

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

Counseling Psychology Ph.D. Program
Doctoral Student Handbook



2441 4th Street NW
Washington, DC 20059
Phone: (202) 806-7350, Fax: (202) 806-5205

Commission on Accreditation
Office of Program Consultation and Accreditation
740 First Street, NE, Washington, DC 20002-4242
(202) 336-5979
Email: apaacred@apa.org; website: <http://www.apa.org/ed/accreditation>

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PREFACE

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

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

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

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

Counseling Psychology Program Website:

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

Overview of the Ph.D. Program in Counseling Psychology

Introduction

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

Background

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

Program Philosophy

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

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

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

Program Training Aims, Objectives and Competencies

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

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

Competencies:

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

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

Competencies:

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

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

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

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

Competencies:

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

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

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

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

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

Full-time core faculty as of 2018-2019

Shareefah N. Al'Uqdah, Ph.D., Howard University, Assistant Professor; Urban mental health; community violence, parenting issues, mental health and physical health outcomes/disparities; PTSD, Depression; and counseling Muslim clients. Dr. Al'Uqdah is currently the Director of Training.

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

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

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

Kevin Mwata Washington, PhD, Texas A & M University, Assistant Professor; Cultural Trauma Treatment (Post Enslavement Systemic Trauma, PEST), community violence exposure impact on Blacks and Latina/os, multicultural counseling and psychotherapy (emphasis people of African ancestry) for families and couples, spirituality and resilience factors, Multicultural (Black) men identity dynamics, and Ubuntu Psychotherapy.

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

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

RECRUITMENT, ADMISSIONS, RESIDENCY, REGISTRATION AND ENROLLMENT

Recruitment

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

Admission

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

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

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

Residency

Our program is a full time on campus program. Students are expected to be complete the program within five years. Students must be enrolled full time for at least four years; however, many students maintain full time status the entire tenure in the program.

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

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

Registration

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

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

Enrollment

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

Non-Discrimination Policy

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

Students' Rights and Responsibilities

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

Academic Advising and Overview of Course Policies

Advisor Selection

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

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

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

Course Requirements

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

Transfer of Credits

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

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

To request a course waiver based on prior training, students must submit a Request for Transfer of Credit form that is located in Appendix FF, along with the relevant official transcript(s), and course syllabi pertaining to the proposed alternative course. **NOTE: Waiving a course does not grant credit toward any degree. Students who waive a**

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

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

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

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

Course Viability

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

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

Enrollment in Courses in the Metropolitan Area Consortium of Universities

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

the case for courses approved for course waivers, students must demonstrate that the course(s) requested through the consortium adequately addresses similar learning objectives and competencies as required in the Doctoral Counseling Psychology Program curriculum. Guidelines for enrollment in courses are governed by the university's policies and procedures (for more information, **please visit: <http://registrar.georgetown.edu/registration/consortium/>**). Courses completed at any consortium member college or university can be applied to students' transcript if that particular course was not offered at Howard University at that time of enrollment. Students are advised to consult the Training Director and the Office of Enrollment Management regarding the university's policies, procedures, and guidelines for enrollment in courses in the consortium.

PROGRAM DOCTORAL TRAINING SEQUENCE

Program Requirements (2018)

Coursework

Total Hours: 102

Year 1

FALL SEMESTER (15 Credits)

- 603 Theories of Personality (3 cr)
- 201 Human Development (3 cr)
- 447 Cultural Diversity in Psych Practice (3 cr)
- 442 Research Seminar in Counseling Psychology I (1 cr)
- 340 Seminar in Counseling Psychology (3 cr)
- 605 Clinical Interviewing/Micro-Counseling (2 cr)

SPRING SEMESTER (14 Credits)

- 446 Professional Ethics & Legal Issues in Psych (3 cr)
- 400 Intermediate Statistics (3 cr)
- 351 Advanced Psychopathology (3 cr)
- 442 Research Seminar in Counseling Psychology I (1 cr)
- 344 Practicum (1 cr)
- 516 Cognition & Affective Basis of Behavior (3 cr)

Year 2

FALL SEMESTER (15 Credits)

- 500 Advanced Statistics (3 cr)
- 490 Externship in Counseling Psychology I (3 cr)
- 455 Issues & Trends in Measurement Theory (3 cr)
- 228 Personality Assessment I (3 cr)
- 600 Psychodynamic Interventions and Evidence based Therapies (2 cr)
- 442 Research Seminar in Counseling Psychology II (1 cr)

SPRING SEMESTER (15 Credits)

- 432 Cog II: Culturally Competent Assessment (3 cr)
- 490 Externship in Counseling Psychology I (3 cr)
- 428 Personality Assessment II (3 cr)
- 602 Cognitive Behavioral Interventions and Evidence-based Therapies (2 cr)
- 502 Multivariate Analysis (3 cr)
- 442 Research Seminar in Counseling Psychology II (1 cr)

Year 3

FALL SEMESTER (12 Credits)

- 206 History and Systems (3 cr)
- 444 Group Processes (3 cr)
- 601 Evidence Based Systems Interventions and Therapies (2 cr)

SPRING SEMESTER (10 Credits)

- 490 Externship in Counseling Psychology II (3 cr)
- 501 Design & Analysis of Research Projects (3 cr)

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490	Externship in Counseling Psychology II (3 cr)	222	Social Psychology of Individual (3 cr)
442	Research Seminar in Counseling Psychology III (1 cr)	442	Research Seminar in Counseling Psychology III (1 cr)

Year 4

FALL SEMESTER (10 Credits)

490	Externship in Counseling Psychology III (3 cr)
604	Professional Roles (1 cr)
440	Vocational Theory (3 cr)
Psy 233	Neuropsychology (3 cr)

SPRING SEMESTER (13 Credits)

271	Psychopharmacology (3 cr)
490	Externship in Counseling Psychology III (3 cr)
540	Supervision/Consultation (3 cr)
604	Professional Roles (1 cr)
450	African/Black Psychology (3 cr)

Year 5








FALL SEMESTER (2 Credits)

509	Dissertation Research (1 cr)
520	Internship in Counseling Psychology (1 cr)

SPRING SEMESTER (2 Credits)

509	Dissertation Research (1 cr)
520	Internship in Counseling Psychology (1 cr)

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

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

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

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

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

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

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

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

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

Counseling Psychology Clinical Training

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

Practicum

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

Externship

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

Students are expected to gain different externship sites in order to increase the breadth of their clinical training. During Externship I students conduct therapy, and by the end of this training experience students are expected to demonstrate knowledge of evidence based theories, and the ability to conceptualize client diagnoses and engage the intervention process. During Externship II, which occurs in the second year of practical

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

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

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

Students are encouraged to record all clinical activities throughout their externship experiences electronically using My Psych Track (www.mypsychtrack.com). This online service filters information directly into the APPIC application; thus, all categories are consistent with the APPIC application.

Internship

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

Students typically apply for internships during the fall semester of their fourth year in the program and must apply only to APA-accredited internship sites. Students may not begin the psychology internship without obtaining candidate status. Beginning with students who entered in Fall 2007, the dissertation proposal (Chapters 1-3, References, and Appendices) must be approved by the Dissertation Committee on or before October 15th or the student must withdraw from the internship application process. The student may not interview or enter the match without an approved dissertation proposal.

Prior to students submitting their rank ordered list of internship sites to the APPIC Match Program, they must be considered eligible and “ready” for internship by the Program

Director. Students are considered eligible and ready to apply for internship if they: a) are in good standing, b) have successfully passed doctoral Comprehensive Examinations, c) have successfully proposed their dissertation proposal, and d) have been approved by the Counseling Psychology Faculty and Program Director.

Students are required to enroll in course credits (HUDE 520) during their internship year. At the end of the fall semester, students receive an incomplete grade. After successful completion of the internship, incomplete grades are removed and students receive a letter grade for the fall and spring semesters.

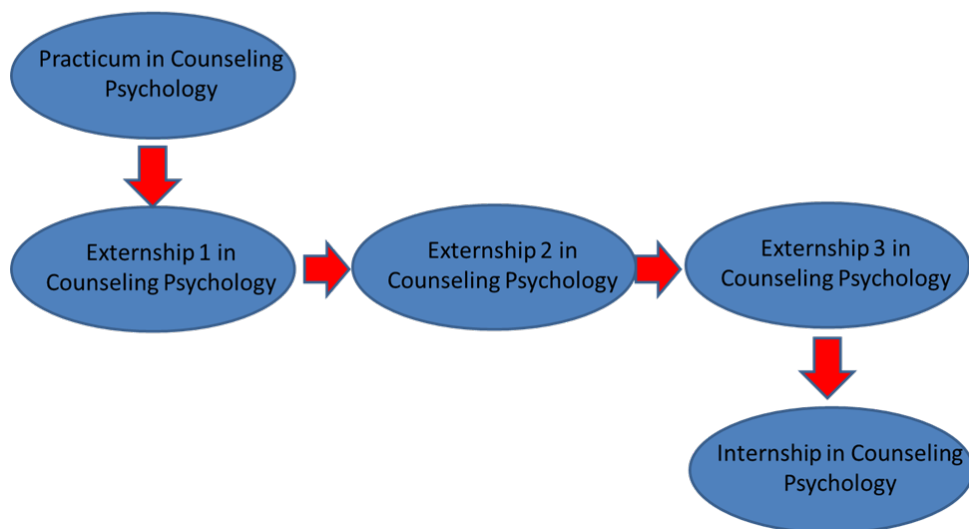
Once an internship placement has been secured, students typically work at that placement for 40 hours per week. Some students remain in the area (e.g., Howard University Counseling Services), while others have selected internships outside of the DC Metro area, including Massachusetts, Louisiana, and New York.

A potential internship site must be APA accredited and:

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

Sequent of Clinical Training Flowchart

Sequence of Clinical Training Flowchart



STUDENT PERFORMANCE & EVALUATION

Overview

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

Advisement

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

TaskStream

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

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

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

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

The Portfolio Review Process

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

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

In concert with the goals and objectives of the program, students are expected to create a portfolio that serves as documentation of all doctoral activities during their matriculation in the program. The portfolio should demonstrate a clear understanding of the doctoral training requirements and program expectations as well as a clear grasp and understanding of the counseling psychologist identity as an ethical Scientist-Practitioner. The portfolio should be well organized, have a professional presentation, and reflect a commitment to the Ph.D. in Counseling Psychology. Guidelines for documents and materials to include in the portfolio are found in Appendix A.

Portfolios must be submitted to the student's academic advisor by the second week of April. Students will have daily access to the portfolio throughout the year to make any necessary changes. The portfolio shall be updated as needed and will be housed in the student's academic advisor's office throughout the year. Students will have access to the portfolio upon request.

The portfolio review consists of two phases: (a) core counseling psychology faculty evaluation and assessment of students' academic, clinical, and research performance and (b) student meeting with the faculty and respective academic advisor in the Fall. Core faculty will evaluate each student using Portfolio Review Form and then meet as a group to discuss each student's progress in the program. During the evaluation and assessment meeting, faculty will discuss the student's areas of strength, as well as

areas in need of improvement, and formulate feedback for the student. Each student individually discusses his/her overall evaluation with core faculty during the Portfolio Evaluation meeting, which typically occurs during the final week of the spring semester. This meeting is then followed by a more specific/individualized meeting with the student's respective academic advisor; the student is then provided with an opportunity to discuss the feedback from the core faculty and address any concerns he/she has with the feedback and/or their program status/progress. Students receive a formal evaluation letter describing the portfolio evaluation within one month of the meeting with their advisor. The letters and evaluation forms are placed in the student's files.

Evaluation of Clinical Training

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

Benchmark Assignments (Key Course Embedded Assessments)

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

Comprehensive Examinations

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

a) theories of counseling and psychotherapy; b) psychological evaluation and diagnosis; c) professional ethics, practices, concepts and issues; and d) research design and statistics.

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

A committee comprised of the Counseling Psychology Core faculty constructs the subspecialty area of counseling psychology for the Comprehensive Examination. A committee comprised of the Educational Psychology Core faculty constructs the evaluation, research methodology, and statistics section of the Comprehensive Examination. Students’ responses are evaluated on a 0-5 continuum. The lowest possible passing level is three (3), the highest possible level is five (5), and fractional ratings are permitted.

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

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

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

Reasons for Remediation, Probation or Dismissal from the Program

Students are regularly evaluated on their academic, clinical, and professional performance throughout their matriculation in the program. All concerns, complaints, charges or problems that emerge regarding a student’s performance should be directed to the Counseling Psychology Training Director. Concerns or complaints about a student may be initiated by University faculty, clinical supervisors, clients, other students

or professionals outside of the University community. When this occurs, the student will be informed verbally by the Program Director of any complaint, concern, or charge that may threaten the student's immediate status within the Counseling Psychology Program. When concerns or complaints about a student arise, the faculty has the responsibility to review and evaluate any student circumstances or conduct or functioning that may negatively affect the student's competence for independent professional practice or that may threaten client welfare. The following list includes examples of circumstances or performances that may result in disciplinary actions and/or dismissal from the program:

1. Failure to maintain minimum academic standards (e.g. earning a C in a course)
2. Unsatisfactory performance in didactic-practica courses (e.g., practicum, externship) or internship
3. Academic dishonesty
4. Criminal misconduct
5. Ethical, judiciary code, professional and/or legal/criminal misconduct and/or violations
6. Failure to comply with established University or Program timetables and requirements
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
8. Failure to maintain regular contact with the program and one's advisor.

Program Remediation Procedures

Problem Identification

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

Remediation Planning Conference

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

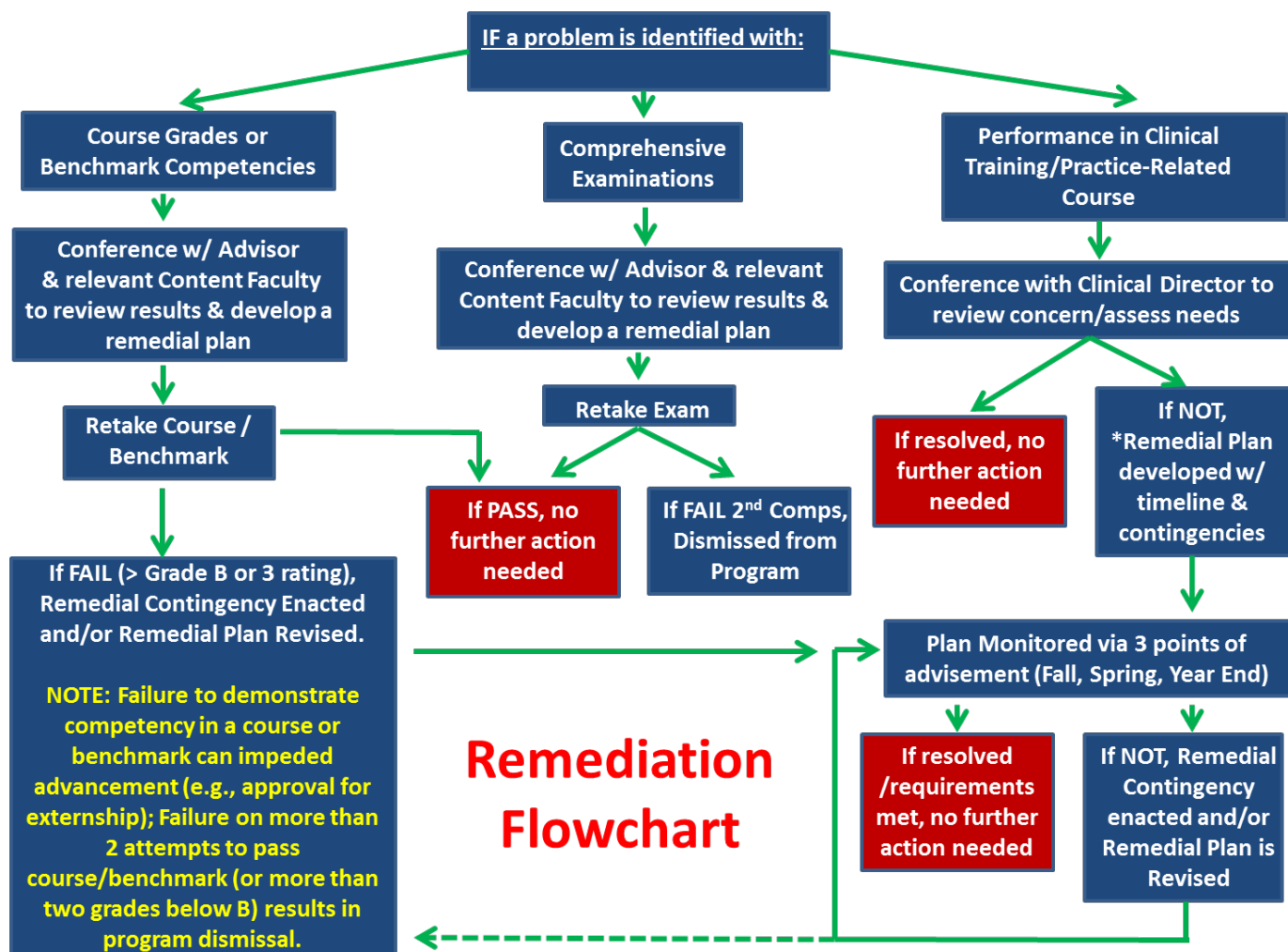
Progress Monitoring

Once the RPA has been developed, Faculty may monitor the student's progress or provide additional supports at the level s/he believes is necessary to ensure student success. Ultimately, however, it is the student's responsibility to adhere to, and meet, the requirements and timeline established in the RPA. Additional conferences (or check-in meetings) between the faculty advisor and student also may be needed to address unanticipated problems or to make modifications to the initial remediation action plan. The consequences for failing to meet RPA requirements, including the timeline for completion, must be clearly described in the RPA. Unless otherwise approved by the Director of Training, RPA's have two timeline criteria: (a) one semester, or (b) two semesters (i.e., one academic year).

Evaluation of Remediation Completion

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

Remediation Flow Chart



DISSERTATION DEVELOPMENT AND GUIDELINES

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

Choosing a Dissertation Topic

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

Dissertation Proposal

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

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

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

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

Dissertation Committee

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

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

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

Final Oral Examination and Defense of the Dissertation

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

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

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

Admission to Candidacy

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

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

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

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

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

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

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

Dissertation Writing Courses

Enrollment

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

Assignment of Grades for Dissertation Writing Courses

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

MISCELLANEOUS PROGRAM POLICIES

Self Care Policy

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

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

Physical

Sleeping regular hours. To facilitate sleeping:

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

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

Eating a balanced diet at regular intervals

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

Exercising moderately each day

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

Mental/Emotional

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

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

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

Spiritual

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

Feeling Good through Helping Others: What Can You Do?

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

Relational

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

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

Professional Mental Health Services

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

Howard University Counseling Service

Director: Dr. Ayana Watkins-Northern
awatkins-northern@howard.edu
C.B. Powell Building, Wing One
Sixth & Bryant Street, N.W. G-7
Washington, D.C. 20059
(202) 806-6870
Crisis Hotline: calls after 6 p.m. (202) 345-6709

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

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

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

The George Washington University Community Counseling Services Center (CCSC)

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

Leave of Absence Policy

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

Length of Leave

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

Leave Application Procedures

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

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

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

Registration and Residency Requirements for Leaves

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

Leave for International Students

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

GRIEVANCE PROCEDURES

Appeal of Academic Decisions

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

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

Informal Resolution

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

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

Formal Procedures

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

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

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

Dismissal Procedures

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

FINANCIAL ASSISTANCE INFORMATION

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

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

Involvement in Program, Professional and other Psychology Program Activities

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

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

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

Appendix A: Change of Advisor Form

HOWARD UNIVERSITY SCHOOL OF EDUCATION
APPLICATION FOR CHANGE OF ADVISOR

Name: _____

Date: _____

I.D. Number: _____

Request permission to change my advisor from: _____

To _____

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

_____ Approved

_____ Disapproved

Proposed new

Advisor: _____

_____ Approved

_____ Disapproved

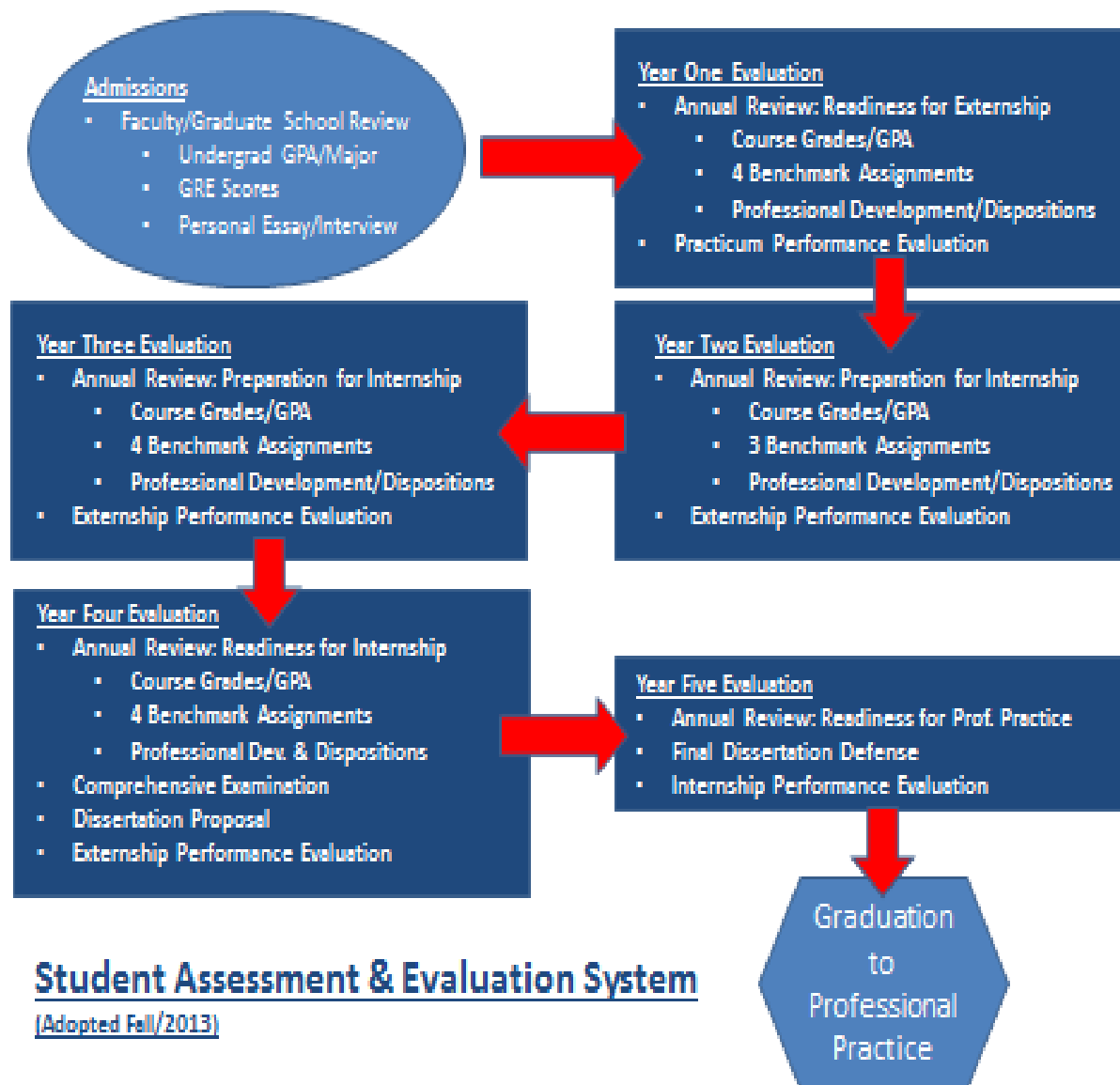
Departmental

Chairperson: _____

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

Cc: Current Major Advisor
Coordinator of Current Program
Departmental Chairperson

Appendix B: Student Assessment and Evaluation System



Appendix C: PORTFOLIO REVIEW FORMS

Organization of Portfolio

The portfolio is a physical binder that needs to hold several artifacts of your doctoral matriculation. The portfolio needs to be a binder that allows you to insert a title page into the front of the binder. The title page should include your name and year in the program. You will also need to purchase section dividers and clear document protector sheets.

The Portfolio will need to be organized in the following manner.

- 1) Please organize your portfolio by year (1st, 2nd, 3rd etc.)
 - a. Use a sheet that indicates Year 1, Year 2, etc.
- 2) Within each year you should have the following 4 sections: Professionalism, Science, Application, & Education
 - a. **Professionalism (Professional Identity Development, Social Advocacy etc.)—includes aspects of your professional identity development as a counseling psychologist.** The types of things that should be put in this section are :
 - i. **Professional development** and volunteering or social advocacy or social justice kinds of activities; membership in professional societies
 - ii. **Interdisciplinary projects**, any co-authored presentations
 - iii. **Scholarship or Fellowship applications**
 - b. **Science (Research)**—this section should address all of your research activities. The types of things that should be put in this section are:
 - i. Research related information from research conference proceedings you attended,
 - ii. **Drafts of Dissertation Chapters I, II, & III**
 - iii. **Book Review or other manuscript, literature review,**
 - iv. **Research papers in course**
 - v. **Responsible Conduct in Research Certificate**
 - vi. **Grant Research**
 - vii. **Expository Writing Certificate**
 - c. **Application (Diagnosis, Assessment, & Intervention)**—This section includes information regarding your clinical practice. The types of things that should be put in this section are:
 - i. **Case Conceptualizations**, from externship each year
 - ii. **Supervisor Evaluations**, or letters
 - iii. **Externship offer letters**, list of sites applied to
 - iv. **Intervention trainings**
 - d. **Education (Training of Others)**—this section addresses your training of others. The types of things that should be put in this section are:
 - i. **Supervision Transcript Analysis/Paper-** from the supervision course

- ii.** If you have conducted any trainings, teaching or other workshops for students, professional or community populations

Appendix D Portfolio Review Rating Form

Trainee Name:

Student ID#:

Name of Advisor:

Date Evaluation Completed:

Training Level of Person Being Assessed: Year in Doctoral Program:

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
1	2	3	4	5

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.					
1A. Integrity - Honesty, personal responsibility and adherence to professional values					
Understands professional values; honest, responsible	1 [N/O]	2	3	4	5
1B. Deportment					
Understands how to conduct oneself in a professional manner	1 [N/O]	2	3	4	5
Demonstrates an appropriate professional demeanor in appearance and behavior	1 [N/O]	2	3	4	5
The student demonstrates courteous, ethical, and professional practice in collaboration and communication with peers and professionals (including fellow students, faculty, supervisors, and professional associates/colleagues)	1 [N/O]	2	3	4	5

Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and seek means to enhance knowledge a/skills	1 [N/O]	2	3	4	5
1C. Accountability					
Accountable and reliable	1 [N/O]	2	3	4	5
1D. Concern for the Welfare of Others					
Demonstrates awareness of the need to uphold and protect the welfare of others	1 [N/O]	2	3	4	5
1E. Professional Identity					
Demonstrates beginning understanding of self as professional; "thinking like a psychologist"	1 [N/O]	2	3	4	5
The student understands and identifies with the role of the counseling psychologist	1 [N/O]	2	3	4	5
The student understands the value of participating in professional activities and associations	1 [N/O]	2	3	4	5
2. Individual and Cultural Diversity (ICD): Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.					
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context					
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	1 [N/O]	2	3	4	5
2B. Others as Shaped by Individual and Cultural Diversity and Context					
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	1 [N/O]	2	3	4	5
Demonstrates cultural awareness and self-awareness; basic reflectivity regarding professional practice	1 [N/O]	2	3	4	5
Demonstrates an awareness of the ways in which ones own personal worldviews influences professional activities.	1 [N/O]	2	3	4	5
Utilize knowledge, awareness and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals	1 [N/O]	2	3	4	5
Demonstrates a knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds	1 [N/O]	2	3	4	5
Students consider multicultural issues in their practice and research	1 [N/O]	2	3	4	5

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context					
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	1 [N/O]	2	3	4	5
2D. Applications based on Individual and Cultural Context					
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	1 [N/O]	2	3	4	5
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.					
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines					
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	1 [N/O]	2	3	4	5
3B. Awareness and Application of Ethical Decision Making					
Demonstrates awareness of the importance of applying an ethical decision model to practice	1 [N/O]	2	3	4	5
3C. Ethical Conduct					
Displays ethical attitudes and values	1 [N/O]	2	3	4	5
Integrates own moral principles/ethical values in professional conduct	1 [N/O]	2	3	4	5
Demonstrates knowledge of ethical, legal, and professional standards and guidelines	1 [N/O]	2	3	4	5
Demonstrates awareness and the application of ethical decision making	1 [N/O]	2	3	4	5
Demonstrates an awareness of ethical conflicts and dilemmas including personal and cultural factors	1 [N/O]	2	3	4	5
Demonstrates an awareness of ethical guidelines in research	1 [N/O]	2	3	4	5
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.					
4A. Reflective Practice					
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)	1 [N/O]	2	3	4	5
4B. Self-Assessment					
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	1 [N/O]	2	3	4	5
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)					

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Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	1 [N/O]	2	3	4	5
4D. Participation in Supervision Process					
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	1 [N/O]	2	3	4	5

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.					
5A. Interpersonal Relationships					
Displays interpersonal skills	1 [N/O]	2	3	4	5
5B. Affective Skills					
Displays affective skills	1 [N/O]	2	3	4	5
5C. Expressive Skills					
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	1 [N/O]	2	3	4	5

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.					
Demonstrates basic knowledge and understanding of research design and statistical analyses	1	2	3	4	5
	[N/O]				
6A. Scientific Mindedness					
Displays critical scientific thinking	1 [N/O]	2	3	4	5
6B. Scientific Foundation of Psychology					
Demonstrates understanding of psychology as a science	1 [N/O]	2	3	4	5
6C. Scientific Foundation of Professional Practice					
Understands the scientific foundation of professional practice	1 [N/O]	2	3	4	5
6D. Scientific Conduct of Research					
6D1 Students Propose an original research study	1 [N/O]	2	3	4	5
6D2 Students conduct an original research study		1	2	3	4
					5
6E. Students will disseminate research to scholarly outlets	1 [N/O]	2	3	4	5
6E1. Demonstrates an awareness of ethical Guidelines in Research	1 [N/O]	2	3	4	5

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	1	2	3	4	5	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	1	2	3	4	5	[N/O]
9B. Knowledge of Assessment Methods						
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	1	2	3	4	5	[N/O]
Demonstrates understanding of the basic psychometric constructs (e.g., validity, reliability,)	1	2	3	4	5	[N/O]
Administer, score, interpret and integrate Personality assessment data	1	2	3	4	5	[N/O]
Administer, score, interpret and integrate Cognitive assessment data	1	2	3	4	5	[N/O]
Administer, score, interpret and integrate Vocational assessment data	1	2	3	4	5	[N/O]
Identifies appropriate assessment measures with client populations	1	2	3	4	5	[N/O]
Integrates cultural data with all assessment data response, and test data	1	2	3	4	5	[N/O]
9C. Application of Assessment Methods						
Demonstrates knowledge of measurement across domains of functioning and practice settings	1	2	3	4	5	[N/O]
9D. Diagnosis						
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	1	2	3	4	5	[N/O]
Demonstrates Knowledge of Psychopathology and the DSM-IV-TR	1	2	3	4	5	[N/O]
Demonstrates ability to formulate multi-axial diagnoses	1	2	3	4	5	[N/O]

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Demonstrates skill and knowledge of clinical interviewing							
	1	2	3	4	5	[N/O]	
9E. Conceptualization and Recommendations							
Demonstrates basic knowledge of formulation diagnoses and case Conceptualization			1	2	3	4	
5 [N/O]							
9F. Communication of Assessment Findings							
Demonstrates awareness of models of report writing and progress notes			1	2	3	4	
5 [N/O]							
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.							
10A. Intervention planning							
Displays basic understanding of the relationship between assessment and intervention			1	2	3	4	
5 [N/O]							
Identifies basic strengths and weaknesses of Intervention approaches for different problems and populations			1	2	3	4	
5 [N/O]							
10B. Skills							
Displays basic helping skills			1	2	3	4	
5 [N/O]							
Demonstrate effective interpersonal skills (e.g., listens and is empathic with others, respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.)	1	2	3	4	5	[N/O]	
10C. Intervention Implementation							
Demonstrates basic knowledge of intervention strategies				1	2	3	4
5							[N/O]
10D. Progress Evaluation							
Demonstrates basic knowledge of the assessment of intervention progress and outcome			1	2	3	4	5 [N/O]

V. EDUCATION

11. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
11A. Expectations and Roles						
Demonstrates basic knowledge of expectations for supervision		1	2	3	4	5
		[N/O]				
11C. Skills Development						

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Displays interpersonal skills of communication and openness to feedback	1 [N/O]	2	3	4	5
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V1. SYSTEMS

12. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.					
12A. Functioning in Multidisciplinary and Interdisciplinary Contexts					
Cooperates with others	1 [N/O]	2	3	4	5
12B. Respectful and Productive Relationships with Individuals from Other Professions					
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	1 [N/O]	2	3	4	5
13. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).					
13A. Administration					
Complies with regulations	1 [N/O]	2	3	4	5
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.					
14A. Empowerment					
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	1 [N/O]	2	3	4	5
14B. Systems Change					
Understands the differences between individual and institutional level interventions and system's level change	1 [N/O]	2	3	4	5

VII. CORE FOUNDATIONS

15. Core Foundations of Psychology: Demonstrate knowledge of the core foundations of psychology					
Demonstrate knowledge of biological factors that affect human behavior	1 [N/O]	2	3	4	5
Demonstrate competence in applying theories of personality and other relevant psychological theories to an understanding of human behavior	1 [N/O]	2	3	4	5
Demonstrate knowledge of cognitive and affective factors that affect human behavior	1 [N/O]	2	3	4	5
Demonstrate knowledge of social factors that affect human behavior	1 [N/O]	2	3	4	5
Demonstrate knowledge of cultural factors that affect human behavior	1 [N/O]	2	3	4	5

Demonstrate competence in applying theories of personality and other relevant psychological theories to an understanding of human behavior					
	1	2	3	4	5
	[N/O]				

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

What are the trainee's particular strengths and weaknesses?

Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

If applicable, is the trainee ready to move to the next level of training, or independent practice?

Benchmark Assignments

Appendix E
Case Conceptualization Benchmark Assignment (Externship II-Year 3)

	1 Unacceptable Performance- Fail	2 Low Performance Remediation Required- Probationary Pass	3 At Expected Level-Pass	4 Above Expected Level-Pass	5 Well Above Expected Level-High Pass
Demonstrated knowledge of how biological, affective, cognitive, social, and human development, impact diagnosis and treatment					
Integrated biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions					
Demonstrated knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of his/her client					
Demonstrated knowledge of Psychopathology and the DSM-V					

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

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conceptualizations and diagnoses					
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Appendix F
Single-Case Design Benchmark Assignment (Externship III-Year 4)

	1	2	3	4	5
	Unacceptable Performance- Fail	Low Performance Remediation Required- Probationary Pass	At Expected Level-Pass	Above Expected Level-Pass	Well Above Expected Level- High Pass
Demonstrated knowledge of how biological, affective, cognitive, social, and human development, impact diagnosis and treatment					
Integrated biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions					
Demonstrated knowledge of ethical and legal standards of health service counseling psychologists					
Demonstrated ability to formulate diagnoses					
Clearly outlined how they used supervision to improve interventions and conceptualization of client					
Articulates awareness of theoretical foundations intervention					
Demonstrated integration of social justice and advocacy skills within case study					
Demonstrated knowledge of evidence-based interventions					
Identified basic strengths and weaknesses of intervention approaches for different problems and populations					

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

	1	2	3	4	5
	Unacceptable Performance- Fail	Low Performance Remediation Required- Probationary Pass	At Expected Level-Pass	Above Expected Level-Pass	Well Above Expected Level- High Pass
Displayed problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
Student demonstrated knowledge of consultation theories to the application of consultation skills					
Student understood and identifies with the role of the health service counseling psychologist					
Student demonstrated knowledge of supervision theories to the application of supervision skills					
Student demonstrated knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals, groups, and organizations					
Student demonstrated knowledge and integration of multicultural counseling theories					
Students integrated biological, affective, cognitive, social, and human development factors in diagnoses, assessment, evidence-based interventions					
Demonstrates a knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds					

Appendix H
Vocational Assessment Interpretive Report (Year 4)

	1	2	3	4	5
	Unacceptable Performance- Fail	Low Performance Remediation Required- Probationary Pass	At Expected Level- Pass	Above Expected Level- Pass	Well Above Expected Level- High Pass
Displayed problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
Students demonstrated knowledge of vocational theory and skills in conducting vocational assessment					
Demonstrated communication and interpersonal skills and professional values and attitudes of an emerging health service counseling psychologist in coursework and training opportunities					
Demonstrated knowledge, awareness, and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals, groups, and organizations					
Administer, score, interpret and integrate Vocational assessment data					
Demonstrated a knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds					

**Comprehensive Exam Rubrics
Organized by Domains**

Appendix I
Comprehensive Examination Rubric Domain 1: Theory

	1	2	3	4	5
	Unacceptable Performance- Fail	Low Perf. / Remediation Required- Probationary Pass	At Expected Level- Pass	Above Expected Level- Pass	Well Above Expected Level- High Pass
Demonstrated knowledge of foundational theories of psychology					
Demonstrated awareness of the theory and its strengths and weaknesses as it relates to culturally diverse clients					
Articulates awareness of theoretical foundations intervention					
Demonstrate knowledge of the history of psychology and counseling psychology					
Demonstrate knowledge of multicultural counseling theories and theories					
.Demonstrate ability to apply various theories to an understanding of human behavior					

Appendix J

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

	1	2	3	4	5
	Unacceptable Performance- Fail	Low Perf. / Remediation Required- Probationary Pass	At Expected Level- Pass	Above Expected Level- Pass	Well Above Expected Level- High Pass
Demonstrates ability to interpret and integrate cognitive assessment data:					
Demonstrates ability to interpret and integrate personality assessment data:					
Demonstrates ability to identify appropriate assessment measures with client populations					
Demonstrates ability to integrates cultural data with all assessment and test data					
Demonstrates the ability to formulate a case Conceptualization and demonstrates knowledge of life-span development					
Demonstrates ability to formulate diagnoses and knowledge of psychopathology/diagnoses					
Demonstrates ability to utilize knowledge, awareness and understanding of the way(s) in which culture and context influence the behavior and functioning of individuals					

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Demonstrates a knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds					
Articulates awareness of theoretical foundations intervention					
Demonstrates knowledge of evidence-based interventions by identifying basic strengths and weaknesses of intervention approaches for different problems and populations					
Demonstrates the ability to apply evidenced-based interventions to case conceptualizations and diagnoses					
Demonstrates cultural awareness and self-awareness; basic reflectivity regarding professional practice					

Appendix K
Comprehensive Examination Rubric Domain 3: Ethics

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

Appendix L
Comprehensive Examination Rubric Domain 4: Research & Statistics

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

Appendix M

Annual Report of Student Progress

*= Response is required

Background Information

*Student Trainee Information

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

Name of Student

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

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

*Did you receive non-loan funding this year?

Please list your funding source(s)

Professional Development

During the last twelve months, have you:

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

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

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

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

*Published a scholarly paper/article/chapter?

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

Academic Progress

*Enter your current GPA within the program

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

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

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

Date Proposed

Proposal title

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

Date Defended

Final Project Title

Comprehensive Examinations:

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

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

How many times have you taken this exam?

Internship Information

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

Did you obtain an internship this year?

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

Expected internship start date:

Expected internship end date:

Is your internship funded?

Is your internship accredited?

Is your internship is affiliated with another membership organization

Application Forms and Information

Appendix N

REMEDIATION PLAN OF ACTION FORM

Student Name: _____

Student ID No.: _____ Year in Program: _____

Description of Problem: _____

Solution to Problem: _____

Plan of Action: _____

Beginning Date: _____ End Date: _____

Action required if conditions not met: _____

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

Signatures:

Faculty Advisor/Date

Student/Date

Appendix O

The Office of Regulatory Research Compliance (ORRC) IRB Submission Contact

To better track and streamline the processing of research and other applications, the Office of Regulatory Research Compliance (ORRC) accepts submission of IRB applications via the following email addresses:

IRB-medical.orrcc@howard.edu -- **Medical-IRB (Medical Institutional Review Board)**: For review of “Human Subjects Research” involving the study of specific diseases and conditions (mental or physical), including detection, cause, treatment and rehabilitation of persons; the design of methods, drugs and devices used to diagnose, support and maintain the individual during and after treatment for specific diseases or conditions; and/or scientific investigation.

IRB-nonmedical.orrcc@howard.edu -- **Non-Medical IRB (Non-Medical Institutional Review Board)**: For review of research that deals with human attitudes, beliefs, and behaviors and is often characterized by data collection methods such as questionnaires, interviews, focus groups, direct or participant observation, and non-invasive physical measurements (qualitative or quantitative).

IACUC.orrcc@howard.edu -- **IACUC (Institutional Animal Care and Use Committee)**: For review of research involving animals.

IBC.orrcc@howard.edu -- **IBC (Institutional Biosafety Committee)**: For review of research utilizing recombinant DNA or synthetic nucleic acid molecules, viral vectors, plasmid vectors, or other infectious agents, genetically modified plants or biohazardous materials (i.e. blood, human tissue, etc.)

Exclusions.orrcc@howard.edu – **(Excluded Research)**: For review of studies and or projects that do not involve the use of human participants or human data, biohazardous materials, animals.

MTA.orrcc@howard.edu -- **MTA (Material Transfer Agreement)**: For reviews, involving the transfer of incoming or outgoing biohazardous materials and data.

Theorrcc@howard.edu -- For general communications or to report compliance issues/concerns

When submitting materials/applications, each e-mail should include items for only one study. For example, the e-mail may contain the protocol, consent document, and investigator brochure for one study.

- Submit only complete, fully-signed documents. An e-mail acknowledgement in place of a signed application will not be accepted. If electronic signatures

are not available, the signature pages may be signed and scanned as a separate PDF document and attached to your submission e-mail. Unless requested, please do not submit additional study-related information until the protocol has been approved.

When submitting your materials to the **IRB, IACUC, or IBC:**

- The e-mail subject line must include:
 - Protocol # (if assigned)
 - Principal Investigator's last name
 - The type of submission (new project, amendment, renewal, protocol deviation, serious adverse events, etc.)
- The body of your e-mail must include a list of the documents being submitted, and each document's name should reflect its content.
- We recommend that version dates are included in each document naming nomenclature.
- Incomplete applications (i.e. missing required supporting document) would be returned.

Appendix P

Responsible Conduct of Research (RCR) and Collaborative Institute Training Initiative (CITI)

The RCR Certificate earned from attending the two-day workshop sponsored by the Graduate School is valid and should be submitted with the candidacy application to fulfill the RCR requirement. If you did not take the RCR two-day workshop, you are required to complete the CITI on-line training course and submit the RCR Module score report to the Graduate School, Suite 200 to fulfill the RCR requirement. The CITI on-line training course is available at <http://www.citiprogram.org/>

In compliance with the Collaborative Institutional Training Initiative (CITI) and the Office of Regulatory Research Compliance (ORRC) policy and procedures, all faculty, staff, fellows, residents and students engaging in research, must certify completion of the CITI course in good faith (i.e., not completing the course for someone else, requesting someone else to complete the training on your behalf or sharing your CITI account with others).

Misrepresenting your identity by claiming credit for the work of others, or enabling others to take credit for your work, is a violation of the CITI's Terms of Service, and is considered falsification. The ORRC will disapprove the research of individuals found in violation of this training requirement, and further disciplinary action(s) will be imposed by the appropriate University Official(s).

For more information on the CITI training requirements, you may visit the ORRC website at: www.howard.edu/orrc.

Sample CITI RCR Module score report:

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Research Misconduct (RCR-Basic) (ID: 16604)	13-Oct-2016	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	13-Oct-2016	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	13-Oct-2016	4/5 (80%)
Peer Review (RCR-Basic) (ID: 16603)	13-Oct-2016	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	13-Oct-2016	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	17-Oct-2016	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	17-Oct-2016	5/5 (100%)