

STUDENT HANDBOOK

Ph.D. in Psychology
(Counseling Psychology Concentration)

Tennessee State University
Department of Psychology
College of Education
2012-2013

**Accredited by the American Psychological Association,
Commission on Accreditation,
750 First Street NE, Washington, DC 20002-4242, 202-336-5979**

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DOCTORAL STUDENT HANDBOOK

This handbook is provided as a means of introducing you to the Counseling Psychology Concentration of the Doctoral Program in Psychology, Department of Psychology, College of Education, and Tennessee State University. The handbook contains information about requirements, procedures, and guidelines that are essential to your training.

I. INTRODUCTION TO THE COUNSELING PSYCHOLOGY CONCENTRATION

Accreditation Status

The doctoral concentration in Counseling Psychology is accredited by the American Psychological Association [Commission on Accreditation, 750 First Street, NE, Washington, DC, 20002-4242, 202-336-5979] and is a designated Doctoral Program in Psychology of the American Association of State Psychology Boards (AASPB) and the Council for the National Register of Health Service Providers in Psychology. The most recent visit for the Counseling Psychology concentration occurred in Fall of 2011, resulting in the program's re-accreditation for 7 years. The next site visit is scheduled for the 2018 site visit cycle. Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, GA 30033-4097, 404-679-4500] to award the Associate, Bachelor, Masters, Specialist in Education, and Doctoral degrees.

History

Tennessee State University began as a teacher training institution in 1909, and in 1980, was granted permission by the Board of Regents and the Tennessee Higher Education Commission to award the Doctor of Education Degree in Educational Psychology and Guidance with concentrations in Counseling and Guidance, as well as in School Psychology. By 1986, the title was changed to the Doctorate of Education in Psychology with concentrations in Counseling Psychology and School Psychology. The Counseling Psychology Concentration is housed in the Department of Psychology in the College of Education.

In 1987, with the ultimate goal of accreditation by the American Psychological Association, the Counseling Psychology concentration was approved for inclusion in Designated Doctoral Programs in Psychology of the National Register of Health Service Providers in

Psychology and the American Association of State and Provincial Psychology Boards. The title was changed a final time in 1996 to the Doctor of Philosophy in Psychology with concentrations in Counseling Psychology and School Psychology. The new designation as a Ph.D. program prompted the faculty to commit to continuous improvement with the resolve to achieve accreditation for the Counseling Psychology concentration. A curricular revision was initiated in 1997, and full implementation occurred in the Fall of 1999. The application for APA accreditation was submitted in 1999 and the Counseling Psychology Program received APA accreditation on March 10, 2000. The program was reaccredited in 2003 for 5 years, in 2008 for 3 years, and, most recently, in 2011 for 7 years.

Mission, Goal, Objectives, and Competencies

The philosophy of the Psychology Department at Tennessee State University is that psychology is a discipline that contributes to the understanding of human behavior and experience. Graduate training in Counseling Psychology at TSU is based on the *scientist-professional* model. The integration of research and practice is a central theme of counseling psychology. Problems in professional practice stimulate the need for systematic inquiry through research, the results of which then lead to modification of both theory and practice. The program provides training in psychological theory, research methodology and applied practice. The overall mission of the doctoral Counseling Psychology Concentration is

to develop competent, ethical practitioners and facilitators of learning with a multicultural perspective capable of integrating science and practice in a variety of settings and modalities.

Goals, objectives and competencies have been developed to provide students with a solid foundation in the discipline of psychology as it relates to counseling psychology. This includes a broad range of competencies in research methodology, and the knowledge and skills required for professional practice including intervening with individuals, groups, and families. A commitment to multiculturalism and the change that comes with an awareness of differences as well as similarities is integrated throughout all coursework, research and practice experiences. A graduate of the program in Counseling Psychology is expected to be a professional with a sound professional code of ethics who is committed to a scientific orientation and is capable of promoting an understanding of diversity. Specific goals, objectives and competencies include:

Goal #1 – The Program facilitates the development of life-long, self-reflective professional behavior

Objective 1.1 – Students will display professional behavior that values others

Competency 1.1.1 – Students will demonstrate openness to others

Competency 1.1.2 – Students will demonstrate respect for others

Competency 1.1.3 – Students will exhibit a willingness to collaborate with others

Objective 1.2 – Students will display appropriate self-examination and actions aimed at personal/professional growth

Competency 1.2.1 – Students will display an understanding of the personal characteristics that impact their professional activities

Competency 1.2.2 – Students will demonstrate an awareness of their own diversity

Goal #2 – The Program facilitates the development of effective skills in clinical application, scholarly methodologies and professional interactions

Objective 2.1 – Students will demonstrate effective therapeutic skill and professional interventions in wide variety of settings

Competency 2.1.1 – Students will demonstrate competency in a variety of clinical settings

Competency 2.1.2 – Students will demonstrate effective diagnostic and treatment planning skills

Competency 2.1.3 – Students demonstrate competence in supervision of others

Competency 2.1.3 – Students demonstrate competence in consultation with others

Objective 2.2 – Students will demonstrate effective understanding of a variety of research and statistical applications

Competency 2.2.1 – Students will demonstrate understanding and application of diverse statistical analyses

Competency 2.2.2 – Students will demonstrate understanding and application of diverse research methodologies

Objective 2.3 – Students will understand and follow the ethical principles and guidelines of the profession

Competency 2.3.1 – Students will demonstrate competence in the application of ethical behavior in clinical settings

Competency 2.3.2 – Students will demonstrate competence in the application of ethical behavior scholarly endeavors

Competency 2.3.3 – Students will demonstrate competence in the application of ethical behavior in professional interactions.

Goal #3 - The Program facilitates the awareness, knowledge, and skills necessary to address the broadly defined issues of multiculturalism and human diversity.

Objective 3.1 – Students will demonstrate effective skills in working with diverse populations in a variety of professional settings

Competency 3.1.1 – Students will demonstrate competence in therapeutic interventions with diverse populations

Competency 3.1.2 – Students will demonstrate understanding of the applications and limitations of traditional psychological assessment with diverse clinical populations

Competency 3.1.3 – Students will demonstrate competence in the supervision to others involving a range of diverse backgrounds and issues

Objective 3.2 – Students show an awareness of how their own diversity impacts professional activities

Competency 3.2.1 – Student will demonstrate the ability to discuss how their own diversity impacts professional activities including their clinical, research, supervisory, and consultation behaviors

Competency 3.2.2 – Students will demonstrate competence in integrating their awareness of their own diversity into their professional activities, including their clinical, research, supervisory, consultation and prevention behaviors

Goal #4 - The Program facilitates the commitment to work with underserved populations

Objective 4.1 – Students demonstrate an awareness of social justice issues

Competency 4.1.1 – Students demonstrate competence in working with systems and organizations providing assistance to underserved populations

Competency 4.1.2 – Students demonstrate awareness of their own values, biases and assumptions about various underserved populations

Objective 4.2 – Students demonstrate the ability to provide services to underserved populations

Competency 4.2.1 – Students demonstrate competence in assessing and implementing services to underserved populations

Competency 4.2.2 – Students demonstrate competence in consultation and outreach services that promote resiliency and adaptability among underserved populations

Competency 4.2.3 – Students demonstrate competence in incorporating preventative and developmental intervention services to underserved populations

Program Faculty

The Counseling Psychology concentration has faculty members with diverse backgrounds and research interests. The core faculty members associated with the concentration include:

Blazina, Christopher, Ph.D. (University of North Texas)	Men's issues; Psychodynamic theory; Human-animal bond
Campbell, James L., Ph.D. (Oklahoma State University)	Male gender role issues; couples and family counseling; supervision/training
Marie S. Hammond, Ph.D. (University of Missouri-Columbia)	Vocational identity development; personality; minority and STEM career development
David S. Shen-Miller, Ph.D. (University of Oregon)	Men's psychology; professional competence problems; cross-cultural supervision; multicultural, feminist, ecological counseling feminist, and ecological counseling
Robin Oatis-Ballew, Ph.D. (Howard University)	Multicultural issues; Work-life balance; Professional Development of Minority Women

In addition to the core Counseling Psychology faculty, a number of other faculty within Tennessee State University and other highly qualified professionals at various clinics and counseling centers in the Nashville area community support our curriculum both in coursework and supervision responsibilities.

Students

The students in the program are committed to their development as Counseling Psychologists and take an active role in their own graduate training. Many of them complete coursework in addition to the basic program and seek out additional practice opportunities in the summers. For the 2012-2013 academic year, there are 36 students in the program representing a wide range of states and countries. Twenty-five students are currently taking classes with the balance on internship or working on dissertations.

The Graduates

Graduates assume positions in private practice, academic departments, counseling centers in colleges and universities, mental health centers, hospitals, and rehabilitation centers. In the past five years, students have accepted academic positions in teaching and research and applied positions in state hospitals, community mental health, and private practice. All 2012 graduates have accepted employment in either full time positions or are involved in full time post-doctoral training. Sites include medical center, colleges and universities, and private practice placements.

II. POLICIES AND OPERATING PROCEDURES

Orientation for New Doctoral Students

Each year during the week prior to the start of Fall semester (registration week), a New Doctoral Student Orientation is held by the Program Coordinator in conjunction with the core area faculty. Doctoral students are introduced to the campus and their advisors, provided information on research teams and financial aid sources, and encouraged to voice any questions or concerns about any facet of the graduate program and the field of psychology in general.

Description of Faculty Roles within the Doctoral Concentration in Counseling Psychology

Eight Faculty Programmatic Roles:

1. Coordinator of Training, or “Program Coordinator” – provides overall coordination and leadership for the program
2. Practicum Coordinator – coordinates the process of applying for practicum sites; assists in resolving issues related to practicum placements; recruits/develops new sites; monitors quality at existing sites; responds to issues/concerns related to practica.
3. Examination Coordinator – coordinates qualifying examinations for the doctoral concentration and comprehensive examinations for both the masters’ and doctoral levels. Contact point for all issues related to qualifying/comprehensive examinations.
4. Internship Coordinator,
 - a. Internal – mentors doctoral candidates through the process of applying for the pre-doctoral internship.
 - b. External – Contact point/liaison for APPIC and Match issues related to pre-doctoral internships for doctoral candidates.
5. Academic Advisor – provides guidance and support for academic work in the program. All Core Faculty play this role for a proportion of the students

6. Research Team Leader – provides opportunities for students to develop research and critical thinking skills related to the profession. Students should seek out a research team in which to develop the particular research skills they desire to develop and/or a topic around which they would like to develop expertise.
7. Dissertation Chair – provides guidance in the structuring of the dissertation project, as well as guidance through the process. The Dissertation Chair should be selected by the beginning of the semester in the program before which you plan to take comprehensive examinations, typically the Spring of your 2nd year.
8. Counseling Psychology Curriculum Committee – serves as a committee of the whole to provide guidance and decision-making related to program functioning and development.

Town Hall Meetings & Colloquia

Graduate students and faculty meet several times a semester to discuss general information, accreditation issues, and any concerns relevant to program management. Meetings are scheduled, generally on a rotating basis, such as to minimize class disruption and to afford all students the opportunity to attend. **Town Hall attendance is required for all doctoral students. Attendance and participation is reflected in your annual review.** Your student representative will post Town Hall meeting times and location in advance in student mailboxes and also send notice via e-mail.

Student Representation

One Counseling Psychology doctoral student (elected by peers each year by the Graduate Psychology Student Organization or GPSO) serves as a representative to the Counseling Psychology Program Committee, and Psychology Curriculum Committee meetings. The student serves as a liaison between the faculty and students. Thus, students have the opportunity to give input into departmental and program decision-making on such matters as curriculum, scheduling of courses, equipment, and general departmental needs. Attendance of the student representative is encouraged and supported by the entire faculty and serves the purpose of creating, within the department in general and the Counseling Psychology program specifically, a stronger bond between faculty and students.

Financial Support

A variety of sources of financial aid are available to doctoral students. The amount of stipends varies annually based on the funding source. The student should clarify whether the graduate assistant appointment includes a tuition waiver prior to accepting.

Applications for graduate assistantships can be accessed by clicking [here](#). Graduate Assistantship applications should be filed with the Psychology Department's Administrative staff in the spring by for the following academic year. Assistance is generally provided for students early in their training. It is expected that during the course of their enrollment, students will seek additional avenues of support. **In other words, funding is not guaranteed upon admission or throughout training, if granted an assistantship.** Graduate assistants can take up to 12 course hours per semester (**with advisor's permission**) while fulfilling the obligations of that assignment. This option does not apply during the summer session when only three hours may be taken. Please consult the Graduate Catalog and/or the Department of Psychology Web page for more information.

Within the Department of Psychology, graduate teaching, research, and program administrative assistantships are available to all qualified doctoral students. These assistantships employ students to carry out undergraduate instruction, assist faculty with research, or provide assistance with program management. The graduate assistantships serve the double purpose of providing the College of Education with qualified persons to provide needed services while offering financial aid and relevant practical experience for graduate students. In order to be eligible for a graduate assistantship, the doctoral student must have the appropriate expertise, ability to devote ten-twenty hours of service per week to the duties assigned, evidence of high academic achievement, and pursue studies on a full-time basis. These appointments provide an out-of-state tuition waiver, maintenance/tuition fee waiver (dependent upon hours of service), and a basic stipend for 10-20 hours of work each week. Waiver of maintenance/tuition is provided at 50% for a 10-hours/week graduate assistantship and 100% for a 20 hours/week graduate assistantship.

Research assistantships are also available in many of the federally funded research programs on the campus. The Office of Sponsored Research can provide a listing of all funded researchers on campus. Notifications of vacancies are posted on the Departmental bulletin

boards, forwarded to the GPSO listserv and placed in student departmental mailboxes as positions become known. Federally funded research assistantships generally pay substantially more than university assistantships. The student should clarify whether the graduate assistant appointment includes a waiver of tuition prior to accepting.

Students may also receive support through pursuit of scholarships. Tennessee State University offers a number of scholarships, two of which are accessible to Ph.D. students in the Counseling Psychology concentration. The following table provides details relating to these funding opportunities.

<u>Name</u>	<u>Fund</u>	<u>Criteria</u>	<u>Department</u>	<u>2012-13 Allocation</u>
Gary Northwest Alumni Math Scholarship	726020	Student must be from Gary, Indiana who have proven financial need and are in good standing with the university.	All Academic Areas	\$1,225.00
James H. Stewart Award	723030	The grant is to be awarded annually (pending the submission of a fundable proposal) to a TSU graduate student majoring in Psychology/Education. The proposal must be approved by the University, and must deal with the subject of racism. Fundable proposals will reflect the possibilities for positive social change. One half of the award is made after the research proposal is fully approved and one-half is awarded after a successful oral defense of the research. The applicant must submit two letters of recommendation and must provide a copy of the completed research to the donor.	Psychology and Education	\$1,000.00

Several scholarship-matching programs also exist online (e.g., <http://www.fastweb.com> and <http://www.scholarships.com/>). In addition, students may seek funding provided directly by psychology or health related organizations (e.g., <http://www.apa.org/apf/funding/cogdop.aspx>, <http://www.apa.org/about/awards/index.aspx>, <http://www.nsfgrfp.org/>).

Federal loan programs are available to students while in the program including internship. Please remember, however, that if you elect to use loans while on internship, you are still required to enroll for a minimum of six (6) hours of credit during that period.

Tennessee State University is an equal opportunity affirmative action employer. It is the policy of this institution not to discriminate on the basis of sex, race, age, color, religion, national origin, handicap or veteran status in admission or employment. Inquiries concerning this policy as well as charges of violation should be directed to the TSU Affirmative Action Officer.

Psychological & Health Services

Psychological and health services are available through the University Counseling Services, and the Student Health Services. The University Counseling Center can be reached by calling (615) 963-5611 or at their physical location: TSU's Main Campus, Student Success Center/ LRC Suite 114. The office of Student Health Services can be reached by calling (615) 963-5291 or at their physical location: Tennessee State University Health Services, Queen Washington Health Center, 1st Floor Main Campus. Referrals for private mental health practitioners can be facilitated confidentially through the Program Coordinator. Health insurance is available through the university at a nominal fee at the time of enrollment.

Change of Major or Concentration

Students admitted to other majors who are interested in transferring to the Doctoral Counseling Psychology concentration must apply formally through the regular Fall admissions cycle. They must be competitive with other applicants in the pool. If the student is admitted to the Counseling Psychology program and passed the Qualifying Examination in the previous major, he/she must retake the "Major Field of Specialization" portion when the change of major involves changing from a department other than psychology. A new program of study will be submitted if one has been filed previously. If the Comprehensive Examination has also been passed in the prior field of study, an additional Comprehensive Examination in Counseling Psychology must be taken after the "Major Field of Specialization" portion of the Qualifying Examination and the program of study have been passed and completed, respectively. Counseling Psychology students interested in changing majors to another concentration within Psychology or another major in another department must notify the psychology department, the Counseling Psychology Program Coordinator, and the prospective department of their desire to transfer. The student must also file with the Graduate School a "Change of Program" Form. The

“Change of Program” form can be accessed by navigating to the Graduate School page on the Tennessee State University website, or by clicking [here](#).

III. ENROLLMENT POLICIES & RELATED ISSUES

Required Residency

In keeping with APA requirements, the University mandates a minimum of one academic year (two consecutive semesters) of full-time enrollment to establish residency. This is required of all doctoral students in the program and is separate from establishing in-state residency for tuition purposes.

Academic Load

Full-time enrollment in the doctoral program at TSU is nine (9) hours per semester. Doctoral students who in their professional capacities may take twelve (12) hours a semester with the approval of their advisor. **All students are expected to maintain continuous enrollment as courses are sequenced and often only offered one time per year. This generally includes some classes only offered in summer sessions.** While full time enrollment is not required during the summer, specific courses are only offered during the summer and students are expected to complete those courses during the appropriate summer. Full-time enrollment is strongly supported by the faculty; therefore, students are encouraged to consider the demands of the program and their external commitments prior to enrolling.

Once the student enrolls in dissertation credit, continuous enrollment for dissertation must occur each semester until the dissertation has been successfully defended, which includes dissertation enrollment in the summer. **Failure to maintain continuous enrollment in the appropriate section of dissertation (PSYC 8110 – Dissertation Chair’s section for two semesters, then continuation section 35 for remaining semesters) constitutes automatic withdrawal from the program.** As the Counseling Psychology concentration requires students to propose their dissertations prior to application for internship, some students defend their dissertations before leaving for internship. Effective May 31, 2004, if a student has completed all coursework, and successfully defended the dissertation in the spring prior to beginning internship, the student is exempt from the summer continuous enrollment in PSYC 8110

requirement for the semester immediately preceding the start of internship as well as for the requirement to maintain continuous enrollment in PSYC 8110 for the remainder of their program.

Enrollment in the Internship sequence (PSY 8095-8096-8097) begins with the Fall semester and must be continuously maintained for the subsequent two semesters, for a total of three semesters. **It is the individual student's responsibility to enroll in PSY 8095-8096-8097.** This course provides tracking of completion of internship for licensing documentation as a Psychologist and provides a means by which the program maintains an active, although less direct, part of the student's ongoing training. Beginning Fall 2012, PSY 8095-8096-8097 – Internship in Counseling Psychology will each be a 3 credit hour course.

Dissertation

Students are expected to begin informally developing a dissertation topic through participation on research teams and course-related research. During the fall semester the year prior to their application for internship, the student should be narrowing down their potential dissertation topic and begin consulting with faculty members who hold Full Graduate Faculty status to determine the best match for a dissertation chair. Students should continue to consult with their potential dissertation chair as they begin to develop their dissertation topic. The formal work on their dissertation, including formally establishing their chair and committee can only occur after receiving notice of successful completion of comprehensive examinations.

All doctoral students are required to enroll for Dissertation Research (PSYC 8110) for at least two semesters. Once enrollment has begun in PSYC 8110, continuous enrollment in PSYC 8110 must be maintained **including during summer semesters** until the dissertation is successfully defended. Enrollment in dissertation should be under the dissertation chair's section for the first two semesters, with the subsequent semesters' enrollment being in section 35. The dissertation proposal **must be defended prior to applying** for internship.

Internship

While on internship, it is the student's responsibility to enroll in PSYC 8095-8096-8097. This course serves as a means of tracking your internship for the university and for future licensure documentation. Enrollment generally begins with PSYC 8095 in the Fall of your

internship year. **There is currently no grade associated with this course, but you must demonstrate satisfactory completion of an approved internship in order to graduate.**

Beginning Fall 2012, PSYC 8095-8096-8097 – Internship in Counseling Psychology will each be assigned 3 credit hours.

Leave of Absence Policy

Students in the Ph.D. concentration in Psychology are required to enroll continuously from their first semester through successful completion of the internship and dissertation. Summer enrollment is not required prior to first enrollment for dissertation.

However, it should be noted that many courses are only offered in the summer; thus, summer enrollment is necessary to stay on track with the planned course sequence. Deviating from this sequence could delay the student's graduation date; therefore, it is wise for a student to meet with his/her advisor with regard to any leaves of absence.

A student may request a leave of absence for a period of a minimum of one (1) semester and not to exceed one calendar year in the lifetime of the degree being pursued if any of the following conditions occur:

1. Death or serious illness of a spouse/partner, child, or parent.
2. Serious illness of the student whether physical or mental.
3. Activation of military duty (e.g., National Guard) necessitating temporary relocation.
4. Pregnancy.
5. Financial hardship, which prohibits the student from continuous enrollment due to the unavailability of personal funds, lack of federal loan approval, or lack of financial assistance at the university level.

If a student wishes to be granted a leave from the program, the student must submit a written request to the Program Coordinator not less than sixty (60) days after the last day of enrollment and provide appropriate documentation in keeping with Graduate School requirements supporting the necessity of the request. Financial hardship may be demonstrated through letters of denial from loan authorities and the University. If these requirements are fulfilled, the Program Coordinator, at the instruction of the Program Faculty, will provide a letter of support to the Dean of Graduate Studies and Research. Upon review of the letter and supporting documentation, the Dean of Graduate Studies and Research is able to grant a one year

leave of absence and the 10 year graduation clock will stop for the specified period. Failure to request a leave of absence by any student not maintaining continuous enrollment or failure to return to continuous enrollment status at the close of an approved leave of absence, will be considered notification to the program that the individual is no longer interested in continuing in the program and his or her slot within the restricted enrollment of the program will be reallocated. If a student desires to return early from a year-long leave of absence, it can only be done at the change of semester and requires that the student submit to the Program Coordinator a letter of request to return. The letter should provide a reasonable explanation for why the leave of absence is no longer needed. This letter must be submitted at least one week prior to the ending of classes during the first semester of the leave of absence. The Program Coordinator will consult with the faculty members and provide a response to the student prior to the start of registration for the subsequent semester.

Academic Integrity Policy

The academic integrity policy for the doctoral concentration in Counseling Psychology is based on the (1992) Tennessee Conference of Graduate Schools (*Guide to the preparation of theses and dissertations. Adopted as the TSU Graduate School Policy (2003)*).

Since conferral of a graduate degree implies personal integrity and knowledge of scholarly methods, there are three areas in which graduate students should be particularly cautious:

- (1) Proper acknowledgement of cited works
- (2) Use of copyrighted material
- (3) Proper reporting of works where research compliance is required.

Any material derived from another work must be documented, and in no case should one represent another's work as one's own. This includes information received from others during examinations; submitting another's assignments, papers, etc. as one's own; or submitting the same work to multiple sources, such as submitting the same paper to more than one class for different assignments. These statements also align with both the Ethical Principles and Guidelines (2002) and the Publication Manual (6th edition, 2012) of the American Psychological Association.

In order to avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with the major professor and the graduate school about the project. Plagiarism will be investigated when suspected and prosecuted if established.

Ethical Code and Employment Verification

In keeping with the program guidelines you must maintain **doctoral** quality work. Failure to satisfactorily perform at the doctoral level is grounds for program dismissal. You also must not provide clinical services outside of the program without prior approval from the program and providing the necessary documentation i.e., license, proof of supervision, supervisor's license, etc. While we cannot say as a program that you may not have employment beyond the assistantship, the Graduate School **can and does** state that you may **not** have full-time employment elsewhere. Thus, anyone employed at one or more locations that in combination equal 35 or more hours per week is subject to loss of their graduate assistantship from the program and Graduate School.

Those students who wish to provide clinical services outside the scope of the program must obtain prior approval from the program before doing so. In order to obtain approval, the student must submit a request, in writing, to the Program Coordinator. The Program Coordinator will take the letter and documentation to the Core Faculty for discussion and approval. The Program Coordinator will provide a response to the student regarding the acceptability of the student's engagement in this activity. In submitting the request, the student should provide necessary documentation to indicate qualifications for such practice (i.e., license, proof of supervision, supervisor's license, etc.) as well as justification as to the value of the activity for the student's development as a Counseling Psychologist trainee.

All students in the doctoral program in Psychology of the Counseling Psychology concentration are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. In keeping with this policy, you will be asked to sign verification upon entry into the program that you have:

- (a) read a copy of the current APA *Ethical Standards and Code of Conduct for Psychologists*

- (b) read a copy of the current Tennessee Code- General Rules Governing the Practice of Psychologists, Senior Psychological Examiners (1180-1), Psychological Examiners, and Certified Psychological Assistants (1180-2); Rules Governing Psychologists (1180-3); Rules Governing Psychological Examiners and Senior Psychological Examiners; Rules Governing Certified Psychological Assistants (1180-4)
- (c) read the most recent TSU *Counseling Psychology Concentration Doctoral Student Handbook*
- (d) agreed to notify the Program Coordinator in writing prior to engaging in the provision of any psychological services with the nature of the activities, the location at which the services will be provided, copy of license/certificate under which you will be providing service, supervisory information and copy of their credentials.

By signing the document described above, the student indicates that he/she has received or obtained the current above mentioned documents, has been advised to ask questions of his/her academic advisor, faculty or supervisors about any ethical issues that arise, and has agreed to keep the program coordinator advised of any professional services which he/she plans to provide during the student's tenure in the program in advance of providing services. Furthermore, the student's signature reflects that he/she recognizes that failure to provide this information or failure to operate within the ethical guidelines and the current legal and ethical standards of practice may result in disciplinary action, including dismissal from the doctoral concentration in Counseling Psychology by the core faculty in the doctoral concentration in Counseling Psychology.

Registration

Students are required to meet with their advisers each semester prior to enrolling for courses. Enrollment is conducted via the Banner page under [MyTSU](#). During the advisement meeting, students have the opportunity to review their progress through program milestones. The schedule for registration must be followed closely as it is only possible to register at the

times specified. It is the student's responsibility to meet fee payment deadlines to avoid registration cancellation.

Occasionally, courses are offered under the PSYC 79XX Special Topics course (e.g., Advanced Group, Forensics Psychology, Geriatric Psychology, Introduction to Psychopharmacology) on a rotating basis. Please note that **while you are free to take as many PSYC 79XX series courses for credit toward the doctorate as you wish, a maximum of six (6) credit hours currently may be used for credit toward the doctorate.**

Students are required by the Graduate School to maintain a 3.0 GPA. A grade of "C" or below in any course necessitates repeating the course. **Failure to maintain a satisfactory GPA or earning a grade of "C" or below more than twice in the life time of the program will result in dismissal from the Counseling Psychology Concentration and from the Graduate School.**

IV. CURRICULUM

The Counseling Psychology concentration is committed to training competent generalists in counseling psychology. The Ph.D. in Counseling Psychology is offered for students whose primary career goals are professional psychology practice in settings that include private practice, counseling centers, hospitals, clinics or related settings, research, schools, and college or university teaching. The academic curriculum was developed to meet the requirements of the Psychology Department and Tennessee State University, as well as the requirements established by the American Psychological Association (APA) for accredited Counseling Psychology Programs. **Students entering the TSU doctoral concentration in Counseling Psychology program must have completed a masters' program in psychology (or related field) prior to admission to the program.**

Prerequisite graduate courses include: techniques of data analysis, counseling theory, counseling techniques, biological aspects of behavior, cognitive-affective aspects of behavior, social aspects of behavior, individual differences in behavior, history and systems, psychological measurement, intelligence testing, career development, human development and personality theories. The form utilized to establish the equivalence of courses for purposes of establishing completion of prerequisites can be found by clicking [here](#). Courses needed as prerequisites for the doctoral program courses should be prioritized; while all prerequisites courses must be

completed before completing comprehensive examinations, some need to be taken earlier to facilitate timely completion of the program. (e.g., PSYC Statistics 5040 [or equivalent] is a required course to take later statistics courses). It should be noted that all doctoral courses are sequenced and the vast majority of prerequisite courses are offered on an annual basis only (e.g., PSYC 5270 Career course is *needed* to keep to the prescribed sequence of courses). Typically, students complete most of these classes in their master's program, and prior to entry into the doctoral program. **Students are strongly encouraged to complete any known prerequisite courses prior to entering into the doctoral program** (e.g., the summer before entrance into the program). If a student wishes to complete prerequisite courses prior to entrance into the program, it is his/her responsibility to contact the program coordinator to review the syllabus of said course(s) and ensure that course material and expectations are substantially equivalent to the courses offered at Tennessee State University. “Substantially equivalent” is defined by the program as covering at least 80% of the topics listed on the pre-requisite evaluation form (found at the URL listed above). **No prerequisite courses may count toward hours for completion of the doctoral degree.**

It is the doctoral student's responsibility during the first semester of enrollment to meet with the assigned faculty advisor to review the student's prior work to insure that such graduate prerequisite work has been completed and to recommend needed requirements (i.e., prerequisite courses). Students should also consult the sample 4-year-plan below for guidance about specific timelines and deadlines in progress towards the degree. Course at the 5000-level (in the current TSU numbering system) are not acceptable for elective courses except under extreme circumstances and only with the approval of the Counseling Psychology Concentration Program Committee.

Counseling Psychology Curriculum Areas

The Counseling Psychology concentration includes instruction for all counseling psychology graduate students in curricular areas through a series of courses and applied and research experiences. This includes the Research Core Foundation, the Counseling Psychology Core Foundation (which includes the Scientific and Professional Ethics and Standards), and the Practice Core. Courses related to each of these three areas are detailed below:

Research Core Foundation – 12 semester hours - required

PSYC7136	Statistics & Computer Applications to Research	3 hrs.
PSYC7137	Advanced Statistics & Research Methods	3 hrs.
PSYC7530	Consultation & Program Evaluation	3 hrs.
PSYC7730	Qualitative Methods & Research	3 hrs.

Counseling Psychology Core Foundation – 24 semester hours - required

PSYC7050	Ethics & Professional Issues in Counseling Psychology	3 hrs.
PSYC7150	Change Processes: Theory, Research, & Efficacy	3 hrs.
PSYC7255	Psychopathology	3 hrs.
PSYC7256	Assessment of Psychopathology	3 hrs.
PSYC7555	Individuals: Assessment, Theory & Intervention	3 hrs.
PSYC7556	Couples, Families & Systems: Assessment, Theory & Intervention	3 hrs.
PSYC7557	Supervision: Assessment, Theory & Intervention	3 hrs.
PSYC7750	Career Development Theories, Methods & Contemporary Issues	3 hrs.

Practice Core – 12 semester hours - required

PSYC7160	Prepracticum	1 hr.
PSYC7260	Practicum (Internal)	1 hr.
PSYC7365	Doctoral Practicum in Counseling Psychology	2 hrs.
PSYC7366	Doctoral Practicum in Counseling Psychology	2 hrs.
PSYC7367	Doctoral Practicum in Counseling Psychology	3 hrs.
PSYC7368	Doctoral Practicum in Counseling Psychology	3 hrs.

College of Education Requirement – 3 semester hours

PSYC7270	Multicultural Counseling or EDCI 6300 Multicultural Education	3 hrs
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Electives – Minimum 9 semester hours (A complete listing is found in Appendix J)

PSYC6550	Health Psychology	3 hrs.
PSYC6560	Violence in Interpersonal Relationships	3 hrs.
PSYC7170	Social Psychology: Research in Gender Roles	3 hrs.
PSYC7280	Teaching of Psychology (Required of all doctoral students who wish to teach at TSU)	3 hrs.
PSYC7790	Internship Preparation Seminar	3 hrs.
PSYC7901	Special Topics: Psychopharmacology	3 hrs.
PSYC7902	Special Topics: Adult Development	3 hrs.
PSYC7369	Summer specialty practice	1 hr.
PSYC7558	Supervision Practicum	1 hr.

Other Requirements:

PSYC8110	Dissertation	6-15 hrs.
*PSYC8095	Pre-doctoral Internship	0 hrs.
*PSYC8096	Pre-doctoral Internship	0 hrs.
*PSYC8097	Pre-doctoral Internship	0 hrs.

*Beginning Fall 2012, PSYC 8095, 8096, 8097 will become 3 hours each

Flow Chart

Recommended Schedule of Classes to stay in sequence - Counseling Psychology Doctoral Program Curriculum

Year 1 - Fall	Year 1- Spring	Year 1 - Summer
PSYC7050 Ethics & Professional Issues	PSYC7150 Change Processes: Theory/Research/Efficacy	PSYC7255 Psychopathology
PSYC7136 Statistics & Computer Apps. of Research	PSYC7750 Career Dev.: Theories/Methods/Cont. Issues	
Elective	PSYC7137 Advanced Statistics/Research Methods	
PSYC7160 Pre-practicum	PSYC7260 Practicum (internal)	Qualifying Exam
Research Team	Research Team	Research Team
Year 2 - Fall	Year 2- Spring	Year 2 - Summer
PSYC7256 Assessment of Psychopathology	PSYC7555 Individuals: Assessment/Theory/Intervention	PSYC7556 Couples/Families/Sys: Theory & Interv.
PSYC7530 Consultation/Program Evaluation	PSYC7730 Qualitative Methods/Research	
Elective	Elective, or PSYC7270 Multicultural Counseling	EDCI 6300 Multicultural Education (if do not take PSYC7270)
PSYC 7365 Practicum	PSYC7366 Practicum	Suggested elective: PSYC7790 Internship Preparation Seminar
Research Team	Research Team	Research Team
Year 3 - Fall	Year 3- Spring	Year 3 - Summer
PSYC7557 Supervision: Assessment/Theory/Intervention	PSYC7368 Practicum	Prepare moving arrangements for internship
PSYC7367 Practicum	Suggested elective PSYC7558 Supervision Practicum	
Elective (if needed)	PSYC8110 Dissertation	
PSYC8110 Dissertation		
Research Team	Research Team	
Internship Applications	Internship Interviews & Match	
Year 4 - Fall	Year 4- Spring	Year 4 - Summer
Internship	Internship	Internship
PSYC8110 Dissertation (if needed)	PSYC8110 Dissertation (if needed)	PSYC8110 Dissertation (if needed)

****This schedule does not include any prerequisites that might be required to meet Counseling Psychology basic foundations nor courses required for licensing or specialization.**

V. DOCTORAL EXAMINATIONS

College of Education Qualifying Examination

It is expected that students in the Counseling Psychology Ph.D. program will demonstrate appropriate competency in research methodology, statistics and computer applications relevant to Counseling Psychology as well as the skills in the mechanics and organization of writing. The purpose of the Qualifying examination is to ascertain that you have the requisite research skills to proceed through the subsequent remaining phases of the degree.

The student's intent to take the Qualifying Examination is known when an application for the examination ([click here](#)) is filed with the Department of Psychology. The student is not eligible to take the qualifying examination until he/she has completed twelve (12) hours, including successful completion of PSYC 7136, and has maintained a GPA of 3.00 (these hours must include PSYC 7136). Applications are available through the Department of Psychology. A student enrolled may only take the qualifying examination for the doctoral degree after all prerequisite courses are completed. **The College of Education policy states that students who fail to take the Qualifying Examination after completing twenty-one (21) hours may not take additional courses without the written permission of the Dean of the College of Education.** Courses taken without permission will not be applied to the doctoral degree without approval by the Dean of the College of Education.

The examination is three hours in length and covers the following areas which are based in part on the core courses cited above: (1) Research Tools and Methodology, and (2) Major Area of Specialization. It is largely a diagnostic instrument used to help plan or modify student programs. The examination is designed to determine the aspirant's facility with methodological questions. The Major Area of Specialization portion is intended to evaluate the student's depth and breadth of understanding in his/her proposed field of specialization and **is only taken by students who hold Masters Degrees outside the area of counseling, counseling psychology, or psychology.** A student who enters the program with a Masters degree in an area other than the above must take at least nine (9) hours of graduate level study prerequisites in addition to PSYC 7136 before taking the Qualifying Examination.

The written examination is administered during (or before) the first Summer Semester following a student's enrollment in the program. The examination may be a mixture of objective

and essay questions. Students are assigned code numbers upon beginning the examination. No names are attached to the responses in order to provide a blind review. The examination is graded on a pass/fail basis by a committee composed of departmental faculty. Each exam is read and scored by a minimum of two faculty members who must each score the exam at a minimum of 80% for a pass. A third reader is used when the two readers disagree on the pass/fail score. The Qualifying Examination is graded on a pass-fail basis. The results and recommendations are communicated to the student and to the student's advisor by the Office of the Associate Dean of the College of Education. After the Qualifying Examination is graded, the student may be required to take additional foundation courses in the major area of specialization. Any prescription designed by the grading committee must be completed before he/she is eligible to repeat a portion of the examination. A student who fails a section of the examination will receive a written report from the graders that specifies the reasons for the failure.

Since the Qualifying Examination is based in part upon the General Education core, students should use syllabi and bibliographies from these courses as study guides. Reading lists are available to assist the student in preparing for the examination. In the event that a student does not pass the Qualifying Examination, the Advisor and the Qualifying Examination Evaluation Team may recommend remediation to prepare for re-examination. In this event, the student and his/her advisor and appropriate evaluation team will plan a program of study, including independent study, further coursework, or both, to be completed prior to re-examination. Credit hour requirements may thus be extended. A third failure by an aspirant shall result in the student's dismissal from the doctoral concentration.

Grievances pertaining to the nature, scope, grading and administration of the examination will be considered by a committee composed of the Dean of the College of Education, Dean of the Graduate School, and a doctoral faculty member from each department involved in the doctoral program. Students who have transferred hours to the doctoral degree are responsible for the content of the Qualifying Examination that is based upon the core curriculum. A student who fails a portion of the examination will only need to repeat that portion of the examination again. **A third failure on any portion of the examination will result will result in dismissal from the concentration.**

Comprehensive Examination

It is expected that students in the Counseling Psychology Ph.D. program will demonstrate appropriate competency in topics relevant to Counseling Psychology as well as the skills in the mechanics and organization of writing. The purpose of the Comprehensive Examination is to ascertain that the student has the requisite skills to engage in the practice of Counseling Psychology. Successful performance on all sections of the Comprehensive Examination entitles the student to advance to candidacy. The processes and procedures for applying to sit for the comprehensive examinations is the same as the qualifying examination process and procedures described above.

A doctoral student is eligible to take the Comprehensive Examination when all of the following criteria have been met:

1. Passing the College of Education Qualifying Examination which by definition denotes completion of all prerequisites
2. Completing at least seventy-five (75) percent of his/her program of study in each of two areas, e.g., major field and electives.
3. Maintaining a 3.0 grade point average on all work completed at TSU
4. Receiving permission from his/her academic advisor.
5. Filing an Application for Comprehensive Examination ([click here](#))

The Comprehensive Examination consists of a written examination in two six-hour blocks held on two different, usually consecutive, days. **Counseling Psychology Doctoral students are strongly encouraged to take Comprehensive Examinations during (or before) the second Summer semester in order to have the exams completed prior to applying for internship.**

The examination is constructed and evaluated by the Counseling Psychology Core faculty. A copy of the current reading list is located in Appendix A. It is updated regularly. The student should check with the Program Coordinator for more detailed explanations about the nature of the test, for current study guides, reading lists, and related materials, the year prior to taking the examination. The completed examinations are submitted blind to the faculty for scoring. Each exam is read and scored by a minimum of two faculty members who must each score the exam at a minimum of 80% for a pass. A third reader is used when the two readers disagree on the pass/fail score. The results of the written examination will be communicated to

the student by the College of Education Associate Dean's office. Upon determining that the written examination is of a passing nature, the Counseling Psychology Program Coordinator will notify the College of Education that the student has successfully completed the examination, may enroll for dissertation, and is now eligible to enter the process of applying for pre-doctoral internship.

Failure to successfully complete any portion of the examination constitutes a Failure on the entire examination and requires the student to retake the exam in totality at the next scheduled administration. In the event that a student fails to pass the Comprehensive Examination on the first administration, the Counseling Psychology Faculty may recommend that the candidate be permitted to complete remediation to prepare himself/herself for re-examination. In this event, the student and his/her advisor will develop a written program of study, including independent study, further course work, or both. A copy of the plan will be placed in the student's permanent file. The credit hour requirements may thus be extended. A third failure by a candidate shall result in the student's dismissal from the concentration.

VI. RESEARCH REQUIREMENTS

Research training in the doctoral program is a cumulative experience. Beginning with the basic research course work, and culminating in the dissertation, numerous opportunities exist to be involved in both theoretical and applied research at progressively independent levels within concentrations and the Department of Psychology. The faculty welcome students interested in collaborating on research in which there is an overlap between faculty and student research interests. **All students are required to engage in a pre-dissertation research experience.** Minimally, students are expected to accomplish this by joining and contributing to faculty-led research teams throughout a student's pre-dissertation tenure. A student hired as a graduate assistant on a grant-funded research project who actively participates in the presentation and publication of research results is also considered to be fulfilling the research requirement. This provides training and experience to assist the student in developing the necessary research skills and competence to conduct research and successfully complete the dissertation project. During New Student orientation and the first Town Hall of the year, faculty members present their research interests and solicit participation in research groups. This information can also be found on the concentration's website.

Doctoral Dissertation [See Appendix D for Answers to Frequently Asked Questions]

Students may not enroll in Dissertation until the semester after successful completion of the Comprehensive Examinations. The student may select his or her Dissertation Chair from all faculty of the Department of Psychology who are Full members of the Graduate Faculty. The Dissertation Chair may or may not be the academic advisor but must be within the Department of Psychology. In conjunction with the Dissertation Chair, the dissertation committee is selected and approved by the Department Head, Dean of the College of Education, and Dean of the Graduate School. The dissertation committee members must hold Associate or Full Graduate Faculty status as stipulated by the Graduate School and should have familiarity with the literature in the student's area of interest, or expertise in the student's methodology. The committee consists of three members from the Department of Psychology and a fourth member who is a faculty member from outside the Department of Psychology who acts as the Graduate School Dean's representative to the committee.

The student initiates the process by discussing their ideas for a dissertation with the various potential dissertations chairs (usually in the semester prior to taking doctoral comprehensive examinations). After obtaining agreement from a faculty member holding Full Graduate Faculty status to chair the student's dissertation, they agree on the topic for the dissertation and discuss potential committee members. The student then contacts the potential committee members to obtain their consent to serve on the student's dissertation committee. After successfully passing Comprehensive Examinations, identifying a research topic for the dissertation, and forming the committee the candidate submits the proposed title and the names of the research chair and dissertation committee to the Department Head in order to establish a committee. The Dean of the Graduate School formally appoints the Chair and committee members. The form to initiate the appointment of the fourth member and which outlines the research proposal can be accessed by clicking [here](#).

The dissertation committee has the responsibility for helping the candidate plan the research project and advising the candidate concerning the quality of the proposed study and other factors, e.g. Human Subjects issues. The adequacy of a proposal is judged, in general, by its contribution and relevance to the field of Counseling Psychology and by its clarity of conception and language.

Two publications guide the dissertation. The first guiding publication is The Publication Manual of the American Psychological Association. This resource provides the official style and format guide for all dissertations emanating from the Counseling Psychology Program [always use the latest edition of the manual]. The Graduate School also publishes a booklet of requirements for dissertations [Guidelines for the Preparation of Dissertations, Theses, Projects, and Course Papers]. This is the second guiding publication and can be accessed by clicking [here](#). Again, be sure to have the latest version in hand.

Once the dissertation title has been approved, it is common practice to submit portions of the dissertation as they are completed to the candidate's full committee for feedback and constructive criticism. The candidate, upon completion of the first three chapters of the dissertation and with the approval of the research chair, shall convene a proposal presentation meeting with the dissertation committee. The candidate and the committee shall discuss any issues relevant to the proposal at this time. **The proposal should be given to the committee no later than 10 working days prior to the date of the proposal meeting.** Please see the School of Graduate Studies and Research to ascertain the final deadline for submitting a proposal for defense to a student's committee and for submitting the proposal. Please note that **in order to participate in the Internship Match process, students must successfully complete their dissertation proposal meeting prior to the Internship Coordinator submitting the approval form, and thus, prior to the candidate submitting any applications.** At the end of the Proposal Meeting, each member may signify approval of the proposal by signing the signature page (click [here](#)) provided for this purpose. A copy of the signature page of the approved proposal accompanied by a copy of the proposal will then be transmitted to the Graduate School.

The candidate is required to submit a Human Subjects Form (Appendix K) upon approval from the dissertation committee to the Chair of the University Institutional Review Board (IRB). The form is available on line through the Office of Sponsored Research (click [here](#)). The IRB examines proposals for compliance with current directives regarding human subjects, animals and ethical conduct. When the proposal has been approved by the candidate's committee and the IRB, official permission will be granted to pursue the study described in the proposal. However, the student should understand that approval of the proposal does not constitute approval of the dissertation. Any major changes in the design of the proposal must be approved by the

appropriate committees. **The student must retain the IRB confirmation letter for inclusion in the dissertation appendices.**

Students must register for PSYC 8110 Dissertation Research for at least two terms after the term in which the Comprehensive Examination is passed. Upon enrolling in PSYC 8110, continuous enrollment in PSYC 8110 must be maintained **including summers** until the dissertation is successfully defended. Students may register for continuation credit after the fifth registration of dissertation credit. Full tuition for this class for the first five times it is taken is policy. After earning 15 hours of credit, students pay a reduced fee for this course. **Each student will have six (6) years from the first semester that he/she enrolls in dissertation to complete the doctoral degree. (Note: there is a maximum of ten (10) years to complete the doctorate from the first semester of enrollment).** The program reserves the right to terminate students for unsatisfactory performance and progress through the program.

When the chair of the dissertation committee determines that the dissertation is completed, students must contact all members of the dissertation committee for scheduling the dissertation defense. Again, a student's committee is to be given 10 working days to read the dissertation. Committee members are also to be given a letter stating that they have the right to contact a student's chair directly to cancel the defense if they do not believe the dissertation is defensible at the time of submission. Cancellations will not be permitted later than 48 hours prior to the defense time. When the defense time has been determined, the Dean of the College of Education must be informed and the College of Education Conference Room, 126 Clay Hall, should be scheduled by the Chair. **Notification of defense is a public meeting and should be posted throughout the College.** The committee will make suggestions, ask questions, attempt to detect errors, and determine whether the dissertation is indeed in final, acceptable form. If through the final defense process a dissertation proposal is deemed acceptable, the candidate will have then passed his/her defense. Following this, the candidate has **15 days from the date of defense** to make corrections and alterations required by the committee. It is the student's responsibility to be familiar with all deadlines established by the Graduate School for turning in examination copies, final copies, applications, etc. and to meet all Graduate school deadlines and requirements. Again, students are reminded that they must obtain a copy of the most current Guidelines for the Preparation of Dissertations, Theses, Projects, and Course Papers. This document is available through the Graduate School and published on their website,

VII. PRACTICUM & INTERNSHIP REQUIREMENTS

Practicum

Primary practicum placements are at the Tennessee State University Student Counseling Center for the first year and the second and third years at external approved sites. Contact the Practicum Coordinator and refer to the Doctoral Practicum Handbook for further details.

Internship

Internships are determined on an annual basis in February. Beginning in the 1998-1999 year, internships were determined using a matching system. **The internship process is highly competitive and the program requires the candidate to complete the dissertation at least through the successful proposal meeting prior to applying for internship.** PSYC 7790 Internship Preparation Seminar is offered during the summer session as an elective.

Upon completion of the coursework, comprehensive examination, a successful proposal of the dissertation, students may apply for internship. The successful completion of a one-academic-year, full-time, pre-doctoral internship or a two-academic-year half-time pre-doctoral internship in Counseling Psychology at a site approved by the Program Coordinator of Counseling Psychology prior to the awarding of the degree is required. A pre-doctoral internship must be APA approved. Only in extreme hardship cases will Non-APA internships may be considered. Approval for non-accredited internships must be obtained **prior** to application from the Program Coordinator. Non-APA sites must be APPIC members. Although students are permitted to apply to APPIC-accredited programs, a student is advised to check applicable state laws if choosing to solely apply to APPIC-accredited sites. Sites that are neither APA nor APPIC accredited are not acceptable and will not be approved by the Program Coordinator. Students applying for internship must notify Director of Clinical Training (DCT) of their intent. **No student will be approved for internship without the permission of the Program Coordinator.** A letter of readiness from the Program Coordinator is required for application. To obtain an internship, students follow the Association of Psychology Internship Centers [APPIC] procedures available at www.appic.org.

After a student has received permission to apply for an internship, it is recommended that students identify a limited number of sites for application. Students should consider their strengths, growing edges, and career goals when formulating a list of priority sites. Results of an [analysis of application/match data by APPIC](#) suggests that submitting more than 20 applications seems to do little to increase a student's chance of obtaining a match. These results would suggest that a single application round of 13-15 submissions to internship sites may provide a more competitive experience for students than 20+ applications. Furthermore, as APPIC has recognized this trend, they have established incremental fees based upon submission of more than 15 applications.

The APPIC analysis disregarded demographic and individual situations (e.g., couples applications), thus, each individual should evaluate their own situation in deciding how many applications to submit. Another issue is many students applying to the same program or planning to obtain internships locally and/or in the immediate area. As pre-doctoral internship sites have limited slots, it is not beneficial to applicants if everyone applies to the same program; therefore, the Program Coordinator, Internship Preparation class instructor, and other core faculty will work with students to facilitate choices and encourage a supportive environment in this taxing endeavor. In addition, most candidates will have to leave the area in order to complete an internship, due to the limited number of nearby sites and the national-level competition for slots at these sites. While APPIC notifies the program of internship placements, students are responsible for maintaining contact with the program throughout the internship year to document that satisfactory progress is occurring. Internship placements for the past several years are listed in Appendix B.

If a student does not match in the first phase (Phase I) of the pre-doctoral internship process, students are encouraged to engage in a second round of applications (Phase II). Phase II of internship applications without first participating in Phase I can only be done with written permission of the faculty. A request by a student to complete Phase II without first completing Phase I of the match process must be submitted **in writing no later than December 1ST** to the student's academic advisor, with a copy to the program coordinator. Examples of unusual circumstances that may be considered for completing Phase II without first completing Phase I are as follows: extreme family emergency; and unexpected illness.

VIII. PROCEDURAL STEPS IN DOCTORAL STUDY

Advising

Each student is assigned an academic advisor at the time of admission. The academic advisor may help plan the student's program of study, assist with registration, help plan how to meet practicum and internship requirements, and monitor the student's progress. The advisor presents the student's credentials to the faculty for an annual review of the student's progress, and to obtain faculty approval of the student's plan of study, and advancement to doctoral candidacy. As students become acquainted with the academic and research interests of various faculty members, they may wish to change advisors. In this case, they should obtain the agreement of the new advisor, apprise their current advisor of the change, and submit a Request for Change of Program or Personnel (click [here](#)) to the Department Head.

Transfer Credits

Students may transfer up to six (6) credits from another university toward their doctoral degree, if the hours are applicable. To be eligible for transfer, course grades must be at least a "B" from a regionally accredited institution authorized to offer graduate work, **the courses must have been completed after the Master's degree was awarded**, and the courses must be regarded as relevant to the student's doctoral program of study. All post-master's hours applied toward the Ph.D., including those taken in an Ed.S. program and applied to the Ph.D., may not have been earned more than ten (10) years before a student's anticipated graduation date from the doctoral studies. Applicants who have been admitted to the program are encouraged to complete any prerequisite courses (see 2009-2011 Graduate Catalogue, pages 88-89) prior to Fall enrollment in the doctoral program. Entering the doctoral program with pre-requisites will result in increased time to graduation, as well as delaying qualifying to complete the Qualifying Examination and, potentially, the Comprehensive Examinations, and thus, delaying participation in the pre-doctoral internship application process. Applicants and students can access the form used to evaluate courses for pre-requisites on the program's website. Specific courses should be reviewed with the program coordinator and the student's academic advisor in order to assure that the course will count toward prerequisite credit.

Students who are admitted to doctoral concentrations and have been awarded the Ed.S. degree from Tennessee State University or from other accredited institutions may be granted full

credit for a maximum of thirty hours at the faculty discretion (if the hours are applicable to the student's program). Transfer credit will not be granted for any core courses in Counseling Psychology. Regardless of the number of credits transferred, students in the Counseling Psychology concentration must complete all the required courses, or those courses determined by the faculty to be equivalent to the required courses.

Program of Study

Following admission to the program and prior to completion of twelve hours of doctoral course work, the students meet with their advisors to develop a plan of study (Appendix E) for their doctoral concentration. This planned program of study is reviewed and approved by the faculty, Department Head, Deans of Education and the Graduate School, and the Vice President of Academic Affairs. Upon successful completion of all prerequisite courses and of the Qualifying Examination, the Program of Study becomes binding as a means of how the student is meeting all the course work, research and practica, as well as internship requirements of the concentration.

Professional Performance Evaluation (PPE)

The development of interpersonal skills and attitudes relevant to professional functioning as a Counseling Psychologist are an important part of the doctoral student's training and education. In order to facilitate this developmental process, at the end of each semester, course instructors for each class a student takes during the semester will provide feedback on these skills in the form of the Professional Performance Evaluation (PPE). This information will also be incorporated into your annual review. Again, a copy of this form is included in Appendix F.

Annual Evaluation Guidelines

The Program Coordinator will notify the students of the due date of the yearly review; this will normally occur in the early spring semester. The Annual Evaluation form can be found in Appendix H. Specific criteria reviewed in this evaluation include:

1. Progress in completion of required course work (attach copy of unofficial transcript);
2. Progress in completion of required practica (attach copies of practica evaluations);

3. Progress in completion of qualifying and comprehensive examinations (acceptable progress is passing the Qualifying Examination not later than Fall of the second year and successfully completing Comprehensive Examinations by the end of the summer before the third year);
4. Achievement in course work (minimum grade point average across all courses of 3.0);
5. Achievement in research and practica (attach copy of updated CV); and
6. Achievement in teaching skills (attach copies of course syllabi and evaluations);
7. Achievement in related areas (e.g., presenting paper in convention, graduate assistant evaluations);
8. Summary table of PPE feedback; and
9. When appropriate, meet contract specifications, in keeping with those outlined under the grievance procedures for professional distress and incompetent determinations.

Each advisor will present a summary of the student's progress to the core faculty at a review meeting. The faculty will discuss the student's progress and development in academic and non-academic areas (e.g., professionalization, relationships with peers/faculty). The faculty will discuss individual ratings of the student's progress. A final rating, decided by majority vote, will be given. There are four possible ratings:

1. The student is making excellent progress through the program; i.e., in addition to progressing at the normal rate through the courses and completing qualifying and comprehensive examinations at the normal rate, the student is excelling in practice or research.
2. The student is making good progress through the program: the student has completed the normal requirements for that year and is achieving at the good level in research, course work, and practicum.
3. The student is making satisfactory progress through the program: the student has completed the normal requirements for that year and is achieving at the satisfactory level in research, course work, and practicum.
4. The student's progress needs improvement: the student has not completed the normal requirements for the year or is not achieving at a desired level in course work and/or practicum.

Students will be provided both written and oral feedback. Each spring, the core faculty, as a whole, takes time to sit down with each student to review their progress and growing edges for the next year. **A student may be put on probation by the Graduate School if his or her**

grade point average falls below the necessary minimum. A student will also be put on probation by the Counseling Psychology Program when two sequential years of the Annual Evaluation receive a designation of unsatisfactory progress. When a student is put on probation, this rating is accompanied by a letter to the student that clearly specifies the nature of the deficiencies, activities/supervision to assist the student in remediating areas of underdevelopment, and the length of time of the probationary period. If the end of the probationary period does not coincide with the annual review meeting, the faculty will review the student at the first scheduled area faculty meeting after the close of the probationary period. At this meeting, the advisor, with the student present if the student chooses to do so, will present the degree to which the student has met the probationary stipulations. In the student's absence, the faculty will decide by majority vote, either to:

1. Remove the student from the probationary status,
2. Extend the probationary period; or
3. Terminate the student from the program.

A student may receive only one extension of the probationary period. If the student, for reasons which are both extremely serious and unusual in nature (e.g., serious violation of the ethical codes), may be terminated from the program without a probationary period or in the case of professional distress, the procedure outlined in the following Grievance Procedure section will be followed.

The advisor will write a summary of the decisions of the core faculty and meet with the student to inform him or her of the progress rating and to summarize the faculty discussion of the progress. If a student disagrees with the evaluation, he or she may address the faculty in writing, through the Program Coordinator, regarding the points of disagreement. The coordinator will inform the core faculty at the next regularly scheduled meeting of the student's concerns. The student has the option of requesting, through his or her advisor, a special faculty meeting to discuss the points of disagreement. The letter to the student and the student's points of disagreement if there are any, will be kept in the student's permanent file.

A student, his or her advisor, or any faculty member has the option of calling for a special review meeting at any time during the course of the academic year by communicating such a

request in writing to the Program Coordinator. The format for such a meeting is the same as that of the Annual Evaluation.

IX. GRIEVANCE PROCEDURES AGAINST STUDENTS, FACULTY, PROGRAM, OR UNIVERSITY

Conflict is a normal and healthy aspect of a doctoral student's life, although at times it may not be experienced as such. Despite the discomfort that might coincide with conflict, if understood and examined closely, conflict can be a positive source of growth. In acknowledging this potential, the Counseling Psychology core faculty and graduate student protocol for resolving issues of dispute is through mediation. Mediation is the intervention of a neutral third party, who is intervening at the request of the parties, and who assists in navigating the matter at hand through equity and consensus.

If a problem arises between a student and faculty member, the student should seek to resolve the matter informally with the department member involved. If discussing the matter with the faculty member does not resolve the issue involved, the Program Coordinator may act as a third party to facilitate resolution. If the Program Coordinator is not available or if she/he should be a party to the dispute, the Department Head may assist with the grievance.

Grievances arise in various forms:

1. **Formal grade appeals, which must be filed within thirty days of the end of the semester.** Grade appeals are handled directly with the Department Head, not the Program Coordinator.
2. The University has a formal grievance policy related to "**Harassment - Sexual, racial and other**"--TSU Policy No 5:06, if these informal measures are not successful. **There are no time restrictions for the filing of these grievances.** This policy is attached in Appendix C.
3. In the event that a student enrolled in the program is identified to have **problems/professional distress** by a faculty member, practicum or internship supervisor, Tennessee State University guidelines based on the general regulation on student conduct and disciplinary sanctions (TBR Policy 3:02:00:01) will be followed.

Definition of Professional Distress

A “problem” is defined as a behavior, attitude, or other characteristic that (while of concern and requiring remediation) is not excessive or outside the domain of behaviors for professionals in training. A problem is frequently an issue of incompetence in acquiring the necessary skills to perform as a professional. A problem can normally be ameliorated with remediation. Remediation for a problem might entail the repetition of a course. For example, a student may be required to repeat the pre-practicum course in order to acquire the basic level of skills to function in direct service delivery. Professional Distress, however, is present when interference in professional functioning is reflected in one or more of the following ways:

1. The student exhibits an inability or unwillingness to acquire and integrate professional standards into his/her behavioral repertoire,
2. The student exhibits an inability to acquire professional skills necessary for acceptable levels of competency,
3. The student exhibits an inability to control personal stress, psychological dysfunction, or to cope with emotional reactions that interfere with professional functioning.

Problems typically become defined as “professional distress” when they include one or more of the following characteristics:

1. The student does not acknowledge or address the problem when it is identified;
2. The problem does not merely reflect a skill deficit, which can be remedied through typical training procedures;
3. The quality of academic course work, practicum or internship services delivered by the student is negatively affected by the professional distress;
4. A disproportionate amount of attention by faculty and other training personnel and or training time is devoted to dealing with professional distress;
5. The problem is not restricted to one area of professional development;
6. The student’s behavior does not change because of feedback, remediation efforts, or time

Sanctions

To ensure a student's constitutional rights to due process, the following procedures are implemented if a student's actions within the program and related activities demonstrate professional distress:

1. Verbal Warning emphasizes the nature of the problem and requests that the student discontinue the behavior under discussion. No record of this action is kept in the student file but will be logged with the Program Coordinator's records.
2. Written Acknowledgment that formally identifies all of the following:
 - (a) The Program Coordinator is aware of the concern with the presenting problem.
 - (b) The concern has been brought to the attention of the student.
 - (c) The Program Coordinator and/or practicum or internship supervisor, as well as the Training Director (if appropriate) will work with the student to rectify the problem or skill deficits.
 - (d) The behaviors associated with the concern are not significant enough to warrant more serious actions as agreed upon by the core faculty.

The written acknowledgement will be completed and presented to the student and a copy will be placed into the student's file within two weeks of the Core Faculty's decision to impose this level of sanction. This written acknowledgment will be removed from the student's file if the student responds to the concerns and the student successfully completes the academic program. Thus, the written acknowledgement will remain in the student's file until he or she successfully graduates from the program.

3. Written Warning is a written communication by the program coordinator, warning the student to discontinue the inappropriate action or behavior. This letter will be kept in the student's file permanently. The Program Coordinator may give consideration to removing the letter at the end of the academic year after consultation with the student, the student's academic advisor, Core Counseling Psychology Faculty members, department head, practicum or internship supervisor and Training Director, as well as other relevant training personnel. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

4. Schedule Modification is a time-limited, remediation-oriented, and closely-supervised training period for the student. The purpose of the schedule modification is to return the student to a more fully functioning state. Depending upon the nature of the concern, the schedule modification is typically instituted when the first three sanctions do not appear to remedy the situation. A schedule of modification may be instituted at the time of a written acknowledgement or a written warning and is initiated by the Core Counseling Psychology Faculty after consultation with relevant personnel. This period will include more closely scrutinized supervision conducted by the faculty advisor and the regular practicum or internship supervisor (if the student is enrolled in practicum or internship) in consultation with the Program Coordinator and the practicum or internship Training Director (if appropriate). The final termination of the schedule modification period will be determined by Program Coordinator in consultation with the advisor, the Core Counseling Psychology Faculty members, the regular practicum or internship supervisor, the practicum or internship Training Director, the Department Head, and the student and will be based upon the criteria designated by the Core Counseling Psychology Faculty.
5. Probation is defined as a designated time within which the Program Coordinator actively monitors the student's performance and evaluates the degree to which the student rectifies behaviors responsible for the unacceptable evaluation. The probation notice specifies: (a) the identified skill deficits; (b) recommended remediation; (c) the time allotted for addressing the problem; and (d) the procedures for evaluating whether the problem has been rectified. The probation notice is issued in writing to the student and the practicum or internship site (if the student is on practicum or internship). If the Probation Period interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.
6. Limitation of Direct Service Activities indicates that it has been determined by the practicum or internship site or by the core faculty that the welfare of the student, client, or consultee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Practicum Coordinator, Program Coordinator, and Core Counseling Psychology Faculty in consultation with the student's practicum or internship training director and supervisor, the student's advisor, the Department Head, and the student. Limitation of direct service activities may be initiated at the time of a

written acknowledgment or written warning and in combination with a schedule modification. At the end of the suspension period, evaluation of change or improvement by the student's advisor will assess the effective functioning of the student. If the Limitation of Direct Service Activities interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.

7. Administrative Leave involves the temporary withdrawal of all privileges in the academic program. The Program Coordinator, the academic advisor or the practicum or internship supervisor, in conjunction with the practicum or internship site Training Director may initiate this sort of suspension. The suspension will become effective immediately upon notification to the student and the student will receive information regarding the nature of the violations and a time frame for completing the remediation measures/activities. Conditions will be imposed regarding amelioration of the nature of the violation, including remedial measures. A date will be set for a special review meeting with the Program Coordinator, the practicum or internship supervisor and training director, the Department Head, and the student to evaluate progress made. Successful remediation will enable the student to return to their studies. If the Administrative Leave interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.
8. Dismissal from the Program involves the withdrawal of all program privileges on a permanent basis. Either program suspension or dismissal would be invoked in cases of severe violation of the APA Code of Ethics (e.g., plagiarism, client abandonment, inappropriate multiple relationships with a client), or when imminent harm to self or others (either physically or psychologically) is a major factor, or the student is unable to complete the program due to the student's emotional health. Dismissal from the doctoral concentration in Counseling Psychology is permanent and the student will not be able to apply for readmission

Due Process: General Guidelines

Due process ensures that the decisions made by the program faculty or in conjunction with the practicum or internship facility staff are not arbitrary or personally biased. This

requires the program to identify specific evaluative procedures that are applied to all trainees, and have appropriate appeal procedures available to the student. General due process guidelines include:

1. Presenting to the student, in writing, the program's expectations related to professional functioning;
2. Stipulating the procedures for evaluation, including when and how they will be conducted. Such evaluation should occur at meaningful intervals;
3. Articulating the various procedures and actions involved in making decisions regarding the professional distress;
4. Communicating, early and often, with practicum and internship sites about any suspected difficulties with practicum or internship students and when necessary, seeking input from these sites about how to address such difficulties;
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
6. Providing a written procedure to the student that describes how the student may appeal the program's actions. Such procedures are included in this document.
7. Ensuring that the students have sufficient time to respond to any action taken by the program;
8. Using input from multiple professional sources when making decisions or recommendations regarding student professional distress (e.g., consultation with other training programs and /or the practicum or internship site);
9. Documenting in writing, and to all relevant parties, the action taken by the program and its rationale.

Due Process Procedures

A. Review Panel and Process.

1. A review panel will be convened by the Department Head. The panel will consist of three faculty members selected by the Department Head with recommendations from the Program Coordinator, the student's academic advisor, the practicum or internship Training Director (if the student is

currently on practicum or internship), and the student. If the student is on internship out of the local area, a conference call with the student and the Internship Training Director will be utilized to address these concerns. The student retains the right to hear all facts with the opportunity to dispute or explain the behavior of concern.

2. Within five days of the convening of the review panel, a hearing will be conducted, in which the challenge is heard and relevant material presented. Within three days of the completion of the review, the Review Panel submits a written report to the Department Head, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote. The student is informed of the recommendations by the Department Head.
3. Once a decision has been made, the student, the student's practicum or internship site (if applicable), and other concerned individuals are informed by the Department Head, in writing, of the action taken.

B. Procedures for Responding to Inadequate Performance by a Student. If a student receives an “unacceptable rating” from any of the evaluation sources in any of the major categories of evaluation, or if a faculty member has concerns about a student's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The faculty member or other training personnel will consult with the Program Coordinator to determine how to proceed and/or if the behavior in question has been rectified.
2. The Program Coordinator will consult with the advisor, the Practicum Coordinator, and the primary supervisor and/or Training Director of the practicum or internship site (if applicable) to determine how to proceed and/or if the behavior in question has been rectified. If the student is on internship outside of the local area, conference calls will be used to address the concerns.
3. If the Program Coordinator, the academic advisor, and other appropriate training personnel determine that the alleged behaviors in the complaint, if proven, would constitute a serious violation, the Program Coordinator will

inform the faculty member or other training personnel who initially brought the complaint.

4. The Program Coordinator will discuss the rating at a closed meeting with the Core Counseling Psychology faculty.
5. The Program Coordinator or Practicum Coordinator, as appropriate, will meet with the Department Head and the practicum or internship Training Director (if applicable) to discuss the concerns and possible courses of action.
6. The Program Coordinator or Practicum Coordinator, as appropriate, will then meet with the student to review the concerns and the course of action that will be implemented. This meeting will include the student's academic advisor. If the student accepts the decision and implementation occurs, the student's practicum or internship site (if applicable) will be notified in writing.
7. The student may choose to accept the conditions or may choose to challenge the action.

The procedures for challenging the action are presented below in Section C: Grievance Procedures of this document.

C. *Grievance Procedures.* The Grievance Procedures can be initiated in three situations, as described below:

1. *Student Challenges.* If the student challenges the action taken by the Program Coordinator, as described in Section B, the student must, within 5 days of receipt of the Program Coordinator's decision, inform the Program Coordinator in writing of such a challenge. Upon the receipt of this notification, the Program Coordinator will consult with the Department Head and will implement review panel procedures as described above.
2. *Continuation of the Unacceptable Rating.* If the Program Coordinator determines that there has not been sufficient improvement in the student's behavior to remove the unacceptable rating under the conditions stipulated in Section II, then the Program Coordinator will discuss with the advisor, the Department Head, the primary practicum or internship supervisor and Training Director (if applicable) possible courses of action to be taken.

- a. The Program Coordinator will communicate in writing to the student that the conditions for revoking the sanction have not been met. This written communication will include the course of action the Program Director has decided to implement. These courses of action may include any one or more of the following methods:
 - (1) A review panel may be convened;
 - (2) Continuation of the sanction for a specified time period;
 - (3) Suspension whereby the student is not allowed to continue engaging further coursework until there is evidence that the behavior in question has improved;
 - (4) Suspension whereby the student is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved;
 - (5) Communication which informs the student that the Program Coordinator is informing the Department Head that if the student's behavior does not change, the student will not complete the program; and/or
 - (6) Communication that informs the student that the Program Coordinator is recommending to the Department Head that the student be terminated immediately from the academic program.
- b. Within 5 working days of receipt of the Program Coordinator's determination, the student may respond to the action by:
 - (1) Accepting the action, or
 - (2) Challenging the action.
- c. If a challenge is made, the student must provide, in writing, to the Program Coordinator, within five days, information regarding why the student believes the action is unwarranted.
- d. If the student challenges the action, a review panel will be formed and procedures will be implemented as described in the above section entitled *Due Process Procedures* above.

3. *Student Violation.* If a faculty member or practicum/internship primary supervisor or Training Director has a specific student concern that is not resolved by the Program Coordinator, the faculty member or practicum/internship primary supervisor or Training Director may seek resolution through formally requesting, in writing to the Program Coordinator, a review of the student's behavior. Within 3 working days of receipt of the faculty member or practicum/internship primary supervisor or Training Director's notification, the Program Coordinator will consult with the Department Head and the review panel (as described above) will be formed.

D. Remediation Considerations. It is important to have meaningful ways to address professional distress once it has been identified. In implementing the remediation or sanction interventions, it is important to be sensitive to the needs of all parties involved, and mindful of the balancing of the needs of the impaired or problematic student, along with his/her fellow students, faculty members, practicum/internship training personnel, and any clients involved with the student of concern. Several possible, and perhaps concurrent courses of action designed to remedial professional distress include (but are not limited to):

1. Increasing supervision with the same or other supervisors in the practicum/internship setting,
2. Change in the format, emphasis, and or focus of supervision in the practicum/internship setting,
3. Recommendation of personal therapy. This recommendation is made in a way that all parties involved have clarified the manner in which therapy contacts will be utilized in the student's evaluation process;
4. Reducing the student's clinical and/or academic workload in the practicum/internship and/or academic setting(s);
5. Recommending, when appropriate, a leave of absence from the academic program and/or the practicum/internship setting
6. Suggesting the student pursue a second practicum/internship in another setting.

If after a reasonable period of time, a combination of the above interventions does not rectify the professional distress, or if the student seems unable or unwilling to alter his/her

behavior, the Program Coordinator may need to take more formal action, including action, such as:

1. Communicating to the student, program faculty, and the practicum/internship setting that the student has not successfully completed the academic program,
2. Recommending and assisting in implementing a career shift for the student, and/or
3. Other sanctions as described above including terminating the student from the program.

All the above steps will be documented in writing and implemented in ways that are consistent with due process procedures.

E. Guidelines for Implementing Decisions

1. Once the final decisions have been made based on the review panel findings, the Program Coordinator meets with the student to review the decisions made and specify remediation procedures.
2. Any formal action taken by the Program is communicated in writing to both the student and any applicable practicum/internship settings. This notification indicates the nature of the problem, a rationale for the implementation of the remediation procedures and the specific steps to be taken.
3. The status of the student's remediation efforts will be reviewed within a designated time period that is no later than the next formal evaluation period. This review is made by the Program Coordinator, the academic advisor, and other area faculty, in conjunction with input from practicum/internship training personnel as applicable. The Department Head is informed of the student's status on a regular basis.
4. The outcome of the review is communicated in writing to the student, the practicum/internship site if applicable, and the Department Head. Outcome options may include one of the following conclusions:
 - (a) Continue student's probation for a specified time period.
 - (b) Suspend student's participation in designated coursework.

- (c) Suspend student's participation in designated professional activities, particularly those involving direct service.
- (d) Written warning to the student (and advisement to the practicum/internship setting if applicable) that if the behavior does not change, the student will not successfully complete the program.
- (e) Written notification to the student (and the practicum/internship setting, if applicable) of a recommendation to the Department Head for the student's termination from the program, as concluded by the Program Coordinator and area faculty.

F. Appeal procedures. Within ten (10) days of the communication of an acknowledgment notice, probation, or temporary suspension, the student may submit a letter of appeal to the Program Coordinator to present refuting evidence regarding the evaluative decision made. After such an appeal is written, the Program Coordinator will meet with the student, and if deemed necessary by the Program Coordinator, with any party who may be able to provide relevant information (if deemed necessary by the Program Coordinator). The Program Coordinator will determine what action is then appropriate.

At any time in the following ten (10) working days, the student may appeal the Program Coordinator's decision to the Department Head. The student may also request a personal interview with the Department Head, who will make the final decision. The student may further appeal decisions made through the University appeals process, found in the [TSU Student Handbook](#).

X. SUMMARY STEPS IN DOCTORAL STUDY

The major steps in doctoral study in Counseling Psychology are:

1. [Application](#) for Admission
2. Notification by the College of Education of admission to doctoral study.
3. Attend Graduate School and Counseling Psychology Orientation.
4. Consult with Advisor after Admission in order to enroll in classes.

5. Plan to take Qualifying Examinations not later than the completion of the summer of first year of enrollment.
6. Plan to meet residency requirements.
7. Discuss applicable credit for previous graduate work.
8. Participate in Town Hall Meetings.
9. Complete [Annual Progress Evaluations](#) and meet with academic advisor to receive feedback each year prior to successfully completing Comprehensive Examinations.
10. Receive and act on feedback from the [Professional Performance Evaluations](#) (PPE; semester feedback) and Annual Progress Evaluations.
11. Participate in a research group beginning not later than summer after the first year of enrollment.
12. Complete [application](#) for Qualifying Examination.
 - Pass Qualifying Examination (students advance to candidacy when examination is passed)
 - Complete remediation if/when necessary.
13. File [Program of Study](#) with your advisor by the end of your second semester.
 - Meet with Practicum Instructor and Practicum Coordinator to plan for Practicum placement, including supplemental placement (See Doctoral Practicum Handbook).
14. Continue development of pilot study or dissertation topic idea through your second year.
 - Identify potential dissertation chair during the spring semester prior to taking the Comprehensive examinations.
15. Plan for Comprehensive Examination in June following Year 2 classes.
 - File [application](#) for Comprehensive Examination after completion of 75% of major field courses (required courses) and elective courses.
16. Pass Comprehensive Examination.
 - Complete remediation, if necessary.
 - Receive notification by the College of Education of admission to doctoral candidacy.
17. Register for Dissertation Research under dissertation chair's section.

- Form dissertation and have committee formally appointed.
 - Develop dissertation proposal.
 - Receive approval of a dissertation proposal by the candidate's dissertation committee prior to earliest application deadline for internship.
 - Submit copy of approved proposal to the Graduate School with copy of [proposal signature sheet](#) and submit proposed research to University IRB.
18. Receive IRB approval and commence data collection.
19. Successfully propose dissertation.
20. Obtain permission from the Internship Coordinator to apply for internship and have sites approved.
- Enroll in Internship Seminar and apply for internship
21. Complete dissertation research
- File dissertation with the Graduate School Dean by sign in date
 - Defend dissertation
 - Make corrections & have dissertation edited by external editor.
 - Complete Graduate School's workshop on submitting dissertation through Proquest portal
22. Completion of the internship requirements, including enrollment in non-credit internship course while on internship.
- Submit confirmation letters from Training Director of internship site to the Program Coordinator and Graduate School to verify successful completion of internship (this may come before completion of the dissertation).
23. Finalize graduation plans
- Complete [graduation forms](#) and survey of new doctoral graduates (See Graduate School calendar and website for further details.)
 - Upload dissertation to Proquest and deposit required number of unbound copies of the dissertation (both plain and watermark) with the Graduate School.
 - Pay graduation fees at Bursar's office

XI. SPECIAL ISSUES AND CONCERNS

Issues of Courtesy and Respect

The Counseling Psychology program recognizes the rights of students and faculty to be treated with courtesy and respect. In order to maximize the quality and effectiveness of students' learning experiences, the program is committed to maintaining an environment in which interactions among students, faculty, and staff are collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession. The APA "[Ethical Principles of Psychologists and Code of Conduct](#)" provides guidance on matters of professional interactions and the importance of dignity and respect in professional communications and relationships.

Libraries

Library facilities at TSU and all TBR facilities are available to TSU students as a whole through the ATHENA Project. During the dissertation stage, access to the Vanderbilt Education library is available. To obtain privileges, your advisor must provide a letter verifying your status as a doctoral student. All Vanderbilt libraries are available on a read only and checkout basis throughout the graduate program for a small monthly fee.

Professional Organizations

Students are encouraged to participate in professional associations such as the [American Psychological Association](#), the [Nashville Area Psychological Association](#), the [Southeastern Psychological Association](#) and the [Tennessee Psychological Association](#). Most of the professional organizations have reduced membership fees for students. These rates can usually be obtained by presenting an application with a faculty endorsement.

Graduate students are also encouraged to actively participate in the [Graduate Psychology Students Organization \(GPSO\)](#). The purpose of the organization is to establish and promote relations between the students and faculty, to unify students through educational and social functions, to establish clear communication between administration, faculty and students, to act as a representative for all graduate students in the pursuit of excellence in professional preparation, to aid in the interchange of ideas between students and professionals, and to promote

and uphold the interest of students and faculty through participation in the administrative processes. Membership consists of current TSU graduate students in the Psychology department who are in good academic standing. Officers are elected on an annual basis. There is a small membership fee. GPSO also sponsors colloquia.

Licensing

In Tennessee, there is master's level licensure. Students can obtain information about the licensing process from their advisors, by accessing the Webpage of the Board of Examiners in Psychology ([click here](#)) or by writing the Tennessee Board of Examiners in Psychology at:

Health Related Boards
Board of Psychology
First Floor, Cordell Hull Building
426-5th Avenue North
Nashville, TN 37247-1010

All licenses in the state of Tennessee, whether at the masters or doctoral level in Psychology, require the satisfactory completion of the Examination for Professional Practices in Psychology (EPPP). Scores are valid for five years after completion. In Tennessee, it is possible to pass the examination at the doctoral level while still in the program thus avoiding the necessity to retake the examination after conferral of the Ph.D. **It is essential to allot adequate time to study for this examination. Failure to pass this examination at the doctoral level reflects negatively upon TSU, your program, and you.** See the Program Coordinator for information on the examination and visit the website of the [Association of State and Provincial Psychology Boards](#) for further information prior to submitting your application. The EPPP is computerized and administered locally. Students interesting in obtaining licensing as a Professional Counselor should speak with the Practicum Coordinator to obtain relevant information.

Forms

Numerous forms are used by the Doctoral Program in Counseling Psychology, Department of Psychology, College of Education, Graduate Office, and University to serve the various needs of the student. Below is a list of some of the forms you will need from making application for admission to application for graduation. Any forms that cannot be found in the

appendices at the end of this document can be accessed [electronically](#), or through physically retrieving forms from the Graduate Office or the Department of Psychology.

- Graduate School Application
- Graduate Assistantship Application
- Graduate Fellowship Application
- Reference Form
- Residency Classification Form
- Change of Program and Personnel
- Transfer of Credit
- Application for Qualifying Examination
- Program of Study for Ph.D. in Psychology [Concentration in Counseling Psychology]
- Application for Comprehensive Examination
- Thesis/Dissertation Committee Appointments
- Report of Dissertation Proposal Meeting
- Application for Internship
- Report on Oral Defense of Dissertation
- Application for Graduation

APPENDICES

Appendix A: Comprehensive Examination Reading List: Counseling Psychology

The comprehensive examination will assess your familiarity with classical and contemporary issues and controversies affecting the past, current and future education, training, and practice of professional Psychologists. The examination content will stem partially from classroom and comprehensive examination reading lists material and from the most current (within 12 months) literature in the following sources: *APA Monitor*, *American Psychologist*, *Journal of Counseling Psychology*, *The Counseling Psychologist*.

Texts Covering Several Areas of the Exam

Bergen, A. E., & Garfield, S. L. (1994) *Handbook of psychotherapy and behavior change*. (4th Ed.) New York: Wiley.

Brown, S. D., & Lent, R. W. (2000) *Handbook of counseling psychology*. (3rd ed.). New York: Wiley.

Ponteratto, J. G., Casas, J. M., Suzuki, L. A., Alexander, C. M. (1995). *Handbook of multicultural counseling*. Thousand Oaks, CA: Sage

Ethics and Professional Issues

American Psychological Association (1993). Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations. *American Psychologist*, 48, 45-48.

American Psychological Association (2003). Guidelines multicultural education, training, research, practice and organizational change for psychologists. *American Psychologist*, 58(5), 377-402.

American Psychological Association (2007). Record keeping guidelines. Obtained from http://www.apapractice.org/apo/insider/professional/apaapproved/revised_apa_record.GenericArticle.Single.articleLink.GenericArticle.Single.file.tmp/Record%20Keeping%20Guidelines%202007.pdf.

American Psychological Association (1994). Guidelines for child custody evaluations in divorce proceedings. *American Psychologist*, 49, 677-680.

American Psychological Association. (2003). Guidelines for psychological practice with older adults. *American Psychologist*, 59(4), 236-260.

- American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay, and bisexual clients. *American Psychologist*, 52(12), 1440-1451.
- Appelbaum, P. S. (1993). Legal liability and managed care. *American Psychologist*, 48, 1597-1611.
- Barlow, D. H. (1994). Psychological interventions in the era of managed competition. *Clinical Psychology: Science and Practice*, 1, 109-122.
- Bersoff, D. (1999). *Ethical Conflicts in Psychology* (2nd Ed.). Washington, DC: APA.
- Blanck, R. R. (1996). Managed care: Strongly conflicting views. *Professional Psychology: Research and Practice*, 27, 323-324.
- Brokowski, A. (1991). Current mental health care environments: Why managed care is necessary. *Professional Psychology: Research and Practice*, 22, 6-14.
- Cummings, N. A. (1995a). Impact of managed care on employment and training: A primer for survival. Special Section: Managed care and health policy. *Professional Psychology: Research and Practice*, 26, 10-15.
- Cummings, N. A. (1995b). Behavioral health after managed care: The next golden opportunity for professional Psychology. *Register Report*, 20-21, 30-33.
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- *American Psychologist*
- *The Counseling Psychologist*
- *Journal of Vocational Behavior*
- *Professional Psychology: Research and Practice*
- *Journal of Counseling and Development*
- *APA Monitor*
- *Career Development Quarterly*
- *Journal of Multicultural Counseling and Development*
- *Journal of Counseling Psychology*

- *Journal of Career Assessment*

Appendix B: Internship Placements
Since Initial Accreditation in 2000

2000-2001

Stephanie Bellard	Meharry Medical Center (TN)	APPIC
Neil Gilliland	Purdue University Counseling Center (IN)	APA
Carol Gipson	University of Pittsburg Counseling Center (PA)	APA
Kathrine Gorman	Special Needs Facility – TN Department of Corrections	APPIC
Mario Norman	University of Memphis Student Development Center	APA
Janice Threalkill-Sawyers	Special Needs Facility –TN Department of Corrections	APPIC

2001-2002

Mona Bennett	Hamilton Center (IN)	APA
Myron Burns	Southern Mississippi Psychological Consortium	APA
Jeff Henderson	University of Texas Health Sciences- Galveston, TX	APA
Jim Kneff	Allegheny General Medical Hospital (PA)	APA
V. Nellori	Meharry Medical Center (TN)	APPIC

2002-2003

Nilufer Barbour	University of Missouri Counseling Center	APA
Jacqueline Bethany	Vanderbilt/VA Consortium, Alvin York VAMC	APA
Deborah Carter	University of Memphis Student Development Center	APA
Molly Glenn	University of Memphis Student Development Center	APA
Charles Ihrig	Vanderbilt/VA Consortium, Adult Psychiatry	APA
Christina Menten	University of California – Santa Barbara	APA
Qinza Najm	Georgia State University Counseling Center	APA
Lori Yost	Washington State University Counseling Center	APA

2003-2004

Jill Baker	Vanderbilt/VA Consortium, VU PCC	APA
Dawn Wilkinson	VAMC- Mountain Home (TN)	APA

2004-2005

Jerry Armour	University of Notre Dame Counseling Center	APA
Jack Carney	VAMC - Mountain Home	APA
Lisa Beavers	Colorado State University Counseling Center	APA
Keisha Bowens	University of Cincinnati Counseling Center	APA
Cathy Hernbeck	Southern Illinois University Counseling Center	APA
Christina Jones	Vanderbilt/VA Consortium, VU PCC	APA
Karen Kruger	Meharry Medical Center	APPIC
Kevin Reeder	Vanderbilt/VA Consortium, Adult Psychiatry	APA

2005-2006

Marios Argyrides	Florida State University Counseling Center	APA
Philippa Evans	VAMC- Houston	APA
Brian Jones	USAF Maxwell Air Force Base	APA
Tera Mikula	University of Pennsylvania Counseling Center	APA
Monica Overton	University of Florida Counseling Center	APA
Tamika Sanders Hayes	Central California Psychological Consortium	APA

2006-2007

Andre Bean	University of Southern Illinois Counseling Center	APA
Pernella Singleton-Deams	University of Memphis Counseling Center	APA
Joann Spadafore	Creighton University Counseling Center	APA
Phillip Pistole	Vanderbilt University Child Guidance Center	APA
Ashely Ross	University of Southern Illinois	APA
Tamela Sadler	Guidance Center Murfreesboro, TN	APA

2007-2008

Shannon Davis	Hutchings Psychiatric Center Syracuse, NY	APA
Cynthia Jackson	Wayne State University Detroit, MI	APA
Anissa Moody	Princeton House (Princeton University) Princeton, NJ	APPIC
Carolyn Teamer	University of Michigan Counseling Center	APA
Becky Wagner	Vanderbilt University School of Medicine Adult Psychiatry	APA
Maribeth Walker	Meier Clinic Wheaton, IL	APA
Sheena Walker	Vanderbilt/VA Consortium, VU PCC	APA

2008-2009

Christina Barland	Jefferson County Internship Consortium	APA
Courtney Crutchfield	Arkansas Behavioral Health Services Division	APA
Kimberly Davis	Augusta VA Medical Center	APA
Heather Knox	Vanderbilt/VA Consortium-VA Medical Center	APA
Lucinda Long	Clayton Center	APPIC
Lisa Lorenzen	University of Missouri Counseling Center	APA
Kevin Mitchell	Village for Families and Children	APA
Denise Reding	Meharry Medical Center	APPIC
Anna Settle	Vanderbilt/VA Consortium, VU PCC	APA
Rebecca Temple	Augusta VA Medical Center	APA

2009-2010

Cook, Emeline	Dutchess County Dept. of Mental Hygiene	APA
Heiner, Matthew	University of North Dakota Counseling Center	APPIC
Hill, Selina	Pine Rest Christian Mental Health Services	APA

Stevens, Lee	Univ. of Rochester Counseling Center	APA
Van Horn, Leigh	Vanderbilt/VA Consortium, VU PCC	APA
Williams, Joy	Coleman-Portage Children's Center	APA

2010-2011

Moore, Tracee	N Florida/S Georgia VA Health System	APA
Stephens, D. Nicole	Brooke Army Medical Center	APA

2011-2012

Foster, Dana	Vanderbilt/VA Consortium, VU PCC	APA
Gociu, Adina	Portia Bell Hume Beh. Health Center	APPIC
Slaughter, Chris	Central Alabama VA Health System	APA
Williams, Charles	Tripler Army Medical Center	APA

2012-2013

Barzizza, Lindsey	Walter Reed National Military Medical Center	APA
Boling, Timothy	Central Arkansas VA Healthcare System	APA
Efstathiou, Natalie	Portia Bell Hume Beh. Health Center	APPIC
Ocen, Michelle	Nebraska Internship Consortium	APA
Pitts, Alexis	VA Medical Center – Hampton, VA	APA
Walton, Maria	Vanderbilt University/VA Medical Consortium	APA

Appendix C: TBR Harassment Policy

***TSU Policy No. 5:06 (Ref. TBR Policy No. 5:01:02:00
(Ref. TBR Guidelines No. P-080)***

Subject: Harassment - Sexual, Racial, and Other

POLICY

It is the expressed policy of Tennessee State University that harassment, in any form, is strictly prohibited.

GENERAL STATEMENT

Sexual harassment and racial harassment have been held to constitute forms of discrimination prohibited by Title VI, and Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972.

A. Sexual Harassment

Generally, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when one of the following criteria is met:

1. submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or of the individual's status in a program, course, or activity;
2. submission to or rejection of such conduct by an individual is used as a basis for employment decisions, a criterion for evaluation, or a basis for academic or other decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience or creating an intimidating, hostile, or offensive work or educational environment.

Sexual harassment can take many forms, but most sexual harassment falls into three (3) categories: verbal, visual, and physical. Not every act that might be offensive to an individual or a group will be considered harassment. Whether the alleged conduct constitutes sexual harassment depends upon the record as a whole and the totality of the circumstances, such as the nature of sexual advances in the context within which the alleged incident occurs. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

Please note that sexual assaults may be criminal acts and as such, investigation and processing by the criminal justice system, local police, campus security and crisis intervention centers may supersede or occur in addition to the process developed under this policy.

B. Racial Harassment

Generally, racial harassment is defined as any person's conduct that unreasonably interferes with an employee's or student's status or performance by creating an intimidating, hostile, or offensive work or educational environment. Harassment on the basis of race, color, or national origin includes offensive or demeaning treatment of an individual, where such treatment is based on prejudicial stereotypes of a group to which that individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse, or other intimidating or insulting conduct directed against the individual because of his or her race, color, or national origin. Title VII requires employers to take prompt action to prevent bigots from expressing their opinions in a way which abuses or offends their co-workers.

C. Consensual Relationships

Intimate relationships between supervisors and their subordinates, and between faculty members and students are strongly discouraged due to the inherent inequality of power in such situations. These relationships could lead to undue favoritism or the perception of undue favoritism, abuse of power, compromised judgment, or impaired objectivity.

Engaging in a consensual relationship with a student over whom the faculty member has either grading, supervisory, or other evaluative authority (i.e., member of dissertation committee, thesis director, etc.) constitutes a conflict of interest. The faculty member must take steps to remove the conflict by assigning a different supervisor to the student, resigning from the student's academic committees, or by terminating the relationship at least while the student is in his or her class. Likewise, it is a conflict of interest for a supervisor to engage in a consensual relationship with a subordinate over whom he or she has evaluative or supervisory authority. The supervisor must take action to resolve the conflict of interest by, for example, assigning another individual to supervise and/or evaluate the subordinate.

PROCEDURES

A. General

1. The following procedures are intended to protect the rights of the aggrieved party (hereinafter "the Complainant") as well as the party against whom a complaint of harassment is lodged (hereinafter the "Respondent"), as required by state and federal laws. Each complaint must be properly and promptly investigated and when warranted, appropriate disciplinary action will be taken against the Respondent. Such discipline may range from reprimand or censure to termination, proportionate to the severity of the complaint.
2. In situations that require immediate action because of safety or other concerns, the University may take any disciplinary action, which is appropriate (e.g., suspension with pay or reassignment of responsibilities), pending the outcome of the investigation. The Tennessee Board of Regents Office of General Counsel (hereinafter "Office of General Counsel") should be contacted before any immediate action is taken.

B. Filing Complaints

1. Any current or former student, applicant for employment, or current or former employee who believes he or she has been subjected to harassment at the University or who

believes that he or she has observed harassment taking place shall present the complaint to the EO/AA Officer or Vice President for Student Affairs (hereinafter "the Investigator") who are responsible for compliance with this policy, TBR policy, and federal law. Acts of harassment by a student or students directed against another student or students should be reported to and will be investigated by the Vice President for Student Affairs. Tennessee State University encourages prompt reporting of incidents of harassment. Prompt reporting will allow the University to take appropriate action so that others are not subjected to the same harassment.

2. Complaints must be brought within 365 days of the last incident of harassment. Complaints brought after that time period will not be pursued absent extraordinary circumstances. The determination of whether the complaint was timely or whether extraordinary circumstances exist to extend the complaint period must be made in conjunction with the Office of General Counsel.
3. The Investigator will make every attempt to get the Complainant to provide the complaint in writing. The complaint shall include the circumstances giving rise to the complaint, the dates of the alleged occurrences, and names of witnesses, if any. The Complainant shall sign the complaint. However, when the Complainant refuses to provide or sign a written complaint, the matter will still be investigated and appropriate action taken. Complaints made anonymously or by a third party will still be investigated to the extent possible. In such cases, the Investigator may take appropriate action, which may or may not be the steps outlined in the remaining paragraphs of this policy.
4. If the complaint does not rise to the level of harassment, the complaint may be dismissed without further investigation after consultation with the Office of General Counsel. The Complainant should be informed of other available processes such as the employee grievance/complaint process or a student non-academic complaint process.

C. Investigation

1. The Office of General Counsel shall be notified of the complaint, whether written or verbal, as soon as possible after it is brought to the attention of the Investigator and the investigation will be under the direction of the Office of General Counsel. All investigatory notes and documents shall be attorney work-product. The Investigator shall notify the President that an investigation is being initiated.
2. When the allegation of harassment is against the EO/AA Officer or the Vice President for Student Affairs, the President will identify an individual who has been trained in investigating such complaints to investigate the complaint and carry out the responsibilities assigned pursuant to this policy.
3. When the Respondent is a student, the Vice President for Student Affairs will investigate the complaint in compliance with the procedures outlined in this policy. If a finding of a violation is made, any resulting disciplinary action will be undertaken in compliance with Tennessee State University's student disciplinary procedures.
4. When the Respondent is a student, all documentation shall be subject to the provisions and protections of the Family Educational Records and Privacy Act (FERPA).

5. The purpose of the investigation is to establish whether there has been a violation of TSU Procedure No. 6.6.2. In conducting the investigation, the Investigator may interview the Complainant, the Respondent, and other persons believed to have factual knowledge related to the investigation.
6. To the extent possible, the investigation will be conducted in such a manner to protect the confidentiality of both parties. However, the Complainant should be informed that Tennessee State University has an obligation to address harassment and that, in order to conduct an effective investigation, complete confidentiality cannot be guaranteed. Information may need to be revealed to the Respondent and to potential witnesses. However, information about the complaint should be shared only with those who have a need to know about it. A Complainant may be informed that if he or she wants to speak privately and in confidence about harassment, he or she may wish to consult with a social worker, counselor, therapist or member of the clergy who is permitted, by law, to assure greater confidentiality. Additionally, the Complainant may be given assurances that measures will be taken against the Respondent should there be retaliation against him or her. Retaliation is prohibited and should be reported to the Investigator immediately.
7. The Investigator shall notify in writing the Respondent within five (5) working days of receipt of the complaint. The Respondent shall respond in writing to the complaint within five (5) working days of notification.

The Respondent should be notified that any retaliation against the Complainant is strictly prohibited regardless of the outcome of the investigation and may, in itself, be grounds for disciplinary action.

8. The Investigator shall meet with both the Complainant and the Respondent individually for the purpose of resolving the complaint informally. If informal resolution is successful in resolving the complaint, a report of such, having first been reviewed and approved by the Office of General Counsel, shall be submitted to the President.
9. If informal resolution is unsuccessful, the Investigator shall draft a report summarizing the investigation, which shall be sent to the Office of General Counsel for review. After review and approval by the Office of General Counsel, the report shall be submitted to the President and the Complainant and the Respondent and the appropriate Vice President within twenty (20) working days following receipt of the complaint. In rare situations where more than twenty (20) working days is needed to complete the investigation, such as difficulty in locating a necessary witness, or complexity of the complaint, additional time may be taken, but only following notice to the Office of General Counsel and notice to the Complainant.

Each report shall outline the basis of the complaint, including the dates of the alleged occurrences, the response of the Respondent, the findings of the Investigator, all attempts to resolve the complaint informally, a determination of whether there was a violation of TSU Procedure No. 6.6.2, and recommendations regarding disposition of the complaint.

10. If, after investigation, there is insufficient evidence to corroborate the complaint or, in any situation in which the Complainant refuses to cooperate in the investigation, it may

be appropriate to discuss the complaint with the Respondent, informing him or her that he or she is not being accused of a TSU No. 6.6.2 violation, but that the conduct alleged, had it been substantiated, could be found to violate TSU Procedure No. 6.6.2. Any investigation and subsequent discussion should be documented and a report submitted as set forth in this Policy. It should also be noted that conduct that does not rise to the level of actionable harassment might, nevertheless, provide a basis for disciplinary action against the Respondent.

11. The President shall review the Investigator's report, make a final determination as to whether a violation has occurred, and determine what the appropriate resolution should be. This determination shall be in writing, with copies provided to the Complainant and the Respondent.
12. If the investigation reveals evidence that a violation of TSU Procedure No. 6.6.2 has occurred, the President may meet with the Respondent and/or the Complainant and attempt to resolve the problem by agreement. Appropriate steps must be taken to ensure that the harassment will not reoccur.
13. If a violation of TSU Procedure No. 6.6.2 is determined to have occurred, the Respondent shall be advised of his or her right to a hearing pursuant to the procedures set forth below. The Respondent must file a written request for a hearing in the President's Office within ten (10) working days following receipt of the President's determination.
14. In the event additional information becomes available after the conclusion of the investigation, the Equal Opportunity Office may conduct further investigation and recommend discipline, up to and including termination.
15. The President has designated the Office of Equal Opportunity and Affirmative Action as the location of where the file of the investigation will be maintained.

A. Hearing

1. If the Respondent requests a hearing, he or she shall be advised of the established institutional procedures available for resolution of the matter in question, which is Tennessee State University Procedure No. 6.10: "Complaint and Grievance Procedures for Employees."
2. The grievance hearing procedures shall include the following minimal requirements:
 - Notice to the Respondent of the hearing, which must include a summary of the facts that form the basis of the violation; the date, time and place of the hearing; and the rights afforded the Respondent during the hearing process.
 - The right of the Respondent to present his or her case.
 - The right of the Respondent to be accompanied by an advisor who may assist the Respondent but may not advocate on his or her behalf.
 - The right of the Respondent to call witnesses in his or her behalf.
 - The right of the Respondent to confront and cross-examine witnesses against him or her.
3. In the following situations, the Respondent must be given the option of either an institutional hearing (i.e. Tennessee State University Procedure No. 6.10 "Complaint and

Grievance Procedures for Employees") or have a hearing held pursuant to the Tennessee Uniform Administrative Procedures Act (TUAPA):

- a. The Respondent is a support staff employee whom the President has determined should be demoted, suspended without pay, or terminated; or
 - b. The Respondent is a student whom the President has determined should be suspended or expelled.
- The election of which hearing process to utilize must be in writing, and signed by the Respondent.
- If the Respondent opts to have an institutional hearing, he or she must expressly waive the right to a TUAPA hearing.
- If the Respondent elects to proceed pursuant to the TUAPA, the Office of General Counsel should be notified immediately.
4. Formal procedures set out above shall be utilized. However, where the investigation results in a finding that the harassment policy was violated and the President concurs with that finding and determines that procedures pursuant to TBR Policy 5:02:03:00 should be undertaken in consideration of the termination of a tenured faculty member, the matter will then proceed directly to a hearing under either the TSU policy for termination of tenure or TBR Policy 5:02:03:00.

Affirmative Action Officer

The Affirmative Action Officer is available to meet with individuals and/or groups to discuss the policy and procedures and to answer questions or address concerns:

Office: Administration Building

Telephone: 963-7494

Appendix D: FAQ About Dissertations & Theses

1. What is this letter all about?

The purpose of this document is to provide you with the most up to date information concerning the process of preparing theses and dissertation. As additional information becomes available, this document will be revised. This document, however, refers only to the **process**. For information on style, formatting, content, and actually writing up the text, refer to the graduate school guidelines and the APA style manual. On the following page are listed frequently asked questions about theses and dissertations along with the number that identifies the section where the information may be found.

Frequently Asked Questions about Theses and Dissertations

1. What is this letter all about?
2. How do I get started writing a thesis or dissertation?
3. How do I find a topic for my thesis or dissertation?
4. In what class(es) should I be enrolled?
5. Thesis and dissertation sections are often scheduled for Saturdays or very early in the morning. Does this class actually meet?
6. Must my academic advisor also be my thesis/dissertation chairperson?
7. Describe the composition of my committees.
8. What is the difference between a proposal meeting and a thesis/dissertation defense?
 - Must I have a thesis or dissertation proposal meeting?
9. Can a part-time (adjunct) faculty member or a faculty member from another institution serve on a thesis or dissertation committee?
10. What if a committee member cannot attend my proposal or defense meeting but has already read my paper and told me that it was fine?
11. After my committee members have received my thesis or dissertation document, how will I know if they approve of the work I have done so far?
12. Whose responsibility is it to make accommodations for faculty with various disabilities?
13. Is it OK to communicate with my committee by e-mail?
14. Whose responsibility is it to schedule a room for meetings and to secure necessary equipment?
15. How far in advance must I schedule my thesis or dissertation meeting/defense?
16. Can a scheduled meeting ever be cancelled?
17. Do I really need an editor?
18. Must I submit my research proposal to the Institutional Review Board (IRB)?
19. When must documents be signed in to the graduate school?
20. Who, in the department of Psychology, can serve on thesis and dissertation committees?
21. What is the order in which all of these tasks must be done?

- 22. What information is to be included in each section of my thesis or dissertation?
- 23. Must I complete my dissertation prior to applying for my pre-doctoral internship?

2. ***How do I get started writing a thesis or dissertation?***

Meet with your academic advisor. This person will tell you how the process works and will direct you as to what you must do next. If he/she is eligible and willing, your academic advisor may also serve as your thesis/dissertation chair.

3. ***How do I find a topic for my thesis or dissertation?***

During your tenure at Tennessee State University you should have identified an area or areas of interest. While the student is largely responsible for identifying a research topic it must be consistent with the research expertise of faculty. At many schools, the student selects a topic that is closely related to the research interests of his/her mentor. Students who choose a topic similar to the research interests of faculty are most likely to get the benefit of the mentor's expertise in that area.

4. ***In What Class(es) Should I Be Enrolled?***

PSYC 6540 for Thesis

PSYC 8110 for Dissertation

During the first semester of thesis or dissertation, the student must register for the section of the appropriate course (i.e., PSYC 6540 or PSYC 8110) of the person who will serve as his/her chairperson. (Note: this is not necessarily your academic advisor.) Thesis and dissertation courses are available at a reduced fee (\$35) depending on how many times a student has enrolled in the course. **The reduced fee is available for students working on a master's thesis starting with their 2nd semester of enrollment in thesis.** Starting with a student's second enrollment, he/she should register for PSYC 6540.35 (thesis continuation section with a reduced fee). **The reduced fee is also available for students working on a doctoral dissertation starting with their 6th semester of enrollment in thesis.** Starting with students' 6th enrollment, they should register for PSYC 8110.35 (dissertation continuation section with a reduced fee).

5. ***Thesis and dissertation sections are often scheduled for Saturdays or very early in the morning. Does this class actually meet?***

Students enrolled for thesis or dissertation writing do not meet as a class. The times are listed on the schedule only because of Tennessee Board of Regents (TBR) requirements, which state that every class must have a day and time listed. Students enrolled for thesis or dissertation are required to contact the committee chair and set up actual meeting times.

6. ***Must my academic advisor also be my thesis/dissertation chairperson?***

No, your academic advisor may serve as your advisor if similarity of research interests and time availability allow. However, this person is **not required** to serve in this capacity. In this case, you may elect to approach someone else. Typically, the person who serves as your chair is someone with expertise in your chosen area of research. Please refer to "faculty areas of research" earlier in this document for further guidance in this

capacity.

7. ***Describe the composition of my committees.***

The committee is established jointly by the student and thesis/dissertation chair. The composition of the committee varies depending on (1) how far along a student is in the process and (2) whether a student is working on a thesis or a dissertation. While working on theses or dissertations, students are guided by an **advisory committee**. The **composition** of this committee varies depending on whether you are preparing a thesis or a dissertation.

- **Thesis advisory committee** - The thesis advisory committee consists of **three faculty** members who have **graduate faculty status**. At least two of these faculty members must be faculty members from the department in which the degree is sought. The third committee member may either be: (1) a member of the graduate faculty from the area in which you plan to receive the degree or (2) external graduate faculty from a closely related department. A student's chairperson will be instrumental in identifying the third committee member. At the time of the thesis defense (not to be confused with a student's proposal meeting), a **fourth committee member from an external department** is added to the committee. The thesis chairperson or the Dean of the graduate school typically identifies this external member. If desired, it is permissible to add the external member at the same time that the advisory committee is identified; thus creating a four-member advisory committee. If this latter scenario is chosen, at the time of the thesis defense, no additional committee members are required, as the four advisory committee members will be sufficient.
- **Dissertation advisory committee** - The dissertation advisory committee consists of **four faculty members who have graduate faculty status**. At least three of these individuals must be faculty members from the department in which the degree is sought. The **fourth member** must be a member of the graduate faculty from a closely related department. The dissertation chairperson or the Dean of the graduate school typically identifies this external person. **For dissertations, all four members of the advisory must be in place prior to the proposal meeting.** For the actual dissertation defense, a total of four committee members (three internal, one external) are required. Since the composition of the advisory committee already includes these people, the advisory committee may serve as the **entire** committee in front of which the student will defend her/his dissertation.

8. **What is the difference between a proposal meeting and a thesis/dissertation defense?**

For both theses and dissertations there are two meetings that must take place. The first is called a proposal meeting. The second is called a thesis or dissertation defense.

- **Proposal meeting: a formal presentation** of your proposed research given to your advisory committee. All members of the advisory committee **must be present**. **Committee members must be given a paper copy of what you will present at least two weeks prior to the proposal defense.** The purpose of this defense is to lend clarity to your proposal and to allow you to make any changes recommended by

your committee prior to data collection. The faculty encourage students to use a PowerPoint format for this presentation, as it tends to support structure and clarity.

- **Thesis/dissertation defense:** This is a formal defense of the completed thesis or dissertation. Typically, the student will first be introduced by the thesis/dissertation advisor. The student's advisor will ask the student to tell a little about himself/herself and how he/she acquired interest in the topic. The student will also be asked to discuss the research project, its findings, and the implications of those findings. All advisory committee members (and the external committee member for theses) **must** be present. **Committee members must be given a paper copy of what the student will defend at least two weeks prior to the scheduled defense.** The faculty encourage students to use a PowerPoint format for this presentation, as it tends to support structure and clarity.

9. *Can a part-time (adjunct) faculty member or a faculty member from another institution serve on a thesis or dissertation committee?*

- A part-time (adjunct) faculty member who has graduate faculty status may serve on a thesis/dissertation committee; however, this person may not chair the committee. A student must contact the department head to find out if a particular adjunct faculty member may serve in this capacity.
- Faculty from other institutions cannot serve on thesis/dissertation committees.
- The external committee member must have knowledge of a student's content area. This person must not be selected just for convenience of scheduling.

10. *What if a committee member cannot make it to my proposal or defense meeting but has already read my paper and told me that it was fine?*

It is imperative that ALL advisory committee members (including the external committee member for theses) be present. Otherwise, the meeting must be rescheduled.

11. *After my committee members have received my thesis or dissertation, how will I know if they approve the work I have done so far?*

Committee members must each sign a document saying that they have no major problems with the work done thus far and that it is recommended that the meeting or defense take place. Written approval by each committee member must be provided **no later than 48 hours prior to the scheduled meeting.** The meeting or defense will not be allowed to proceed without this written approval.

12. *Whose responsibility is it to make accommodations for faculty with various disabilities?*

It is the student's responsibility to check with each committee member and assess what if any accommodations are needed. This may mean for example, preparing larger copies of text for those who are visually impaired, or getting auditory amplification as needed. If the student asks for assistance in making these accommodations, it is the responsibility of the committee chair to provide assistance.

13. *Is it OK to communicate with my committee by e-mail?*

Generally, it is better to communicate verbally and by e-mail. For instance if a student

decides to email a meeting date to the committee, he/she risks some committee members not being informed for a number of reasons, including: 1) e-mail may be down, 2) incorrect address, 3) email was delivered but not read until after the proposed meeting date. Similarly, a student should not assume that just because he/she left a voice mail, it has been heard. Sending reminder emails or requesting read receipts can help ensure that you know that faculty received your communication. **If you do send an e-mail or voice mail, make sure that you actually talk to the person and let them know that you have done so.**

14. *Whose responsibility is it to schedule a room for meetings and to secure necessary equipment?*

It is the responsibility of the committee chair to schedule a room for meetings and to schedule the use of equipment. The student, however, may be responsible for picking up the equipment once it has been scheduled. This should be clearly agreed upon by the student and the committee chair.

15. *How far in advance must I schedule my thesis or dissertation meeting/defense?*

All committee members must receive the complete document for thesis or dissertation no less than **ten (10)** working days prior to the proposed meeting or defense date. With regard to the proposal meeting, this consists of the first three chapters (i.e. introduction, literature review, and methods section).; however, the document provided for the defense is composed of the complete five chapters of the thesis or dissertation.

16. *Can a scheduled meeting ever be cancelled?*

The student or any committee member can cancel a meeting as long as two working days advance notice is given.

17. *Do I really need an editor?*

Yes, an editor **MUST** review all dissertations prior to submission to the graduate school. A letter from the editor must accompany the dissertation stating that the document was reviewed and is compliance with the most recent version of the APA style manual. While it is desirable to have theses also edited, this is not mandatory.

18. *Must I submit my research proposal to the Institutional Review Board (IRB)?*

All research projects that involve collecting data from humans require approval from the IRB. A copy of the IRB approval letter must be submitted to the graduate school along with a final copy of a student's thesis or dissertation. **Data collection cannot begin without written verification of IRB approval.** It would be prudent to delay applying for IRB approval until after the proposal meeting. Such an arrangement allows for methodological changes recommended by the advisory committee to be incorporated into the IRB application. IRB approval will not be given if **the application is submitted after data has already been collected.**

19. *When must documents be signed in to the graduate school?*

See graduate school catalog for exact dates.

Thesis or dissertation proposal form — due as soon as possible after defense meeting
Preliminary copy of thesis or dissertation- **end of October for December graduation.**
Final defense of thesis or dissertation — **early November for December graduation.**
Final copy of thesis or dissertation — **end of November for December graduation.**
Preliminary copy of thesis or dissertation- **middle of March for May graduation.**
Final defense of thesis or dissertation — **early April for May graduation.**
Final copy of thesis or dissertation — **middle of April for May graduation.**

20. Which faculty members in the department of Psychology can serve on thesis and dissertation committees?

A list of individuals eligible to serve as designated by the Graduate School is available through the Program Coordinator of each area.

20. What is the order in which all of these tasks must be done?
(bolded and capitalized items indicate forms)

- a. Meet with academic advisor to identify thesis/dissertation topic and potential chair(s).
- b. Contact potential chair to discuss collaboration on this project.
- c. Once thesis/dissertation chair is identified and Doctoral Comprehensive Examinations are successfully passed, sign up for a section of thesis or dissertation under that faculty member.
- d. Meet with thesis/dissertation chair to refine research topic.
- e. Meet with thesis/dissertation chair to identify advisory committee members.
 - Complete form: **THESIS/DISSERTATION COMMITTEE APPOINTMENTS**
- f. The thesis/dissertation chair is responsible for identifying the external committee member with assistance from the graduate school.
 - Complete form: **THESIS/DISSERTATION COMMITTEE APPOINTMENTS**
- g. Work with **ALL members of** advisory committee on preparing first three chapters (Introduction, Review of literature, Methods) of your proposal
- h. When all advisory committee members are in agreement that the proposal is ready to present schedule proposal meeting.
- i. **All committee members must be present at the proposal meeting.**
- j. Following a successful proposal meeting, the thesis/dissertation chair is responsible for copying all recommendations given by the committee onto the appropriate form.
 - Complete form:
 - **REPORT ON FORMAL DISSERTATION PROPOSAL PRESENTATION (for Ph.D.) or**
 - **THESIS PROBLEM OR TERMINAL PROJECT OUTLINE (for M.S.)**
- j. After completing compliance certification, make application for approval by the Institutional Review Board (IRB)
 - www.tnstate.edu -> sponsored research -> human subjects
- k. **Data collection may begin start AFTER receiving written approval from the**

IRB.

- l. Conduct study under supervision of advisory committee
- m. When all advisory committee members are in agreement that the research project is ready to be presented, schedule final defense with the appropriate committee. See the section of this document entitled “Describe the composition of my committees” for further guidelines.
- n. Committee members must have final document **two weeks prior to final defense**.
- o. Following a successful defense, the thesis/dissertation chair is responsible for copying all recommendations given by the committee onto the appropriate form.
 - Complete form:
 - **REPORT ON ORAL DEFENSE OF DISSERTATION (for Ph.D.) or REPORT ON ORAL DEFENSE OF THESIS (for M.S.)**
- p. Once all requested changes have been made, submit the completed oral defense form along with **5 copies** of the approved thesis or dissertation to the Department Head, who will forward them to the Dean of the College and then to the Dean of the Graduate School.
- q. All Finished! Congratulations!

22. *What information is to be included in each section of my thesis or dissertation?*

Chapter I – Introduction

Introduction
Significance of study
Statement of the research problem
Research Questions
Definition of terms

Chapter II - Review of literature

Chapter III –Method

Participants
Instruments
Procedure
Hypotheses
(Data Analytic Plan) - Optional

Chapter IV - Results

Chapter V – Discussion

Brief summary of results
Interpretation of results
Limitations
Implications for practice and research
Summary

References

Appendices

23. *Must I complete my dissertation prior to applying for my pre-doctoral internship?*

It is not necessary to complete your dissertation prior to applying for internship; however, it *is* necessary to have a successful proposal meeting prior to applying for internship.

Appendix E: Program of Study

Tennessee State University
COLLEGE OF EDUCATION
Program of Study for Ph.D. in Psychology
Concentration in Counseling Psychology

Student Information			
Last Name		First Name	MI ID#
		TN	
Home Address		City	State Zip
Highest Degree	Institution	Home Phone	Work Phone

Program Information					
In space to left of course, indicate either the semester course was taken OR when you plan to take the course. For completed courses, indicate the final grade; otherwise, leave "grade" blank.					
Research Core	Students must take or receive transfer credit for each of the following courses.				
	Disc	#	Description	Hours	Grade
	PSYC	7136	Statistics & Computer Applications	3	
	PSYC	7137	Advanced Statistics & Research Methods	3	
	PSYC	7530	Consultation & Program Evaluation	3	
	PSYC	7730	Qualitative Research	3	
Totals				12	
Counseling Psychology Core	Students must take or receive transfer credit for each of the following Substantive Core courses.				
	Disc	#	Description	Hours	Grade
*	EDCI	6300	Multicultural Education* OR	3	
*	PSYC	7270	Multicultural Counseling*	3	
	PSYC	7050	Ethics and Professional Issues in Counseling Psychology	3	
	PSYC	7150	Change Process: Theory, Research & Efficacy	3	
	PSYC	7255	Psychopathology	3	
	PSYC	7256	Assessment of Psychopathology	3	
	PSYC	7555	Assessment, Theory & Interventions with Individuals	3	
	PSYC	7556	Assessment, Theory and Interventions with Couples, Families & Systems	3	
	PSYC	7557	Assessment, Theory and Interventions in Supervision	3	

	PSYC	7750	Career Development: Theories, Methods & Contemp Iss	3	
*			*Must take one of these but not required to take both		
Totals				27	
Practice Core	Students must take or receive transfer credit for each of the following Specialization courses.				
	Disc	#	Description	Hours	Grade
	PSYC	7160	Pre-practicum	1	
	PSYC	7260	Practicum	1	
	PSYC	7365	Doctoral Practicum in Counseling Psychology	2	
	PSYC	7366	Doctoral Practicum in Counseling Psychology	2	
	PSYC	7367	Doctoral Practicum in Counseling Psychology	3	
	PSYC	7368	Doctoral Practicum in Counseling Psychology	3	
*	PSYC	8095	Internship	3	
*	PSYC	8096	Internship	3	
*	PSYC	8097	Internship	3	
*			Students Must complete a 1900-hr Pre-doctoral Internship (1 yr @ 100% or 2 yrs @ 50%)		
Totals				21	
Elective Courses	Students must take or receive transfer credit for 9 hrs of electives.				
	Disc	#	Description	Hours	Grade
	PSYC			3	
	PSYC			3	
	PSYC			3	
Totals				9	

Dissertation	Students are required to complete 6 - 15 hours in dissertation.							
	Semester	Fall	SP	SM	Fall	SP		
	Hours	3	3	3	3	3		
	Totals							

Transfer of Credit					
Course(s) Accepted in Transfer				For TSU Course	
Institution	Disc	#	Description	Disc	#

Prerequisite Courses	Students may not receive credit toward the doctoral degree for the following Prerequisite				
	Disc	#	Description	Sem	Grade
			Statistics		
			Theory of Counseling		
			Theories of Personality		
			Counseling Techniques		
			Social Psychology		
			Physiological Psychology		
			Career Counseling		
			Individual Tests of Intelligence		
			Cognitive Affective Basis of Behavior		
			History and Systems of Psychology		
			Psychometrics		
			Developmental Psychology		
	Students without previous practicum experience must complete a beginning level graduate practicum prior to PSYC 7160				

Signatures and Approvals	
Student	Date
Advisor	Date
Coordinator, Doctoral Program	Date
Department Head	Date
Dean, College of Education	Date
Dean, School of Graduate and Professional Studies	Date

Appendix F: Professional Performance Evaluation (PPE)
Counseling Psychology Doctoral Concentration
Department of Psychology, Tennessee State University

Course Number/Title: _____

Semester: _____ Student: _____

Level of Concern -

Please select Level of Concern. Check One Only.

- ☐ 3 Above-to-Average professional performance
- ☐ 2 Professional Development/Minimal concern*
- ☐ 1 Moderate Concern*
- ☐ 0 Severe Concern*

* Requires comments under Notable Concerns section

Notable Concerns section –

Check Areas of Concern if PPE < 3:

- | | |
|--|--|
| <input type="checkbox"/> Appropriate self-reflection | <input type="checkbox"/> Openness to learning |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Professional presentation (oral/written) |
| <input type="checkbox"/> Class demeanor | <input type="checkbox"/> Punctuality |
| <input type="checkbox"/> Class participation | <input type="checkbox"/> Sensitivity and adherence to ethical guidelines |
| <input type="checkbox"/> Investment in learning | <input type="checkbox"/> Sensitivity to issues of culture and diversity |
| <input type="checkbox"/> Openness to feedback | <input type="checkbox"/> Thoughtfulness |

NOTABLE CONCERNS OR COMPLIMENTS REGARDING STUDENT'S PERFORMANCE:

Instructor's Signature: _____ Date: _____

**Appendix G: TSU Annual Self Evaluation
of Ph.D. Counseling Psychology Student Progress**

Name: _____ Advisor: _____
Date: _____

I. This exercise is to help invite a self-reflective stance regarding your personal and professional development in graduate school. It is also used to assess your progression through the doctoral requirements of the program. We ask that you approach this task with candor. Each student has their areas labeled as “strengths” and then ones that are “growing edges.” It shows a professional demeanor and strength of character to accurately assess and discuss both.

II. Address all questions from the timeframe since your last annual evaluation (or if you are a first year student the beginning of the academic year). Note that we are asking you to provide thoughtful answers but not necessarily lengthy ones; please do not exceed 500 words to any of the essay questions.

III. Please submit your reactions to your advisor ***not later than (date specified each year)***. A meeting with your advisor will follow in which faculty will provide feedback.

IV. In addition note that the information you provide will be used for determining the student awards to be presented at the Spring Research Symposium.

1. Speak to your awareness/growth of professional demeanor and interpersonal skills. This would include ability to engage in appropriate interpersonal and ethical behavior in all levels of your professional involvements (e.g., practicum site with clients & staff, TSU community functions such as Town Hall meetings, social functions, ability to sustain relationships with peers, etc). This also includes discussing areas of needed growth.
2. Speak to your awareness/growth as practitioner. A suggested guideline for this is:
 - A. Current theoretical orientation
 - B. New clinical skills or growth areas
 - C. Other areas such as ability to supervise, etc.

*Attach site practicum supervisor’s evaluation from fall semester and current semester if available.
3. Speak to your awareness/growth as a teacher (if applicable). Identify teaching strengths and weaknesses. Attach a copy of syllabus, student evaluations, and any other relevant information.
4. Speak to your awareness/growth on issues of diversity and multiculturalism; Utilize the checklist below and then also cite examples (where appropriate) at the personal, institutional, regional, national or international levels of personal and professional experiences.

Professional Development Checklist, Specific to Diversity:

In the past 12 months I have: (check as many as are applicable)

CL = as part of a class/practicum experience

RT = as part of a research team

IN = as part of my own, independent research efforts)

CL RT IN

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Participated in research/professional presentation(s) related to working with people from diverse backgrounds (i.e. poster, conference presentation) |
| _____ | _____ | _____ | Participated in helping to write research article(s) related to working with people from diverse backgrounds (i.e. journal, book chapter) |
| _____ | _____ | _____ | Participated in designing a research project related to working with people from diverse backgrounds |
| _____ | _____ | _____ | Enrolled in a course in Multicultural Counseling |
| _____ | _____ | _____ | Worked with client(s) from an ethnic, cultural, spiritual, ability, and/or sexual orientation background different than my own |
| _____ | _____ | _____ | Participated in a community service project in a community other than my own. (e.g. volunteered to run a Hurricane Katrina focus group) |
| _____ | _____ | _____ | Attended a training workshop aimed at increasing cultural competency for counseling psychologists |

5. Speak to your awareness/growth as a researcher. Utilize checklist below as well as list participation in research groups, presentations, submission of manuscripts for publication.

Research Skill Development Checklist:

In the past 12 months I have: (check as many as are applicable)

CL = as part of a class

RT = as part of a research team

IN = as part of my own, independent research efforts)

- | CL | RT | IN | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Brainstormed and worked on the development of a new research study. |
| _____ | _____ | _____ | Conducted a literature review for a research study, including summarizing and synthesizing the literature. |
| _____ | _____ | _____ | Generated a research hypothesis(es) for a research study. |
| _____ | _____ | _____ | Chosen a research design (qualitative or quantitative) for a research study. |
| _____ | _____ | _____ | Selected a sample and instruments for a research study. |
| _____ | _____ | _____ | Drafted and submitted an IRB for a research study. |
| _____ | _____ | _____ | Collected data for a research study. |
| _____ | _____ | _____ | Entered, edited, and screened data for a research study. |
| _____ | _____ | _____ | Conducted the data analysis for a research study. |
| _____ | _____ | _____ | Drafted a presentation proposal at a (circle please): Local, Regional, National, or International conference. |
| _____ | _____ | _____ | Drafted one or more sections (please circle) for a journal article: introduction, method, results, discussion. |
| _____ | _____ | _____ | Presented the results of the research at the conference for which it was accepted. |
| _____ | _____ | _____ | Completed one or more sections of my dissertation (please circle): Introduction, Literature Review, Method, Proposed the dissertation, Results, Discussion, Defended the dissertation. |

6. Speak to obtainment of program milestones by indicating all that have been completed so far:

- _____Qualifying examination
 _____Comprehensive examination

Practicum series (check what will be completed by the end of the Spring 2011 semester)

- ☐ Prepracticum (1st year)
- ☐ Practicum (2nd year)
- ☐ Practicum (3rd year)
- ☐ Summer practicum (if so which year: Summer _____)
- ☐ Dissertation proposal
- ☐ Dissertation data being collected
- ☐ Data collection completed
- ☐ Data being analyzed
- ☐ Data analysis complete
- ☐ Dissertation defense data set
- ☐ Dissertation defended
- ☐ Application for internship
- ☐ Internship placement match

Course #	Concern Level #	Concern Categories (if marked)	Concerns/Compliments Summary – briefly summarize the comments from this section on your form

7. Identify the major area of personal and professional growth for the upcoming year.
8. Speak to your most meaningful experience/moment of the past year of training.

Date of Student's Review with Advisor: _____

Student Signature _____

Advisor Signature _____

Appendix H: Annual Review Evaluation
2010-2011 Annual Evaluation

Student: _____

Date of Evaluation: _____

Refer to the check in the appropriate column for performance in the indicated area. A check in the ‘Needs improvement’ column denotes an area for growth in performance in this area and requires that a plan be submitted by you within two weeks, specifically targeting the unsatisfactory performance area(s).

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Not Applicable
Research Participation					
Relationship with peers					
Relationship with faculty					
Professional development					
Self direction					
Time Management					
Professional Comportment					
Knowledge of current issues in counseling psychology (reading latest journal issues)					
Membership in professional organizations					
Conference/convention attendance					
Participation in Town Hall					
Participation in GPSO					
Response to positive feedback					
Response to constructive feedback					
Teaching					
Overall Clinical skills as compared with peers					
Diagnosis					
Interventions					
Case conceptualization					
Testing					
Applying theory					
Multicultural competencies					
Ethics					

Overall Yearly Evaluation: _____

The final rating on the annual evaluation is decided by majority vote of the counseling psychology faculty. The three possible ratings are:

4. The student is making excellent progress through the program; i.e., in addition to progressing at the normal rate through the courses and completing qualifying and comprehensive examinations at the normal rate, the student is excelling in practice or research.
3. The student is making good progress through the program: the student has completed the normal requirements for that year and is achieving at the satisfactory level in research, course work, and practicum
2. The student is making satisfactory progress through the program: the student has completed the normal requirements for that year and is achieving at the satisfactory level in research, course work, and practicum.
1. The student’s progress needs improvement: the student has not completed the normal requirements for the year or is not achieving at a desired level in course work and/or practicum.

Advisor

Program Coordinator

Student/Date

Appendix I: Prerequisites Checklist for Doctoral Program
Department of Psychology, Tennessee State University
Pre-requisite Course Evaluation Form
Counseling Psychology Doctoral Concentration
(2010-2011)

Pre-requisites for the doctoral concentration in Counseling Psychology serve several functions important to your future entry into the profession. In order to enable you to complete your training in the shortest period of time, courses typically included in a masters program in counseling/counseling psychology have been set as pre-requisites. In addition, many courses in your doctoral program expect you to know and bring into the course work your knowledge in these areas. Finally, licensure laws generally include these courses in their requirements for licensure.

Statistics (not research methods) – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|--|--|---|--------------------------------------|
| <input type="checkbox"/> Descriptive Graphs | <input type="checkbox"/> Normal Distribution | <input type="checkbox"/> T-tests | <input type="checkbox"/> Multiple |
| <input type="checkbox"/> Measurement Scales | <input type="checkbox"/> Hypothesis Testing | <input type="checkbox"/> Correlation Techniques | <input type="checkbox"/> Comparisons |
| <input type="checkbox"/> Central Tendency | <input type="checkbox"/> Probability Basics | <input type="checkbox"/> Regression | |
| <input type="checkbox"/> Measures of Variability | <input type="checkbox"/> Chi-square | <input type="checkbox"/> One-way ANOVA | |
| | <input type="checkbox"/> Power | | |
| | <input type="checkbox"/> Z- tests | | |

Theories of Counseling – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Existential Theory | <input type="checkbox"/> Behavior Theory | <input type="checkbox"/> Family Systems |
| <input type="checkbox"/> Psychoanalytic Theory | <input type="checkbox"/> Person-Centered | <input type="checkbox"/> Cognitive-Behavior | <input type="checkbox"/> Theory |
| <input type="checkbox"/> Adlerian Theory | <input type="checkbox"/> Gestalt Therapy | <input type="checkbox"/> Feminist Therapy | |
| | <input type="checkbox"/> Reality Theory | <input type="checkbox"/> Integrative Theory | |

Theories of Personality – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Biological bases of personality | <input type="checkbox"/> Object Relations | <input type="checkbox"/> Self & Personality | <input type="checkbox"/> Needs/Motivation |
| <input type="checkbox"/> Psychoanalytic | <input type="checkbox"/> Attachment | <input type="checkbox"/> Culture, Gender, & Personality | <input type="checkbox"/> & Personality |
| <input type="checkbox"/> Psychodynamic | <input type="checkbox"/> Phenomenological | | |
| | <input type="checkbox"/> Five-Factor Model | | |

Counseling Techniques – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Basic Concepts & Methods | <input type="checkbox"/> Experiential Family Therapy | <input type="checkbox"/> Structural Family | <input type="checkbox"/> Narrative Therapy |
| <input type="checkbox"/> Bowen Family Systems | <input type="checkbox"/> Psychoanalytic Family | <input type="checkbox"/> C.B.T. | <input type="checkbox"/> Integrative Models |
| | | <input type="checkbox"/> Brief Therapy Options | <input type="checkbox"/> Emerging Models |

Social Psychology – ☐ EquivalentDocuments Reviewed: ☐ Course Description**☐ Not Equivalent**☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Person & Situation | <input type="checkbox"/> Social Influence | <input type="checkbox"/> Pro-social Behavior | <input type="checkbox"/> Prejudice, Stereotyping |
| <input type="checkbox"/> Social Cognition | <input type="checkbox"/> Group Affiliation & Friendship | <input type="checkbox"/> Aggression | <input type="checkbox"/> Discrimination |
| <input type="checkbox"/> The Self | <input type="checkbox"/> Love & Romantic Relationships | | <input type="checkbox"/> Group Dynamics |
| <input type="checkbox"/> Attitudes & Persuasion | | | <input type="checkbox"/> Social Dilemmas |

Physiological Psychology- ☐ EquivalentDocuments Reviewed: ☐ Course Description**☐ Not Equivalent**☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Evolution, Genetics, & Exp. | <input type="checkbox"/> Conscious Awareness | <input type="checkbox"/> Biology of Motivation | <input type="checkbox"/> Disorders of Emotion |
| <input type="checkbox"/> Neural Conduction | <input type="checkbox"/> Attention | <input type="checkbox"/> Hunger | <input type="checkbox"/> Lateralization |
| <input type="checkbox"/> Synaptic Transmission | <input type="checkbox"/> Sensorimotor System | <input type="checkbox"/> Hormones and Sex | <input type="checkbox"/> Language |
| <input type="checkbox"/> Sensory System | <input type="checkbox"/> Nervous System Dev. | <input type="checkbox"/> Sleep and Dreaming | <input type="checkbox"/> Split Brain |
| <input type="checkbox"/> Motor System | <input type="checkbox"/> Neuroplasticity | <input type="checkbox"/> Drug Addiction | <input type="checkbox"/> Emotion, Stress, & Health |
| <input type="checkbox"/> Visual System | <input type="checkbox"/> Learning, Memory & Amnesia | <input type="checkbox"/> Disorders of Cognition | <input type="checkbox"/> Biopsychology of Psychiatric Disorders |
| <input type="checkbox"/> Perception | | | |

Career Counseling - ☐ EquivalentDocuments Reviewed: ☐ Course Description**☐ Not Equivalent**☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> History of Career Dev. | <input type="checkbox"/> Learning/Cog. Theories | <input type="checkbox"/> Career Interventions | <input type="checkbox"/> Career Counseling Ethics |
| <input type="checkbox"/> Trait-Factor Theories | <input type="checkbox"/> Diversity | <input type="checkbox"/> Designing Interventions | <input type="checkbox"/> Labor Market/Job Search |
| <input type="checkbox"/> Developmental Theories | <input type="checkbox"/> Career Assessments | <input type="checkbox"/> Program Planning | |
| | <input type="checkbox"/> Info./Technology | | |

Intelligence Testing – ☐ EquivalentDocuments Reviewed: ☐ Course Description**☐ Not Equivalent**☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> History of IQ testing | <input type="checkbox"/> Diverse Pop. & testing | <input type="checkbox"/> Assessment Admin. | <input type="checkbox"/> Admin./Scoring |
| <input type="checkbox"/> Theories of intelligence | <input type="checkbox"/> Environment setting | <input type="checkbox"/> Report writing | <input type="checkbox"/> Ethics/Standards |
| <input type="checkbox"/> Ethics/Standards | | <input type="checkbox"/> WISC/WAIS | <input type="checkbox"/> Other IQ assessments |
| | | <input type="checkbox"/> Stanford-Binet | |

Cognitive Affective Basis of Behavior – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|---|---------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> History | <input type="checkbox"/> Methods | <input type="checkbox"/> Memory | <input type="checkbox"/> Language |
| <input type="checkbox"/> Cognitive Models | <input type="checkbox"/> Neuroscience | <input type="checkbox"/> Attention | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Vision | <input type="checkbox"/> Emotions | <input type="checkbox"/> Cognitive |
| <input type="checkbox"/> Cognition | <input type="checkbox"/> Neurobiology | <input type="checkbox"/> Plasticity | <input type="checkbox"/> Development |

History & Systems of Psychology – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Historical Background | <input type="checkbox"/> Black Psychologists | <input type="checkbox"/> 20 th Century Systems | <input type="checkbox"/> Psychoanalysis |
| <input type="checkbox"/> Women Psychologists | <input type="checkbox"/> Minority Psychologists | <input type="checkbox"/> Functionalism | <input type="checkbox"/> Behaviorism |
| | | <input type="checkbox"/> Gestalt Movement | <input type="checkbox"/> Humanism |
| | | | <input type="checkbox"/> Multiculturalism |

Psychometrics – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | |
|---|--|---|
| <input type="checkbox"/> Origin/Logic of testing | <input type="checkbox"/> Validity in Testing | <input type="checkbox"/> Interest/Career Dev. |
| <input type="checkbox"/> Criteria for judging tests | <input type="checkbox"/> Construction Principles | <input type="checkbox"/> Diverse Populations |
| <input type="checkbox"/> Standardization in testing | <input type="checkbox"/> Personality | <input type="checkbox"/> Ethics/Standards |
| <input type="checkbox"/> Reliability in Testing | <input type="checkbox"/> Cognitive/IQ | <input type="checkbox"/> Interview/Report Writing |

Developmental Psychology – ☐ Equivalent ☐ Not Equivalent

Documents Reviewed: ☐ Course Description ☐ Course Syllabus ☐ Other:

Topics Covered:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Biological foundations | <input type="checkbox"/> Cognitive Development | <input type="checkbox"/> Language Development | <input type="checkbox"/> Moral Development |
| <input type="checkbox"/> Physical growth/dev. | <input type="checkbox"/> Development of intellect & cognition | <input type="checkbox"/> Emotional Dev. | <input type="checkbox"/> Gender Roles |
| | | <input type="checkbox"/> Social/Identity Dev. | <input type="checkbox"/> Family/Comm./ Cultural context |

Student Signature _____

Advisor Signature _____

Program Coordinator Signature _____

***Appendix J: Elective Courses for the Doctoral Concentration in
Counseling Psychology***

Offered by the Psychology Department¹

PSYC 6550	Health Psychology
PSYC 6560	Violence in Interpersonal Relations
PSYC 6570	Projective Techniques
PSYC 6920	Psychological Disorders of Children
PSYC 7130	Advanced Independent Study
PSYC 7170	Social Psychology: Research in Gender Roles
PSYC 7280	Teaching of Psychology (required Elective for those with Teaching Assistantships)
PSYC 7790	Internship Preparation Seminar

Special Topics Courses²

PSYC 7900	Advanced Group Processes & Counseling
PSYC 7901	Forensic Psychology
PSYC 7902	Adult Development: Geriatric Psychology
PSYC 7903	Introduction to Psychopharmacology
PSYC 7904	Advanced Consulting
PSYC 7905	Independent Practice Management

Military Specialization

PSYC 7170	Social Psychology: Research in Gender Roles
PSYC 7559	Assessment, Theory & Interventions with Military Service Members and Families
PSYC 7760	Trauma & Crisis Interventions

¹ You may elect to enroll in graduate level courses as electives offered by other academic departments within the university in consultation with your advisor. All courses outside the department must relate to the theory, research and practice of counseling psychology and be at the 6000 level or higher.

² PSYC 7900 series (Special Topics) courses must have a minimum enrollment of four (4) students to "make".

Appendix K: Human Subjects Committee Research Proposal Form

TENNESSEE STATE UNIVERSITY

HUMAN SUBJECTS COMMITTEE

RESEARCH PROPOSAL FORM

This proposal is: (check where applicable)

Dissertation Research: _____ Grant Proposal: _____ Funding Agency: _____
 Master's Thesis Research: _____ Faculty Research: _____
 Undergraduate Research: _____ Other: _____

IDENTIFICATION INFORMATION: (Complete all items. Use "N/A" if necessary).

1. Title of Proposal: _____

2. Date: _____

3. Principal Researcher: _____ E-mail Address: _____
 Department: _____

4. Campus Address: _____

5. Telephone Number: _____

6. Other Researchers: _____

7. Faculty Advisor (if applicable): _____ E-mail- Address: _____

8. Former Title of Proposal (if applicable): _____

9. Identify any other previous committee reviews, dates and results: _____

10. This proposal is: _____ New _____ An Amendment
 Yearly Progress Report for Previously Approved Project (only include proposed changes. Sub-Study Under an Umbrella (e.g. Research Center, Training, Grant, etc...))

TENNESSEE STATE UNIVERSITY***RESEARCH PROPOSAL NON-EXEMPT FORM******BRIEF DESCRIPTION OF PROGRAM*****I. Research Plan****A. Scientific rationales:****B. Specific objectives:****II. Describe types, numbers, age and sources of subjects to be studied. (From where will the subjects be recruited? How will subjects be recruited)?****III. Identify all procedures that will be carried out with each type of subject in chronological order. Attach copies of tests or instruments to be used, and consent forms.**

- IV. Does the project offer a direct benefit to each type of subject? (it need not)
_____ yes _____no. If yes describe.
- V. Describe anticipated risks, discomforts, or inconveniences that might be associated with the procedures (that are beyond what subjects typically encounter in everyday life).
- VI. What precautions will be taken in those procedures where potential risk may be involved?
- VII. What steps will be taken for maintaining the subjects' confidentiality, rights, privacy, and well being? Include plans for maintaining confidentiality of documents and data, and access to such.
- VIII. Is any element of deception of the subjects necessary for this research?"
_____ yes _____ no. If answer is "Yes" describe the nature of the deception and the procedure to counteract (undo) the deception.
- IX. Procedure for obtaining the participants' informed consent:
- A. Written consent form will be used _____
- B. An oral presentation will be made _____

C. Other _____

Regardless of the method chosen, the researcher must attach to this proposal the completed consent form or a description of the alternate procedure. If no consent is considered necessary, please explain.

- X. If other institutions are involved in any way in this research sponsored by Tennessee State University, submit letters of cooperation from the administrative authority in these institutions.
- XI. The researcher agrees to seek prior approval from the committee for any changes in title, experimental procedures, informed consent procedures or working of informed consent letter, or other aspects of this proposal. The researcher further agrees to notify the committee immediately of any adverse effects experienced by subjects participating in this study.

SIGNATURES:

Principal Researcher Date

Faculty Advisor (if applicable) Date

Department Chairperson Date

IRB Chair or Reviewer Date

NOTE: Return completed Proposal Form and all attachments to:

The Office of Research and Sponsored Programs

Pick up approved forms from: Office of Research and Sponsored Programs, Research and Sponsored Programs Building, Suite 1A, Tennessee State University, Box 9519, 3500 John A. Merritt Boulevard, Nashville, Tennessee 37209-1561

VP for Research and Sponsored Programs Date

Appendix L: Student and Faculty Table of Conferences

Student and Faculty Table of Conferences

The following table represents a list of conferences at which the students and faculty in the Counseling Psychology doctoral concentration have presented or in which they have participated:

Conference	Estimated Date	Deadline for Poster or Research Submission	Cost	Link to Conference Page
Southeastern Psychological Association (SEPA)	March of each year 3/13-16/13	Not yet published for next year-deadline passed for upcoming conference	SEPA Student Affiliate:\$60 Non-Member Student:\$110	http://www.sepaonline.com/index.htm
Psychology Educators of Tennessee (PET)	11/10/12	No Deadline	Free	https://sites.google.com/site/psychologyeducatorsoftennessee/
Tennessee Psychological Association (TPA)	10/31/12-11/3/12	Student Posters: 10/1/12 Research Presentation or 1 1/2 -6 hr presentation: 6/1/12	(Entire Conference) TPA Student Member: \$95 TPA Student Non-member: \$505	http://tnpa.affiniscape.com/displayconvention.cfm?conventionnbr=11455
Middle Tennessee Psychological Association (MTPA)	4/21/12	4/13/12	\$5.00	http://frank.mtsu.edu/~wlangsto/MTPAHome.html
Tennessee Counseling Association (TCA)	11/17/12-11/20/12	7/7/12	Student Member: \$140-\$200 (depending on when register) Non-Member: \$225-\$275	http://www.regonline.com/builder/site/Default.aspx?EventID=1097473
Multicultural Summit	1/17/2013-	Friday, May 4, 2012	Students:	http://multicult

	1/18/2013	at 11:59 pm Link for guidelines: http://multiculturalsummit.org/programming/NMCS-2013-Call.pdf	\$90-\$110	uralsummit.org/registration/
Division 45 Ethnic Minority conference	5/24/2012-5/26/2012	Not yet published for next year-deadline passed for upcoming conference	Student Div 45 member: \$100 Student Non-Div. 45 Member: \$120	http://www.div45conference.com/
National career development association (NCDA)	7/8/2013-7/10/2013	2013 deadline has passed	NCDA Student/New Professional (one day): \$165-\$235/(full conference): \$475-\$650	http://associationdatabase.com/aws/NCDA/pt/sp/conference_home
Society for Vocational Psychology	Biannually	2014	\$50-\$80	http://www.div17.org/vocpsych/index.htm
APA Annual Convention	7/31/2013-8/4/2013	11/20/2012	Dependent upon membership status	http://www.apa.org/convention/

Enrolled students will be invited to join a student-driven online forum established by and for Ph.D. students in the Counseling Psychology program to facilitate distribution of information about upcoming conference locations and dates, presentation collaboration opportunities, transportation to conferences, and lodging.