Seton Hall University
College of Education and Human Services
Department of Professional Psychology and Family Therapy

Counseling Psychology Ph.D. Program

Accredited by the American Psychological Association

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Doctoral Student Handbook
2022-23
The curriculum for the Ph.D. degree in Counseling Psychology at Seton Hall University has been revised since the last edition of the Seton Hall University Graduate Bulletin. Students entering the Program for the academic year 2022-23 will be held accountable to the curriculum, policies, and procedures specified in this Doctoral Student Handbook 2022-23. Make your decision to enter the Ph.D. degree program in Counseling Psychology at Seton Hall University only after carefully examining this document.

This document is also available online at:

https://www.shu.edu/professional-psychology-family-therapy/upload/Student-Handbook.pdf
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Introduction

This Doctoral Student Handbook is intended to provide students and prospective students with needed information about the requirements, procedures, processes, and content of the doctoral program in Counseling Psychology. It is often both difficult and frustrating for the student to obtain clear and accurate information about the maze of requirements and procedures in a graduate program, so this Doctoral Student Handbook is written with the intent of alleviating at least one source of stress.

The faculty hopes students will find this Doctoral Student Handbook useful. The Doctoral Student Handbook itself, however, is a dynamic document and will be revised annually. We encourage students to make recommendations regarding the Doctoral Student Handbook about such matters as additional items to be included, clarifications or elaborations needed, or items that should be deleted. You may email or drop off your written suggestions in the mailbox of the Training Director. Likewise, as new developments of importance to students occur, they will be added to the Doctoral Student Handbook.

This Doctoral Student Handbook is not the only source of information about your graduate education. Other student services, such as Career Services and the Student Counseling Center at Seton Hall also provide information, services, or hours of operation specifically for graduate students.

Overview of the Counseling Psychology Program

The overarching aim of the Program is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. Such members understand the value of science and research for the practice of psychology and the value of applied practice for the science of psychology, and they have developed skills, knowledge, and self-understanding that allow them to help persons take responsibility for and control of their lives within the context of their development as human beings and the various systems and environments that impact their lives.

Additionally, professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, post-doctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate
their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements.

These evaluative areas include, but are not limited to, demonstration of sufficient (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems). Because counseling psychologists are working in increasingly diverse settings, the Program provides an intensive grounding in psychological theory comparable to that provided to students in other specialties. However, the philosophy of training maintains a strong emphasis on the approach to practice that distinguishes counseling psychologists from other professionals, as defined by APA Division 17: a focus on relatively intact rather than severely disturbed people; a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; an emphasis on relatively brief interventions; an emphasis on person-environment interactions rather than an exclusive focus on person or environment; and an emphasis on educational and career development.

Rather than following specialized tracks within the program, students receive training in theory, research and practice with a comprehensive generalist focus. Students may choose to further specialize through elective courses, internship and/or postdoctoral experiences that will expand on their training at Seton Hall. Past graduates have chosen careers in a variety of settings, including college and university counseling centers, health care and rehabilitation facilities, academic departments in universities, private practice and consultation, and business and organizational practice.

Consistent with Seton Hall’s charter as a regional, diocesan University, our students are primary from the New York metropolitan area, and our emphasis is on research and practice experiences relevant to urban and suburban multicultural populations in the communities surrounding the South Orange campus. Finally, consistent with the scientist-practitioner model, students are involved in research projects throughout their training. This begins in their first year with an assignment as a research assistant to a faculty member, and culminates with the design, data collection and analysis of at least one independent research project in addition to the dissertation. As members of the professional community, students are expected to present their work at national and regional conferences, both during their academic career and after graduation.
Counseling Psychology Program Aims

As noted above, the overarching aim of the SHU Counseling Psychology program is to prepare professionals in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, staff, and faculty; including confidentiality, honesty, appropriate professional attitudes and behavior, openness to differences, and academic integrity. Expected knowledge and competencies are based on the categories of Discipline-Specific Knowledge (DSK; IR C-7 D) and Profession-Wide Competencies (PWC) adopted by the APA Commission on Accreditation, October 2015 (IR C-8 D).

Specifically, the aims of the SHU Counseling Psychology Program are organized under the following three areas of learning: A. Knowledge of the Science of Psychology and Counseling Psychology as a Specialty, B. Integration of Research and Practice, and C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology.

The detailed aims in each of these areas are listed below:

A. Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty

It is expected that by the time students begin internship, they will demonstrate the following, which draw both from the DSK, as well as foundational knowledge supporting the PWCs:

1. Be knowledgeable in the history of psychology, which includes the major theoretical perspectives of psychology as a science, and the major core components of psychology including the affective, biological, cognitive, developmental, and social aspects of human behavior (DSK).

2. Understand the role of the counseling psychologist within the broader profession of psychology, including an understanding of ethical and legal issues and of the limitation and scope of counseling psychology practice and research (PWC II).

3. Demonstrate understanding of self as a counseling psychologist by considering contextual and cultural influences in practice, science, teaching, supervision, and other role, and an understanding of the existing empirical and theoretical knowledge base as it applies to the full scope of practice in counseling psychology (PWC III).

4. Consistent with the specialty of counseling psychology, demonstrate a commitment to strength-based development through preventative, vocational, and social justice approaches.

B. Integration of Research and Practice

The integration of research and practice requires knowledge in research methods, psychological theory, and the ability to draw from multiple areas of content knowledge to formulate research questions, develop treatment plans, and to address problems that arise in both research and practice.
settings. The following are the specific areas of competence that students will attain prior to internship:

1. Demonstrate the ability to critically and substantially independently evaluate current research findings as published in scientific journals, to formulate research questions and incorporate such findings into the practice of counseling psychology, to work both independently and collaboratively with peers in conducting research, and to communicate, through both publication and presentation, independent research conducted in the field (DSK, PWC I).

2. Demonstrate well-developed interpersonal skills as counseling psychology practitioners, as well as the ability to apply theoretical knowledge and practical techniques from a variety of orientations in work with individuals, groups, couples, families, organizations, and in supervision and training (PWC IV, V, PWC VII).

3. Demonstrate competency in psychological, career/vocational, psychoeducational, and organizational assessment, intervention, consultation, and evaluation procedures using a variety of empirically supported methods for the purpose of defining client assets and problem areas of functioning that will inform brief or time-limited interventions, as well as preventive programming (PWC II, VI, IX).

4. Demonstrate skill and sensitivity in tailoring assessment, intervention, and evaluation efforts to a diverse client population, including individuals with disabilities and individuals of different culture, gender, race, socioeconomic status, sexual orientation, age, color, ethnicity, language, national origin, and religion (PWC III).

5. Demonstrate the ability to understand and apply empirically supported theories of supervision, within a supported setting (PWC VIII).

6. Conduct all research and practice activities in an ethical manner, including the ability to recognize and appropriately respond to ethical dilemmas through the use of an appropriate ethical decision-making model (PWC II, PWC VII).

C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology

Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology: The third area represents an attitude of valuing life-long learning as demonstrated by continued professional development. Specifically, our graduates will do the following:

1. Demonstrate a commitment to ongoing involvement with the psychological community, which may include but is not limited to the following: maintaining membership in local, regional, and national organizations; publishing and/or presenting at professional conventions; participating in the planning and presenting psychoeducational programming; participating in programs aimed at educating the lay community about the value of psychology; becoming licensed; becoming a Fellow in APA Division 17; or possessing a specialty diploma in counseling psychology awarded by the American Board of Professional Psychology, and other specialty-related recognitions.
2. Maintain awareness and knowledge of current issues and developments in the field, and systematically evaluate one’s own practice in light of these factors.

3. Develop skills in areas that contribute to the continuing development of new psychologists, including supervision and/or teaching.

**Counseling Psychology is distinguished from other disciplines in part by a long-standing commitment to advancing respect for diversity, multicultural competency, and advancing social justice for marginalized communities. The SHU Counseling Psychology doctoral training program adheres to the following model training values statement addressing diversity.**

### Counseling Psychology Model Training Values Statement Addressing Diversity [1]

Respect for diversity and for values different from one’s own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association’s Ethical Principles and Code of Conduct (2002, 2010, 2016) and as discussed in the Standards of Accreditation for Health Service Psychology (APA, 2015). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

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

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with consideration for all dimensions of diversity. Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.
Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

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

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

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

[1] This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CC PTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document.
**Assessment of Counseling Psychology Program Aims**

The Program assesses learning experiences that, we believe, lead to successful attainment of Program aims. This assessment of learning experiences is multidimensional, integrated into the curriculum, and done as a linked series of learning activities over time. Our objective is to monitor student progress toward attaining our Program aims in a spirit of continuous improvement of student learning. Also, through assessment of our aims, the Program meets its responsibility to the general public by providing information about the ways in which our students become competent members of the professional psychological community. Assessment of attaining aims is done yearly for current students and for alumni two and five years following graduation. The alumni survey is included in the “Alumni Survey” section of this Doctoral Student Handbook.

For current students, assessment of the linked series of learning activities over time occurs in year portfolio reviews. The portfolio reviews are conducted by various combinations of the following individuals: The Director of Training; the Practicum Coordinator; the dissertation mentor and the dissertation committee; the on-site practicum supervisor; the internship Training Director; and other Program and related faculty, with written feedback provided to the student by the Director of Training. Thus, assessment of aim attainment is a collaborative effort with the aim of broader, better-informed attention to what students are learning.

Each yearly portfolio review assesses student progress toward attaining Program aims based on material placed in the portfolio by the individuals named above and by the student. In each year, with perhaps the exception of years 4 and 5, the material in the portfolio comes from each of the following four sources: academic grades, research activity, work samples, self-assessment and evaluations done by practicum supervisors or internship Training Director. The objective is to systematically monitor student progress in a spirit of continuous improvement of student learning. The aims of the Counseling Psychology Program are organized under the following three areas of learning:

- **Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty**: The first area includes the traditional facts and knowledge defined by psychology and professional concepts and skills in the practice of counseling psychology.

- **Integration of the Science of Psychology and Counseling Psychology as a Specialty**: The first area includes the traditional facts and knowledge defined by psychology and professional concepts and skills in the practice of counseling psychology.

- **Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology**: The third area represents an attitude of valuing life-long learning as demonstrated by continued professional development.

The aggregation of these accomplishments by students and the activities reported by alumni are used to improve the academic quality of the Program in at least one of the following ways: 1) to improve our assessment strategies, or to revise our specific aim statements, 2) to change what we teach and/or how we teach it, or 3) to make no curricular changes based on having attained our aims. This summative evaluation is facilitated by the self-study required to update and publish this Doctoral Student Handbook annually.
The specific aims and methods for assessing attainment of each aim are listed below:

A. Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty

The curriculum in the Counseling Psychology Program is designed to instruct students in the knowledge of the science of psychology and Counseling Psychology as a specialty. At least one course is required in each of the knowledge areas, specified as aims A1 and A2 below. In addition to specific courses, the ideological and philosophical features of this knowledge area are infused across the curriculum, thus spanning the entire length of the students’ academic experience.

Students will be knowledgeable in the history of psychology, which includes the major theoretical perspectives of psychology as a science, and the major core components of psychology including the biological, cognitive, affective, social, cultural, and individual bases of human behavior, as well as foundational knowledge in ethical and legal issues, research/statistics, life span development, and multicultural issues. Students will also understand and embrace the role of the counseling psychologist within the broader profession of psychology, including an understanding of the limitation and scope of counseling psychology practice and research as well as the requisite attitudes, knowledge and skills delineated in the Core Competencies for Professional Psychology.

Assessing outcomes for aim A:

Evidence of having attained aim A will be a grade of B- or better in each course listed as a in the “Curriculum-At-A-Glance” section of this Doctoral Student Handbook. Students who receive a grade of C will be required to take the course over until a grade of B- or better is earned. Further, doctoral students must produce at least B-level work on each course assignment, or the assignment must be revised and resubmitted. A student will not be allowed to schedule a dissertation defense or go on internship with a GPA below 3.25 in the Foundations of Professional Practice in Psychology courses.

All doctoral students in the Counseling Psychology Program are required to pass a 200-item multiple choice Foundations of Professional Practice in Psychology (FPPP) examination before applying for internship.

Students generally take the FPPP exam toward the end of their third year, when the majority of their coursework has been completed. The topic areas covered by the FPPP will mirror those in the EPPP, in the same proportion. However, questions will be those addressed in the doctoral curriculum, and they will not include EPPP questions that are unique to other specialties (e.g., animal research). To pass the examination a student must get 140 items (70%) correct. Students failing a third time will be dismissed from the Program.

Further evidence of having attained aim A will be if the mean score for our graduates on the Examination for Professional Practice in Psychology (EPPP) for licensure as a Psychologist is equal to or higher than the national mean score for graduates of Counseling Psychology doctoral programs.
Distal evidence of having attained aim A will be that 80% of our alumni will report: (a) working within a developmental framework across a wide range of client functioning, (b) focusing on assets and strengths, regardless of the level of client functioning, (c) working within a brief and time-limited counseling approach, (d) emphasizing person-environment interactions, rather than exclusively focusing on either person or environment, (e) emphasizing prevention, including psychoeducational interventions, (f) taking into consideration the educational and vocational lives of individuals, (g) attending to issues of and respect for individual and cultural diversity, and (h) evaluating and improving through critical thinking and applying a scientific approach. [Note: These measures were taken from Murdock, N., Alcorn, J., Heesacker, M., & Stoltenberg, C. (1998). Model training program in counseling psychology, 26, 658-672.]

Further evidence will be that 60% of our alumni are members of APA Division 17, and that the majority of the professional activities, publications, and presentations done by alumni will be within the scope of counseling psychology practice.

B. Integration of Research and Practice

Education and training in the integration of research and professional practice begins in the first year of study and continues through the fifth and final year of the Program with a gradual increase in responsibility for, and complexity of, the research projects and practice experiences with which the student is involved. Evidence for aim B will be the following:

Students will achieve a cumulative GPA of at least 3.25, and a grade of B- or better or an S, in all courses and all course assignments, 2) by completing work samples as partial fulfillment of course requirements in some courses (work samples are described in greater detail in the "Student Evaluation" section of this Doctoral Student Handbook), 3) by the evaluation of on-site practicum supervisors using the On Site Supervisor’s Evaluation of Practicum Trainee form provided in the Practicum Handbook, which appears at the end of this Doctoral Student Handbook, and 4) by the different research related outcomes specified below and more fully in "The Research Component" section of this Doctoral Student Handbook.

A grade in each practicum cannot be awarded unless the student receives an overall evaluation by the practicum supervisor, using the On-Site Supervisor’s Evaluation of Practicum Trainee rating form (see Appendix C). By the end of the placement, students must receive a satisfactory evaluation from their onsite supervisor, with a score of at least “4” (fully meets expectations) on all items, in addition to accruing the number of practicum hours required by the program for each placement. Students who do not receive a satisfactory supervisory evaluation, as defined in the Guide to Practicum Training, will not receive a passing grade in their Practicum course. Students who do not meet the hours requirement will receive a grade of Incomplete allowing them to accrue additional hours after the end of the semester. Depending on the severity of the concerns, evidence of improvement may be necessary for the student to complete an additional placement.
The required work samples are described below:

Assessment & Intervention Work Sample #1: As part of CPSY 8565: Practicum in Counseling Psychology III, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. The intervention component must address the question, “How do I know that what I did was effective?” Also, the student should be able to describe the rationale for the choice of the intervention strategy, for example, that the treatment has been empirically validated or supported.

Assessment & Intervention Work Sample #2: As part CPSY 8568: Practicum in Counseling Psychology V, students are evaluated on their ability to tailor a counseling intervention for a diverse client population. This requires a work sample with an assessment and an intervention component on an individual, couple, family, group, organization, or a supervisory session where you are the supervisor. Again, the intervention component must address the question, “How do I know that what I did was effective?” Also, the student should be able to describe the rationale for the choice of the intervention strategy, for example, that the treatment has been empirically validated or supported for this population.

Educational/Vocational Assessment and Career Life Planning Work Sample: As a part of CPSY 8203: Practicum: Aptitude, Interest and Personality Testing Lab students are evaluated on their ability to conduct an educational/vocational assessment and on their ability to facilitate career life planning. This requires a work sample with an assessment component and an intervention component. Again, the intervention work sample must also address the question, “How do I know that what I did was effective?”

Psychoeducational Programming Work Sample: As part of CPSY 8705: Psychoeducational Programming: Planning, Delivery, and Evaluation students are assessed on their ability to develop, implement, and evaluate a psychoeducational program. This requires a needs assessment for program development component, an intervention component, and an evaluation component all for the same psychoeducational program.

Reflective practice is a core element of the Core Competencies in Professional Psychology. Students will complete the self-assessment at the beginning of each academic year, and then prior to their annual portfolio meetings in the spring semester. Students are expected to utilize this self-evaluation process in supervision and in setting their annual training goals. The data from the self-assessment will be utilized along with supervisor evaluations, faculty assessment and work samples in determining a student’s progression, readiness for practicum, and internship as well as to set target goals in the event remediation is required.

Also, 70% of our students will make from 1-2 presentations at state, regional, or national conventions and 70% will publish 1-2 refereed journal articles before completing their Ph.D. degree. Research experiences in this Program are designed to assist students in achieving this outcome. For example:

At the end of Year 1 students will have formulated a research plan to investigate a testable hypothesis, within the domain of counseling psychology, under the mentoring of a project advisor.
A written copy of the research proposal will be discussed with the Program faculty at the time of the student’s first year portfolio review.

In Year 2 progress in research will be assessed through review of the study conducted with the student’s dissertation mentor, and a review of the student’s topic. A copy of the study should be put in the student’s portfolio.

In Year 3 the primary research objective is to become a content area expert in some aspect of counseling psychology as demonstrated by the formal acceptance of a dissertation proposal. A copy of the dissertation proposal and a copy of a signed “Dissertation Proposal Approval Form” should be put in the student’s portfolio.

In Year 4 the dissertation defense will examine the student’s integration of theory, scientific thinking, research, and professional identity. A signed “Dissertation Defense Approval Form” in the student's portfolio will suffice as evidence for having internalized aims B1- B4.

Further evidence of having attained aims B1-B4 will be that 80% of alumni report that they do the following “often” or “always”: (a) attending to issues of and respect for individual and cultural diversity and (b) evaluating and improving through critical thinking and applying a scientific approach, (c) maintaining awareness and knowledge of current research and developments in the field, and (d) systematically evaluating one’s own practice in light of these factors.

C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology

Our interest in student’s professional development does not stop upon receiving a Ph.D. in Counseling Psychology from Seton Hall University. A student will have worked long and hard to achieve the Ph.D. degree, but recognizing the need for continued involvement with the profession and valuing lifelong learning were objectives as well. To measure our success in this area we will conduct an alumni survey each year to determine the extent of professional activities once students have graduated.

Aim C1: Demonstrate a commitment to ongoing involvement with the psychological community, which may include but is not limited to: maintaining membership in local, regional, and national organizations; publishing and/or presenting at professional conventions; participating in planning and presenting psychoeducational programs; participating in programs aimed at educating the lay community about the value of psychology; becoming licensed; becoming a Fellow in APA Division 17; or possessing a specialty diploma in counseling psychology awarded by the American Board of Professional Psychology, and other specialty-related recognitions.

Aim C2: Maintain awareness and knowledge of current issues and developments in the field, and systematically evaluate one’s own practice in light of these factors.

Aim C3: Develop skills in areas that contribute to the continuing development of new psychologists, including supervision and/or teaching.

Assessing outcomes for aims C1-C3: The alumni survey will provide evidence of having attained aims C1-C3. We expect that: 80% of our alumni will maintain a membership in either local,
regional, or national organizations (60% will be members of APA Division 17); 10% will publish at
least one refereed journal article and/or present at one or more professional conventions; 10% will
participate in planning and presenting psychoeducational programs; 40% will participate in
programs aimed at educating the lay community about the value of psychology; 30% will contribute
to the continuing development of new psychologists, including supervision and/or teaching; 90%
will become licensed. Every year, 70% of alumni will report maintaining awareness and knowledge
of current research and developments in the field by having accumulated an average of 4 approved
CE credits, and be involved in systematically evaluating their own practice in light of these
developments. One percent of our alumni will become Fellows in APA Division 17, or possess a
specialty diploma in counseling psychology awarded by the American Board of Professional
Psychology, or other specialty-related recognitions.

The Counseling Psychology Faculty

There are three core members who have primary responsibility in the Counseling Psychology
Program. All core faculty hold doctorates in Counseling Psychology or in a counseling-related
specialty, two are licensed in New Jersey, and one in New York. The faculty have diverse
backgrounds in training and experience and have theoretical orientations including cognitive-
behavioral, existential-humanistic, family systems, and psychodynamic. The faculty as a whole
considers itself to be student centered and easily approachable, interested in students’ personal and
professional growth, and committed to helping students attain high levels of excellence in their
work.

Although all incoming students are assigned to work with a core faculty member, students will take
courses from and may use faculty for dissertation advisement from other programs in the
department. Students are also welcome to do additional work with any faculty member whose
research interests are similar. These faculty members are all highly competent in their respective
disciplines and represent such specialties as clinical psychology and marriage and family therapy.

Counseling Psychology Core Faculty

Margaret (Peggy) Brady-Amoon, PhD, Associate Professor: Building on decades of community,
volunteer, and professional experience, Peggy Brady-Amoon’s scholarship is broadly focused on
educational and career development with a particular emphasis on access and opportunity for under-
respected people. She has numerous peer-reviewed publications and presentations in this and related
areas, many with student co-authors, and extensive editorial, review, and dissertation committee
experience.

Her forthcoming book, Careers in Psychology, is due out in 2021. Other current projects include
further examination of factors that contribute to the educational and career success of people placed
at risk, midlife career transitions, and the promotion and extension of counseling psychology values.
Consistent with this, Dr. Brady-Amoon sees advisement and mentoring as collaborative processes
that honor and support the development of each person’s experiences and knowledge.

Dr. Brady-Amoon is a Fellow of the American Psychological Association through the Society of
Counseling Psychology and Participant/Leader in APA’s Leadership Institute for Women in
Psychology. She is licensed as a psychologist (NY), professional counselor (LPC; NJ), and certified
as a school counselor (NJ). She earned a BA in Political Science and Spanish from SUNY Oswego, a MS in Counseling from Long Island University, and a Professional Diploma in Counseling and Personnel Services and PhD in Counseling Psychology from Fordham University.

**Pamela F. Foley**, Professor Emerita and Training Director: Dr. Foley received her Ph.D. in 1999 from Seton Hall University. Following graduation, she worked at the University of Medicine and Dentistry of New Jersey, where she was responsible for both individual therapy and group-based addiction treatment in a managed-care setting. Dr. Foley is licensed in New Jersey as a Psychologist and as a Professional Counselor. She returned to Seton Hall in 2001, and took an early retirement in 2013. However, she returned to the faculty in the Fall of 2015 as Training Director.

Professional Psychology is a second career for Dr. Foley. After receiving an M.S in Technical Writing from Rensselaer Polytechnic Institute, she spent 15 years in a variety of management roles at Bell Labs and AT&T. During this time, she created and delivered group training on a variety of topics including Diversity, the Americans with Disabilities Act, Team Building and Conflict Management, Process Quality Management, and Layoff Survivor Syndrome. She also developed and implemented customer satisfaction survey and data analysis methods for AT&T International Services groups in Europe, the Pacific Rim, and the Americas regions, and she completed an Executive Education Program in International Business at Thunderbird: The American Graduate School of International Management.

Dr. Foley’s current research interests are in workplace and career issues, multicultural issues, and the intersections between them. Dr. Foley has served as an Executive Committee member for the National Institute for Multicultural Competence, chair of the APA Division 17 Continuing Education Committee, Chair of the Committee on Legislative Affairs for the New Jersey Psychological Association, as a member of the editorial board for *The Counseling Psychologist*, and currently as a member of the editorial board for the *Journal of Career Development*.

**Jessica Jean Baptiste, Ph.D.**, Assistant Professor: Dr. Jean Baptiste is a licensed psychologist and focuses on working with adults across the lifespan who are dealing with depression, anxiety, trauma, and coping with chronic medical illness. She received her Ph.D. from Seton Hall University, completed her pre-doctoral internship at the New Jersey VA Healthcare System and postdoctoral fellowship at VA New York Harbor Healthcare System. She has extensive training and experience in providing evidence-based psychotherapies and as a person with intersectional identities, she strives to provide care that is person-centered, holistic, and culturally-informed.

Her current programs of research are centered on examining the factors that contribute to disparities in access to quality mental health and medical care among underrepresented minority populations. Secondly, her research focuses on exploring factors that contribute to burnout and turnover among Black faculty and staff within departments of psychology and psychiatry. The overall aims are to utilize what is learned from these studies to guide educational training and workplace interventions that create an equitable environment, reduce preventable race-related stress, and elevate engagement in academic psychiatry practice and research.

**Minsun Lee, Ph.D.**, Assistant Professor: Dr. Lee joined the Seton Hall faculty in Fall, 2015. Dr. Lee has experience supervising and training master’s students in mental health counseling, doctoral students in counseling psychology, medical students, and psychiatry residents. Prior to joining the
Seton Hall faculty, Dr. Lee was faculty at Albany Medical College, where she provided individual, couple, and group therapy, supervised psychiatry residents, conducted psychological evaluations for pre-bariatric surgery patients, and was a co-researcher in a SAMHSA-grant supported research in the use of Screening and Brief Intervention and Referral to Treatment (SBIRT) for problematic substance use. Her primary theoretical orientation is relational psychoanalytic, while incorporating a systemic, social justice lens. In clinical supervision, Dr. Lee’s supervisory style is to be process- and relationally-oriented, while attending to the developmental needs of her supervisees. Dr. Lee is a Licensed Psychologist in New York and New Jersey.

Dr. Lee’s main research interests are in bicultural identity, racism, and critical consciousness, as well as racial/cultural factors related to therapy process-outcome. She has also conducted research in multicultural training. She utilizes various methodologies but is particularly interested in qualitative and critical methods. Dr. Lee’s research mentoring style is to support students in developing their research ideas, collaboratively working with her advisees in establishing long- and short-term goals and helping them to achieve the competencies necessary to become independent researchers.

Dr. Lee received her Ph.D. Counseling Psychology from the University at Albany, State University of New York, and an M.A. in Clinical Psychology, Antioch University - Santa Barbara. She also holds an M.A. in English Literature and a B.A. in Psychology from Seoul National University.

**Affiliated Faculty**

Students will likely have courses with and an opportunity to benefit from the expertise and teaching of other faculty in the Department of Professional Psychology and Family Therapy. Listed below are the remaining faculty members department indicating their primary program affiliation.

- Cristina Cruza-Guet, Ph.D.  Counseling and School Counseling
- Margaret Farrelly, Ph.D.  Department Clinical Coordinator
- Alan Groveman, Ph.D.  Marriage and Family Therapy; Counseling and School Counseling
- Sandra Lee, Ph.D.  Psychological Studies
- Marc Lombardy, Ph.D.  School Psychology
- Thomas Massarelli, Ph.D.  School Psychology

**Departmental Structure**

The department has a long history dating back to the early 60's of training professionals in a wide variety of educational and counseling specialties. Originally called the Department of Counseling and Special Services, it became the Department of Counseling Psychology in the mid 1980's when the College was restructured. Programs in educational specialties such as teaching the handicapped, reading specialist, and speech therapy moved into the Department of Educational Studies while the counseling and psychologically based programs remained in this department. In 1993, the Department of Counseling Psychology changed its name to Professional Psychology and Family Therapy, a name more accurately reflecting the programs offered by the department.
The Chair of the department is Dr. Thomas Massarelli. The current programs offered by the department and their respective program directors or directors of training are listed below:

Counseling/School Counseling (M.A./Ed.S.) Dr. Alan Groveman
Psychological Studies (M.A.) Dr. Sandra Lee
School Psychology (Ed.S.) Dr. Thomas Massarelli
Counseling Psychology (Ph.D.) Dr. Pamela Foley
Marriage and Family (M.S.) Dr. Alan Groveman

**Counseling Psychology Student Association (CPSA)**

The goal of the Counseling Psychology Student Association (CPSA) is to provide additional opportunities for students to enhance their awareness of and promote their development in the field of counseling psychology. All incoming students are required to join and are expected to participate in the CPSA. CPSA business meetings are held just prior to each CPSA professional development seminar.

Dues are paid annually and are due to the CPSA treasurer by the end of the first business meeting.

The CPSA has a student mentoring program that is designed to assist incoming students get acclimated to the Program, avoid common pitfalls, provide social support, encourage active involvement in Program activities, encourage professional development, and serve as a supplement to faculty-student relationships. Although not always possible, every attempt is made to match mentors/mentees with similar backgrounds, interests, and professional goals. Mentors are assigned after new students have been admitted to the Program.

The CPSA offers a series of professional development seminars throughout the year. As part of their Program requirements, all doctoral students who have not begun their internships are required to attend these events and failing to attend results in a remediation plan being put into effect.

Each year elections are held to fill the positions in CPSA listed below, which offer leadership and development opportunities for those elected. The results of the CPSA election for the 2022-23 academic year are listed below.

President Gabriela Baez
Vice President Elizabeth Falconer
Secretary Devin Simpkins
Treasurer Jesse Merise
Multicultural Chairs Simone Robinson and Khadija Salim
Social Chairs BluJean Casey and Ashley Dwyer
Social Justice Chair Tejasvini Mantripragada
Social Advocacy Chair Mamona Butt
Conference/Grants Updater Jayda Yizar
Estimated First Year Cost

The cost per credit is $1,397. First year students typically take 25 credits over their first three semesters. Thus, the average first year cost for tuition is $34,925. In addition to tuition, the technology fee is $260, and there is a university use fee of $140 ($60 in the summer), making the total first year cost $35,785. Note that this does not include housing, student health insurance, books, or transportation costs.

In addition to the aforesaid costs, starting in your first year, you will be required to become a member of the American Psychological Association for Graduate Students (APAGS). Membership with the APAGS comes at annual fee of $67.

List of Current Students and Recent Graduates

Class of 2012

Moshe Winograd (Graduated 2017)
Keoshia Worthy (Graduated 2017)

Class of 2013

Debeka Bennett (Graduated 2018)
Lindsay Blevins (Graduated 2018)
Donjale Catanzariti (Graduated 2018)
Brittney Fallucca (Graduated 2018)
Jeff Goulding (Graduated 2018)
Lauren Petrillo Carino (Graduated 2019)
Kristen Wesbecher (Graduated 2018)
Monica Young (Graduated 2018)

Class of 2014

Vanessa H Chafos (Graduated 2021)
Ian M Lesueur (Graduated 2019)
Beyza Sinan (Graduated 2019)
Christina N Mastropaolo (Graduated 2019)
Amanda D Templeman (Graduated 2019)
Jiwon Yoo (Graduated 2020)

Class of 2015 (Admissions were suspended for this year)
Class of 2016

Michael Filiaci (Graduated 2021)
Kristin Kim-Martin (Graduated 2021)
Kimberly Molfetto
Yubelky Rodríguez (Graduated 2021)
Elena Thomopoulous (Graduated 2021)
Christopher Thompson

Class of 2017

Bridget Anton (Graduated 2022)
Chirosri Bhattacharjee (Graduated 2022)
Kalya Castillo (Graduated 2022)
Jessica Elliot (Graduated 2022)
Shaneze Gayle (Graduated 2022)
Megan Ingraham (Graduated 2022)

Class of 2018

Sara Aigen
Patric Davis
Nicole Elimelech
Katherine Finkelstein
Carla Mastroianni
Simonleigh Patrick Miller
Silvia Re

Class of 2019

Chloe Blau
Cayden Halligan
Michelle Hanna Collins
Yuan Hao
Shuruthi Jayashankar
Jessica Jones
Ryan Sliwak

Class of 2020

Gabriela Baez
Elizabeth Falconer
Mallory McCorkle
Jesse Merise
Devin Simpkins

Class of 2021

BluJean Casey
Rui Du
Time Limits

The Ph.D. Program in Counseling Psychology is designed so that it can be completed within five years of full-time study, which includes one year of year-round residency (see “Residency Requirement” for more information) and students are strongly encouraged to keep on schedule. However, all doctoral students in the Ph.D. Program must complete their program within eight years of their acceptance date, which is the first day of the fall semester of the student's first year in the doctoral Program. Time extensions may be granted in unusual cases upon written request to the Director of Training by April 15 in the student's eighth year.

Work/Non-Program Commitments

Classes and other important activities are scheduled during the day as well as in the evening. While we understand that doctoral study is expensive, it is not possible for full-time students to fully benefit from doctoral-level study and to develop as a professional while also attempting to also manage a full-time workload or other substantial outside commitments. Students will not be excused from mandatory program activities, daytime classes, or program deadlines because of outside work commitments or non-emergency personal commitments. Students who have a financial need to continue working during their program should discuss options for part-time study (See Below) with the Training Director before accepting an offer to enroll.

Before enrolling in this program, prospective students should also consider their family obligations and personal financial situations, with the assumption that full-time employment will not be possible for a period of at least four years. Students are encouraged to apply for loans and graduate assistantships, if available, which will help them to remain on campus during the day and therefore to more easily meet the program requirements. The program faculty will make every reasonable effort to assist students in this process.

Part-Time Study Option

There is a part-time study option when admitted students have the financial need to continue working during their program and must individually work with the Training Director to determine appropriate program plan. Generally, the part-time path would include 5 years of classes at 6 credits.
(2 classes) a semester, including summer; students would apply for internship in their 6th year, while they are finishing their dissertations. Full year internship would occur in their 7th year.

The following classes will not be substituted or waived, regardless of advanced standing:
- 4-credit multicultural sequence
- Any course associated with a clinical placement (9774 through Practicum V)

**Leaves of Absence/Continuous Registration**

Students who are unable to register for a regular semester because of illness, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave of absence to the Office of the Registrar with a copy to the Department Chair and the Director of Training. Except in the case of military service, a leave of absence ordinarily will be limited to one year. The time taken for a leave of absence will not count toward the student's time limit for completing the Program. That is, if a student takes a leave of absence for one year, that year will not be considered one of the eight the student has to complete the Ph.D. degree. Students who have been granted such a leave must apply for reactivation by the following dates: July 1 for the fall semester; December 1 for the spring semester; and May 1 for the summer sessions.

Students in the Counseling Psychology doctoral program are required to register each fall and spring semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of absence is, in effect, a resignation, and the processing of a Change of Status application (available from the Graduate Admissions Office) will be required before a student may re-enter the Program. Students should be aware that re-entry into the Program is not automatic or guaranteed, but is a decision made by the Director of Training in consultation with the Program faculty.

**Multicultural Commitment**

The Counseling Psychology Program is committed to training multi-culturally sensitive and multi-culturally competent professionals. Creating such sensitivity and competence mandates attention to the cultural diversity of our student body and faculty, the practicum experience, the composition of course syllabi and lectures, and our professional seminar content. As Seton Hall University's mission statement says, "The University is committed to bringing together many people of different races, cultures, and ethnic backgrounds into a community which is tolerant, respectful, and supportive."

In support of our student’s development of multicultural competence, the program includes four required 1-credit courses addressing the three components of multicultural competence: awareness, knowledge, and skills. The first semester will include the first special topic in the sequence for all incoming students, beginning with the 2022 cohort: Sexual Orientation, Gender Identity, & Psychotherapy, which will run concurrently with a pre-practicum placement in an integrated health center serving the LGBTQ community. The following table outlines the additional topics addressed in each three-year sequence. The academic year 2022-23 is the first year of the current sequence,
and each course runs in May at the end of the academic year. The topics may vary and may also include discussions of ability status, class, immigration or other dimensions of diversity.

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>Religion and Spirituality</td>
</tr>
<tr>
<td>2022-23</td>
<td>Sexual Orientation, Gender Identity, &amp; Psychotherapy*</td>
</tr>
<tr>
<td>2023-24</td>
<td>Gender and Psychotherapy</td>
</tr>
<tr>
<td>2024-25</td>
<td>Race and Racial Identity</td>
</tr>
</tbody>
</table>

*To run in the Fall for first-year students, and Spring, only for cohorts entering prior to 2022

In addition, the practicum sequence addresses specific areas of awareness (A), knowledge (K), and skills (S) in each year. The table below outlines the topics addressed in each year, and each component specifically targeted.

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Topics</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>SES/Class, Age, Ability, Race</td>
<td>A &amp; K</td>
</tr>
<tr>
<td>II - III</td>
<td>Race and Racial Identity</td>
<td>A, K, &amp; S</td>
</tr>
<tr>
<td>IV-V</td>
<td>Special issues in psychotherapy and supervision</td>
<td>K &amp; S</td>
</tr>
</tbody>
</table>

**Student Evaluation**

Student evaluation is done through course grades, supervisor evaluation, and work samples, which are reviewed at least annually during the student’s Portfolio Review, which is held at the end of the Spring semester with each student and all program faculty. In addition, each student is required to pass the Foundations of Professional Practice in Psychology (FPPP) exam before defending their dissertation proposal or applying for internship. Preparation of work samples, Portfolio Review, and the FPPP exam are described below.

**FPPP Exam**

In addition to the portfolio review, students are required to pass a 200-item multiple-choice Foundations of Professional Practice in Psychology (FPPP) exam before defending their dissertations or applying for internship. Students may take the FPPP exam in their second, third, or the fall of their fourth year in the Program. The exam covers all areas of Discipline Specific Knowledge, in the same distribution as the EPPP subject areas. To pass the examination a student must get 140 items (70%) correct. Students failing a third time will be dismissed from the Program.
Preparation Work Samples

Work samples are a primary vehicle for assessing student achievement of practice-oriented Program aims B4-B6. A complete list of work samples required for each student’s portfolio is provided in the “Assessment of Counseling Psychology Program Aims” section of this Doctoral Student Handbook. Completed work samples will be added to the student's portfolio. The work samples need not demonstrate extraordinary results, but it is important to demonstrate effectiveness. Simple but thorough are good characteristics to strive for in developing a work sample. Students should, when applicable, follow the instructor's course syllabus or the directions below when preparing work samples.

Preparation

Appropriate informed consent must be obtained prior to beginning a work sample and must accompany your completed work sample. In work samples, it is important to keep in mind that the work sample's purpose is to provide your instructor and the portfolio reviewers with "the next best thing" to actual observation of your work.

Format

There are either two or three major components to each of the four work samples. The minimum information required for each component of the work sample is listed below but remember not every work sample will have every component.

Assessment Work Component

1. Identifying information and description of the client, population, or system.

2. Dates of contact.

3. Significant prior events that need to be known to understand the significance of the problem presented.

4. Goal(s) of the assessment.

5. Description of and rationale for procedure(s) used.

6. Recommendations formulated based on the assessment.

7. Status of the problem at the time the work sample is prepared.

8. Test materials, profiles, etc., if used.

9. Flashdrive(s) of assessment(s), if appropriate.

10. Confidentiality protected, as appropriate.
Needs Assessment Component

1. Identifying information and description of the client, population, or system.
2. Dates of contact.
3. Significant prior events that need to be known to understand the significance of the problem presented.
4. Goal(s) of the needs assessment.
5. Description of and rationale for procedure(s) used.
6. Test materials, surveys, profiles, etc., if used.
7. Confidentiality protected, as appropriate.

Intervention Component

1. Identifying information and description of the client, population, or system, if this is a different client, population, or system than used in the assessment work sample.
2. Dates of contact.
3. Significant prior events that need to be known to understand the significance of the problem presented.
4. Goal(s) of the intervention.
5. Description of and rationale for procedure(s) used.
6. Status of the problem at the time the work sample is prepared.
7. Description of the procedure used to evaluate effectiveness.
8. Audio recordings of assessment(s), if appropriate.
9. Confidentiality protected, as appropriate.

Evaluation Component

1. Identifying information and description of the client, population, or system, if appropriate.
2. Dates of contact.
3. Significant prior events that need to be known to understand the significance of the evaluation presented.
4. Goal(s) of the evaluation.

5. Description of and rationale for procedure(s) used.

6. Test materials, surveys, profiles, etc., if used.

7. Audio recordings of assessment(s), if appropriate.

8. Confidentiality protected, as appropriate.
**Assessment and Intervention Work Sample 1**  
*Done in CPSY 8565: Practicum in Counseling Psychology III*

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors:  
(1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name of student:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rater name:</th>
<th>Signature of rater:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the work sample present significant prior events that needed to be</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>known to understand the significance of the problem?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Were the goals of the assessment clearly stated?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Was the assessment approach relevant to the problem?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Were the test materials, profiles, etc. used appropriate for the goals of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>the assessment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the test materials, profiles, etc. used in an ethical manner?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Were the interpretations of the results of the test materials, profiles,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>etc. used defensible?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the assessment approach have a coherent theoretical or conceptual</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>base?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a relationship established with the client that was appropriate to the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>assessment approach used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was there a focus on relevant themes?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Was there appropriate flexibility in dealing with the central assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>issue?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the assessment include appropriate consideration of cultural issues?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Were the Guidelines for Providers of Psychological Services to Ethnic,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Linguistic, and Culturally Diverse Populations followed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the assessment of the problem accurate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Were adequate assessment impressions formulated?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Were adequate recommendations formulated based on the assessment?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Were the assessment goals accomplished?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Did the work sample discuss the status of the problem at the time the</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>assessment was done?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the assessment free of ethical or legal transgressions, or unaddressed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ethical or legal questions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the assessment in accord with current standards of practice?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Were any ratings below a 3?  yes  no
Number of 1's or 2's received:

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater’s evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:
Assessment and Intervention Work Sample 2

Done in CPSY 8568: Practicum in Counseling Psychology V

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors: (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

Date: Name of student: Name of rater: Signature of rater:

Did the work sample present significant prior events that needed to be known to understand the significance of the problem? 1 2 3 4 5
Were the goals of the intervention clearly stated? 1 2 3 4 5
Was the rationale for the intervention adequately explained (for example, if appropriate, was there a discussion around the decision to use or not to use an empirically validated or supported intervention)? 1 2 3 4 5
Was the intervention selected relevant to the problem? 1 2 3 4 5
Did the intervention have a coherent theoretical or conceptual base? 1 2 3 4 5
Was an adequate relationship established with the client? 1 2 3 4 5
Was there a focus on relevant themes? 1 2 3 4 5
Was there appropriate flexibility in dealing with the central needs issue? 1 2 3 4 5
Did the intervention include appropriate consideration of cultural issues? 1 2 3 4 5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed? 1 2 3 4 5
Did the work sample discuss the status of the problem at the time the was done? 1 2 3 4 5
Was the intervention free of ethical or legal transgressions, or ethical or legal questions? 1 2 3 4 5
Was the intervention effective? 1 2 3 4 5
Was the intervention in accord with current standards of practice? 1 2 3 4 5

Were any ratings below a 3? yes no

Number of 1's or 2's received:
Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:
Educational/Vocational Assessment Work Sample

Done in CPSY 7203/8203: Practicum: Aptitude, Interest, and Personality Testing and Lab

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors: (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

Date: 
Name of student:

Rater name: 
Signature of rater:

Did the work sample present significant prior events that needed to be known to understand the significance of the problem? 1 2 3 4 5

Were the goals of the assessment clearly stated? 1 2 3 4 5

Was the assessment approach relevant to the problem? 1 2 3 4 5

Were the test materials, profiles, etc. used appropriate for the goals of the assessment? 1 2 3 4 5

Were the test materials, profiles, etc. used in an ethical manner? 1 2 3 4 5

Were the interpretations of the results of the test materials, profiles, etc. used defensible? 1 2 3 4 5

Did the assessment approach have a coherent theoretical or conceptual base? 1 2 3 4 5

Was a relationship established with the client that was appropriate to the assessment approach used? 1 2 3 4 5

Was there a focus on relevant themes? 1 2 3 4 5

Was there appropriate flexibility in dealing with the central assessment issue? 1 2 3 4 5

Did the assessment include appropriate consideration of cultural issues? 1 2 3 4 5

Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed? 1 2 3 4 5

Was the assessment of the problem accurate? 1 2 3 4 5

Were adequate assessment impressions formulated? 1 2 3 4 5

Were adequate recommendations formulated based on the assessment? 1 2 3 4 5

Were the assessment goals accomplished? 1 2 3 4 5

Did the work sample discuss the status of the problem at the time the assessment was done? 1 2 3 4 5

Was the assessment free of ethical or legal transgressions, or unaddressed ethical or legal questions? 1 2 3 4 5

Was the assessment in accord with current standards of practice? 1 2 3 4 5

Were any ratings below a 3? yes no
Number of 1's or 2's received:

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:
**Work Sample 4: Psychoeducational Programming**

*Done in CPSY 8705: Psychoeducational Programming: Planning, Delivery, and Evaluation*

(Needs Assessment, Intervention and Evaluation)

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors: (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Name of student:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rater name:</th>
<th>Signature of rater:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Needs Assessment Component**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the work sample present significant prior events that needed to be</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>known to understand the significance of the problem?</td>
<td></td>
</tr>
<tr>
<td>Were the goals of the needs assessment clearly stated?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Was the needs assessment approach relevant to the problem?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Were the test materials, profiles, etc. used appropriate for the goals of</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>the assessment?</td>
<td></td>
</tr>
<tr>
<td>Were the test materials, profiles, etc. used in an ethical manner?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Were the interpretations of the results of the test materials, profiles,</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>etc. used defensible?</td>
<td></td>
</tr>
<tr>
<td>Did the needs assessment approach have a coherent theoretical or</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>conceptual base?</td>
<td></td>
</tr>
<tr>
<td>Was a relationship established with the client that was appropriate to</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>the needs assessment approach used?</td>
<td></td>
</tr>
<tr>
<td>Was there a focus on relevant themes?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Was there appropriate flexibility in dealing with the central needs</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>assessment issue?</td>
<td></td>
</tr>
<tr>
<td>Did the needs assessment include appropriate consideration of cultural</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>issues?</td>
<td></td>
</tr>
<tr>
<td>Were the Guidelines for Providers of Psychological Services to Ethnic,</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Linguistic, and Culturally Diverse Populations followed?</td>
<td></td>
</tr>
<tr>
<td>Was the needs assessment of the problem accurate?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Were adequate needs assessment impressions formulated?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Were adequate recommendations formulated based on the needs assessment?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Were the needs assessment goals accomplished?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Did the work sample discuss the status of the problem at the time the</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>needs assessment was done?</td>
<td></td>
</tr>
</tbody>
</table>
Was the needs assessment free of ethical or legal transgressions, or unaddressed ethical or legal questions? 1 2 3 4 5
Was the needs assessment in accord with current standards of practice? 1 2 3 4 5

**Intervention Component**

Did the work sample present significant prior events that needed to be known to understand the significance of the problem? 1 2 3 4 5
Were the goals of the intervention clearly stated? 1 2 3 4 5
Was the rationale for the intervention adequately explained (for example, if appropriate, was there a discussion around the decision to use or not to use an empirically validated or supported intervention)? 1 2 3 4 5
Was the intervention selected relevant to the problem? 1 2 3 4 5
Did the intervention have a coherent theoretical or conceptual base? 1 2 3 4 5
Was an adequate relationship established with the client? 1 2 3 4 5
Was there a focus on relevant themes? 1 2 3 4 5
Was there appropriate flexibility in dealing with the central needs Assessment issue? 1 2 3 4 5
Did the intervention include appropriate consideration of cultural issues? 1 2 3 4 5

Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed? 1 2 3 4 5
Did the work sample discuss the status of the problem at the time the was done? 1 2 3 4 5
Was the intervention free of ethical or legal transgressions, or unaddressed ethical or legal questions? 1 2 3 4 5
Was the intervention effective? 1 2 3 4 5
Was the intervention in accord with current standards of practice? 1 2 3 4 5
**Evaluation Component**

Were significant prior events that needed to be known to understand significance of the evaluation presented?

Were the goals of the evaluation clearly stated? 1 2 3 4 5

Was the rationale for the evaluation methodology adequately explained? 1 2 3 4 5

Was the evaluation method selected relevant to the presenting problem? 1 2 3 4 5

Did the evaluation answer the question that was asked? 1 2 3 4 5

Was the status of the problem at the time the evaluation was done discussed? 1 2 3 4 5

Was the evaluation free of ethical or legal transgressions, or unaddressed ethical or legal questions? 1 2 3 4 5

Did the evaluation include appropriate consideration of cultural issues? 1 2 3 4 5

Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed? 1 2 3 4 5

Was the evaluation done in accord with current standards of practice? 1 2 3 4 5

Were any ratings below a 3? yes no

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:
Portfolio Review

The Program faculty annually conducts a formal portfolio review of each student's progress in the doctoral Program. Beyond review of academic performance and work samples, students are evaluated on their counseling and interpersonal skills and general movement in the Program itself as stated in the catalog, adequate academic performance is necessary but not sufficient for continuation in the Program. Students must demonstrate technical, ethical, and interpersonal competency in their discipline, particularly as reflected through skill-oriented courses, practicum, and internship. Despite adequate academic performance, students may be recommended for termination for a variety of reasons including violations of ethical standards [The Program considers it important that students adhere to the American Psychological Association's Ethical principles of psychologists and code of conduct (2002).], cheating, failure to make continuous progress, and ineffective interpersonal relationships with faculty, practicum supervisors, off-site supervisors, colleagues, and/or peers.

Each spring, students meet with the Program faculty to discuss their progress toward Program aims. At minimum, the following areas will be addressed in a student’s annual review (In some aim areas your progress is assessed by examining evaluation forms filled out by various individuals involved in your training. It is your responsibility to ensure that all forms are completed and turned in at the time of the portfolio review.):

- **Aim A: Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty.** Areas assessed under Aim A include GPA, grades in individual courses, and performance on the FPPP exam.

- **Aim B: Integration of Research and Practice.** Areas assessed under Aim B include clinical skills, evaluations of practicum faculty and on-site supervisors, quality of work samples as described in the Doctoral Student Handbook, progress in research including presentations and publications and status of dissertation, and professional behavior and interpersonal skills (e.g., conscientiousness, independence, cooperation, ethical responsibility, social responsibility, respect for diversity, and personal responsibility).

- **Aim C: Commitment to an Ongoing Contribution of the Specialty of Counseling Psychology.** In general, this aim is assessed through self-reports of alumni. However, throughout the program, advisors and other faculty assess the students' progress in developing their professional identities and will encourage socialization into the profession through participation in conferences and other professional activities.

The following table summarizes the work samples that must be included in the student’s electronic portfolio before the end of the Program, and when they are due. Immediately below is a checklist of things to do before each portfolio review:

- Include a current copy of my transcript
- Organize portfolio around Program aims
- Meet with mentor to update my Official Doctoral Student Program Plan
- Include a current copy of my CV. Please refer, in your resume, to your status in the Program in the following way:

Ph.D. in progress  
Seton Hall University  
Counseling Psychology  
(Accredited by the American Psychological Association)

<table>
<thead>
<tr>
<th>Work Samples Required in Portfolio</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Sample: Assessment and Intervention 1</td>
<td>Year 2, on completion of CPSY 8565</td>
</tr>
<tr>
<td>Work Sample: Assessment and Intervention 2</td>
<td>Year 3, on completion of CPSY 8568</td>
</tr>
<tr>
<td>Work Sample 3: Vocational Assessment</td>
<td>Upon completing CPSY 7203: Practicum: Aptitude, Interest, and Personality Testing</td>
</tr>
<tr>
<td>Work Sample 4: Psychoeducational Programming</td>
<td>Upon completing CPSY 8705: Psychoeducational Programming</td>
</tr>
</tbody>
</table>

The table below summarizes the research progress that is generally expected at the end of each year in the Program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Written research proposal for Second Year Project, formulated with mentor, including a testable hypotheses (for quantitative studies)</td>
</tr>
</tbody>
</table>
| 2    | • Submit a manuscript for presentation at a convention and for publication to a refereed journal.  
     | • Topic chosen for dissertation                                                      |
| 3    | • Successful dissertation proposal defense                                          |
| 4    | • Oral defense of dissertation                                                      |

The Director of Training will be responsible for summarizing the Portfolio Review discussion in writing, noting particular strengths and needed areas of development as well as the source of the feedback. A copy of the written summary will be kept in the student's file. In addition, students will receive a copy of the written summary for their records. If a potential problem is noted, a formal review will take place as described below under “Academic Grievance Procedure for Other Than Grades”.

Portfolio Review Procedure 2022-23
Students are required to create and maintain an electronic portfolio via Sharepoint. Below are step by step directions for setting up and completing the electronic portfolio.
I. Accessing your Portfolio Folder
1) Log onto your Sharepoint account (after you log in into your Seton Hall portal: https://www.shu.edu/piratenet.cfm)
2) In the top Search bar, enter your full name.
3) Once in your folder, create your portfolio folders as described below. All folders must be standardized and look like the outline below. To create folders, click the New button on the top left-hand side, then click folder. Name the folder appropriately. To upload documents, click the red arrow button on the top left-hand side.

II. Folders – What’s Inside:

Folder 1: Academic Progress
   Electronic Syllabi
   • 2022 - 2023
   FPPP Results or Exam
   Program Plan
   Unofficial Transcripts
   Work Samples

Folder 2: Clinical Competency
   Copies of Prac App and Acceptance Letter
   • 2022 -2023
   My Psych Track Hours
   • 2022 -2023
   Proof of Insurance
   • 2022-2023
   Supervisor Evaluations
   • 2022-2023

Folder 3: Portfolio
   CV
   Portfolio Form
   Previous Remediation

Folder 4: Professional Development, Lifelong Learning
   Awards Acknowledgements
   CE Certificates
   Licensure or Certification

Folder 5: Research and Scholarship, Evidence for Research Competency
   Approved IRB
   Copies of Presentation or Papers
   Research Competency Project Proposal
   Scholarship, Presentations, and Publication Acceptances
Name:

Date of Portfolio Review:

Address:

E-Mail Address: Phone:

Date of Admission: Anticipated Date of Graduation:

Each yearly portfolio review assesses student progress toward attaining Program aims based on material placed in the portfolio by the individuals named above and by the student. In each year, with perhaps the exception of years 4 and 5, the material in the portfolio comes from each of the following four sources: academic grades, research activity, work samples, and evaluations done by practicum supervisors or internship Training Director. The objective is to systematically monitor student progress in a spirit of continuous improvement of student learning. The aims of the Counseling Psychology Program are organized under the following three areas of learning:

- **Aim A**: Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty. Areas assessed under Aim A include GPA, grades in individual courses, and performance on the FPPP exam.

- **Aim B**: Integration of Research and Practice. Areas assessed under Aim B include clinical skills, evaluations of practicum faculty and on-site supervisors, quality of work samples as described in the Doctoral Student Handbook, progress in research including presentations and publications and status of dissertation, and professional behavior and interpersonal skills (e.g., conscientiousness, independence, cooperation, ethical responsibility, social responsibility, respect for diversity, and personal responsibility).

- **Aim C**: Commitment to an Ongoing Contribution of the Specialty of Counseling Psychology. In general, this aim is assessed through self-reports of alumni. However, throughout the program, advisors and other faculty assess the students’ progress in developing their professional identities and will encourage socialization into the profession through participation in conferences and other professional activities.

Additionally, professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. It is important for students and trainees to understand and appreciate that academic
competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated.

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

**PROGRAM REQUIREMENTS STATUS:**

Credits Completed to Date:

GPA:

Professional Liability Insurance:

Name of insurance company (Period of Coverage):

Graduate Assistantship:

**APA Annual Report Data**

1. Professional Organization Membership/Research Society
2. Manuscripts submitted and/or accepted for publication (current status: under review, in press, or publication date)
3. Presentation/Poster/Workshop
4. Presentation of a psychological topic to a lay or community audience
5. Involved in Leadership Roles or Activities in Professional Organizations
6. Have you been involved in grant-supported research?
7. Have you received any awards or special recognition this year?
8. Conferences/Continuing Education Events attended this year
Date completed/anticipated date for completing FPPP: __________

CLINICAL TRAINING EXPERIENCES

Practicum/Externship Placement across current AY:
  Site name/address:
  Primary Supervisor (s):
  Supervisor Contact Information:
  Primary Clinical Responsibilities:

Assessment of Competencies:
(1) Critically Deficient
(2) Falls well below peers/cohort
(3) Falls somewhat below peers/cohort
(4) Student's development is within the typical or average range
(5) Student's development is somewhat above average relative to peers/cohort
(6) Student's development is well above average relative to peers/cohort
(7) Student demonstrates mastery

Pre-practicum/Readiness for Practicum:
(First-year students complete based on supervisor evaluation)

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Year-End Supervisor Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays professional demeanor and language</td>
<td></td>
</tr>
<tr>
<td>Forms and displays productive &amp; respectful relationships w/colleagues and supervisors</td>
<td></td>
</tr>
<tr>
<td>Demonstrates integrity by adhering to professional standards</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effort to effectively resolve conflict</td>
<td></td>
</tr>
<tr>
<td>Reflect on practice and mindfully recognizes impact on self on others</td>
<td></td>
</tr>
<tr>
<td>Is willing to admit mistakes with minimal defensiveness</td>
<td></td>
</tr>
<tr>
<td>Demonstrates acceptance of the client</td>
<td></td>
</tr>
<tr>
<td>Expresses warmth and caring with the client</td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness of and sensitivity to client nonverbal behavior</td>
<td></td>
</tr>
<tr>
<td>Understands clients’ feelings and communicates this understanding to the client</td>
<td></td>
</tr>
<tr>
<td>Recognizes the way culture shapes own and others’ identities and behaviors</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to effectively implement therapeutic interventions</td>
<td></td>
</tr>
<tr>
<td>Describes simple cases from one or more theoretical orientations</td>
<td></td>
</tr>
<tr>
<td>Provides appropriate consultation in an interdisciplinary setting</td>
<td></td>
</tr>
<tr>
<td>Understands HIPAA restrictions and other ethical principles of ethical practice</td>
<td></td>
</tr>
</tbody>
</table>

Practicum/Externship Placement for next AY:
  Site name/address:
Primary Supervisor (s):
Supervisor Contact Information:
Primary Clinical Responsibilities:

Student will apply for Internship during AY:
Type of internship:
Recommendations:

WORK SAMPLES SUBMITTED:

<table>
<thead>
<tr>
<th>Work Samples</th>
<th>By When</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Sample: Assessment and Intervention 1</td>
<td>Year 2, on completion of CPSY 8565</td>
<td></td>
</tr>
<tr>
<td>Work Sample: Assessment and Intervention 2</td>
<td>Year 3, on completion of CPSY 8568</td>
<td></td>
</tr>
<tr>
<td>Work Sample 3: Vocational Assessment</td>
<td>Upon completing CPSY 7203/8203: Practicum: Aptitude, Interest, and Personality Testing and Lab</td>
<td></td>
</tr>
<tr>
<td>Work Sample 4: Psychoeducational Programming</td>
<td>Upon completing CPSY 8705: Psychoeducational Programming, Planning, Delivery and Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

RESEARCH COMPETENCIES

Mentor:

<table>
<thead>
<tr>
<th>Research Milestones</th>
<th>Stated Objectives</th>
<th>Achievements</th>
<th>Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Active participation as part of mentor’s research team; prepare research competency project proposal; Participate in conference presentation/manuscript submission from mentor’s research team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Research Competency Project</td>
<td></td>
<td></td>
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<tr>
<td>-------</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete research competency project – should include experience with formulation of testable hypotheses, submission of IRB application, completion of competency project, preparation/submission for presentation or publication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Develop and successful defense of dissertation proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation proposal defense must be successfully defended by October 31 of fourth year in order for student to be approved to apply for internship in that year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>The goal for students is completion of the dissertation during the 4th year of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Milestones include – successful IRB application process, initiate and complete data collection and analysis, complete dissertation, successful defense of dissertation is optimal prior to beginning internship</td>
</tr>
</tbody>
</table>

Comments:

Other areas of achievement across the current AY:

Personal goals for growth:

FACULTY COMPLETE BELOW:
Faculty recommendation for areas of growth:
Areas requiring remediation:

<table>
<thead>
<tr>
<th>☐ Professionalism</th>
<th>☐ Reflective Practice/Self-Assessment/Self-Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Scientific Knowledge-Methods</td>
<td>☐ Relationships</td>
</tr>
<tr>
<td>☐ Individual-Cultural Diversity</td>
<td>☐ Ethical-Legal Standards &amp; Policy</td>
</tr>
<tr>
<td>☐ Advocacy</td>
<td>☐ Assessment</td>
</tr>
<tr>
<td>☐ Intervention</td>
<td>☐ Consultation</td>
</tr>
<tr>
<td>☐ Research/evaluation</td>
<td>☐ Supervision</td>
</tr>
<tr>
<td>☐ Teaching</td>
<td>☐ Other</td>
</tr>
</tbody>
</table>

Goals for remediation:

Director of Training Signature:     Date:

**Policy on the Retention and Remediation of Students**

I have read and fully comprehend the Policy on the Retention and Remediation of Students.

Signature of Student:     Date:

Please photocopy this page and return the signed copy to the Director of Training by the first day of classes for the Fall Semester of your first year.

**Objective**

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their doctoral education.

**Introduction**

As described in this Doctoral Student Handbook, the overarching aim of the Counseling Psychology Ph.D. Program is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific aims and expected competencies are described in detail in this Doctoral Student Handbook and cover the following three areas:

A. Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty
B. Integration of Research and Practice
C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology
Students are expected to be familiar with the Program aims and to ensure that their academic and professional development plans are consistent with the achievement of these aims. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

**Definitions**

Problematic Behavior refer to a student’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client’s diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to result in program termination [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296]. These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior
- Inability to acquire professional skills and reach an accepted level of competency
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary aim the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behaviors are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

**Identification and Verification of Problems Requiring Remediation or Dismissal**

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually during the portfolio review, which is described in the "Student Evaluation" section of this Doctoral Student Handbook.

**Informal Identification of Problems**

In addition to problems identified during the annual Portfolio Review, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the
issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

**Review Procedures for Possible Problems**

When a possible problematic behavior has been identified, the faculty of the Program meet with the student to review the evaluation, and to determine whether a problem actually exists. If a portfolio review has been scheduled, this discussion can take place in the context of the annual review process. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the aims of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student’s ideas about how the problem may be remediated?
- While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:
  - The student does not acknowledge, understand or address the problematic behavior when it is identified.
  - The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
  - The quality of service delivered by the person suffers.
  - The problematic behavior is not restricted to one area of professional functioning.
  - The behavior has the potential for ethical or legal ramifications if not addressed.
  - A disproportionate amount of attention by training personnel is required.
Behavior that does change as a function of feedback.

Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student’s recommendations in developing their own recommendations. The plan will be documented by the student’s advisor or mentor, using the Student Performance Remediation Plan form that immediately follows this document.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the Performance Review Cover Sheet (a copy follows this document) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty’s decision, he or she may follow the appeal procedures outlined in the Seton Hall University Student Handbook.

Regardless of the outcome of the feedback meeting, the student’s advisor or mentor will schedule a follow-up meeting evaluate the student’s adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

Remediation Procedures

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty signatures must be filed in the student’s portfolio. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.
Student Performance Review Cover Sheet

Date of Initial Meeting with Student:

Faculty Members Present (Must include both Director of Training and Student’s Advisor or Mentor): Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting Faculty Recommendation:

___ No action required

___ Remediation required (attach copy of plan)

___ Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student’s Advisor or Mentor __________________________ Date __________

Director of Training __________________________ Date __________

Date of Student Feedback Meeting

Student Comments:

____________________________________________________

Signature of Student: Date: (Does not indicate agreement)

Student Performance Remediation Plan

(check one) Initial Plan Review Follow-up Final Review

Student: Date:

Identified Areas of Concern:

A.
B.
C.
D.
Remediation Plan and Schedule: Area

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Y/N</th>
</tr>
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<tbody>
<tr>
<td>A</td>
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Progress Since Last Review (if applicable): Sufficient Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): Student Reactions:

Signatures:

Student Signature: Advisor/Mentor:

Director of Training


**Evaluation of Professors**

Fair is fair. Students have a chance to evaluate their professors in each semester and should take the opportunity to make constructive suggestions and comments on the teaching evaluation forms. As a consumer, if a student or group of students is not satisfied with a faculty member's performance in teaching, treatment of students, or availability, such dissatisfaction should be discussed with the professor in question and with a Director of Training and/or department chair if a satisfactory solution does not result.

**Academic Grievance Procedure Concerning a Grade**

The following concerns itself only with a departmental process for student grievances over grades. It is not intended to address the issue of grade disputes unless the student files a formal grievance through the department chair.

Students should be aware that with very rare exception, the final decision on all grades rests with the professor. Insofar as grievances are concerned the Seton Hall University Student Handbook states that a student may file a grievance through the department only if the student believes the grade attained is capricious and arbitrary. Mere disagreement with the grade given does not constitute a basis for grievance. Moreover, it is unlikely that a grade of B- or better would be considered arbitrary and capricious.

**Departmental Procedure**

1. The student's first step in the event of a grade dispute is to confer directly with the professor in question.
2. If the student believes he or she has a grievance, that student must seek out the department chairperson who will initiate the departmental grievance procedures.
3. The matter will then be referred to the departmental grievance committee. The student will submit in writing to the committee the rationale for the grievance explaining in detail why the grade is arbitrary and capricious. The student will submit any supporting evidence to the claim being made within one year of the grade being given.
4. The departmental committee will review carefully the argument and data provided by the student and will proceed with any or all of the following steps:
   a. Based on the material submitted by the student, the committee may conclude there is insufficient evidence that an arbitrary and capricious evaluation has taken place. In this case, the student will be so notified by the committee chairperson in writing.
   b. The committee may confer with the professor in writing or verbally to attain that individual's views on the matter and an interpretation of the basis for the grade.
   c. The committee may also select to meet with the student directly and afford the student an opportunity to present his or her case in the matter.
5. Ultimate departmental committee outcomes:
a. In the event the committee concludes that there is no compelling evidence to support a claim of arbitrary and capricious grading it will so inform the student. This action might occur at any point in the process at the committee level.

b. In the event the committee believes there is some evidence but not particularly compelling, it will request that the professor in question re-evaluate the student's work and ultimate grade. In this situation, the decision on the grade will rest entirely with the professor.

c. In the event the committee concludes that compelling evidence does exist that a grade was arbitrary and capricious, it will request that the professor adjust the grade accordingly.

It is the department's position that a professor cannot be forced at the departmental level to change a grade.

The strongest action that could be taken at the departmental level is a recommendation to a professor that a grade be changed.

Should the student be dissatisfied with the departmental actions and the professor's ultimate decision, the aggrieved party must then present a written complaint to the Dean of the College of Education and Human Services who then will initiate subsequent grievance procedures as specified in the most recent edition of the Seton Hall University Student Handbook.

It is strongly recommended that any student who is considering filing a grievance attain a current copy of the Seton Hall University Student Handbook and follow steps as prescribed for the grievance process. The handbook may be obtained through the Division of Student Affairs located in the Student Center.

**Academic Grievance Procedure for Other Than Grades**

The procedure for resolving academic conflicts can be found in the most recent edition of the Seton Hall University Student Handbook. This policy is also stated at the following web page: http://www.shu.edu/student-life/academic-professional-integrity.cfm

What follows extends the Academic Grievance Procedure Statement to the Program level. This modification is not intended to limit a student's ability or right to pursue resolution of an academic conflict.

Program process. Any individual student in the Program who feels that he/she has cause for a grievance against another member of the Program must confer directly with that individual in an attempt to resolve the dispute to the satisfaction of both parties. Should this action fail to resolve the dispute, the aggrieved student is advised to consult with his or her student and/or faculty mentor in order to generate and evaluate additional approaches to resolving the dispute. If, after conferring with the student and/or faculty mentor, the student is still unable to bring the dispute to resolution, the aggrieved student should consult with the Director of Training. If the dispute involves the Director of Training, the Director of Training will refer the student to the Department Chair. At this point in the process, the Academic Grievance Procedure Statement in the Seton Hall University
Independent Study Policy

The following is the policy on Independent Study classes, which applies to all courses in the Department of Professional Psychology and Family Therapy.

1. The professor teaching an Independent Study course/project will typically be a full-time faculty member.
2. Adjunct faculty, who have taught for the department in the past and are recommended by student’s Training/Program Director, may teach an Independent Study.
3. STUDENTS should initiate requests for an Independent Study to the faculty member with the expertise in the content area, after consulting with their advisor/mentor and Training/Program Director.
4. Under no circumstances will an Independent Study/Project be offered in a semester, in which a section of the course is running, UNLESS, the enrollment numbers are such that the course is not jeopardized, or full/pro-rated summer pay is not reduced for the professor teaching the regular section.
5. Similarly, an Independent Study will not be offered in the semester/summer before the regular offering of a course, UNLESS, as in 4 above, enrollment numbers are not a concern, since the course typically has strong (over 13) enrollments.
6. The decision to offer an Independent Study is a voluntary choice to be made by the individual faculty member.
7. Students will know from the start that a grade of INCOMPLETE will only be approved in the event of serious unforeseen events.
8. The Chair will review the application for an Independent Study.
9. Training/Program Directors, indicating that the proposed course/project is in accord with items through 6 above.

Assessment Materials Management Policy

The assessment materials that you will use in the Program come with certain restrictions. These restrictions follow from ownership, copyright laws, and ethical guidelines. The Department of Professional Psychology and Family Therapy owns all the assessment materials. The assessment materials were purchased at a substantially reduced price with the publisher’s restriction that the materials would be used for academic purposes only. Because all the assessment materials are copyright protected, nothing, including assessment protocols, is to be photocopied. Additionally, each student must be supervised by a doctoral-level professional when using any assessment material.

Assessment materials are checked out only to PPFT faculty and course instructors for instruction or research, and are not to be used for other purposes by students, faculty, adjuncts, or as yet unnamed individuals. A graduate assistant (GA) will manage the assessment library and will sign out all
assessment materials. Overdue and missing materials will be brought to the attention of the Department Chair for resolution.

Testing kits are to be issued to students only through a course instructor who assumes responsibility, both financially and ethically, for the kits. Make sure that an Assessment Voucher, see next page of this Doctoral Student Handbook, has been completed when you are issued assessment materials. Also, you should receive, and if not request, a memo of understanding from your course instructor regarding course policy on using assessment materials.

### Assessment Voucher

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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Name of Student:

Course Title and #: 

Name of Faculty:

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<th>Student’s Signature</th>
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<table>
<thead>
<tr>
<th>Faculty Approval Signature</th>
<th>Date: _ Tests Issued:</th>
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<td>Return Date</td>
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Admission to the Program

General Information

The Counseling Psychology Ph.D. Program admits students at both the post-bachelor’s and post-master’s levels. Admission to the Program is competitive. Each year the Program receives approximately 100 applications from which 6-8 students are admitted. Students are admitted once a year for the fall semester, with an application deadline of December 1st. Each applicant must submit the following material to the Graduate Admissions Office:

1. A complete graduate application form (completed online).
2. Official copies of all previous undergraduate and graduate transcripts.
3. Official scores from the Graduate Record Examination, which must have been taken within the past 5 years of the admissions application deadline; Psychology GRE scores are not required.
4. A fully completed graduate application form.
5. Three letters of reference from former teachers, professional colleagues, or supervisors at work.
6. A personal statement conveying applicant’s career goals and research interests.
7. (Optional) A sample of work that demonstrates your ability to perform at the doctoral level. This may be, for example, a research project, publication from a professional journal, or a case report on a client you have worked with. Applicants who believe that their standardized test scores are not representative of their true potential are particularly encouraged to submit work samples.
8. $75 application fee

Admissions decisions consider all of the above, in addition to a personal interview for a small group of applicants. Beyond determining academic potential, the Program is particularly concerned that its students have demonstrated interests in both research and practice. Further, because of the highly interactive nature of the classroom and practicum experiences, students in the Program learn from each other as well as from their professors and supervisors. Therefore, the Program seeks to admit students who bring both well-developed interpersonal skills and a variety of personal backgrounds, perspectives, and life experiences that may serve to enhance the professional and personal development of their peers. In keeping with the mission of the University, the Program in Counseling Psychology affirms the value of racial and ethnic diversity and welcomes students of all groups, cultures, and religious traditions. Further, the Program is committed to equal treatment and opportunity in every aspect of its relations with faculty, students and staff members, without regard to gender, sexual orientation, marital or parental status, race, color, religion, national origin, age, or disability.

Additional information, including an admissions checklist and deadlines, is available from the Admissions: Ph.D., Counseling Psychology web site, at the following url: https://www.shu.edu/professional-psychology-family-therapy/admissions-phd-counseling-psychology.cfm
Admission Requirements for International Students

International students who are admitted into the Counseling Psychology Program are required to obtain a Certificate of Eligibility (Form I-20 AB) from the Seton Hall University Office of International Programs in order to enter and/or remain in the U.S. in the F-1 student visa status. This applies whether you are a new student, a transfer student from another U.S. university, or a student transferring from any other university.

In order to be issued an I-20 AB, you must show sufficient funding for at least the first year of study. You must also show that, barring unforeseen circumstances, adequate funds will be provided each year thereafter from the same and other financially reliable sources. Applicants must bear in mind that financial aid is not available for international students. Students who are interested in applying for a graduate assistantship, teaching assistantship, or athletic scholarships must request that the appropriate department forward a copy of the award notice to the Office of International Programs at Seton Hall.

To request a Certificate of Eligibility (I-20 AB), at least one of the following supporting documents is required when you return your application for admission:

1. Bank Statement: Indicating the date the account was opened, the total deposits for the past year and the current balance of the account.

2. Employment Letter: Indicates the sponsor’s position, length of service and annual salary on the company letterhead.

3. Guarantee Letter: If you are sponsored by your government or another agency, please send a letter from that sponsor indicating the source, amount, and length of sponsorship. Seton Hall University Graduate Award Notices are accepted as guarantee letters.

International students are also required to submit original copies of the GRE scores, as well as TOEFL (Test of English as a Foreign Language) scores with their application.

Additional information, including an admissions checklist and deadlines, is available from the International Admissions web site, at the following url:
https://www.shu.edu/graduate-affairs/international-graduate-applicants.cfm

Offers and Acceptances Policy

The paper screening of applications for the Counseling Psychology Program is completed in February. Applicants who are not accepted into the Program based on the paper screening are notified by letter in the first week of March. The remaining applicants are scheduled for an on-campus interview in late February or early March. Letters of acceptance or rejection are emailed generally within two weeks after the interview date. What follows are the rules and regulations we have adopted regarding offers and acceptances.
The Counseling Psychology Program has adapted the Council of Counseling Psychology Training Programs’ (CCPTP) Graduate School Offers and Acceptances Policy, which appears to have been borrowed from the Counsel of University Directors of Clinical Psychology. The parts of the policy adopted by this Program appear below:

These principles are designed to spell out the expectations of the Counseling Psychology Program and applicants to that Program during this stressful and often difficult time. These principles are especially important to applicants, who often have no other way of knowing what acceptable behavior is. The policies listed here apply to all applicants for the Counseling Psychology Program.

1. To facilitate decision making for students, the Counseling Psychology Program will inform students as soon as possible if they have been excluded from consideration for admission.

2. Offers of admission to the Counseling Psychology Program may be made at any time after the on-site interview, typically in mid-February to early March. Regardless of when the offer is made, students are not required to respond to the offer before April 15 (or the first Monday after April 15, if April 15 falls on a weekend), except as specified in Section 5 below.
   a. Offers will be made in writing. An offer made prior to April 10 is not considered official until it is made in writing.
   b. Students should acknowledge the receipt of the offer with either a phone call (973-761-9451) or brief note to the Director of Training for the Counseling Psychology Program, Dr. Pamela Foley, regardless of whether or not the student plans to accept the offer.
   c. Once you inform the Director of Training that you accept the offer and plan to enroll by 4:00 pm on April 15 (or the first Monday after April 15, if April 15 falls on a weekend). You will receive an official acceptance letter from Diana Minakakis, Director of Graduate Admissions, and must complete the intent to enroll form (link in the letter) as a formal acceptance.

3. The Director of Training for the Counseling Psychology Program will make every effort to inform students on the alternate list of their status as soon as possible.
   a. The procedure of designating all students who have not been offered immediate admission as alternates is inappropriate. The Counseling Psychology Program has a procedure for identifying those students who clearly will not be offered admissions.
   b. A reasonable designation of the student’s position on the alternate list will be made (e.g., high, middle, or low). The operational definition of "high on the alternate list" is that, in a normal year, the student would receive an offer of admission, but not necessarily prior to the April 15 deadline.

4. Students should never hold more offers than they are seriously considering. This is a complex principle operationalized in the points below.
   a. In no case should a student be holding more than two offers after April 1 for a period exceeding 72 hours. If students have three or more offers in hand, it is their responsibility to decide what are the least desirable offers and inform those training programs that they will not be accepting their offer of admission.
   b. Whenever possible the student applicant should inform training programs by phone of a decision, following up within 24 hours with a written confirmation.
   c. Once a student has accepted an offer of admission to a training program, the student must inform all programs in which they are currently under consideration that they are either declining outstanding offers of admission or no longer wish to be
considered for admission. Students should contact by phone those programs that have offered admission or have the student high on the alternate list. These phone calls should be followed up within 24 hours by a written confirmation. For programs for which the student is on the alternate list but not high on the alternate list, a letter withdrawing their application mailed within 48 hours is sufficient notification.

5. It is the responsibility of the Director of Training to keep students informed of changes in their status. Ideally, the student will be informed immediately by phone and with a follow-up letter. Offers of admission made over the phone will be followed-up with a letter mailed within one week. The offer is not considered official until the student receives written confirmation, except during the last five days of the student admission process (generally between April 11 and April 15), or two business days after April 15 in the case of notifying alternates. During this time period, a verbal offer over the phone is considered official but will still be followed-up immediately by a written confirmation.

6. Once a student has accepted an offer, the student is committed to that offer.
   a. The student must notify all other universities immediately that he or she has accepted another offer.
   b. The student may not accept any other offers. The Program in Counseling Psychology will rescind offers made to students who violate this principle.
   c. Except in very unusual situations (e.g., serious illness or major personal problems), a student who accepts an offer of admissions is expected to start the graduate Program the following fall unless other arrangements have been made with the Director of Training. The Counseling Psychology Program is not required to hold the line open for the next year for a student who wants to delay entrance.

**The On-Campus Interview Schedule***

As mentioned, a selected group (usually 15-20) of applicants for admission into the Counseling Psychology Program will be invited to come to Seton Hall for an on-campus interview, which is held for a full day, generally on a Friday in late February or early March. Candidates will have the opportunity to meet the Program faculty and will be interviewed both individually and in groups. When the interview with faculty is completed, the candidate will be interviewed by, and be given a tour of the campus by student representatives of the Counseling Psychology Student Association.

*Since the 2021-22 academic year, these interviews have been virtual. No decision has yet been made regarding the 2022-23 year.

**Getting in the Loop**

All incoming doctoral students are assigned a doctoral student mentor. The goals of the mentoring program are to help new students (1) become oriented to the doctoral Program, (2) avoid common pitfalls, (3) ease the transition into the doctoral Program by providing social support, (4) become actively involved in Program activities, and (5) develop professionally.

Over the summer months, you will be contacted by the President of the Counseling Psychology Student Association with your assigned mentor. During the last week in August or the first week of September, new doctoral students will meet their mentors. All incoming students will meet with the
Director of Training in the Spring/Summer to finalize and register for fall classes and in the fall semester to finalize Program plans.

Student mentors are viewed as an extension of the faculty mentoring relationship and serve as an additional resource. The faculty mentoring relationship ensures that a clear set of expectations is communicated to students and that students participate to the fullest extent in all areas of the doctoral Program, including research/scientific activity and practicum/internship training. The mentoring relationship also ensures that students’ progress through the Program in a timely fashion.

**Graduate Assistantships**

A Graduate Assistantship is an on-campus, part-time job for which the compensation is tuition remission and a small stipend, with the requirement that the student work either 20 hours or 10 hours per week. The number of available graduate assistantships varies by year, but the number has decreased in recent years, and applicants should not assume that these placements will be available to all students. Among the jobs available are teaching, research, and administrative/office jobs available, in departments and offices throughout the University.

Students who have been accepted into a degree program are eligible to work as Graduate Assistants. Graduate Assistantships are not available to non-matriculated students or to students in certificate programs.

For more information on the application process, visit the following web page: [https://www.shu.edu/graduate-affairs/graduate-assistantships.cfm](https://www.shu.edu/graduate-affairs/graduate-assistantships.cfm)

**Statement on Technology Skills**

In addition to professional skills in the practice of counseling/therapy and research, technology skills are essential and form part of the foundation for advanced graduate studies. Technology skills provide a means to pursue excellence in classroom learning, research, and some aspects of clinical practice. They supplement, but do not replace, developing learning capacities such as critical thinking. In order to adequately engage in the Counseling Psychology Program, certain minimal levels of expertise in using technology are expected. Keyboarding skills are basic and must be mastered before the beginning of a student's first semester.

Further, to facilitate positive, timely, effective, and efficient communication the Counseling Psychology Program requires that specific software be used for all work while enrolled in the Program. This includes at minimum SPSS, Microsoft Word, and PowerPoint. Students may access the university wireless network from numerous locations throughout the campus. Students’ email accounts may also be accessed off campus through the Internet. Note that because all program correspondence is done through Seton Hall email accounts, students are responsible for checking their Seton Hall email regularly even if they have other accounts.
What Should I Be Doing Once I’ve Been Accepted
(Other Than Memorizing This Handbook)?

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Activity</th>
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<tbody>
<tr>
<td>April 15</td>
<td>Accept admissions offer in accordance with Offers and Acceptances Policy</td>
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<tr>
<td>April 15</td>
<td>As soon as you accept our offer of admission, and no later than April 15, begin applying for graduate assistant positions online.</td>
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<tr>
<td>May 15</td>
<td>Register for summer session courses if, after consulting with Dr. Foley you are expected to take a course(s) prior to your entry into the Program.</td>
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<tr>
<td>July 15</td>
<td>1) Join the American Psychological Association (APA) and APA Division 17 as a graduate student member. You'll need your APA member number to apply for insurance (see below).</td>
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<td>American Psychological Association</td>
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<td></td>
<td>750 First Street NE Washington, DC 20002-4242 (202) 336-5500</td>
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<td><a href="http://www.div17.org/about-scp/membership/">http://www.div17.org/about-scp/membership/</a></td>
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<td>2) Join the New Jersey Psychological Association (NJPA) as a student member. You may instead choose to join NJABPsi, LPANJ, or, if you live in New York, you may choose to join NYSPA instead.</td>
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<tr>
<td></td>
<td>New Jersey Psychological Association</td>
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<tr>
<td></td>
<td>354 Eisenhower Parkway</td>
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<tr>
<td></td>
<td>Plaza I, Suite 1150</td>
</tr>
<tr>
<td></td>
<td>Livingston, NJ 07039 (973) 243-9800</td>
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<td><a href="http://www.psychologynj.org">www.psychologynj.org</a></td>
</tr>
<tr>
<td>Aug. 15</td>
<td>Apply for professional liability insurance ($1,000,000; $3,000,000) with the American Professional Agency Inc. through APA or Trust Insurance (premium is about $40/year).</td>
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<td>American Professional Agency, Inc.</td>
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<td>Mail applications and payments to: American Professional Agency, Inc.</td>
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<td></td>
<td>95 Broadway</td>
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<td>Amityville, NY 11701</td>
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<td><a href="https://www.americanprofessional.com/covered-professions/student/">https://www.americanprofessional.com/covered-professions/student/</a></td>
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<td>OR</td>
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<td>Trust Risk Management Services, Inc. (TRMS)</td>
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Mail applications and payments to:
Trust Risk Management Services, Inc.
1791 Paysphere Circle
Chicago, IL 60674
https://www.trustinsurance.com/Insurance-Programs/Student-Liability

August 15  A program plan draft will be completed during the summer months with the Training Director.

Sept. 1  Purchase a parking permit, if needed. You need your car registration and driver’s license. An all year parking permit will cost you approximately $362.00 (plus tax) and will be sent to your Bursar account for payment. Parking permits can be purchased online through your PirateNet Portal – NuPark. If you have any questions contact Parking Services located in Duffy Hall, Room 63. You must be registered for fall courses to buy a permit.

Sept 1-5  Get your student ID. ID pictures are taken at Duffy Hall, next to the Parking Office. Your ID will allow you access to the library and provide you with discounts at various stores. It is important to have a student ID.

Sept. 5  Join Seton Hall’s Counseling Psychology Student Association (CPSA)

The CPSA membership fee is $40 per year. Doctoral students are expected to maintain a high level of involvement in the Program and to take their professional development seriously, which includes required attendance at CPSA meetings and CPSA sponsored professional development seminars.
Contact: Jesse Merise, CPSA Treasurer, jesse.merise@student.shu.edu

Sept. 5  Submit Health Forms, as described below.

Sept. 5  Photocopy, sign, and return (to Director of Training) the form in this Doctoral Student Handbook called “Policy on the Retention and Remediation of Students” and the “Policy on Academic Integrity.” You will receive copies of both at orientation.

December 1  A final signed copy of your program plan should be provided to the Training Director to be placed in your student folder.
Health Forms

The required health forms for all incoming matriculated students can be submitted electronically through the Student Health Portal via your PirateNet Credentials. Submission of the Health History, TB Risk Assessment, Immunization History, and Meningitis Information Sheet is required by all full-time and part-time undergraduate, graduate and law students. Immunization History can be submitted uploaded, mailed, or faxed to Health Services. Further instructions will be provided within the portal.

The only matriculated students who are not required to complete and submit health forms are those students in programs that are completely online. Additionally, Immunization History is not required for those students who are 31 years of age or older. However, as may hospital-based training sites require it, all students are encouraged to submit this information anyway or have it available on request of a site.

The University is requiring every member of the Seton Hall community to be fully vaccinated prior to the start of the fall 2022 semester, subject to exemptions for religious beliefs, pre-existing health conditions, or personal reason while COVID-19 vaccines are authorized on an emergency-use basis.

Health Insurance: All full-time students (excluding those in online programs) are automatically enrolled in the student health insurance plan and billed via their student Bursar account. If you are covered under another plan and would like to request an exemption, you must electronically submit a waiver form within the set deadline.

If you have questions, please call Health Services at (973)761-9175 or visit the Health Services website at https://www.shu.edu/health-services/index.cfm.

Other Critical Dates During Your First Year as a Doctoral Student

(Refer also to the 2022-23 Audit Sheet section in this Doctoral Student Handbook)

Dec. 1 Doctoral Student Program Plan approved

Jan. 15 Begin working with Department Clinical Coordinator to initiate placement Process (see Guide to Practicum Training)

Apr/May First year portfolio reviews will be scheduled during these months

The Program Plan and Advisement

Program plans are completed within the first semester of study in consultation with the Director of Training. This initial advisement is concerned with approving the course of study for the first year, indicating general course work requirements, and developing a tentative calendar of progress through the Program. All Program advisement, registration, and Program plan modifications will
be made in consultation with the student's mentor beginning with the second year in the Program. Changes must be indicated on the student's Official Program Plan, but do not need the approval of the Director of Training.

** Curriculum requirements are subject to change over the course of your program completion, subject to changing legislation, professional standards, and regulations. It is understood that your program plan is subject to these changes, and you will be required to complete any such additional requirements prior to completion of the degree.**

Program plans vary as a function of such variables as individual interests, course sequences, previous experience, and previous graduate work. The Ph.D. in Counseling Psychology is designed so that it may be completed in five years. Students are encouraged to defend their dissertations at the end of their fourth year, prior to going on internship in the fifth year.

**Residency Requirement**

The residency requirement, which is a period of year-long full-time study, is met in the student's first year. Throughout the program, students attend classes in the fall semester, spring semester, and May intersession, as well as at least one summer session. In the fall and spring semesters, students will generally enroll in 10-11 credits, 1 credit in the May intersession, and 3 credits in one or two summer sessions. Therefore, in the first year of study, students will complete from 24 to 29 credits. More importantly, however, these credits are spread over a calendar year, allowing students the opportunity to be present on campus for a full year with sufficient time in each semester to interact with faculty and fellow students, while still making substantial academic progress.

It is assumed that all full-time students will approach their doctoral study as a full-time job. Therefore, as discussed under “Work/Non-Program Commitments,” students should not expect to be excused from Program commitments because of their outside work schedules. Students who must continue to work outside the university should discuss part-time program options with the Training Director prior to enrolling.

**Transfer Credit**

A minimum of 45 graduate credits toward the Ph.D. in Counseling Psychology must be earned at Seton Hall, following acceptance to the Program. Further, NJ Licensure requires that no more than one-third of the total credits have been transferred from another university. However, it is unusual to approve transfer or advanced standing requests greater than 9 credits. Note that courses that have been taken as part of a prior degree are not formally transferred, but they will be considered for advanced standing. For transfer credit or advanced standing to be considered, a student must have received a grade of B or better in the particular course, and the course must be equivalent in subject matter, scope, depth, and level to a particular course offered in this Program. Only those courses that contribute directly, significantly, and substantially to the sound preparation of a counseling psychologist can be considered. Note that under no circumstances will credit be given for previous work experience, such as research assistantships or clinical work.
All transferred courses must have been taken within the last 5 years and students must provide documentation from that course following admission but preceding first enrollment (e.g. course syllabus, course text). Courses for advanced standing that are older than 5 years can be considered on a case-by-case basis. However, if there is a significant update or change in professional standards since then course was completed, either the request will not be granted, or if the change was minor, the student may be asked to demonstrate competence (e.g., read a current text in ethics or complete a refresher course with the latest revision of a psychological instrument).

The applicability of previously earned graduate credits to this Program is determined by the Director of Training, whose written signature is required before any credit can be accepted as part of a student's Official Program Plan. If your decision to enroll in this Program is based upon a certain number of transfer credits being approved, be sure to have such courses evaluated in advance, following admission and preceding enrollment.

As discussed above under “Time Limits,” the Program requires that students complete all requirements for the Ph.D. degree within eight years of the date of admission, which is the first day of the fall semester of the student's first year in the doctoral Program. For students entering in the fall semester of 2022 except in cases in which the student has been granted a leave of absence, the Ph.D. degree in Counseling Psychology must be granted prior to the fall semester of 2030, or else the student will be dropped from the Program.

**Dissertation**

The doctoral dissertation will be a piece of original, independent research in an area of counseling psychology. It will reflect the student's knowledge and understanding of the related literature and of the research methodology appropriate to the investigation. The dissertation in the form of an organized and competently written study should represent a contribution to the knowledge base in the area of counseling psychology.

**Dissertation Proposal Defense Deadline and Procedure**

The dissertation proposal is written under the primary advisement of the student’s mentor, with committee members taking on a consultative role. The student should confer with their mentor regarding the selection of members of their dissertation committee. Once potential committee members have been identified in consultation with the mentor, the student should reach out to potential members individually with a brief (1-3 page) document, pre-approved by the mentor, that includes an abbreviated statement of the problem and research questions. This document can help the potential member to make an informed decision about serving on the student’s committee.

Once the dissertation mentor/chair approves the student’s proposal as ready to defend, the student can distribute the proposal document to all committee members and request to set a date for the proposal defense. The committee must be provided with a minimum of 14 days to read the proposal document prior to the proposal defense. Thus, students should be prepared to send the committee the document well in advance of the week in which they would like to defend their proposal to ensure that all committee members are available and have the full 14 days to read the document. The dissertation proposal must be successfully defended by October 31st to be eligible to apply for internship that academic year.
The committee may provide feedback to the student at any time prior to the defense or during the defense. However, the student is not required to make revisions to their proposal until after the defense.

**Dissertation Defense**

Students are generally expected to complete and to defend their dissertations at the end of their fourth year in the Program, prior to beginning an internship.

The dissertation defense in the Department of Professional Psychology and Family Therapy is divided into two parts. The first part is a convention style presentation by the defending student to the community at large. The community at large is defined as any interested party, including family members, who wish to participate in this public dissemination of scholarly information. The public presentation will last no more than 30 minutes and will include a brief opportunity for the audience to ask questions. The dissertation committee members will not be involved in the question and answer portion of the public presentation. Immediately following the public presentation, the defending student will attend a closed dissertation defense with his/her dissertation committee. No individuals other than the defending student and the dissertation committee are allowed to attend the closed portion of the dissertation defense. The closed portion of the defense will last approximately one hour. There is also a comprehensive list of all dissertations completed by Counseling Psychology PhD Program students below.

The institutional repository is located at the following url: [https://scholarship.shu.edu/](https://scholarship.shu.edu/)

To view dissertations and theses, please view "Dissertations and Theses" or by dept:

**DEPARTMENT OF PROFESSIONAL PSYCHOLOGY AND FAMILY THERAPY**
**DISSERTATIONS**
[http://scholarship.shu.edu/professional-psychology-dissertations/](http://scholarship.shu.edu/professional-psychology-dissertations/)

Information about Dissertations and Theses Services is located under "Using the library"
[http://library.shu.edu/etd-services](http://library.shu.edu/etd-services)

**Comprehensive Exams**

The Foundations of Professional Practice in Psychology (FPPP) exam and the annual portfolio review have taken the place of comprehensive examinations in the Counseling Psychology Program.

**Practicum/Externship**

The practica (also referred to as externships) in Counseling Psychology at Seton Hall University are designed to help develop interviewing, diagnostic, assessment, and therapeutic skills in a sequentially graded set of experiences. In addition, students gain hands on experience in other aspects of the professional practice of psychology, such as staff meetings, case conferences, and report writing. The development of the core professional skills is viewed in the broadest way and
includes acquisition of specific intervention skills, understanding of and ability to use conceptual skills, personal growth as it relates to awareness of and appropriate handling of emotional reactions to clients, awareness and appreciation of human diversity, and the development of mature, ethical professionalism.

Eligibility for practicum placement is determined in the annual portfolio review and in consultation with the Practicum Coordinator. The final decision with regard to eligibility, however, rests with the Program faculty. Program faculty will evaluate each student's therapeutic and interpersonal skills as demonstrated in the portfolio review before an off-campus practicum placement is approved. In addition, students should anticipate having one or more criminal background checks in order to go to practicum.

Design of the practicum training component of the Program, as well as the policies and procedures to administer them, has been done with close attention to helping students to attain the aims of the Counseling Psychology Program, and to preparing students for internship.

Below are the Externship Match guidelines for the 2021-22 practicum application process. They will be updated in Fall, 2022. Note that “DCT” refers to the training director.

NYNJADOT-PSYDNYS EXTERNSHIP GUIDELINES FOR 2021-22

REGISTRATION FOR THE NYNJADOT/PSYDNYS EXTERNSHIP PROCESS IS OPEN ONLY TO DOCTORAL STUDENTS IN NYNJADOT-MEMBER DOCTORAL PROGRAMS, and OTHER APA-ACCREDITED PROGRAMS. STUDENTS ENROLLED IN NON-APA ACCREDITED PROGRAMS ARE NOT PERMITTED TO PARTICIPATE IN THIS PROCESS.

All Externship sites are expected to adhere to these minimally acceptable standards for externship:

a. 16 hrs/ week – in no more than two days (if modified, permission of Program Director/DCT required)

b. Direct observation at least once during each semester (APA’s Implementing Regulation C-14-D (IR C-14-D))

c. Live supervision in the form of at least one hour of face to face, individual one-on-one dyadic supervision and another hour of “other” types of supervision. This may be offered virtually, as needed, due to safety and other health reasons.

d. Externship must have a stated didactic component to the training – specifics are not mandated.

e. Sites should update their information on the portal prior to December 1, 2020. Any sites that will not be offering externship slots for 2021-2022 must suspend their listing by November 16, 2020. Sites not able to update their listing by December 1, 2020 that still plan to offer externship slots for the 2021-22 match must clearly state that the information on the portal will be updated as soon as possible and place this at the top of their listing. This includes whether sites will be offering only in-person services, only tele-health services, or will be...
offering services through a hybrid model. Sites should include number of positions that are offered by the placement and number of hours required. **The URL for the APA Portal is: nynjadot.apa.org. This is also the URL for first time registrants**

f. Students’ documents will be uploaded into one PDF file. Consequently, sites must specify the type of documents they want students to upload. It may be helpful if the site also specifies the order in which the documents are to be uploaded. For example: eligibility letter, cover letter, CV, assessment report or case summary, letters of recommendation, unofficial transcript, etc.

**GENERAL INFORMATION:**

1. The Portal will open on January 11, 2021. Not all sites will use the Portal. If a site does not use the Portal, they should stipulate the process for receiving student materials.

2. Students can upload their materials from January 11, 2021, through January 19, 2021. **All student materials should be uploaded into one PDF – each site will determine the specific materials required.**

3. Students will receive feedback **FROM THE PORTAL** that all their materials have been uploaded to the portal.


5. In concert with the APPIC guidelines for the 2021-2022 internship match, all interviews will occur remotely.

6. Students can upload additional applications, with their DCT’s approval, on or after February 10. By this date students will have a fair sense of the number of interviews that will be offered to them.

7. The Match will occur on Monday, March 8, 2021. (See below for details).

8. Students should check the Portal for information about openings during the MATCH DAY. Sites will be able to “suspend” their site when they have filled all of their positions. The “suspension” will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

9. Phase 2: New applications can be sent at 9 am on March 10, 2021.

10. PLEASE USE THE FOLLOWING EMAIL ADDRESS TO CONTACT THE COORDINATORS OF THE EXTERNSHIP PROCESS AND MATCH: nynjadot@gmail.com

**STUDENTS:**

Students will be permitted to Register and search the Externship Directory at any time with the understanding that many sites may not yet have updated their information. However, students will be NOT be permitted to upload any documents prior to 9am on January 11, 2021. Students who upload their materials prior to that date will be acting in an unprofessional manner and will be treated as such by their programs.
Students who registered for the 2020-21 externship process do not need to re-register, but need to upload required documents

1. Students need to insert their DCT’s name, email address and phone numbers on their CVs. It is advisable for students to indicate the days of the week that they are available for externship and the day/s that they are not able to attend.

2. Students must confirm receipt of any interview offer by emailing the Externship Coordinator at the site and their DCT.

3. Once a student accepts an externship offer, on March 8 or after, he/she should inform their DCTs of their decision, and then withdraw from all sites where they were granted interviews.

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

5. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.

6. No Thank You Notes: Students are not to send “Thank you” notes to their interviewers or to other professionals at the externship site.

7. As of February 10, applicants can contact sites (via email) and inquire if they are still being considered for an interview. Students should consult their DCTs before they send the email.

8. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, on their externship application, that they are applying for the internship concurrent with the application for externship. These students must receive their DCT’s approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their website and the portal site.

EXTERNSHIP COORDINATORS:

All interview offers must be made via email. All offers for externship positions must be made via email.

9. Each site should determine how it wants to receive letters of recommendation (through portal, separate email from recommender or otherwise). Some recommenders will not permit students to see their letters of recommendation. In such cases please specify if site prefers to receive the letters via regular mail or email. In which case, please provide address, contact person’s name and email address.

10. Every site MUST designate at least one person who will serve as the contact person for the site. Insert an email address for the contact person, on the site’s web pages.
11. It is recommended that Externship Coordinators provide information on their Directory page as to whether attending the externship will reduce, increase, or have no impact on the students’ chances of attending that site’s internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.

12. Externship Coordinators should state, on their webpage and Directory site, whether the site is willing to interview students who are concurrently applying for internship.

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

14. Externship Coordinators are strongly encouraged to post their interviewing time frame.

15. **On February 10th, it is recommended that Externship Coordinators indicate whether they are accepting additional application from those students who have permission from their DCTs to submit additional applications.** This information must be posted on the site’s Portal page. Of course, you will be able to change the date as is warranted.

**DCTs:**

1. DCTs should affirm their students’ rankings prior to Match Day.

2. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.

3. **DCTs will provide Letters of Eligibility that specify the number of hours and number of days/week that students can attend externship.**

4. **Number of hours that students are permitted to complete on externship:**
   Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.

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

6. **Limiting the number of student applications:**
   a. DCTs are to place limits on the number of applications that students can initially submit **(from January 11 - January 19).** Students applying for a clinical externship for the first time are permitted to apply to no more than ten sites. Students applying for their 2nd clinical externship can apply to no more than eight sites; students applying for their 3rd externship are permitted to apply to no more than eight sites.
b. After February 10, 2021, DCTs will discuss the usefulness of additional submissions with their students (second wave of applications)

**THE MATCH:**

The Match will begin at 9:00 on March 8, 2021. All offers must be made by e-mail.

If an offer is made on Monday, March 8 between 9 am and 4 pm, the student must make a decision about the offer within 3 hours of receiving it. They must either accept or decline the offer within three hours.

If the offer is received after 4 pm the student has until 9 am on Tuesday morning to accept or decline the offer.

A student may only hold on to one offer at a time. A decision about a second offer must be made immediately upon receiving it.

The rules will be suspended after 9 am on Tuesday, March 9. New offers can be made until 5 pm on any day.

SITES will be able to “suspend” their site when they have filled all of their positions. The “suspension” will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

**Internship**

Doctoral students usually spend their fifth year in the Program at an APA accredited pre-doctoral internship program, where they are expected to gain preliminary professional experience under close supervision, with increasing responsibility. The internship may be served in a college counseling center, hospital, industrial setting, social service agency, or a combination of these.

Following the successful completion of the FPPP exam, a successful dissertation proposal defense, completion of all course work, and approval of the Director of Training, students are permitted to apply for a full-time internship. Occasionally the internship may be distributed over a two year period on a half-time basis.

*Under no circumstances can a student complete an internship at a non-APA accredited site, their place of employment or at a site where they have been employed in the past.*

**The Research Component**

The faculty of the Counseling Psychology Program are committed to a scientist/practitioner training model which dictates research becoming an integral component of the training Program from the initial stages of the student’s doctoral experience with the aim of producing practitioners who are engaged in scholarly inquiry. The scientist/practitioner model integrates a science base with practical application leading to research that is relevant to practice. Regardless of the work setting
or specific professional responsibilities, the practitioner is committed to the exercise of scientific inquiry along systematic lines culminating in periodic convention presentations and/or publications of scientific merit. The practitioner is one who not only integrates scientific thinking with counseling practice but who holds scientific activity in high esteem, both in words and action. The outcome objective is for students to make from 1-2 presentations at state, regional, or national conventions and publish 1-2 refereed journal articles before completing the Ph.D. degree.

The research component begins with a yearlong independent study under the direction of a faculty member who serves as your project advisor. In the 2nd-4th years of your doctoral Program you will be working under the direction of your dissertation mentor. The best way to define the research interests that are supported by our program faculty is to examine the list of presentations of faculty and students. Following this list is a description of the four-year research component.

In addition to familiarizing themselves with the Program’s research competency requirements, students should review the requirements of the Seton Hall University Institutional Review Board (IRB), which are available on the web at the following url: https://www.shu.edu/institutional-review-board/required-materials.cfm. Also, students should be aware that all research proposals require a pre-IRB review to ensure scientific merit of the study. For dissertation research, each student’s dissertation committee will review the proposal and attest to its scientific merit. The Department Chair will certify the scientific merit for non-dissertation student research and for faculty research. Content area specialists will be enlisted to assist the Chair as needed. See the Guide to Research Training for further information.

**Student/Faculty Presentations and Publications Since 2005**
(Updated as of 9/20/2021)

**Presentations:**


Amorello, B., Leon, P., Tsang, W., Thomopoulos, E. (2019, August). *Uniting Mental Health & Physical Health: A Psychologist’s Role in Primary Care/Outpatient Hospital Settings*. Symposium submitted for the American Psychological Association’s Annual Conference, Chicago, IL.


Anton, B. M. (2019, November). *An exploration of pediatricians’ personal value on mental health: Experience with integrated healthcare and its impact on physicians’ lives*. Poster presentation accepted at the 2019 Fall NIPA Conference, East Hanover, NJ.


Awad, M., Farrelly, M. J., Brady-Amoon, P., Datchi, C., Camlibel, A., & Thompson, C. M. (2014, April). *The relationship between mental illness & violence: A panel discussion to reduce stigma, dispel myths, and increase mental health awareness in response to mass shootings in the United States*. Presentation for the annual Petersheim Academic Exposition, Seton Hall University, South Orange, NJ.


Blau, C. The Mother-Child Experience and Alternatives to Incarceration. (2021, August). Presented at the Association for Psychological Sciences (APS) Virtual Convention.


Brady-Amoon, P. (2018, August). Infusing social justice in graduate education: Inspiring action in *M. Scheel (Chair), Preparing psychology students for action as social justice advocates.*
Symposium presented at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.


Brady-Amoon, P. (Chair). (2022, August 4-6). Real DEI: Giving all students opportunities to succeed. [Symposium converted to poster]. American Psychological Association 130th Annual Convention, virtual.


Brady-Amoon, P., & Farrelly, M. J. (2010, March). Using counseling theory, research, and skills to foster academic honesty in a diverse, technologically-advanced society. Presentation to the American Counseling Association, Pittsburgh, PA


Brady-Amoon, P., & Hammond, M. S. (2019, August). Where are all the non-traditional women? Gender, age, social class and capital in women's careers. Presentation to the 127th Annual Convention of the American Psychological Association, Chicago, IL.


Brady-Amoon, P., & Keefe-Cooperman, K. (2014, August). From at-risk to at-promise: Keeping girls out of jail. In J. Ancis (Chair), Women’s and girl’s increasing presence in multiple arenas of the justice system- Psychologists’ roles. Presentation to the 122nd Annual Convention of the American Psychological Association, Washington, DC.


Brady-Amoon, P., & Ortiz, V. C. (2016, August). Taking it to the next level: Multiculturalism and Social justice in educational contexts. In T. Ling & K. Keefe-Cooperman (Chairs), From
micro to macro: Enhancing multicultural competence through the application of faculty research. Symposium presented at the 124th Annual Convention of the American Psychological Association, Denver, Colorado.


Brady-Amoon, P., Sansbury, T. C., Brown, T. C., Thompson, C. M., Colgary, C., Rukaj, J., Ortiz, V. C., & Paulino, M. S. (2014, April). At-risk middle school students’ beliefs; hopes, adjustment, and academic performance. Presentation for the annual Petersheim Academic Exposition, Seton Hall University, South Orange, NJ.

Brady-Amoon, P., Smith, J. E., & Maiorella, R. (2010, March). Developing and sustaining online counselor education programs: Administration, content delivery, and student support. Presentation to the American Counseling Association, Pittsburgh, PA.


Cooper, M.A., Khshaiboon, S.H. (2013, October). *Intersections of race, culture, and mental health among Christian Arab Americans*. Structured discussion conducted at the Boston College Diversity Challenge, Boston, M.A.

Cooper, M., Berhe, Z., & Palmer, L. (2011, October). *Ageism and the intersections of race within lesbian, gay, and bisexual individuals*. A discussion hour presented at the Boston 2011 Diversity Challenge, Boston, MA.


Datchi, C. (2017, August). Love me, love me not: A case example of Integrative Behavioral Couple Therapy at midlife. In P. Pitta (Chair), Three integrative treatments to treat midlife and older adult dilemmas. Symposium conducted at the annual convention of the American Psychological Association, Washington, DC.


Datchi, C. (2019, August). Youth mentoring in the US. In C. Datchi (Chair), *Mentoring at-risk youth in urban schools and juvenile justice systems: Three examples*. Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.


educators promote diversity-focused best practices? Roundtable discussion conducted at the Teachers’ College Winter Roundtable, New York, NY.


Datchi, C., & Ochoa, T. (2019, August). Integrating natural mentoring relationships into formal mentoring for justice-involved youth. In C. Datchi (Chair), Mentoring at-risk youth in urban schools and juvenile justice systems: Three examples. Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.


Economou, P. & Palmer, L (2010, August). *Lymin’ and learning: International clinical training experience in Trinidad and Tobago,* Conversation Hour; San Diego, CA

Economou, P (2010, August). LGBT psychology 2025: The cultural mental health needs of LGBT communities LGBT psychology 2025: *The cultural mental health needs of LGBT communities.* Conversation Hour; San Diego, CA


Elliott, J. L. & Reynolds, J. D. (2021, August). *The Impact of Racial and Ethnic Socialization on Young Black Women’s Role in Interpersonal and Romantic Relationships: A Qualitative Study.* Poster presentation accepted at the 129th Annual APA Convention, Virtual Event


Elliott, J. L., Sliwak, R. M., Halligan, C. S., Castillo, K., & Reynolds, J. D. (2020, May). *The experiences of counseling psychology doctoral students who lost their advisor: Training and
program implications. Poster presentation accepted at the 32nd APS Annual Convention, Chicago, IL. (Conference cancelled)


conducted at the 29th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.


Foley, P. F. (2005, April). The promise, pitfalls, and potential of participating in the National Tour to promote multicultural competence and social justice at Seton Hall University. In M. D’Andrea (Chair), *Building beloved communities: Reporting on the results of a national tour to promote multicultural competence and social justice*. Education session presented at the Annual Convention of the American Counseling Association, Atlanta, GA.


Foley, P.F., & Gayle, S. (2019, July). *Psychology and Healthcare*. Invited talk at the SOM MINDS Program, Seton Hall University School of Medicine, IHS Campus, Nutley, NJ.


Ingraham, M. E., Anton, B. M., Bhattacharjee, C., & Reynolds, J. D. (2020, August). The work of a revolutionary: A psychobiography and careerography of Angela Davis. Poster presentation accepted at the 128th Annual APA Convention, Washington, DC.


Jones, J., Foley, P. (2022, October). *Examining the effects of perceived coach-athlete race and gender matching on Black female collegiate basketball players*. Poster Presentation at the Fort Worth Convention Center, Fort Worth, T.X.

Jones, J., Foley, P. (2022, August). *Examining the perceived effects of race and gender matching on Black female collegiate athletes*. Poster Presentation at the Minneapolis Convention Center, Minneapolis, M.N.

Jones, J., (2022, March). *Improving financial knowledge amongst collegiate student-athletes*. Symposium at the California Baptist University, Riverside, C.A.


Lee, M., Sinan, B., Bennett, D., & Yoo, J. (2016, August). Researcher identities, status, and power: How is reality constructed in qualitative research? In C. Datchi (Chair), *Researcher identities and research agendas: negotiation and reflection*. Symposium conducted at the meeting of the American Psychological Association, Denver, CO.


Massarelli, T. (2011, November). Mental health issues in the schools – What educators need to know – Part II. Workshop presentation conducted at the New Jersey Education Association Annual Convention, Atlantic City, NJ.

Massarelli, T. & Conners, B. (2021, February). Public policy update on restraint and seclusion in schools. Poster presentation conducted (virtually) at the National Association of School Psychologists Convention, Salt Lake City, Utah.


McCorkle, M. (2021, August). Transgender, non-binary, and gender-expansive individuals and experiences of abortion. Poster presentation accepted at the 130th Annual Convention of the American Psychological Association, Division 17, Section for Advocacy of Sexual Orientation and Gender Diversity Student Poster Session, San Diego, CA.


experience. Symposium conducted at the American Psychological Association Annual Convention, Honolulu, HI.

Palmer, L., Jean Baptiste, J., Berhe, Z. (2012, August). *For colored girls who have considered suicide when the rainbow is enuf: Attending to narrative.* Poster presented at the American Psychological Association Annual Convention, Orlando, FL.


Schlosser, L. Z. (2005, August). Why counseling psychologists have excluded religion. In L.Z. Schlosser (Chair), Tikkun Olam: Bringing and keeping religion in the multicultural family. Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.


Schlosser, L. Z. (2008, October). Multicultural Student-Faculty Relationships in Graduate Education. Plenary address given at the 1st Annual University of New Mexico Mentoring Conference, Albuquerque, NM.


Thompson, C. M. (2018, August). Psychological research with criminal justice populations: Critical theory and qualitative inquiry. In C. Datchi (Chair), *Attending to researcher positionality in qualitative research with criminal justice populations.* Presentation to the 126th Annual Convention of the American Psychological Association, San Francisco, CA.


at the 119th Annual Convention of the American Psychological Association, Washington, DC.


connections. Poster presented at New Jersey Psychological Association 2017 Fall Conference, Iselin, NJ.

Publications:


Gregor, M., Dunn, M., Campbell-Halfaker, D., Martin-Fernandez, J., Martin-Wagar, C. & Robinson, S. Plugging the Leaky Pipeline: A Qualitative Investigation of Untenured Female Faculty in STEM. *Journal of Career Development* [https://doi.org/10.1177/08948453221101588](https://doi.org/10.1177/08948453221101588)


Schlosser, L. Z. & Kahn, J. H. (2007). Dyadic Perspectives on Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs. Journal of Counseling Psychology, 54, 211-217. (*This article was awarded the 2008 Outstanding Scholarly Publication from the Supervision and Training Section of APA Division 17)


Sexton, T. L., Patterson, T., & Datchi, C. C. (2012). Technological innovations of systematic measurement and clinical feedback: A virtual leap into the future of couple and family...


### Year 1 of the Research Component

**Fall Semester: CPSY 8001JA: Supervised Research in Counseling Psychology (1 credit)**

**Course Objectives**

1. To become familiar with the professional literature in your project advisor's area of interest/expertise.
2. To develop a working relationship with your project advisor. This could be described as the role of a research assistant.
3. To begin considering research questions for your own first-authored research competence project that are refined under the mentoring of your project advisor.
4. To meet once a week with advisor’s research team, as well as individual meetings with your project advisor as needed.
5. To spend 3-5 hours a week carrying out the responsibilities of a research assistant for your project advisor.
6. Any publication resulting from the students’ work in support of the faculty member’s research in the first semester would acknowledge the research assistant's contribution as appropriate. Before the semester begins, both the project advisor and student should refer to the authorship guidelines in the 2017 Ethics Code (APA), and to Fine, M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist, 48*, 1141-1147. (ADD APA PUBLICATION HANDBOOK)

**Grading:** Grades will be assigned from A (met all requirements) to F (unsatisfactory).

**Spring Semester: CPSY 8002JA: Supervised Research in Counseling Psychology (1 credit)**

**Course Objectives (Spring Semester)**

1. To remain current with the professional literature in your project advisor's area of interest/expertise.
2. To develop a working relationship with your project advisor in the second semester that could be described as the role of a research associate.
3. To meet once a week with advisor’s research team, as well as individual meetings with your project advisor as needed.
4. To spend 3-5 hours a week carrying out the responsibilities of a research associate for your project advisor.
5. Any publications resulting from the students’ work in support of the faculty member’s research in the second semester or beyond would acknowledge the research associate's contribution as a co-author, if appropriate. Refer again to sources above re: authorship.

6. Complete a proposal for your Research Competence Project, as described below.

Grading: Grades will be assigned from A (met all requirements) to F (unsatisfactory).

Research Competence Project Proposal

The Research Competence Proposal is created in the first year of the program, with the support of the student’s advisor, in an area the student’s own interest. The project is generally completed in the second year, with the faculty member providing support at the level of second author. Before beginning the Research Competence Project, students should thoroughly research the proposed topic, and create a written proposal, which must be approved and submitted through Safe Assign by the student’s advisor. The written proposal should be approximately 10-12 pages (excluding cover page and references). Elements of the proposal should include the following and must be completed and placed in the students’ portfolio before the IRB application is submitted:

1. Cover sheet (student’s name, advisor’s name, working title)
2. Written literature review including statement of what is missing from the current literature.
3. Research question(s) and hypotheses (if quantitative)
4. Proposed research paradigm and methodology, including data analysis.

Following the completion of the project, students must revise their proposal document to include results and discussion sections, and submit the finished project to a professional conference and/or an academic journal. Completed projects should also be placed in the student’s portfolio.

Year 2 of the Research Component

Fall Semester: Submit Research Competence Project to IRB
Spring Semester: Complete Research Competence Project, as described above
1. To develop a sense of professional identity within the content area of interest of your dissertation mentor.
2. To develop a working relationship with your dissertation mentor in year 2 that could be described as the role of a peer.
3. To conduct a study, analyze the data, write-up the results, and submit the manuscript for presentation at a convention and for publication to a referred journal (academic journal submission required). Depending on the extent of the role played in this process by the mentor, the student could be first or second author.
4. To meet once a week for 30-60 minutes with your mentor.
5. To spend 3-5 hours a week carrying out the responsibilities of a professional peer with your advisor.
6. Begin formulating testable hypotheses for a dissertation under the direction of your mentor.

Year 3 of the Research Component

Fall Semester: Enrollment is optional in CPSY9993: Dissertation Advisement III
Spring Semester: Enrollment is optional in CPSY9994: Dissertation Advisement IV Course
Objectives
1. To become a content area expert in the area of specialization of your mentor.
2. To develop a working relationship with your dissertation committee in year three that could be described as collaborative and collegial.
3. To spend 5-10 hours a week working on your dissertation proposal.
4. To formalize your dissertation by having a successful dissertation proposal defense in the spring.
5. To meet once a week for 30-60 minutes with your mentor and as necessary with members of your dissertation committee.
6. Any convention presentations or publications resulting from a continuing line of inquiry established from the mentoring relationship would be joint authorship.

Year 4 of the Research Component

Fall Semester: Enrollment is optional in CPSY9995: Dissertation Advisement V
Spring Semester: Enrollment is optional in CPSY9996: Dissertation Advisement VI Course
Objectives
1. To conduct the dissertation, write chapter 4 and 5, and successfully defend the completed dissertation.
2. To meet with your mentor and the dissertation committee as needed.
3. To submit a proposal for a convention presentation and a manuscript for publication to a refereed journal based on your dissertation with your mentor as second author acknowledging the work of the dissertation committee in a footnote.

Year 5 of the Research Component

Fall Semester: Enroll in CPSY9788: Internship (no credit, but registration fees are applicable) OR CPSY 9781 (3 CREDITS)* (for reasons of continuing financial aid if necessary)

Spring Semester: Enroll in CPSY9789: Internship (no credit, but registration fees are applicable) OR CPSY 9782 (3 CREDITS)* (for reasons of continuing financial aid if necessary)

**Students who have not completed their dissertation during or before the internship will be required to enroll for dissertation advisement (3 credits) each semester until the successful completion of the dissertation or termination of their program status.

Remember: Counseling psychology is a broadly-based applied specialty within the science of psychology. As psychologists, we are committed to the generation and application of psychological knowledge based on scientific views of the world. As counseling psychologists, we are engaged in the pursuit and application of psychological knowledge to promote optimal development for individuals, groups, and systems, and to provide remedies for psychological difficulty.

This Counseling Psychology training Program is committed to the integration of a science base with practice application and the development of research that is relevant to practice. Our ideal is that each scientist would be a practitioner in some field and that each practitioner would be engaged in scholarly inquiry. All counseling psychologists are expected to develop critical thinking skills and
be sufficiently skeptical regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to all activities of those educated as counseling psychologists.

**Recruitment of Seton Hall Students for Research Projects**

University students are often viewed as an easily accessed participant pool for psychological research, and in fact students may be encouraged by their own departments to participate in research projects. However, it is essential that recruitment of students in departments outside of Professional Psychology & Family Therapy be conducted in a way that respects the needs and preferences of the faculty and students in these departments. In particular, doctoral students should not assume that class time or extra credit would necessarily be provided for their research. The undergraduate Psychology Department has defined a specific policy and procedure for recruitment of research participants, which is outlined below. Students who wish to recruit participants from other departments should clarify the relevant policy in advance. Any questions about the policy related to an outside department should be resolved with the assistance of the student’s mentor and/or the Director of Training. Note that when students from the Arts & Sciences Psychology Department participate in research, it is important to keep accurate records of this and to notify their instructors.

**Undergraduate Psychology Department Policy on Human Research Participation**

An important component of an introduction to psychology is first-hand experience in contemporary psychological research. To provide this experience, part of the grade in Introduction to Psychology (or Psychology for Business Majors) is based on participation in psychological surveys and experiments conducted through the Psychology Department. Each student is required to earn two participation credits, with one credit awarded per hour (or partial hour) of participation. At their discretion, instructors may offer extra credit for participating beyond the two-credit requirement.

Introductory psychology classes will be recruited at various times during the semester by Psychology faculty or approved student researchers.* Recruiting researchers should briefly describe the purpose and procedure of their studies and clearly explain how appointments are to be scheduled. (A form is provided on the next page of this Handbook for that purpose.)

If a scheduled appointment must be canceled or postponed by the student, the researcher must be contacted 24 hours in advance. Failing to show up for a scheduled appointment without canceling it will result in a deduction of one credit, and a student will not be eligible for earning extra credit once the two-credit course requirement has been satisfied.

The policy of the American Psychological Association, fully endorsed by the Psychology Department, is that students should be offered an alternative way to earn their participation credit if they object to taking part in human subjects research personally. Instructors should inform their students of this alternative. Also note that APA (and departmental) policy is that any person may decline to take part in a particular study without penalty. Additionally, a person who decides after a study has begun that he or she does not wish to continue participation may withdraw from that study without penalty: Because the appointment was honored, credit will be awarded. Each study must
have a consent form that spells out these rights. In the event that an experimenter fails to keep an appointment, credit should be awarded to participants who have waited 15 minutes.

Instructors should explicitly inform their students of this participation requirement, and of the cancellation and penalty policies. A student should contact either the researcher or the Psychology Department’s research participant coordinator to cancel appointments, providing 24 hours advance notice.

The Psychology Department’s research participant coordinator is Dr. Susan Teague.

* Approved student researchers are undergraduate students working as assistants to Psychology faculty, Honors Research students, or graduate students from Professional Psychology and Family Therapy (PPFT) who have completed an application to the Research Participant coordinator and have received approval from the Human Research committee in the Psychology department. Applications are available from Dr. Teague in 354 Jubilee Hall, and an application follows this page in the Handbook.

Application for Psychology Department Research Participant Pool

Title of Project:

Researcher’s Name:

Program Affiliation: Counseling Psychology Ph.D. Program

Adviser/Mentor:

Estimated Number of Participants:

Number of Participation Sessions:

Estimated Time Required to Participate:

Approval by the Seton Hall Institutional Review Board is required. Please attach a copy of your IRB approval letter.

What is the purpose of your study? Please state your basic research questions and hypotheses.

Briefly describe your methodology, including the procedure and instruments to be used:
The Curriculum

The curriculum for the Counseling Psychology Program covers the areas of Discipline-Specific Knowledge and Profession-Wide competencies as set forth by the Standards of Accreditation (SOA) of the American Psychological Association. While there are specific courses reflecting the Program's emphasis on establishing a sound theoretical foundation, research skills, and practical applications, all of the courses offered in the specialization systematically attend to the cornerstones of counseling psychology: theory, research, and practice conducted within an ethical and culturally sensitive context. Each course emphasizes an understanding and application of ethical principles that should guide research and practice. By providing an awareness of the ethical standards of the profession, and by revealing how they apply to specific situations in specific courses, students will be able to respond appropriately to complex ethical problems and, with appropriate consultation, make the best possible professional judgment. Each course also emphasizes the knowledge base for cultural diversity which includes: identifying where the knowledge base for culturally responsive counseling psychology can be found and what its status is with respect to having a research base; and, translating the knowledge base for culturally responsive counseling psychology into research and direct service. Research that has been conducted in the specific content area of the course is ordinarily reviewed and literature searches are often conducted as an integral part of the course offering. Students are involved with faculty in ongoing research from the beginning of their enrollment, whereby a foundation is laid for the eventual undertaking of their doctoral dissertations.

A special strength of the Program is the preparation of students for work in a variety of settings with diverse clientele. This is in part made possible by our practicum sequence that is designed to meet the individual training needs of our students, and in part made possible by the University being located in the New York metropolitan area, which provides many training opportunities for our students. The practicum sequence provides our students with an excellent foundation for what they will undertake during their residential internship year away from campus.

Prerequisite Courses

Students who enter the Ph.D. Program in Counseling Psychology at the post-bachelor’s level, and perhaps at the post-master’s level, must take five courses that are not part of the doctoral curriculum. These courses must be taken at the graduate level and appear on the student's transcript. These prerequisite courses and the times at which they must be taken are:

CPSY6003: Counseling Skills. This course may be taken concurrently with CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling.

CPSY6001: Tests and Measurements. This course must be taken before a student's first assessment course.

CPSY6103: Abnormal Psychology. This course must be taken before CPSY8520: Seminar in Psychopathology or CPSY8519: Seminar in Child and Adolescent Psychopathology.

CPSY6316: Group Counseling. This course must be taken before CPSY8701: Techniques of Group Counseling or CPSY8550: Group Psychotherapy with Children and Adolescents.

CPSY 7005: Statistics and Computer Applications I
M.A. in Counseling Psychology

Students entering the Ph.D. Program in Counseling Psychology at the post-bachelor’s level may apply for a M.A. in Counseling Psychology once the 36 credit M.A. in Counseling Psychology curriculum is completed. Students interested in being awarded the M.A. in Counseling Psychology must complete the curriculum listed below in the "Curriculum Check List for a M.A. in Counseling Psychology" section. In the semester that the courses below are completed, students must apply for the degree using an "Application for Graduate Degree" form available on the university web site.

Curriculum Check List for the M.A. in Counseling Psychology

(36 total credits)

**CPSY 7005: Statistical Theory and Computer Applications I**

May be waived (initials of faculty member): yes, this course was waived.

SHU semester Year SHU grade

Equivalent Course Number
Equivalent Course Title
Equivalent Course Taken: Semester Year Grade
Name of Institution:

**CPSY 7006: Statistical Theory and Computer Applications II**

SHU semester Year SHU grade

Equivalent Course Number
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Name of Institution:

**CPSY: 6105: Biological Bases of Behavior**

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**CPSY: 6014 Theories of Learning, Cognition and Affect**

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**CPSY 7515: Social Psychology**

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**CPSY 6103: Abnormal Psychology**

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**CPSY 8010: Seminar: Ethical and Legal Issues in Professional Psychology**

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**CPSY 8001-8002: Supervised Research in Counseling Psychology (1 credit for each course)**

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**CPSY 8563/9563: Practicum in Counseling Psychology I**

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Name of Institution:
Seton Hall University
M.A. in Counseling Psychology Program

Name of Student:

Semester and Year Admitted:

Name of Director of Training:

Date:

Signatures Indicate Successful Completion of the Requirements for the M.A. in Counseling Psychology

Student ____________________________ Date __________

______________________________

Director of Training, Counseling Psychology Date
Curriculum at a Glance - Counseling Psychology Ph.D. Degree

(97 credit hours)

Part I: Discipline-Specific Knowledge

History and Systems of Psychology (3 credits)

CPSY 7100: History and Systems of Psychology

Basic Content Areas and Advanced Integrative Knowledge (15 credits)

CPSY 6104: Theories of Learning, Cognition and Affect
CPSY 6105: Biological Bases of Behavior
CPSY 6102: Psychology of Human Development
CPSY 7515: Social Psychology
CPSY 6601: Couple and Family Dynamics – Systemic Perspectives

Research Methods, Statistical Analysis (12 credits)

CPSY 7006: Statistical Theory and Computer Applications II
CPSY 9001: Univariate Experimental Design
CPSY 9002: Applied Multivariate Statistics
CPSY 9004: Seminar in Qualitative Research Methods

Part II: Profession-Wide Competencies

Research (9 credits)

CPSY 8001-8002: Supervised Research in Counseling Psychology (1 credit for each course)
CPSY 9991-9992: Dissertation Advisement I-II (3 credits for each course)

The six credit hours for dissertation advisement are counted in the calculation of the 97 total credit hours in the curriculum for the Counseling Psychology Ph.D. Program. Dissertation advisement may begin in the Fall semester of the student's second year and continue for a minimum of two semesters (CPSY 9991-9992). Enrolling for additional dissertation advisement credits will be determined in consultation with the student’s mentor. In addition, in order to stay continuously enrolled in the University after all courses and the Internship are completed, students must enroll in Dissertation Advisement (CPSY 9993-9999) until the dissertation is completed. Students who have competed all courses and the Internship may, at the discretion of their mentor, register for THCN 8999: Thesis Continuation for one semester. Only registration fees are assessed for THCN 8999. Students who have successfully defended their dissertation but are not eligible for their degree until the subsequent semester must register for RGCN 8000 for that semester. Proposals for the dissertation must be defended by July 15th of Year Three in order to be eligible for Internship.
Ethical and Legal Standards (3 credits)
CPSY 8010: Seminar: Ethical and Legal Issues in Professional Psychology

Individual and Cultural Diversity (4 credits)
CPSY 8106: Special Topics: Multicultural Competency (1 credit in each of 4 years)

Note: CPSY 8106 is offered at least once every year, usually in the summer. Students are required to attend or complete all assignments for this course whenever it is offered during their first 4 years in the Program. Because this course reflects current multicultural issues, no student will be excused, regardless of previous courses taken with similar content. However, students may have registration and fees waived for prior coursework, at the discretion of the Training Director.

Assessment (15 credits)
CPSY 8520: Seminar in Psychopathology
or
CPSY 8519: Seminar in Child and Adolescent Psychopathology
CPSY 7502: Individual Cognitive Assessment
CPSY 8502: Individual Cognitive Assessment Lab (1 credit)
CPSY 8706: Seminar in Clinical Assessment Techniques
CPSY 9706: Seminar in Clinical Assessment Techniques Lab (1 credit)
CPSY 7203: Practicum: Aptitude, Interest, and Personality Testing
CPSY 8203: Practicum: Aptitude, Interest, and Personality Testing Lab (1 credit)

Intervention and Prevention, including Professional Values and Attitudes (22 credits)
CPSY 9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology
CPSY 8701: Techniques of Group Counseling
CPSY 8703: Seminar in Vocational Psychology (also addresses vocational research)
CPSY 8705: Psychoeducational Programming and Consultation
CPSY 8563: Practicum in Counseling Psychology I
CPSY 9563: Practicum in Counseling Psychology I Lab (1 credit)
CPSY 8564: Practicum in Counseling Psychology II
CPSY 8565: Practicum in Counseling Psychology III

Intervention and Supervision (6 credits)
CPSY 8566: Practicum in Counseling Psychology IV
CPSY 8568: Practicum in Counseling Psychology V
CPSY 9788-9789: Internship (no credit, but student fees will be assessed)
Electives (6 credits)

Elective courses provide an opportunity for students to choose an area of either practice or research specialization, beyond the required coursework for the program. Students may count prior course work toward their elective requirement, within the transfer credit policy.

Elective I: ____________________________

Elective II: ____________________________
Seton Hall University
Counseling Psychology Ph.D. Program
Doctoral Student Program Plan

Name of Student:

Semester and Year Admitted:

Name of Director of Training:

Date:

Signatures

__________________________________________  ______________________
         Student                                    Date

__________________________________________  ______________________
Director of Training, Counseling Psychology     Date
**Record of Critical Events**

Foundations of Professional Practice in Psychology Exam  
Date Passed

Date Portfolio Review Held in Year 1  
Date

Comments:

Date Portfolio Review Held in Year 2  
Date

Comments:

Location of Practicum I:  
Supervisor:

Date Portfolio Review Held in Year 3  
Date

Comments:  
Location of Practicum II:  
Supervisor:

Date Portfolio Review Held in Year 4  
Date

Comments:  
Successful Dissertation Proposal Defense  
Date

Comments:  
Successful Dissertation Defense  
Date

Completion of Internship  
Date

Location of Internship
Curriculum for the Counseling Psychology Ph.D. Degree

(97 credit hours)

Part 1: Discipline-Specific Knowledge

History and Systems of Psychology (3 credits)
CPSY 7100: History and Systems of Psychology
SHU Semester________ Year______ SHU Grade______
Equivalent Course Number____
Equivalent Course Title______________________________
Equivalent Course Taken: Semester______Year____Grade____
Name of Institution______________________________

Basic Content Areas and Advanced Integrative Knowledge (15 credits)
CPSY 6104: Theories of Learning, Cognition and Affect
SHU Semester________ Year______ SHU Grade______
Equivalent Course Number____
Equivalent Course Title______________________________
Equivalent Course Taken: Semester______Year____Grade____
Name of Institution______________________________

CPSY 6105: Biological Bases of Behavior
SHU Semester________ Year______ SHU Grade______
Equivalent Course Number____
Equivalent Course Title______________________________
Equivalent Course Taken: Semester______Year____Grade____
Name of Institution______________________________

CPSY 6102: Psychology of Human Development
SHU Semester________ Year______ SHU Grade______
Equivalent Course Number____
Equivalent Course Title______________________________
Equivalent Course Taken: Semester______Year____Grade____
Name of Institution______________________________
CPSY 7515: Social Psychology

SHU Semester_________ Year________ SHU Grade_______
Equivalent Course Number____
Equivalent Course Title__________________________
Equivalent Course Taken: Semester_______ Year_____Grade_____
Name of Institution__________________________________________

CPSY 6601: Couple and Family Dynamics – Systemic Perspectives

SHU Semester_________ Year________ SHU Grade_______
Equivalent Course Number____
Equivalent Course Title__________________________
Equivalent Course Taken: Semester_______ Year_____Grade_____
Name of Institution__________________________________________

Research Methods, Statistical Analysis (12 credits)

CPSY 7006: Statistical Theory and Computer Applications II

SHU Semester_________ Year________ SHU Grade_______
Equivalent Course Number____
Equivalent Course Title__________________________
Equivalent Course Taken: Semester_______ Year_____Grade_____
Name of Institution__________________________________________

CPSY 9001: Univariate Experimental Design

SHU Semester_________ Year________ SHU Grade_______
Equivalent Course Number____
Equivalent Course Title__________________________
Equivalent Course Taken: Semester_______ Year_____Grade_____
Name of Institution__________________________________________
CPSY 9002: Applied Multivariate Statistics

SHU Semester__________Year________SHU Grade______
Equivalent Course Number____
Equivalent Course Title_________________________
Equivalent Course Taken: Semester______Year_____Grade____
Name of Institution______________________________

CPSY 9004: Seminar in Qualitative Research Methods

SHU Semester__________Year________SHU Grade______
Equivalent Course Number____
Equivalent Course Title_________________________
Equivalent Course Taken: Semester______Year_____Grade____
Name of Institution______________________________

Part II: Profession-Wide Competencies

Research (9 credits)

CPSY 8001-8002: Supervised Research in Counseling Psychology (1 credit for each course)
CPSY 9991-9992: Dissertation Advisement I-II (3 credits for each course)

Ethical and Legal Standards (3 credits)

CPSY 8010: Seminar: Ethical and Legal Issues in Professional Psychology

SHU Semester__________Year________SHU Grade______
Equivalent Course Number____
Equivalent Course Title_________________________
Equivalent Course Taken: Semester______Year_____Grade____
Name of Institution______________________________

Individual and Cultural Diversity (4 credits)

CPSY 8106: Special Topics: Multicultural Competency (1 credit in each of 4 years)

Note: CPSY 8106 is offered at least once every year, usually in the summer. Students are required to attend and complete all assignments for this course whenever it is offered during their first 4 years in the Program. Because this course reflects current multicultural issues, no student will be excused, regardless of previous courses taken with similar content. However, students may have registration and fees waived for prior coursework, at the discretion of
the Training Director.

SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
Equivalent Course Number_______
Equivalent Course Title_____________________
Equivalent Course Taken: Semester_______ Year_____ Grade_______
Name of Institution________________________

Assessment (15 credits)

CPSY 8520: Seminar in Psychopathology
or
CPSY 8519: Seminar in Child and Adolescent Psychopathology

SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______

CPSY 7502: Individual Cognitive Assessment
CPSY 8502: Individual Cognitive Assessment Lab (1 credit)

SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______

CPSY 8706: Seminar in Clinical Assessment Techniques
CPSY 9706: Seminar in Clinical Assessment Techniques Lab (1 credit)

SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
SHU Semester_______ Year_______ SHU Grade_______
CPSY 7203: Practicum: Aptitude, Interest, and Personality Testing
CPSY 8203: Practicum: Aptitude, Interest, and Personality Testing Lab (1 credit)

SHU Semester________ Year______ SHU Grade______
SHU Semester________ Year______ SHU Grade______
SHU Semester________ Year______ SHU Grade______
SHU Semester________ Year______ SHU Grade______

Intervention and Prevention, including Professional Values and Attitudes (22 credits)

CPSY 9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology

SHU Semester________ Year______ SHU Grade______ (No substitutions)

CPSY 8701: Techniques of Group Counseling

SHU Semester________ Year______ SHU Grade______
Equivalent Course Number______
Equivalent Course Title____________________
Equivalent Course Taken: Semester_____ Year_____ Grade______
Name of Institution____________________

CPSY 8703: Seminar in Vocational Psychology (addresses vocational research)

SHU Semester________ Year______ SHU Grade______
Equivalent Course Number______
Equivalent Course Title____________________
Equivalent Course Taken: Semester_____ Year_____ Grade______
Name of Institution____________________

CPSY 8705: Psychoeducational Programming and Consultation

SHU Semester________ Year______ SHU Grade______
Equivalent Course Number______
Equivalent Course Title____________________
Equivalent Course Taken: Semester_____ Year_____ Grade______
Name of Institution____________________
CPSY 8563: Practicum in Counseling Psychology I
SHU Semester__________Year________SHU Grade______

CPSY 9563: Practicum in Counseling Psychology I Lab (1 credit)
SHU Semester__________Year________SHU Grade______

CPSY 8564: Practicum in Counseling Psychology II
SHU Semester__________Year________SHU Grade______

CPSY 8565: Practicum in Counseling Psychology III
SHU Semester__________Year________SHU Grade______

Intervention and Supervision (6 credits)
CPSY 8566: Practicum in Counseling Psychology IV
SHU Semester__________Year________SHU Grade______

CPSY 8568: Practicum in Counseling Psychology V
SHU Semester__________Year________SHU Grade______

CPSY 9788-9789: Internship (no credit, but student fees will be assessed)
SHU Semester__________Year________SHU Grade______
SHU Semester__________Year________SHU Grade______
Electives (6 credits)

Elective courses provide an opportunity for students to choose an area of either practice or research specialization, beyond the required coursework for the program. Students may count prior course work toward their elective requirement, within the transfer credit policy.

Elective I: _____________________________
SHU Semester________ Year_______ SHU Grade_____
Equivalent Course Number_____
Equivalent Course Title____________________
Equivalent Course Taken: Semester_______ Year_____ Grade_____ 
Name of Institution________________________

Elective II: _____________________________
SHU Semester________ Year_______ SHU Grade_____
Equivalent Course Number_____
Equivalent Course Title____________________
Equivalent Course Taken: Semester_______ Year_____ Grade_____ 
Name of Institution________________________
Academic Integrity

Academic Integrity is an important basic responsibility that is taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. According to the ethical standards of all the professions represented by the Department, a breach of academic integrity constitutes a serious offense. Members of the University community are obliged to report all cases to the appropriate faculty, including the Department Chairperson.

A copy of this policy is available to all students by visiting the Seton Hall University website at https://www.shu.edu/professional-psychology-family-therapy/plagiarism-academic-integrity-policy.cfm. A reference to this policy is provided on every course syllabus within the department.

All full-time faculty members have the opportunity to provide input to the Academic Integrity Policy. As mentioned above, information pertaining to academic integrity is provided on all course syllabi for both online and on-campus courses. Faculty are encouraged to express both orally and in written form the importance of academic integrity and to give the students clear guidelines and expectations of what is acceptable behavior regarding the use of someone else’s work.

Students must also take on the responsibility of academic integrity by promoting work that is original in content and properly referenced. The latest edition of the Publication Manual of the American Psychological Association is an excellent resource for additional information on academic integrity and guidance to properly cite another author’s work and to reference sources that do not come from the student directly.

Violations of academic integrity include, but are not limited to, cheating and plagiarism of academic assignments (e.g., research papers, critiques, presentations, and book/journal reviews). Cheating on exams is also a serious violation and is in violation of this policy. Faculty members who suspect academic dishonesty are expected to report violations to the Department Chairperson within 5 calendar days of the occurrence.

This policy in hand provides the student with a fair procedure for due process if a charge is brought to a student’s attention from a faculty member.

I. Professional Standards

All the professional organizations represented in our department include statements on plagiarism. Plagiarism is defined as the use of someone else’s work and claiming it as your own. In the American Association for Marriage and Family Therapists, AAMFT Code of Ethics (2015), Section 5.8 reads “Marriage and family therapists who are the authors of books or other
materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.” The American Counseling Association’s Code of Ethics (2014), section G.5.b, reads, “Counselors do not plagiarize; that is, they do not present another person’s work as their own work” and section G.5.c. reads “In publications and presentations, counselors acknowledge and give recognition to previous work on the topic by others or self”. Similarly, according to the American Psychological Association’s, Ethical Principles of Psychologists and Code of Conduct (2017), “Psychologists do not represent portions of another’s work or data as their own, even if the other work or data source is cited occasionally” (8.11). In the Principles for Professional Ethics of the National Association of School Psychologists (2010), Standard IV.5.8 Plagiarism, reads “When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.”

I. Breach of Academic Integrity

Listed below are typical violations of academic integrity. The examples are provided as illustrations. These violations are merely examples and do not cover the entire spectrum of offenses. The procedures for referring a suspected breach of academic integrity and determining a violation are described in Part III of this document.

1-A - Cheating – Cheating is defined as use of inappropriate and unacknowledged use of materials, information, study aids, or any written or verbal material that has not been authorized by the author or faculty member for use. This includes students using another person’s work (or part of their work) and claiming it as their own. Cheating can take the form of use of cell phones or other electronic devices to convey information via text messaging, picture taking, or conversing electronically while taking tests or exams. These acts are prohibited and are considered in violation of this document. Students must also have written permission to use another person’s work or provide proper reference notation citing the original author(s).

1-B – Fabrication – Fabrication is the falsification of information. Fabrication also involves the invention of information without the permission of the author. This may take on the form of creating information without the use of an author’s work. For example, if a student uses a quotation from a book or journal, all relevant reference information should be made available to the reader at the end of the work.

1-C - Facilitating Academic Dishonesty – Students who allow their work to be used by other students either knowingly or out of negligence are also in violation of the academic integrity policy. Students should make every attempt to keep their work secure so as not to allow others to use their work in any fashion or form.

1-D - Plagiarism – As a graduate student, soon to be entering the fields of counseling, marriage and family therapy, school counseling, and/or psychology, plagiarism is a serious offense. In order to prevent plagiarism, every direct quotation must be properly identified and cited in the paper with full reference to the author. Very close paraphrases should also be avoided. Appropriate paraphrases should cite the original author in the text and be referenced at the end of the student’s paper. Self-plagiarism, including submitting the same or essentially the same work for more than one
assignment or more than one course (including a repeated course) without advance permission of
the instructor, constitutes a violation of academic integrity. See additional information about proper
referencing, including electronic media, in the current edition of the APA Publication Manual.
References for all citations should be included in all written manuscripts.

1-E  - Denying access to information – Denying any student access to information is another
violation of the academic integrity policy. This violation occurs when a student gives
misinformation about the sources of a reference or destroys written or electronic information that
would hamper another student’s progress within a class.

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate
penalty. Violations at Seton Hall University are classified by severity according to the nature of
the offense. For each level of offense, a corresponding set of sanctions is recommended.
Sanctioning bodies are not bound by these illustrations, which are intended as general guidelines.
Examples are cited below for each level of offense. These examples, too, are illustrations and are
not to be considered all-inclusive.

**Low Level** - These offenses happen because of inexperience or lack of knowledge of academic
standards by the persons committing the offense. These infringements are likely to involve a
small fraction of the total course work, are not extensive, and/or occur on a minor assignment.
The following are some examples:

- Working with another student on an assignment unless the instructor explicitly authorizes such
  work.
- Failure to properly cite, reference, or otherwise give proper acknowledgment in an extremely
  limited section of an assignment (e.g., using very close paraphrases or unattributed direct
  quotations with citations).

Recommended sanctions for low level offenses are listed below; one or more of these may be
chosen in each case:

- Required attendance in a non-credit workshop or seminar on ethics or related subjects.
- An assigned paper or research project on a relevant topic.
- A make-up assignment at a more difficult level than the original assignment.
- A recommendation to the instructor that no credit be given for the original assignment.

Records of students who commit low level offenses will be maintained in the respective
Chairperson’s office until graduation. One year after the student graduates, all paper/electronic
records of low level offenses will be destroyed.

**Medium Level** – These violations are those characterized by dishonesty of a more serious nature or
which affect a more significant aspect or portion of the course work.

The following are some examples:

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one
course, including repeated courses, without permission from the instructor.
• Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data and/or to writing the report must be acknowledged.
• Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project.

The recommended sanction for medium level offenses is one year of *academic probation*. The student will receive an F on the work and be graded normally for the rest of the course.

Notation of academic probation will be placed on the student's transcript and will remain for the period in which the sanction is in force. Records of students who commit medium level offenses will be maintained in the respective Chairperson’s office until graduation.

**High Level** – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements and/or involves premeditation or is preceded by one or more violations at low and medium levels. Examples include:

• Copying another student’s work on examinations.
• Acting to facilitate copying during an exam.
• Using generally prohibited materials (e.g., books, notes, or calculators) during an examination without direct advance permission from the instructor.
• Collaborating before an exam to develop methods of exchanging information and implementation thereof.
• Altering examinations for the purposes of regrading.
• Acquiring or distributing an examination from unauthorized sources prior to the examination.
• Plagiarizing major portions of a written assignment.
• Presenting the work of another as one's own.
• Using a purchased term paper or other materials.
• Removing posted or reserved material or otherwise preventing other students from having access to it.
• Fabricating data or inventing or deliberately altering material (for example, citing sources that do not exist).
• Using unethical or improper means of acquiring data.

The normal sanction to be sought for all high-level offenses or repeated violations of low or medium offenses is a minimum of a *one semester suspension from the University and a failing grade for the course*. The Academic Standard Committee may also consider expulsion from the program.

**Severe Level** – These offenses represent the most serious breaches of intellectual honesty.

Examples of serious level offenses include:

• All academic integrity infractions committed after return from suspension for a previous academic integrity violation.
• Infractions of academic integrity resembling to criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript).
• Having a substitute take an examination or taking an examination for someone else.
• Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one's own as a graduate student.
• Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
• Willful violation of a canon of the ethical code of the profession (AAMFT, ACA, APA, ASCA, NASP, etc.) for which a graduate student is preparing.

The normal sanction for all severe level offenses and a repeat infraction at high level offenses is permanent expulsion from the University. Notation of expulsion will be placed on a student's transcript and remain permanently.

II. Consequences of Violating the Academic Integrity Policy

Students committing acts of academic dishonesty not only face university censure but run a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student's transcript and which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, University faculty and administrators who know of academic dishonesty infractions are ethically bound to report such incidents. In all cases in which a grade of "F" is assigned for disciplinary reasons, the "F" will remain on the student's transcript, even if the course is retaken and a passing grade is achieved.

III. Administration of the Academic Integrity Policy

If the instructor suspects evidence of a violation of a low level offense, the instructor will meet with the student and the instructor will determine the appropriate sanction. The instructor will report the incident to the Chairperson, who will keep a record until one year following the student's graduation. If the instructor suspects evidence of a violation of a medium level offense or higher, the student will be notified and the case and all supporting documents will be sent to the Department Chairperson and Academic Standards Committee. The instructor will write a report documenting the nature of the violation and provide supporting documentation. The committee will meet within 10 days to review the allegations. The Committee reserves the right to call in the student and instructor for follow up information. The decision of the Committee will be final. However, the student reserves the right to appeal, the process of which is described in the Student Handbook. Responsibility for administering the Policy on Academic Integrity rests with the Chairperson and the Academic Standards Committee of the Department. The above sanctions are general recommendations. The Academic Standards committee will consider each case in context looking at all factors. The committee reserves the right to suspend or expel a student at any level of offense if the committee deems that consequence appropriate.
Evidence of academic dishonesty should initially be brought to the attention of the instructor. Any member of the academic community may present evidence of academic dishonesty to the instructor. If a student reports a breach of the policy, the instructor of the course is expected to cooperate in the investigation. If a student reports a violation by another student, the student making the allegation is expected to cooperate fully and submit any evidence or written report to the committee. The identity of the student making the allegation will remain anonymous throughout the process except to the faculty on the Academic Standards Committee.

Students may continue to participate in a course or research activities until the case has been adjudicated. Under no circumstances should a student be offered a choice of either dropping a course or facing disciplinary action. A grade of I (Incomplete) should be assigned, pending resolution of this matter, and no penalties should be imposed until this complaint is resolved.

All disciplinary proceedings are confidential. Faculty members and students are cautioned not to discuss cases of academic dishonesty outside of the proceedings prescribed by the policy.

IV. Amendments to the Integrity Code

Suggested changes to this policy may be recommended by any member of the faculty. Changes shall be approved by Department vote upon review.

Portions of this policy adapted from Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students, 2004.

References

2022-23 Audit Sheet

Note: The information below, listed by the date when it is due, is required to be in a student’s file at the time of their annual portfolio review. If any of the information is missing a remediation plan, following the Policy on the Retention and Remediation of Students, will be written. If information is missing at the time of a second annual portfolio review, the student will be dismissed from the program.

**Year 1– General Information Due and Practicum Information Due**

1. Policy on the Retention and Remediation of Students; Due: September
2. Proof of Insurance; Due: September
3. Proof of Immunizations; Due: September (Health Services)
4. Program Plan; Due: December
5. On-Site Supervisor’s Pre-Practicum Evaluation Form (Appendix E); Due: December
6. On-Site Supervisor’s Pre-Practicum Evaluation Form (Appendix E); Due: May
7. Prepracticum Hour Logs; Due: May
8. Practicum in Counseling Psychology Supervision Agreement Year 2(Appendix C); Due: May
9. Student Evaluation of Practicum Placement (Appendix F); Due: May

**Year 2 – Practicum II/III Information Due:**

1. Proof of Insurance; Due: September
2. Practicum Contract for the Ph.D. Program in Counseling Psychology; (Appendix B); Due: Prior to start of Practicum
3. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: December
4. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: May
5. Practicum Hours Summary Ph.D. Program in Counseling Psychology; Due: May
6. Practicum in Counseling Psychology Supervision Agreement Year 3 (Appendix C); Due: May
7. Student Evaluation of Practicum Placement (Appendix F); Due: May

**Year 3 – Practicum IV/V Information Due:**

1. Proof of Insurance; Due: September
2. Practicum Contract for the Ph.D. Program in Counseling Psychology (Appendix B); Due: Prior to the start of Practicum
3. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: December
4. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: May
5. Practicum Hours Summary Ph.D. Program in Counseling Psychology; Due: May
6. Practicum Verification Ph.D. Program in Counseling Psychology; Due: May
7. Student Evaluation of Practicum Placement (Appendix H); Due: May
8. On-Site Supervisor Evaluation: Due: May
9. APPIC Doctoral Practicum Documentation Form; Due: May
Year 5 – Internship Information Due

1. Proof of Insurance; Due: September
2. Practicum/Internship Placement Information; Due: September
3. Internship Contract for the Ph.D. Program in Counseling Psychology; Due: Prior to start of Internship
4. On-Site Supervisor Evaluation of Practicum/Internship Trainee Ph.D. Program in Counseling Psychology; Due: December
5. On-Site Supervisor Evaluation of Practicum/Internship Trainee Ph.D. Program in Counseling Psychology; Due: May
6. On-Site Supervisor Evaluation Ph.D. Program in Counseling Psychology; Due May
STUDENT RECORDS

The following describes the location and storage of records related to admission and progress through the program:

▪ Admissions records, including original transcripts and application essays are maintained in the university Banner system and are password protected. These records are available only to admissions staff, the Training Director, and the Department Secretaries.

▪ Student records relating to immunization and other health information is stored by the university office of Health Services. Students are notified on admission that this information must be provided. The information collected and stored per HIPAA requirements by Health Services is defined here: https://www.shu.edu/health-services/requirements.cfm

▪ Records relating to student progress in the program are maintained in the office of the Training Director, and in portfolios maintained by the students and uploaded annually for review.
  o The information in the student folder includes initial program plans, courses waived or transferred on admission (with supporting syllabi), records relating to FPPP exam attempts, practicum and internship placements, APPI, correspondence with internship sites, dissertation proposal and final oral defense dates, final degree application records, and any records of remediation. The Training Director’s office is locked at all times, except when the Training Director is physically in the office. Although the Program Graduate Assistant prepares the initial file folders, the Graduate Assistant will not continue to access the files once any material is added.
  o The student portfolios, including updated program plans, work samples, and practicum evaluation forms completed by site supervisors, are uploaded to private folders accessible by the individual students and program faculty. Portfolios are reviewed annually through meetings with each student and program faculty during the student’s first three years in the program.

▪ Records are maintained for 7 years following graduation and then are archived. Students are encouraged to keep their own copies of records they may need for future purposes, such as licensure or board certification.