (if applicable)

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Dissertation	Ongoing
APPIC Clinical Internship (5 th or 6 th year)	Ongoing
Teaching Assistantship (if applicable in 5 th Year)	Ongoing
<u>Complete this Year</u>	
Dissertation Defense	By arrangement
<u>In Progress</u>	
APPIC Interviews & Match Process (if applying)	?
<u>Looking Ahead</u>	
Graduation... ☺	

MILESTONES SCHEDULE FOR DOCTORAL STUDENTS BY YEAR

The following represents a general to do list for doctoral students by year. Note that there will be some discrepancies based on individual progress through the program.

First Year	Due Date:	Submit to:
1. Handbook Attestation Form	September	Administrative Assistant (Diane Martinez)
2. Annual Faculty Evaluation	April	Advisor
3. Non-BC MA students: Proof of MA Practicum completion	September	Administrative Assistant (Diane Martinez)
4. Advanced Practicum Site Learning Contract for 1st placement	Spring Semester	Director of Counseling Practicum

Second Year	Due Date:	Submit to:
1. Program of Study (POS) Form	Spring semester	Advisor; DOT; Chair
2. Practicum Supervisor Evaluation	Dec., April	Advanced Practicum I Instructor
3. Annual Faculty Evaluation	April	Advisor
4. Direct Admits: In addition to Ph.D POS, submit MA Interim Degree POS	When 30 credits complete (see handbook for details)	Advisor
5. Advanced Practicum Site Learning Contract for 2 nd placement	Spring Semester	Director of Counseling Practicum
6. Research Qualifying Paper	First Friday after winter break in January.	Comps Committee
7. Comprehensive Exams Request & Registration for Ph.D. Status	July, 6 wks pre-Comps (Comps usually occurs 1 st semester 3 rd yr depending on readiness)	Department Chair

Third Year	Due Date:	Submit to:
1. Practicum Supervisor Evaluation	Dec., April	Advanced Practicum II Instructor
2. Annual Faculty Evaluation	April	Advisor
3. Dissertation Pre-Proposal Form	May	Department Chair
4. Comprehensive Exams	Sept	Comps Committee

Fourth Year	Due Date:	Submit to:
1. Annual Faculty Evaluation	April	Advisor
2. Dissertation Proposal Completed & Agreement to Schedule a Dissertation Proposal Hearing (for students matriculating into program 2014 and on)	Prior to Internship Application	Administrative Assistant (Diane Martinez)

Fifth Year and beyond until Internship	Due Date:	Submit to:
1. Annual Faculty Evaluation	April	Advisor

Internship Year	Due Date:	Submit to:
1. Internship Contract/Letter of Acceptance	May before Internship	Director of Training
2. Internship Director/Supervisor End of Year Eval	June/July	Director of Training
3. Internship Director Completion Letter	June/July	Director of Training

APPENDIX A

APA Standards of Accreditation for Health Service Psychology

1. Research:

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

2. Ethical and legal standards:

Be knowledgeable of and act in accordance with each of the following:

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

3. Individual and cultural diversity

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

4. Professional values, attitudes, and behaviors

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communications and interpersonal skills

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

6. Assessment

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

7. Intervention

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

8. Supervision

- Demonstrate knowledge of supervision models and practices.

9. Consultation and interprofessional/interdisciplinary skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

STUDENT ATTESTATION

With my signature, I am attesting to the fact that I have read the entire doctoral handbook for the Counseling Psychology Program in the LSEHD of Boston College. I also attest to the fact that I understand the policies, procedures, support structures, and students' rights and privileges that are detailed in this document.

Name _____

Signature _____

Date _____

Please return this form to the Director of Doctoral Training.