

**Counseling Psychology and Applied Human
Development Doctoral Program**

**Boston University – Wheelock College of Education
and Human Development**

**Doctoral Student Handbook
2024-2025**



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I. Welcome

Dear Student,

Welcome to the Counseling Psychology and Applied Human Development doctoral program at Boston University's Wheelock College of Education and Human Development (WCEHD)! The faculty, staff, and current students are all eager to meet you and work with you throughout your doctoral training.

This Handbook is designed to orient you to, and inform you about, our Counseling Psychology and Applied Human Development Program, including our mission and goals, our faculty and staff, and the coursework and other tasks in which you will become engaged. In addition, this handbook provides information for you on procedures and practices that will be important for you as a doctoral student at WCEHD/BU.

Please discuss with your advisor any questions that you have—we are always here to help you!

Best wishes for your future successes,
The CPAHD Department Faculty

Dear Student,

Welcome to the doctoral program in Counseling Psychology and Applied Human Development at Boston University's Wheelock College of Education and Human Development. This program consists of comprehensive and valuable coursework, diverse research experiences, and access to various internship/clinical opportunities to train us to become leaders as professionals in the field of developmental psychology/counseling psychologists, education, and research.

Our program uniquely integrates two tracks: Child and Adolescent Mental Health & Development and Sport/Performance Psychology, both of which integrate positive psychology by considering individuals, groups, and communities' strengths and wellness.

The faculty's guidance and wide range of research will not only help you develop research skills but also provide opportunities to explore community programming, research, and clinical interests as well as professional identities. For example, active engagement in research may lead you to share and expand your ideas, findings, and suggestions through professional conferences and publications. For those of you pursuing Counseling Psychology, Boston has numerous leading medical and mental health centers. You may be working with other disciplines, such as psychiatry and social work, and in different practicum sites, including inpatient settings, outpatient programs, in-home therapy, crisis interventions, college counseling, and VA medical centers. Through these experiences, all graduate students will develop research skills and identify areas of inquiry that align with your own interests.

One of the many advantages of being at Boston University is the city of Boston itself. It is a dynamic place with countless colleges, students, organizations, concerts, and sporting events. School is important, and self-care is even more important amidst a busy schedule. Learn to sail or take a break at the beautiful Charles River. Visit historical sites in the city. Get to know people in and outside the program. Enjoy Boston!

Please do not hesitate to reach out to the current students if you have any questions. We look forward to meeting and getting to know you. Welcome to BU!

Warmly,
The WCEHD Doctoral Students

II. Overview of Programs

Graduates of our program use their specialized knowledge, research skills, and counseling/programming competencies in a wide variety of post-doctoral career choices including the following: faculty positions in colleges and universities; clinical or consulting positions in K-12 schools, government, industry, or human service agencies; work with individuals, teams, or organizations dedicated to superior performance in sport and other areas.

Based in a College of Education and Human Development, we are particularly focused on children and youth, and on educational and sport settings. Such settings include elementary, middle, and high schools; college counseling centers; college athletic teams/departments; and residence halls. We see ourselves as part of “Boston’s University” and have a longstanding tradition of providing service to some of the most underserved schools and disenfranchised students in the city. We are also dedicated to working in school settings as education provides a crucial contribution to the formation and maintenance of free and just societies by helping students become responsible and by instilling democratic values.

Applied Human Development Program

The Doctoral Program in Applied Human Development Psychology resides within the Counseling Psychology and Applied Human Development Department within the Boston University (BU) Wheelock College of Education and Human Development. Students in our program receive training in three core areas of study: 1) psychological foundations of behavior, 2) research methods and data analysis, and 3) applied psychological practice. Further, students follow one of our two program concentrations (Child and Adolescent Mental Health or Sport/Performance Psychology) and receive additional training in the concentration area they choose.

Counseling Psychology Program

The Doctoral Program in Counseling Psychology is accredited by the American Psychological Association. It is part of the Counseling Psychology and Applied Human Development Department within the BU Wheelock College of Education and Human Development. Students in our program receive training in four core areas of study: 1) psychological foundations of behavior, 2) counseling psychology foundations and practice, 3) research methods and data analysis, and 4) applied psychological practice. Further, students follow one of our two program concentrations - Child/Adolescent Mental Health or Sport/Performance Psychology - and receive additional training in the concentration area they choose.

A. Mission Statement

The mission of the Ph.D. in Counseling Psychology and Applied Human Development is to prepare students to be leaders in their fields of study and to be committed to developing and using evidence-based practices to promote optimal development for children, youth, and young adults across a variety of settings. Following a scientist-practitioner model of training, our program is organized around and endeavors to train psychologists who:

- 1) Work effectively with children through emerging adult populations,
- 2) Contribute to the empirical knowledge base of Developmental/Counseling Psychology,
- 3) Assume leadership roles as professional psychologists, educators, and/or researchers, and
- 4) Are committed to and serve as role models of cultural competence, ethical practice, and social justice.

Please see section C, below, for details on the objectives and competencies associated with each of these four program goals.

B. Brief Program History & Current Status of CPAHD

The study of counseling psychology and human development has a long history in what is now BU Wheelock. Our more recent history involves many exciting program revisions and developments. In 2015, the doctoral program in Counseling Psychology and Applied Human Development Programs successfully lobbied the university to change the degree offered from an EdD to a PhD. Students applying in the Fall of 2015 and matriculating in the Fall of 2016 were the first official PhD cohort while many students who entered prior to 2015 and were still enrolled in the program were able to successfully transfer to the PhD program. That same year the Counseling Psychology specialization of the CPAHD PhD program completed the extensive application process to become a program accredited by the American Psychological Association. In August 2017 we received notification that we received APA-accreditation, with the accreditation date backdated to October 2016. Our next review by the APA Commission on Accreditation is scheduled for January 2024, with our next site visit scheduled for Fall 2025.

Also exciting was the merger that Boston University undertook with Wheelock College in 2018, creating what we now call the BU Wheelock College of Education and Human Development. As a result of this merger our current department (CPAHD) was formed, and our two faculties joined together. The collective expertise in our department now reflects the strengths of both former schools. Finally, over the past few years CPAHD has added several new faculty with specializations in counseling psychology, developmental psychology, and sport and performance psychology. With this infusion of new faculty, we can consider additional revisions to our program, allowing us to expand the range of course offerings, training experiences, professional development and mentoring opportunities we provide.

Applied Human Development History and Status

The PhD degree in Applied Human Development program aims to promote more crosstalk between students with varied backgrounds, more opportunities for collaboration amongst our faculty, and should offer an attractive option for students with a set of shared core interests that they can learn together as well as integrate into their work in their different fields.

Students will select one of the following specializations:

- Child and Adolescent Mental Health & Development
- Sport/Performance Psychology

The PhD degree aims to draw upon the expertise of multiple faculty members from across the Wheelock College of Education and Human Development, all of whom have a shared interest in positive youth development but are currently teaching across several programs. The overarching interest in Applied Human Development promotes coherence in the curriculum across several programs (currently those housed in different departments-Teaching & Learning, Counseling Psychology & Applied Human Development, and Language & Literacy) and provide a distinctive signature program for potential applicants. The PhD coursework is organized around 4 areas: developmental foundations, social and cultural development, research methods, and individually specified electives.

Students completing this program will use their specialized knowledge, research skills, and applied developmental competencies in a wide variety of postdoctoral career choices, including the following: faculty positions in colleges and universities; consulting positions in K–12 schools, government, industry, or human service agencies; and work with individuals, teams, or organizations dedicated to superior performance in sport and other performance realm.

Counseling Psychology History and Status

While the BU Counseling Psychology program has been in existence for almost half a century, significant revisions to the program have been made in the past decade. These revisions led to the program receiving “designation status” from the Association of State and Provincial Psychology Boards/ National Register in April 2008.

In accordance with this accreditation, the Counseling Psychology Program meets guidelines set forth by the American Psychological Association. Therefore, graduates of this program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there may be additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

C. Program Goals

The Doctoral Program in Counseling and Applied Human Development endeavors to meet the following goals:

GOAL 1: TO TRAIN DEVELOPMENTAL/COUNSELING PSYCHOLOGISTS TO WORK EFFECTIVELY WITH CHILDREN THROUGH EMERGING ADULT POPULATIONS

Objective 1.1: Students will acquire an advanced understanding of the role and function of the psychologist in a wide range of settings.

Competency 1.1a: Students of developmental psychology will understand the range of roles assumed by psychologists in school, community, and research settings. Students of clinical psychology will understand the range of roles assumed by psychologists in clinical, training, and research settings.

Objective 1.2: Students will acquire an advanced knowledge of the theories and evidence-based scientific findings of psychology, broadly, and developmental/counseling psychology, specifically.

Competency 1.2a: Students will understand the current body of knowledge in the psychological foundations areas and in the history and systems of psychology.

Competency 1.2b: Students will understand the scientific, methodological, and theoretical foundations of developmental/counseling psychology.

Objective 1.3: Developmental students will demonstrate the practical skills and abilities to work in, and with, programs that serve children through emerging adult populations in the role of a developmental psychologist. Counseling psychology students will demonstrate the practical skills and abilities to work with children through emerging adult populations in the role of a counseling psychologist.

Competency 1.3a: Students will demonstrate comprehensive knowledge of developmental/counseling theory, program development, group work, and evidence-based practices.

Competency 1.3b: Developmental students will gain knowledge of how to effectively and appropriately design and implement programs for children, families and emerging adult populations, that are informed by a social-ecological framework and a strengths-based focus. Counseling students will effectively and appropriately counsel children, families and emerging adult populations using advanced interviewing and counseling skills that are informed by a social-ecological framework and a strengths-based focus.

Competency 1.3c: Students will demonstrate competence in assessment techniques, including administration, analysis, and reporting of findings.

Competency 1.3d: Students will demonstrate the knowledge and skills necessary to critically evaluate and develop interventions used in individual, small group, and organizational settings.

Competency 1.3e: Students will demonstrate the knowledge and skills necessary to provide effective leadership in youth serving organizations.

Competency 1.3f: Students will work ethically in the role of a developmental/counseling psychologist.

GOAL 2: TO PROVIDE STUDENTS WITH TRAINING THAT ALLOWS THEM TO CONTRIBUTE TO THE EMPIRICAL KNOWLEDGE BASE OF APPLIED HUMAN DEVELOPMENT/COUNSELING PSYCHOLOGY

Objective 2.1: Students will understand the evidence-base for various interventions and demonstrate the ability to develop, implement, and disseminate research protocols for evaluating youth programming or professional counseling, and educational activities within school and/or community settings.

Competency 2.1a: Students will apply their knowledge of evidenced-based practices to plan effective developmental and/or educational interventions.

Competency 2.1b: Students will apply their knowledge of research methods to develop protocols for evaluating intervention efficacy.

Competency 2.1c: Students will demonstrate the ability to explain the evidence-based rationale and results of efficacy studies to a broad audience.

Objective 2.2: Students will demonstrate the ability to critique and advance extant research to improve practice.

Competency 2.2a: Students will understand a range of research methodologies commonly used in psychological and educational research.

Competency 2.2b: Students will demonstrate the ability to critically evaluate the extant research in their area of interest and conduct independent research to advance the field.

GOAL 3: TO TRAIN DEVELOPMENTAL/COUNSELING PSYCHOLOGISTS WHO ARE COMMITTED TO AND SERVE AS ROLE MODELS OF CULTURAL COMPETENCE, ETHICAL PRACTICE, AND SOCIAL JUSTICE

Objective 3.1: Students will demonstrate an awareness of and sensitivity to diversity and individual differences.

Competency 3.1a: Students will demonstrate the self-awareness, knowledge, and skills necessary to be a culturally competent psychologist.

Competency 3.1b: Students will demonstrate the ability to consider cultural values, beliefs, and practices of the youth, families, communities, and colleagues with whom they work.

Objective 3.2: Students will demonstrate effectiveness working as a developmental psychologist with diverse groups in the roles of educator, researcher, and advocate.

Competency 3.2a: Students will demonstrate the ability to develop a culturally informed understanding of the clients, supervisees, youth, families, communities, and students with whom they work.

Competency 3.2b: Students will demonstrate the ability to design, deliver, and advocate for evidence-based, culturally competent interventions, assessments, and learning environments. **Competency 3.2c:** Students will demonstrate the ability to design and implement culturally responsive research.

III. Academic Requirements

A. Coursework

Following a scientist-practitioner model of training, the doctoral program provides training experiences in core areas:

Applied Human Development Doctoral Program Core Areas

- 1) Psychological Foundations of Behavior
- 2) Research Methods and Data Analysis

Students follow one of our two program concentrations (Child and Adolescent Mental Health & Development or Sport/Performance Psychology) and receive additional training in the concentration area they choose.

Counseling Psychology Doctoral Program Core Areas

- 1) Psychological Foundations of Behavior
- 2) Counseling Psychology Foundations and Practice
- 3) Research Methods and Data Analysis
- 4) Applied Psychological Practice

Further, students follow one of our two program concentrations (Child/Adolescent Mental Health or Sport/Performance Psychology) and receive additional training in the concentration area they choose.

While specific concentration courses are indicated, flexibility in meeting requirements is allowed, with any course substitutions first discussed with the student's primary advisor and then a formal request made to the Doctoral Program Director. Once approved by the Doctoral Program Director, petitions will be submitted to Student Records and the Associate Dean of Student Affairs. A list of courses can be found on our Applied Human Development Bulletin site:

<https://www.bu.edu/academics/wheelock/programs/applied-human-development/phd-counseling-psychology-applied-human-development/> and a suggested semester-by-semester plan of study can be found below (see Tables that follow). This sequence is likely to be modified by factors such as students' previous academic experiences, current needs, course availability, changes in the program, and other factors. Students should plan to meet with their advisor to discuss their academic work prior to registering for courses each semester.

It is important to note that students must be registered for dissertation credits (LC 999, 1-3 credits) during the semesters in which they have their proposal hearing and dissertation defense hearing, respectively, even if these hearings are held in the summer months.

PhD in CPAHD

Applied Human Development Specialization

2024 Suggested Course Sequence

	FALL SEMESTER (16 Credits)	SPRING SEMESTER (16 Credits)
YEAR ONE (32 CREDITS)	*WED ED 800 Theories of Teaching, Learning and Equity 4 cr WED RS 653 Quant Methods 4 cr WED DS 600 Culture, Race, Eth 4 cr WED CE 809 Hx & Systems of Psych 4	*WED ED 801 Educational Foundations and Systems 4 cr *WED RS 753 Causal Designs 4 cr WED CE 815 Human Neuro 4 cr HD Requirement or Elective 4 cr
YEAR TWO (32 CREDITS)	FALL SEMESTER (16 Credits) *GRS PS 711 Statistics in Psych I 4 cr *GRS MA 685 Advanced Topics in Applied Statistical Analysis 4 cr or WED RS 652 Qual Methods 4 cr WED CE 801 Cog Aff Bases of Beh 4 cr Elective 4 cr	SPRING SEMESTER (16 Credits) *GRS PS 712 Statistics in Psych II 4 cr Elective 4 cr WED CE 802 Social Bases of Beh 4 *WED RS 654 Ed Inquiry 4 cr
YEAR THREE (24 CREDITS)	FALL SEMESTER (12 Credits) WED LC 900 Independent Study 4 cr Adv Stats Course or Elective 4 cr Elective 4 cr	SPRING SEMESTER (12 Credits) WED LC 900 Independent Study 4 cr Adv Stats Course or Elective 4 cr Elective 4 cr
YEAR FOUR (6 CREDITS)	FALL SEMESTER (3 Credits) WED LC 999 Dissertation Adv 3 cr	SPRING SEMESTER (3 Credits) WED LC 999 Dissertation Adv 3 cr
YEAR FIVE (6 CREDITS)	FALL SEMESTER (3 Credits) WED LC 999 Dissertation Adv 3 cr	SPRING SEMESTER (3 Credits) WED LC 999 Dissertation Adv 3 cr

***NOTE:** Courses marked with an asterisk (*) are examples only. Specific courses should be chosen in consultation with one's advisor. WED RS755 Psychometrics or its equivalent to be taken when offered or as an independent study. RS 750 may be taken during the semester in which the dissertation proposal is being prepared, but counts as an elective only (not a research/statistics course).

PhD in CPAHD

Counseling Psychology Specialization

2024 Suggested Course Sequence

YEAR ONE (34 CREDITS)	FALL SEMESTER (18 Credits)	SPRING SEMESTER (16 Credits)
	WED CE 853 Cnsl Health Psych 2cr WED CE 848 Effect Ints Child 2 cr WED RS 653 Quant Methods 4 cr WED CE 812 CP in Context 2 cr WED DS 600 Culture, Race, Eth 4 cr WED CE 809 Hx & Systems of Psych 4 cr	WED CE 852 Prev in Coun Psych 2 cr WED CE 826 Int Beh Assess 2 cr WED RS 753 Causal Designs 4 cr WED CE 812 CP in Context 2 cr WED CE 815 Human Neuro 4 c
YEAR TWO (32 CREDITS)	FALL SEMESTER (16 Credits)	SPRING SEMESTER (16 Credits)
	WED CE 849 Effect Ints Adult 2 cr WED CE 854 Adv Res in CP 2 cr WED RS 652 Qual Methods 4 cr WED CE 846 Foundational Prac 4 cr WED CE 801 Cog Aff Bases of Beh 4 cr	WED CE 851 Sem Voc Psych 2 cr WED CE 850 Th & Mod Sup & Con 2 cr ^WED RS 752 Qual Methods 4 cr WED CE 846 Foundational Prac 4 cr WED CE 802 Social Bases of Beh 4 cr
YEAR THREE (28 CREDITS)	FALL SEMESTER (14 Credits)	SPRING SEMESTER (14 Credits)
	WED CE 946 Adv Prac 4 cr WED CE 948 Sup Prac 2 cr Adv Stats Course or Elective 4 cr HD Requirement or Elective 4 cr	WED CE 946 Adv Prac 4 cr WED CE 926 Ass Prac - Child 2 cr Adv Stats Course or Elective 4 cr HD Requirement or Elective 4 cr
YEAR FOUR (6 CREDITS)	FALL SEMESTER (3 Credits)	SPRING SEMESTER (3 Credits)
	WED LC 999 Dissertation Adv 3 cr ^WED CE 947 Externship Prac var	WED LC 999 Dissertation Adv 3 cr ^WED CE 947 Externship Prac var
YEAR FIVE (6 CREDITS)	FALL SEMESTER (3 Credits)	SPRING SEMESTER (3 Credits)
	WED CE 949 APPIC Internship 2 cr WED LC 999 Dissertation Adv 1 cr	WED CE 949 APPIC Internship 2 cr WED LC 999 Dissertation Adv 1 cr

***NOTE:** Students must register for WED ED990S during Summer 1 or 2 (or both) if their practicum or internship placement extends into summer for more than 3 weeks (either begins early or ends late). Check with the DCT if you are unsure whether to register.

^NOTE: Optional or example courses. Discuss specifics with your advisor. Also, WED RS755 Psychometrics or its equivalent to be taken when offered or as an independent study. RS 750 may be taken during the semester in which the dissertation proposal is being prepared, but counts as an elective only (not a research/statistics course).

B. Clinical Practica (Counseling Psychology program ONLY)

The Counseling Psychology doctoral program provides students with opportunities to develop their clinical competencies through practicum training experiences starting their second year. Counseling Psychology doctoral students are required to take a minimum of four credits of practicum in their 2nd and 3rd years. Students can complete an additional practicum in their fourth year.

Preparing for Practicum

For first year students, the Director of Clinical Training holds a meeting in early Fall to discuss the practicum application process in detail. Other students receive information from the DCT via email. All students must provide application materials to the Director of Clinical Training and advisors for review and feedback prior to submitting their applications. Additionally, all students will meet with the DCT individually in the Fall to discuss their plan for practicum for the following academic year.

It is important for students to review both the BU Wheelock Field Policies Guidelines (<http://www.bu.edu/wheelock/files/2019/08/BU-Wheelock-Field-Policies.pdf>) for further information) prior to applying for a practicum placement. Further, all placements must comply with the BU Wheelock Standards for Sites and Site Supervisors (see Appendix A)

Our program strongly encourages students to apply to sites that are part of the Massachusetts Practicum Training Collaborative (MassPTC). If you are interested in applying to a non- MassPTC site, you must set up a meeting with the Director of Clinical Training to discuss this further. In no circumstance should students accept a site prior to the common notification day for the MassPTC.

- **Timeline:**

- October: First Year Student Meeting with DCT regarding the practicum application process.
- November: All students send cover letters and updated CVs to the Director of Clinical Training and primary advisors.
- November: Individual student meetings with the DCT to discuss practicum for next year.
- December/January: Applications to Massachusetts Practicum Training Collaborative (MassPTC) sites are due.
- January: Interviews are scheduled with MassPTC sites.
- Mid-February: common notification date for MassPTC sites.
- Please review the MassPTC site (<https://massptc.org/>) carefully for the timeline and procedures.

- **Opportunities:**
 - The Director of Clinical Training maintains a list of sites where students have completed practicum placements in the past.
 - Please also note that competition for placements from various clinical training programs has been increasing at sites in the Greater Boston area. Further, based on economic and other considerations, training sites sometimes discontinue or reduce their training capacities. Thus, the CP doctoral program cannot guarantee students that they will be offered a training slot through the MassPTC process. For students who are not offered a slot, the Director of Clinical Training will meet with them individually to identify other sites to which they should apply.
- **Example practicum sites of current/former students:**
 - Child and Adolescents
 - Franciscan Hospital for Children
 - Center for Anxiety and Related Disorders – Child and Adolescent Treatment Program
 - McLean Hospital Anxiety Mastery Program
 - Cambridge Health Alliance
 - Chelmsford Public Schools
 - McLean Hospital 3 East Adolescent Dialectical Behavior Therapy (DBT) Programs
 - Young Adult/Adult
 - Prevention and Recovery of Early Psychosis (PREP) at Beth Israel (Mass. Mental)
 - North End Waterfront Community Health Center
 - Massachusetts College of Pharmacy and Health Sciences (MCPHS University)
 - MGH - Chelsea Health Center- Behavioral Health Training Program
 - Wentworth Institute of Technology Center for Wellness and Disability Services
 - The Stone Center Counseling Services – Wellesley College
 - Salem State University: Counseling and Health Services

Practicum Courses:

Second year students enroll in CE 846 (Foundational Practicum), which focuses on the development of counseling skills, competencies, and theoretical and philosophical perspectives

needed for practicum. Third year students enroll in CE 946 (Advanced Practicum), which overlaps with CE 947 to discuss clinical cases and material based on the clinical practicum. In CE 846 and CE 946, students are provided group supervision regarding their clinical experience at their practicum training site. CE 846 and CE 946 meet every other week, on alternate weeks, and readings on clinical issues, therapeutic modalities, and trends in the field are also discussed as a group. During the fourth year, if students choose to continue practicum experience (which is not required but is recommended), they enroll as “externs” in CE 947 and meet monthly with the advanced practicum class (CE 946). In CE 947, students gain further clinical experience in either a new setting or a specialized area of training.

Summer Practicum:

Many practicum experiences extend beyond the traditional academic year. Students who are in practicum during the summer are required to attend Summer Practicum Supervision. Summer Practicum Supervision meetings are scheduled by the instructor at the beginning of the summer and occur every 3 weeks during the summer months. In addition, students who are in a practicum site for more than 3 weeks during the summer session are required to register for Summer Practicum (WEDED 990S) for either or both Summer 1 and Summer 2 session, depending on the length of the practicum placement. Summer Practicum (ED990S) is a zero (0) credit course, that requires instructor approval. Students can register by completing a faculty directed study form. International students are required to register for ED990S if they are in practicum during the summer (for any amount of time).

Some examples:

- Someone whose practicum placement ends early in June, would need to attend one summer practicum meeting but will not need to register for the course.
- Someone whose practicum ends July 1 would need to attend meetings AND register for Summer 1 practicum.

Practicum Evaluation:

As part of the practicum course, the course instructor will meet with the student and the practicum site primary supervisor twice over the course of the academic year, once during each fall and spring semester. The purpose of these site visits is to provide an opportunity to reflect on your training at the site, discuss progress as well as challenges and ways to support your ongoing training. Additional meetings can be scheduled as needed. Your practicum supervisor will need to submit two practicum evaluations, one at the end of the fall term and the second at the end of the spring term. Please note that in the unlikely event that a student receives ‘needs attention’ on any single item in their evaluation, the practicum course instructor and/or the Director of Clinical training (DCT) will talk with the student’s site supervisor and make a determination of whether the student has successfully met the practicum experience requirements for the year.

Please note that students who are asked to leave their practicum or externship site, or choose to leave their practicum or internship site, will automatically receive a failing grade in the practicum class; completion of a full year of a placement is necessary to obtain a grade.

On-site supervision:

- On-site supervision by a licensed psychologist is required for doctoral practicum placements. You are expected to receive at least 2 hours of individual supervision per week with at least one hour of supervision by a licensed psychologist. The second hour of supervision can be provided by a licensed mental health provider from another profession (e.g., psychiatrist, social worker, mental health counselor).
- With the COVID pandemic and changes in mental health practice, supervision models have changed. We expect that supervision will take place mostly in person. Our program's policy regarding telesupervision is provided (see Appendix G) and should be discussed with your primary supervisor at the start of the practicum placement. The policy is included in the practicum contract as well.
- Each student and their primary supervisor are expected to complete and sign the BU Practicum Contract within 2 weeks of beginning the practicum. Please review the BU Practicum Contract (Appendix F) and/or consult with the DCT if you have questions about supervision.

Documenting Hours:

- Each week students must track their clinical practicum hours, including:
 - Direct service (intervention and assessment) to clients, hours of supervision, and support hours (e.g., paperwork, preparing for and reviewing sessions).
- How to track: Time2Track ([Login | Time2Track](#))
 - Students will use Time2Track to keep track of hours. An account is provided to you at no charge by the BU Wheelock Office of Professional Preparation. An authorization key for your account will be provided by the DCT in the summer for the following academic year (September 1-August 31).
 - It is expected that you routinely track your hours and submit them for approval to your practicum site supervisor. Supervisors will be given access to approve hours students submit. In addition, supervisors will complete evaluation forms through a Time2Track function.
 - The hours documented on this service can be linked to the online AAPI (Application for Pre-Doctoral Internship). Please note, the required documentation for the pre-doctoral internship AAPI is very detailed. For example, you will need documentation of patients' demographic information, specific testing instrument experience, etc. Using Time2Track allows you to keep

on top of this documentation so that all details required in the AAPI application are available.

- The practicum instructor will provide an orientation regarding Time2Track use and the DCT is also available to answer questions about tracking practicum hours.

Practicum Site Evaluation:

At the end of the academic year, the DCT will contact students who completed practicums and ask to them to complete a practicum site evaluation. The evaluation is collected through a Qualtrics Survey, allowing the program faculty to get feedback from students about the practicum site and the primary supervisor. This evaluation is due August 1st. While not mandatory, the information provided by students is used by the DCT and program faculty in advising students regarding practicum training experiences. Aggregated and anonymous information is shared with students in the Fall during the practicum application period.

Advanced Assessment and Supervision Practicum Courses

Students also enroll in two advanced assessment and supervision practicum courses: CE926-Advanced Assessment-Child and CE948-Supervision.

- **CE 926:** Prior to engaging in the CE926 Advanced Assessment Practicum, doctoral students learn about various assessment approaches and practice specific aspects of commonly used assessments (e.g., WISC) during the CP Proseminar Series course CE826 Intellectual and Behavioral Assessment. As with all practice experiences, students engage in the applied work, in this case, completing a comprehensive psychoeducation assessment battery and integrative report. The doctoral students in CE926 meet for either 1.5 hours every week or 3 hours every other week. The course includes exposure and in class practice with several assessment measures. Students then conduct practice testing batteries, after which they score and interpret the results, culminating in the preparation of a final integrative report. The CPAHD faculty works closely with the Pickering Library to ensure that psychological assessment materials are available for students to use. Students are encouraged to review the psychological assessment borrowing policy (see Appendix H).
- **CE948:** Prior to engaging in the CE948 Supervision Practicum doctoral students study various models of supervision in the CP Proseminar Series course CE850 Theories and Models of Supervision and Consultation. As with all practica experiences, students engage in the applied work, in this case, providing training and supervision to master's students in the BU Ed.M. in Counseling program, and have regular Supervision of Supervision meetings. The master's students who are the recipients of supervision are registered for CE635 Counseling Skills and Techniques. This course experience includes both a 1-hour didactic classroom component during which various counseling skills and counseling-related issues are introduced, discussed, and modeled, as well as a 1.5-hour laboratory component during which they practice the skills and engage in roleplays. The

doctoral students in CE948 each have their own lab that includes 8-10 master's student supervisees. As the supervisor of the counseling skills labs, doctoral students set the training agenda each week, lead the supervisees in training exercises, provide feedback on supervisees' skills and development, facilitate peer-to-peer feedback, etc. Further, outside of the lab each master's student supervisee conducts mock counseling sessions with volunteer clients that are recorded, transcribed, analyzed, and shared with the doctoral student supervisor. The doctoral supervisor reviews the recorded sessions, transcripts, and analyses and, with the use of a common rubric, provides detailed feedback to each master's student supervisee. Close coordination between the supervisor/instructor of CE948 and the instructor of CE635 is an essential component of this experience to ensure that the training needs of both the doctoral student supervisors and master's student supervisees are being met.

C. Qualifying Tasks (formerly referred to as Comprehensive Examinations)

Each doctoral candidate will complete two qualifying tasks: one paper reporting original research and one oral applied practice/clinical examination. These tasks are designed to give students experience that will be critical to their future professional endeavors. These tasks are likely to have their origins in coursework that the student undertakes in the first few years of the doctoral program, and therefore feedback from course instructors can and should be incorporated. Thus, students should thoughtfully consider how their assignments might lay the foundation for more detailed study and have the potential to fit qualifying task requirements. Short descriptions of each task are given here; more detailed guidelines are provided in the Appendices.

In general, students should expect to complete the first qualifying task (Empirical Study & Paper) by the end of the 2nd year in the program. The oral applied practice/clinical case examination is held in May of the 3rd year. Both qualifying tasks must be completed and accepted by the end of the student's third year (more information on this below) in order for students in the CP program to have adequate time to propose their dissertation prior to application for internship. Dissertation proposal hearings cannot be scheduled until Qualifying Task 1 is completed.

Brief Descriptions of the Qualifying Tasks

Qualifying Task 1: Empirical Research Paper (all students)

The empirical study and research paper is a report of an original research study that the student has conducted and must be suitable for submission to a refereed academic journal. The paper should include an introduction, a review of the main literature relevant to the study, a statement of the research questions and/or hypotheses, detailed information on the design and method of the study, a report of the results of the study, an analysis and discussion of reported findings and their implications, and recommendations for implementation and/or further research (see Appendix B for more detail).

A pilot study for the dissertation or a small project conducted with the primary advisor or another CPAHD faculty member are examples of appropriate topics for the research paper. Students should consult journals in their field as to appropriate content and format of a typical research paper in that field. The goal of this task is for students to demonstrate independence in their ability to compose a publication-quality manuscript based on the work they are completing during their doctoral training.

Qualifying Task 2:

Oral Applied Practice Task (Applied Human Development students)

Clinical Case Conceptualization (Counseling Psychology students)

At least once each year, the Doctoral Training Committee will set official oral applied practice and clinical case conceptualization qualifying task dates. In both cases, the second qualifying task will provide an evaluation of students' critical thinking, conceptualization, assessment, and intervention knowledge and skills, as well as provide an assessment of various developmental psychology and professional competencies (e.g., evidence-based practices, culturally sensitive approaches). Students will officially declare their intention to complete the second qualifying task at least 3 months prior to the set date, by providing a written notice to the Doctoral Program Director. The examination will include the student and 3 members of the CPAHD Faculty (1 faculty will be a Doctoral Training Committee member). The examination is intended to last 1-2 hours overall.

Applied Human Development Students will have the opportunity to choose from one of three options for their Applied Practice Task:

Option 1: Course Development Presentation: Students will prepare a course that they would propose to teach in a new faculty job. This is not a course they have taught at WCEHD or elsewhere. Written components will include a syllabus with clearly written lesson plans and/or PPTs for 2-3 model sessions, and a teaching statement. The oral component will include a model lesson (approximately 20-30 minutes) from one session on the proposed course syllabus, followed by a brief presentation on the student's theory of teaching. Please see Appendix C for details on each required component of the course development presentation option.

OR

Option 2: Program Evaluation Study: Students will conduct a small-scale program evaluation and provide a written evaluation report of findings. We encourage the design of an evaluation with input from the organization or entity so that the results are useful for performance measurement and that can have an influence on continuous improvement. The written report will be comprehensive in detailing how the evaluation documents both effectiveness and value of the program, how stakeholders have been engaged in the process, and should include consideration of cultural responsiveness. The student will present the evaluation results to the committee and, if possible, local stakeholders will attend the presentation (though they will be asked to step outside the room during the committee discussion). Please see Appendix C for details on required components.

OR

Option 3: Original Research Paper and Mock Conference Presentation: The research paper is a report of an original research study that the student has conducted and must be suitable for submission to a refereed academic journal (see Appendix B for manuscript requirements). A pilot study for the dissertation or a small project conducted with the primary advisor or another CPAHD faculty member are examples of appropriate topics for the research paper.

Along with the research paper, the student will prepare a brief edited conference proposal for submission to a relevant association meeting, following the format of calls for proposals from organizations such as American Educational Research Association (AERA), American Psychological Association (APA), Society for Research in Adolescence (SRA), Society for Research in Child Development (SRCD), etc.

For the oral component, the student will give a 20-minute presentation followed by a Q&A session, as would be done if presented at a national conference. The goal of this task is for students to demonstrate independence in their ability to compose a publication-quality manuscript based on the work they are completing during their doctoral training and to present such work effectively to a national audience. Please see Appendix C for details on required components. Note: the empirical study upon which the presentation is based must be a ***different*** study than the one that was submitted for Qualifying task 1.

Counseling Psychology students will complete a Clinical Case Conceptualization for Qualifying Task 2. Please see Appendix D for specific guidelines and details for the written and oral components of the Clinical Case Conceptualization.

Qualifying Tasks Procedures

Qualifying Task 1. A 2-3 member faculty committee is formed by the student, in consultation with the primary advisor. A separate committee may be arranged for each qualifying task, or there may be overlap in members. The First Reader of each committee should be the student's primary advisor or another research-active member of the Counseling Psychology & Applied Human Development (CPAHD) Department, whose expertise lies in the content and research methods pertinent to the qualifying task. The Second Reader of each committee must be a member of the CPAHD Department and typically will have complementary expertise to the First Reader. An optional Third Reader can be selected for inclusion on a committee and may be a member of the faculty of WCEHD, another unit within Boston University, or another university. It is considered desirable for the student to benefit from faculty readers who represent multiple viewpoints. All committee members must have earned doctoral degrees. While the work is in progress, the student has the option of meeting with any member of the committee to discuss a change in the committee membership.

Students should adhere to the following procedures and general timeline:

- When a student determines that they are prepared to begin Qualifying Task 1, they will set a formal proposal meeting with their primary advisor/First Reader during the academic year.

During the meeting, the student will present their research paper ideas. The student should prepare a written proposal, not to exceed one page, that briefly outlines the rationale, questions to be pursued, methods (and analyses when applicable) proposed, and literature to be consulted. This proposal must be sent to the First Reader at least

ONE week prior to the set proposal meeting date. During the meeting, the student and the First Reader discuss and may modify the student's proposal.

- If the student's proposal is not approved, the student will have the opportunity to revise the proposal based on the feedback of the First Reader. Students are required to submit a modified 1-page proposal 1 week before the next formal meeting with the First Reader. Students have 3 times to re-submit the proposal. If the student does not receive approval after 3 resubmissions, they should meet with the First Reader and Doctoral Program Director(s) to determine next steps, which may include a formal review of the student's academic standing by the student's program or submission of a new proposal idea for the Qualifying Task.
- If the student's proposal is approved, the First Reader will sign the proposal form, and the student's "clock" for completing the task will begin on that date. Students will have exactly 1 YEAR from the proposal approval meeting to complete this task.
- Students can receive feedback from the First Reader ONCE in the first 6 months after the student initiates this Qualifying Task. The student will submit the draft to the First Reader, who will respond with a written evaluation including recommended changes and refinements, within four weeks of submission.
- Upon completion of the Task, the student will submit the complete manuscript to the entire Qualifying Task Committee, who will provide a written evaluation within 4 weeks of submission. Committee members will provide feedback in the format typical for review by an academic journal.

The most typical response by committee members is a Revise and Resubmit. As is typical with journal submissions, students will submit a revised version of the article as well as a cover letter detailing how they have responded to the committee members' concerns. Students have 4 weeks to make changes and "resubmit" to the committee for review.

In order to receive a Pass on Qualifying Task 1, the First and Second Readers must approve the final paper. Should they disagree, a Third Reader, appointed by the Doctoral Program Director, will review and make a final determination.

Qualifying Task 2 (Applied Practice Task; AHD Students)

Once the Doctoral Program Director has received confirmation of the students who plan to participate in the annual spring Qualifying Task 2 process, they will consult with the other Doctoral Training Committee members to assign qualifying task committees. Each committee will include the student's advisor, a DTC member, and a 3rd department faculty member.

Students should adhere to the following procedures and general timeline:

- When a student determines that they are prepared to begin Qualifying Task 2, they will set a formal proposal meeting with their primary advisor/First Reader during the academic year. During the meeting, the student will present which of the three options will be chosen, as well as their teaching, evaluation, or research paper ideas.
- The student will prepare a written proposal, not to exceed one page, that briefly outlines the rationale, goals of course or questions to be pursued (depending on choice), methods for evaluation or research (and analyses when applicable) proposed, and literature to be consulted. This proposal will be sent to the First Reader at least ONE week prior to the set proposal meeting date. During the meeting, the student and the First Reader may modify the student's proposal.
- If the student's proposal is not approved, the student will have the opportunity to revise the proposal based on the feedback of the First Reader. Note that students have 3 times to re-submit the proposal. If the student does not receive approval after 3 resubmissions, they will be required to meet with the First Reader and Doctoral Program Director(s) to determine next steps, which may include a formal review of the student's academic standing by the student's program or submission of a new proposal idea for the Applied Practice Task.
- If the student's proposal is approved, the First Reader will sign the proposal form and the student's "clock" for completing the task will begin on that date. Students will have exactly 1 YEAR from the proposal approval meeting to complete this task.
- If course development is chosen, then the final syllabus, lessons, and teaching statement will be required. If option 2 or 3 is chosen, the final paper for an evaluation or research project should be 25-35 pages in length (excluding references) and written in APA-Style.
- Students can receive feedback from the First Reader ONCE in the first 6 months after the student initiates the Applied Practice Task. The student will submit the draft to the First Reader, who will respond with a written evaluation including recommended changes and refinements within four weeks of submission.
- Two weeks prior to the meeting for the Applied Practice Oral presentation, the student will submit the complete course materials or manuscript to the entire Committee.

Following the oral presentation, the committee will ask the student to step out of the room to make a determination. Once a determination has been made, the student will return to the room and the committee (or one representative from the committee) will provide feedback on the outcome of the task. The most typical response by committee members is a Revise and Resubmit. For this qualifying task, the nature of the revision varies based on the student and

case. For instance, the committee might ask the student to expand on part of the written portion (e.g., course materials, evaluation report, manuscript), or to return at a later date to present the case again.

In cases when a written resubmission is requested, the student will have 4 weeks to submit it, along with a formal cover letter detailing how they have responded to the committee members' concerns. At that point, a final determination about the outcome will be made.

Please note that the four-week response time for each submission does not include official university breaks – Thanksgiving, Winter Break, Spring Break. In addition, faculty are not obligated to read qualifying tasks during the Summer (June 1 through August 31). Students should discuss plans with the reader(s) and agree on a timetable before submitting any work during the Summer.

Qualifying Task 2 (Clinical Case Conceptualization; CP Students)

Once the Doctoral Program Director has received confirmation of the students who plan to participate in the annual spring Qualifying Task 2 process, they will consult with the other Doctoral Training Committee members to assign qualifying task committees. Each committee will include the student's advisor, a DTC member, and a 3rd department faculty member.

Students should adhere to the following procedures and general timeline:

- When a student determines that they are prepared to begin Qualifying Task 2, they will set a formal proposal meeting with their primary advisor/First Reader during the academic year. During the meeting, the student will present which of the three options will be chosen, as well as their teaching, evaluation, or research paper ideas.
- CP students are encouraged to use the CE946's case conceptualization paper and presentation assignment as an initial draft of their Qualifying Task. To do so, students should be mindful to schedule their CE946 presentation with ample time. The CE946 instructor will provide feedback that students can integrate as they prepare their final Qualifying Task write up.
- Students can receive feedback from the First Reader ONCE in the first 6 months after the student initiates the Applied Practice Task. The student will submit the draft to the First Reader, who will respond with a written evaluation including recommended changes and refinements within four weeks of submission.
- Two weeks prior to the meeting for the Clinical Case presentation, the student will submit the case conceptualization paper to the entire Committee.

Following the oral presentation, the committee will ask the student to step out of the room to make a determination. Once a determination has been made, the student will return to the room and the committee (or one representative from the committee) will provide feedback on the outcome of the task. The most typical response by committee members is a Revise and Resubmit. For this qualifying task, the nature of the revision varies based on the student and case. For instance, the committee might ask the student to expand on part of the written portion (e.g., course materials, evaluation report, manuscript), or to return at a later date to present the case again.

In cases when a written resubmission is requested, the student will have 4 weeks to submit it, along with a formal cover letter detailing how they have responded to the committee members' concerns. At that point, a final determination about the outcome will be made.

Please note that the four-week response time for each submission does not include official university breaks – Thanksgiving, Winter Break, Spring Break. In addition, faculty are not obligated to read qualifying tasks during the Summer (June 1 through August 31). Students should discuss plans with the reader(s) and agree on a timetable before submitting any work during the Summer.

Stages of Progress

If the First Reader determines at any point that the student is not making satisfactory progress on the qualifying tasks, the First Reader will notify the Doctoral Program Director, who will meet with the committee and the student. Subsequently, a contract between the student and the committee, specifying deadlines and required accomplishments, will be developed and signed by the student and the members of the faculty committee.

When a given qualifying task is passed, a Report of Completion of Qualifying Task is completed by the student and signed by the First and Second Reader, as well as the Doctoral Training Director. The student then submits the following documents:

- Completion of Qualifying Task Report
- Final accepted version of the Qualifying Task
- Completion of Qualifying Task Form: <https://www.bu.edu/wheelock/about/offices-services/registrar-and-records-office/forms/completed-qualifying-task-submission/>

Forms can be found on the BU Wheelock website, under Academic Forms & Policies. The Completion of Qualifying Task Form is completed online and will be routed to BU Wheelock's Office of Data Enrollment and Management. This office will ensure that the completion of the qualifying task is reflected on the students' transcript.

Qualifying Task Failures and Extensions

On rare instances, a qualifying task may not be passed, or may need to be extended beyond the time allotted. In those instances, the First Reader will call a meeting of the committee, the student, and the Doctoral Program Director to discuss the next steps.

In order to stay on a reasonable timeline for Internship application (for Counseling Psychology students) both Qualifying Tasks must be passed by the end of the student's 3rd year in the doctoral program. To receive a pass on a qualifying task, all (written) revisions must be submitted and accepted by the student's Committee.

D. Doctoral Dissertation

Each candidate must demonstrate the ability to make a significant and original contribution to the field and to report this contribution in a doctoral dissertation. **After the first qualifying task (Empirical Research Paper) has been completed and approved, a dissertation committee may be formed, and the student may prepare a proposal to be presented at a proposal hearing.**

1. Composition of the Doctoral Dissertation Committee

A minimum of three individuals with earned doctoral degrees, including at least two members of the WCEHD faculty of Boston University (further details below), will constitute the official Dissertation Committee. Additional members are encouraged and should be selected in consultation with the Dissertation Committee Chair. A maximum of five will hold voting rights.

The First Reader of each committee holds the title of Dissertation Committee Chair and should be a faculty member within the Counseling Psychology & Applied Human Development (CPAHD) Department who is the student's primary advisor or another research-active member whose expertise lies in the content and research methods pertinent to the doctoral dissertation. The Second Reader of each committee must be a member of the CPAHD Department and typically will have complementary expertise to the First Reader. The Third Reader must be a faculty member outside the candidate's department or outside the Wheelock College of Education and Human Development. Additional readers should be added to the committee to enhance knowledge and expertise (e.g., pertinent to the topic area or methodology). The Dissertation Committee Chair provides consultation and approval of committee membership and then sends a signed form listing all committee members to the WCEHD Records Office.

Once the composition of the dissertation committee has been established, students will submit the following documents:

- Dissertation Committee Approval Form, which then is attached to the following:
- Dissertation Committee Approval Online form

Forms can be found on the BU Wheelock website, under Academic Forms & Policies. Once completed online they will be routed to BU Wheelock's Office of Data Enrollment and Management. Only in rare cases will the composition of the committee be changed. Changes to the committee after the proposal has been approved require the written consent of the Dissertation Committee Chair and Doctoral Training Committee and submission of such documentation to the Associate Dean of Student Affairs.

2. Research with Human Subjects

Before engaging in research as a member of a team, starting with your first research project, and no later than the end of your first semester, all students must complete an online

certification for conducting ethical research and be familiar with the Belmont Report. The online certification is provided by the National Institutes of Health (NIH) and is referred to as the CITI Program. The NIH CITI Program can be found at: <http://www.bu.edu/orc/training/human-subjects/>. You will be completing the Charles River Campus training for social and behavioral sciences. Depending on how long you are a student at BU, you may need to become recertified when it is time to complete your dissertation.

All human subjects research at Boston University is governed by an Institutional Review Board (IRB). Before engaging in gathering new data or analyzing existing data, the IRB must approve each study that involves human subjects. As a student, your IRB application will first be submitted to a WCEHD faculty member who serves as the IRB contact. Information on the procedure and IRB checklist used within WCEHD can be found at: <https://www.bu.edu/wheelock/resources/students/research/>. Once the application has been approved by WCEHD and your research advisor, it is sent to the BU IRB for final approval. Expect this process to take several weeks-months to complete as you will likely be asked to make edits at each phase of the process.

3. Arranging a Proposal Hearing or Oral Defense

The Proposal Hearing (to present the proposal for the study) and the Oral Defense (to describe the conduct and the outcomes and defend explanation and interpretation of findings of the completed study) are scheduled in consultation with the student's Doctoral Dissertation Committee Chair and Committee Members.

Once the proposal hearing is scheduled, students will use the following site to reserve a room for the hearing and to indicate their hearing information:

<https://www.bu.edu/wheelock/about/offices-services/registrar-and-records-office/forms/dissertation-hearings-form/>

Two weeks prior to the agreed upon date, students will also reach out to the Administrative Coordinator for Counseling Psychology and Applied Human Development to prepare a notice for posting and for distribution to the CPAHD department. These announcements serve as an invitation to faculty and students to attend the hearings.

4. The Proposal Hearing

Upon preliminary review of the dissertation proposal, the Doctoral Dissertation Committee Chair, in consultation with the other members of the committee, will recommend that the student schedule a Proposal Hearing, a meeting of the Committee at which the student will formally propose the dissertation study and explain its theoretical and research rationale, methodology, and significance. The hearing should take between 1-2 hours.

At least four weeks prior to the scheduled hearing, the student will provide Committee members a complete copy of the proposal. All committee members are expected to read and comment on the document.

During the hearing, each member of the Committee will comment, and, as appropriate, make suggestions for strengthening the description and/or the conduct of the study.

Acceptance of the proposal shall be by majority vote of all of the members of the Dissertation Committee holding voting rights. One of the positive votes must come from the Doctoral Dissertation Committee Chair. However, no vote shall take place unless at least three voting members of the Dissertation Committee are present.

Acceptance of the proposed dissertation is final, regardless of later changes in the composition of the Committee. At the conclusion of the Proposal Hearing and once any required edits are completed the student completes the top box of the Moderator's Report ([Microsoft Word - Moderator's Report.doc \(bu.edu\)](#)) and forwards it to their Dissertation Committee Chair. The Chair will complete the rest of the form and collect signatures from committee members. The student then files the form with the Data & Enrollment Management Office ([wherec@bu.edu](#)).

5. The Dissertation

It is expected that the study will be carried out precisely as approved by the Dissertation Committee. Should any circumstances necessitate methodological changes, these must be conveyed to, and approved in writing by, the members of the Committee (and possibly the IRB).

Draft chapters of the dissertation may be prepared and submitted to all committee members for review and/or revision while the dissertation is in progress. Revising and editing based on committee feedback is the norm in dissertation work.

6. The Oral Defense

The student will receive ongoing consultation from the Dissertation Committee Chair until both are in agreement that the dissertation is complete. At that time, the student will provide all committee members with the complete written dissertation document and begin scheduling procedures for the oral defense.

The oral defense should be scheduled at least 4 weeks from the date of providing the complete dissertation document to all Dissertation Committee members. Following the same procedures described above for the Proposal Hearing (see above), the student will then schedule a hearing for an oral defense of the dissertation before the Committee and the invited public. The oral defense is usually approximately 2-2.5 hours long.

At the completion of the oral defense meeting, the Dissertation committee may accept the dissertation, accept the dissertation with recommendations for changes, or reject the

dissertation. All changes must be made and approved by the Dissertation Committee before the student is approved for graduation. Acceptance of the dissertation shall be by majority vote of all of the members of the Dissertation Committee holding voting rights. One of the positive votes must come from the Dissertation Committee Chair. However, no vote shall take place unless at least three voting members of the Dissertation Committee are present.

Once the Dissertation Committee has voted to approve the dissertation (whether at the oral defense meeting or subsequently following review of the requested changes made by the committee during the oral defense), the student completes the top box of the Moderator's Report ([Microsoft Word - Moderator's Report.doc \(bu.edu\)](#)) and forwards it to their Dissertation Committee Chair. The Chair will complete the rest of the form and collect signatures from committee members. The student then files the form with the Data & Enrollment Management Office (wherec@bu.edu).

Should the Doctoral Dissertation Committee, by majority vote, fail to accept the dissertation (whether at the oral defense meeting or subsequently following review of the requested changes made by the committee during the oral defense), the Doctoral Dissertation Committee Chair will call a meeting of the committee, the student, and the Doctoral Training Director to discuss the next steps.

7. Submitting the Dissertation to Mugar Memorial Library

All students must submit an inked, hard copy of their dissertation signature page to Mugar Library's dissertation/theses coordinator directly when submitting their dissertation to ProQuest. Electronically signed or scanned copies of the signature page will **not** be accepted by the library. For more information on submitting a dissertation to the Mugar Library, visit [Guide for Writers of Theses and Dissertations](#). Students should submit a draft copy of their dissertation manuscript and signature page to the library's dissertation/theses coordinator for a formatting pre-review by emailing theses@bu.edu. All final dissertations must be submitted two weeks before a [graduation event](#) to the library.

8. Student Records Office

Students also must submit a soft copy of the dissertation title and signature pages to the BU Wheelock Data & Enrollment Management Office. This can be submitted using form below, in person to 2 Silber Way Room 115, or via email to wherec@bu.edu.

E. Pre-doctoral Internship (For Counseling Psychology Students Only)

After a student has had their Doctoral Dissertation proposal accepted, they may “go on internship,” the full-time clinical training experience. This is ordinarily done in the student’s fifth year in the doctoral program. All doctoral students are required to complete a pre-doctoral internship before receiving the Ph.D.

To be deemed ready for internship, students must have:

- successfully completed the doctoral qualifying tasks;
- completed all required practica successfully;
- have completed their coursework or be in the process of completing their final course requirements during the semester of application for internship.
- completed or be on track to complete their Doctoral Dissertation Proposal Hearing prior to applying for internship.

Students may request consideration to apply for their pre-doctoral internship in the Spring prior to the AY Match cycle in which they plan to apply. Specifically, students are to contact the Director of Clinical Training (DCT) with their desire to apply for internship by May 1. The Doctoral Faculty meet in early May to review all students and determine initial eligibility. Students will be alerted to the committee determination of their eligibility by May 30. The CPAHD department provides financial support for students applying for internship, and covers the match registration fee (\$130) and the application fees for up to 15 applications.

Internship Application Timeline, Fall

1. Students are to email the Director of Clinical Training (DCT) with their desire to apply for internship by **May 1**. The email should be accompanied by documentation that students have successfully completed their qualifying tasks.
2. Students will be contacted by the DCT via email acknowledging receipt of their request to apply, confirming that they are eligible and providing a brief overview of the application process by **May 30**.
3. Concurrently, an annual internship workshop will occur in May bringing together students who are currently on internship, those who applied in the current academic year, and students who plan to apply. This provides a high-level overview of the application process and allows students to get insight and advice from students who recently completed the process.
4. **Summer:** Students begin the application preparation process.
 - a. Students are invited to participate in the Internship Preparation Workgroup. This is a series of meetings that occur monthly (June-September) and weekly (October), led by the DCT and aimed at providing a space for students to support each other and get support from the DCT as they prepare their application. Meetings will focus on several aspects of the internship application process, including preparing essays, CV, cover letters, references, and the interview

process. Students have the opportunity to bring materials to review, as well as questions, and obtain feedback from the group.

- b. Students are also expected to meet with their advisors to complete a comprehensive list of internship programs to which they are applying and to plan their essays. Students should prepare for this meeting by identifying their interests, skills, areas of expertise and clinical areas or populations with whom they would like to develop more expertise/have more experience. Students should also identify any constraints (e.g., geographic) and begin to develop a list of sites to which they hope to apply.
5. By **September 1**, students are to send:
 - a. the finalized list of sites to which they plan to apply to their advisor and the DCT. It is preferable that the list be in Excel or Google Sheet format. Any special circumstances should be explained with the list.
 - b. the first draft of ALL of their essays to their primary advisors.
6. Advisors will provide feedback on sites and essays will be provided to students by **September 15th**.
7. By **October 1st**, students should:
 - a. integrate advisor's feedback and submit second drafts to the DCT. Occasionally, an additional CPAHD faculty member will also be identified by the DCT to review students' materials at this time. Please note: Essays must be revised until the advisor and DCT determine them to be well-developed, well-written, and clear in meaning and expression. Internship applications may be delayed until essays are deemed "ready."
 - b. submit one representative cover letter to their advisor and to the DCT. Please note that if you are applying to more than one type of site (e.g., counseling centers and community mental health clinics), you should submit a sample letter for each site.
 - c. contact the CPAHD administrative coordinator to coordinate the payment of the match registration.
8. By **October 15th** students should:
 - a. finalize and submit their practicum hours to allow for the DCT to certify the application prior to the Nov.1st deadline.
 - b. provide the DCT with the signed and approved moderators form confirming that they have successfully proposed their dissertation.
 - c. contact the CPAHD administrative coordinator to coordinate the payment and submission of their application fees.

Internship Selection Process

Determining one's primary choice(s) for internship can be anxiety-provoking. In part, this is because of the nature of the selection process itself. Whether one receives an invitation from a site is dependent on several factors, including the number of slots versus number of applicants.

The entire selection process is computerized. The specific regulations for making and accepting offers of internship placement are in the front of the APPIC Directory (<http://www.appic.org>) and must be conscientiously followed by both applicants and internship sites. Additional information on the application, interview, and match process will be provided to students at the annual internship workshop, and through the Internship Preparation Workgroup.

Internship Course and Evaluation Process

Students are required to register for 2 credits of internship (CE949) in the Fall and Spring of their internship year. Depending on the start and end date of their internship, students may also need to register for Summer Practicum (ED990S), a zero (0) credit course, that requires instructor approval. Students can register by completing a faculty directed study form. Students may need to register for the summer months both at the beginning and end of their internship academic year.

Student interns are required to have at least 1 written evaluation submitted to the Doctoral Training Director during the course of the internship year. Two evaluations are strongly preferred, one at mid-term and one final evaluation at the conclusion of the internship. The DCT will contact the internship director of training at the beginning of the academic year to request the evaluations. Typically, sites will use their own evaluation forms, but if they do not have one the program can provide one. State licensing boards may request additional quarterly evaluations.

Students are also encouraged to reach out to the DCT at any point during the internship year to discuss successes and concerns over the course of the year.

F. Graduation

Graduation Application

An application for graduation should be submitted according to the following schedule: March 1 for May graduation, June 1 for August graduation, and November 1 for January graduation. Students who do not complete the requirements for graduation should submit a new application form for the subsequent graduation date.

In order to meet the schedule for graduation at one of three times during the calendar year, the following deadlines must be met:

May Graduation:

- **March 1:** Final edition of the dissertation submitted to the Committee
- **April 1:** Oral defense
- Two weeks prior to Commencement: Submission to Mugar Memorial Library

August Graduation: (possible only when agreed to by Dissertation Committee)

- **June 1:** Final edition of the dissertation submitted to the Committee
- **July 1:** Oral defense
- Two weeks prior to date of graduation: Submission to Mugar Memorial Library

January Graduation:

- **October 1:** Final edition of the dissertation submitted to the Committee
- **November 1:** Oral defense
- Two weeks prior to date of graduation: Submission to Mugar Memorial Library

The Wheelock Graduation Application can be found here:

<https://www.bu.edu/wheelock/about/offices-services/registrar-and-records-office/forms/graduation-application/>

NOTE: Counseling Psychology students who have defended and deposited their dissertations by May 1st and who only have the final summer of internship to complete are allowed to walk in the May graduation. The doctoral diploma will be conferred at the August graduation date, once all internship hours have been completed and all final forms have been submitted to the Director of Clinical Training.

IV. Student Procedures and Policies

A. Student Selection

Students are selected into the Counseling Psychology and Applied Human Development Doctoral Program following several steps. Students complete formal admissions procedures through the Wheelock College of Education and Human Development online application system. Each student's file is reviewed by 2-3 faculty members, including the faculty member(s) indicated by the student (or selected by the faculty when no indication is made by the student) whose work best matches their research and training interests. The Counseling Psychology and Applied Human Development Faculty next meet to discuss applicants and determine a short list of individuals to invite for in-person/on-campus interviews. Applicants are evaluated on all application components (e.g., academic record, essays, research & training experiences and goals, letters of recommendation, etc.), as well as on their match with an advisor in the program. Short-listed applicants are invited to campus for one-day of interviews, meetings with current students, and tours of campus. Students who cannot attend on-campus interviews may be permitted to conduct interviews via videoconferencing when necessary. Following completion of all interviews, faculty meet once more to determine which candidates to recommend for admission, which to place on a waitlist, and which to remove from consideration. Recommendations are made to the Director of Doctoral Studies and the Dean and processed by the Admissions office, who provides the official status notification to students.

B. Doctoral Fellowship

Each PhD student awarded a Doctoral Fellowship receives tuition remission as outlined in the offer letter provided by the BU Wheelock Graduate Student Services office. This is a service stipend, which means that students work 20 hours/week on faculty-supervised research and teaching.

Contract Information: The fellowship begins the first day of the new academic year and runs through the last day of summer. Per the BU Vacation Policy for PhD Students (see link below) each funded student will receive two weeks of paid vacation and up to 15 days of sick leave (see link below). Leave is also provided for childbirth and adoption (link included below).

In addition to these vacation days, students also are entitled to take all BU holidays – that is, all days when the university is closed (see link below for specific holiday and intersession days for the current academic year). This does NOT include Spring Break. Students wishing to have Spring Break off will need to use their vacation days for this period of time. Careful planning of vacation days is important. Your vacation days cannot interfere with any Teaching Fellow or Instructor of Record duties you may have and must be negotiated with your faculty advisor so as to not compromise the research activities in which you are engaged.

It is also important to note that the Doctoral Fellowship, including both the stipend and the tuition remission credits, end in May of your 5th year in the program. Careful planning and close adherence to the schedule of courses and program milestones (i.e., qualifying tasks, dissertation) is important, as ***no credits taken after the 5-year contract expires will be covered. Students are responsible for any tuition incurred beyond the end of their fellowship.***

The Boston University Vacation Policy for funded PhD students can be found here:

<https://www.bu.edu/academics/policies/vacation-policy-for-phd-students/>

Boston University Holiday Schedule can be found online.

For information about childbirth and adoption policies, please see

<http://www.bu.edu/academics/policies/childbirth-and-adoption-accommodation/>.

The Boston University Sick Leave Policy for funded PhD students can be found here:

<https://www.bu.edu/policies/sick-leave-policy-for-phd-students/#:~:text=PhD%20students%20are%20entitled%20to,of%20their%20stipend%20funding%20support.>

Fellowship Activities: It is important to note that while you receive tuition remission and a stipend for the 20 hours/week of fellowship activities in which you engage, the ultimate purpose of the fellowship is to support your development as a scholar and a professional. Working closely with faculty on their research projects gives you the experiences and mentorship needed to develop your competence as an independent researcher. During the admissions process we attend very closely to the overlap of interests between applicants and faculty expertise, so that the work you do on faculty research projects will support you in developing your own area of research. We recommend that, whenever possible, you work with your faculty mentor to “grow” your research out of their existing projects.

Activities that can be counted for your Fellowship include the following:

- Research tasks assigned by your faculty mentor
- Teaching Fellow and Instructor of Record positions (7 hours on average for TF, 10 hours on average for 3-4 credit IR course)
- Conference preparation and attendance (10 hours total per year)
- Qualifying task research if the research is part of your faculty mentor's overall research endeavors. Note that this can include up to 20 hours of analysis time. The time you spend writing your qualifying task document does not count.

At the beginning of each semester students will meet with their faculty mentors to set their Fellowship work schedule for the semester. All vacation requests should be discussed and decided upon at that time. Students should keep track of their hours on a weekly basis and may

be asked to submit these hours monthly to either their advisor or the Doctoral Training Committee.

C. Student Performance Evaluation, Feedback, and Advising

Upon admission to the Counseling Psychology and Applied Human Development Doctoral Program, all students are matched with a faculty member who serves as the student's primary advisor. Students meet regularly (at least once/semester) with their advisor to discuss progress and goals. Students may schedule additional advising meetings, as needed with their advisor. In addition, Wheelock College has a Graduate Student Services Office where students may seek support or advisement.

Note: students may work with more than one faculty member on research/scholarship or other training projects; however, the student would retain one primary advisor who would be involved with advising and evaluating student progress. Students may also switch to a different primary advisor when appropriate or necessary to do so. Students wishing to change their primary advisor contact the Doctoral Program Director, who works with the student to determine the appropriateness and procedures for making such a change. The Doctoral Program Director consults with the student's current and prospective advisors to make determinations on the appropriateness of the change. Students can then complete the [Petition to Change Academic Advisor](#) form to formalize the change.

Students receive regular feedback on their progress in the program via course projects and grades, faculty-student advising meetings, research project supervisor evaluations (as applicable), and through the annual evaluation process. In order to ensure that students are making adequate progress towards degree, and to acknowledge successes and areas of growth, faculty meet as a group once per year in the Spring to review annual evaluations. Annual evaluations encompass the following steps:

- 1) Students complete a formal evaluation form.
- 2) Students discuss their evaluation report with their advisor and the advisor adds additional comments.
- 3) All student evaluations are then discussed among the Counseling Psychology and Applied Human Development Faculty and further comments, praises, and concerns are denoted on the evaluation forms.
- 4) The advisor then meets again with the advisee to discuss faculty input. Advisees may disagree with any aspect of the evaluation and provide a written statement reflecting this on their evaluation form. The final evaluation is signed by both the advisor and advisee.
- 5) Copies of the evaluation are forwarded to the Doctoral Program Director and placed in the student's file.

D. Student Evaluation, Retention, and Termination

Students are held to the Wheelock College of Education and Human Development Academic Standards (see descriptions and policies at: <https://www.bu.edu/academics/wheelock/policies/academic-standing/>)

Doctoral candidates are allowed seven years from the date of admittance to complete all degree requirements. Consideration of an extension beyond the seven-year limit will only occur through a formal petition process. Leaves of absence do not extend the seven-year limit and courses taken more than seven years before graduation will not be counted toward the degree. Failure to complete the degree requirements or petition for extension within the seven-year limit may result in termination from the program.

The annual evaluation report represents a time each year wherein students are provided feedback on their progress in the program. This process is meant to be growth promoting and constructive, and to facilitate conversation between students and their advisors regarding progress made, professional goals, and support needed to meet these goals.

The annual evaluation process begins with each student completing the Annual Student Report through which they describe the training activities undertaken and milestones met during that academic year. Responses are used to 1) provide annual student updates on for the ARO reporting, 2) evaluate student progress towards program completion, and 3) identify challenges that may be shared across students which may indicate an area of our program that needs revision.

Next, faculty meet to discuss each students' report and their development in the Profession-Wide Competencies (PWC), as described in the Standards of Accreditation of the American Psychological Association. Advisors then use the Annual Student Evaluation form to record feedback from the faculty for each student. Following this evaluation meeting, advisors meet with their doctoral advisees individually to discuss their progress, faculty feedback, and any concerns raised. If a student has not met the expected level of performance, as indicated on the ASE, the advisor and student will develop a plan to improve performance in the identified area and the program or departmental supports needed by the student to do so.

Students whose progress is not satisfactory are provided: 1) verbal and written feedback on the specific domains of concern; 2) corrective actions and the timeline necessary to achieve satisfactory progress in that domain; 3) specific consequences for failure to complete the corrective actions or to do so in the timeframe specified. Examples of such consequences may include being placed on probation by the program or discontinuation in the program. For any student who is not making satisfactory progress, the Associate Dean of Student Affairs will be provided the above information and consulted on appropriate corrective actions and

consequences. All evaluation forms and action plans will be placed a student's online folder for further reference.

Should a student concern arise outside of the evaluation period, an off-cycle student review will be conducted. In all instances, the student can appeal the feedback by first providing a written appeal to the Doctoral Program Director, who will then consider the appeal, meet with relevant faculty as necessary to rule upon on the appeal, and provide the student with a written response to the appeal. Should the student continue to feel aggrieved following this process, the student would follow the procedures described in the Wheelock College of Education and Human Development Academic Grievance policies (see next section).

E. Due Process, Grievance Policies, and Record Retention

There are several Grievance Policies in place depending on the nature of the grievance experienced.

For Grievances of Alleged Discrimination, including Sexual Harassment, students should refer to the University policies and procedures outlined on the BU Equal Opportunity Office website: <http://www.bu.edu/eoo/>.

For Academic Grievances, students should refer the Wheelock College of Education and Human Development policies <https://www.bu.edu/academics/wheelock/policies/academic-grievances-and-academic-appeals/>.

Records of student grievances will be retained by the Wheelock Office of Student Services for a period of ten years.

F. APA Ethical Principles of Psychologists and Code of Conduct

Please refer to the following website for the APA-Ethical Principles of Psychologists and Code of Conduct, including the 2010 and 2016 Amendments: <http://www.apa.org/ethics/code/>

V. General Information – Wheelock College of Education and Human Development

Students in the CPAHD PhD program can find general information about Wheelock College of Education policies and procedures on the University Bulletin:

<https://www.bu.edu/academics/wheelock/policies/>

Please visit this link for the most current information on the following topics:

A. Registration and Attendance

- [Registration and Enrollment](#)
- [Withdrawal, Leave of Absence, and Reinstatement](#)
- [Timeline for Course Registration](#)

NOTE: Timely registering each semester is essential, so that appropriate tuition remission funds can be applied to students' accounts. As a best practice, students should register for courses at least 2 weeks prior to the start of each semester. Students who register late, after the Wheelock Financial Aid Office has assigned tuition remission funds, may end up with an unpaid balance on their student accounts, and may incur late fees.

B. Course, Grade, and Degree Policies

- [Academic Grievances and Academic Appeals](#)
- [Academic Standing](#)
- [Changing a Specialization or Adding a Minor](#)
- [Dean's List and Graduation with Honors](#)
- [Degree Time Limits and Graduation](#)
- [EdD-Specific Policies](#)
- [Field-Based Experiences](#)
- [Grades, Course Credits, Pass/Fail, and Incomplete Coursework](#)
- [Intra-University Transfer](#)
- [Physical Education and Military Science Course Credit](#)
- [Transfer Credits](#)

C. Other Useful Resources for Graduate Students

The staff in WCEHD's **Graduate Student Services Office**, located on the first floor of 2 Silber Way, is always eager to point you toward appropriate resources on campus.

The **Educational Resource Center**, located at 100 Bay State Road, provides academic support services for undergraduate students and graduate students: <http://www.bu.edu/erc/>.

If you need academic accommodations based on a disability, you should contact the Disability Services Office, located at 19 Deerfield Street: <http://www.bu.edu/disability/>.

BU has a variety of health and wellness resources. Students may want to explore Student Health Services (<http://www.bu.edu/shs/>), Behavioral Health Services (<http://www.bu.edu/shs/behavioral/>), and/or the Fitness and Recreation Center (<http://www.bu.edu/fitrec/>).

For information about Title IX policies, procedures, and resources, students can see <http://www.bu.edu/eoo/> or [Boston University Title IX Policy](#). WCEHD's [Deputy Title IX Coordinators](#) are always happy to help with Title IX related issues.

Boston University's Sexual Assault Response and Prevention Center (<http://www.bu.edu/sarp/>) provides 24-hour confidential consultation, care, and support.

Finally, the Boston University Associate Provost for Graduate Education maintains a website specifically for doctoral students and postdoctoral fellows. This site provides useful professional development and career development resources: <https://www.bu.edu/pdpa/>

D. General Information for International Students

It is important that students meet the full-time enrollment requirement for their immigration status. For PhD students specifically, they must either register full-time for courses during the semester with at least 12 credits, or if their coursework requirements are completed, they should register for the appropriate independent study course for their thesis completion, and be certified as a full-time student in their record by their academic advisor. The ISSO webpage regarding full-time enrollment also has a section specific to this case for graduate students: <https://www.bu.edu/isso/immigration-status/maintaining-status/courseload/>.

Students who work off-campus for any internship or field experience/research must first receive work authorization from the ISSO. They must submit a CPT or OPT request through the ISSO Portal, which will take about 5-10 business days to process. So, students should plan ahead early if they wish to work outside BU, and contact with their ISSO advisor (Chris Moca) to review their plans.

Here is the ISSO webpage regarding off-campus employment:
<https://www.bu.edu/isso/employment-internships/student-off-campus-work-and-training/>

- The **BU Wheelock/CPT process document** serves as the main reference for students and faculty.
- For any inquiries about the CPT process, students and faculty should reach out to the International Students and Scholars Office (ISSO) student advisors for BU Wheelock:
 - Chris Moca (for graduate students)

Appendix A

BU Wheelock Standards for Sites and Site Supervisors

This document presents the BU Wheelock shared standards organized by site and site supervisor. The standards represent the ideal, aspirational conditions for sites to approximate over time rather than a fixed or absolute expectation. These standards are stated broadly and further delineated via more specific documents such as evaluation instruments and site development processes.

Site Standards

- Alignment with BU Wheelock mission and values, especially a commitment to equity, diversity and inclusion, as well as socio-emotional learning;
- Commitment to a mutually beneficial working relationship that deepens each organization's efficiency, impact, and capacity for continuous improvement;
- Openness to co-developing processes to select, support, and evaluate supervisors (site and university) as well as to enhance all aspects of the student's learning experience;
- Supportive administration and structures that allow the site supervisor to engage with the Wheelock student (e.g., release or relief for observations or meetings with the student); and
- Culture of professionalism such as evidence-based practices; data informed decisions; meaningful learning experiences; warm, supportive relationships; culturally appropriate practices; and strengths- based approaches.

Site Supervisor Standards

- Meets the requirements of an approved site supervisor as defined by the individual BU Wheelock academic program, the field site, and any other applicable standards or regulations;
- Provides consistent guidance, support, and high-quality feedback along with dedicated time to the BU Wheelock student to improve practice;
- Possesses the appropriate knowledge bases to effectively supervise, including but not limited to knowledge of:
 - Evidence based theory to practice;
 - Supervisory models, methods, and techniques;
 - Appropriate professional development activities for the student;
 - Supervisory relationship, roles and responsibilities;
 - Culturally sensitive issues relative to the population being served;
 - Legal and ethical issues of practice and within the profession; and

- Evaluation including data informed judgement as well as ongoing, high-quality feedback via formal/informal mechanisms.
- Possesses the relevant skill to effectively supervise, including but not limited to skill in demonstrating:
 - Clear communication about expectations, professional boundaries, and knowledge bases as indicated above;
 - Self-reflection, goal-oriented collaboration, and ethical behavior;
 - Problem solving, conflict resolution, and appropriate interventions;
 - Culturally appropriate practices relative to the population being served; and
 - Integration of fieldwork and academic requirements into a seamless learning continuum.
 - Engages in ongoing professional learning;
 - Uses data to self-assess practice, specifically the effects of one's choices and actions on
 - others (learners, families, other professionals, and the community);
 - Adapts practice to meet the needs of each child or adolescent.

Note

- For cases in which student self-placements are permitted by the academic program, the site must still be approved by BU Wheelock and also must provide the following baseline conditions specifically for CP counseling students
 - *Have at least 16 hours per week for a period of not less than four months.*
 - *Have at least 50% of the total hours of supervised experience shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report writing, case presentations, and consultations.*
 - *Have at least 25% of the supervised professional experience shall be face-to-face patient/ client contact.*
 - *Offer the student a minimum of two hours of individual supervision per week. A minimum of one hour of individual or group supervision must take place for each 16 hours of work. The group size may not exceed three.*
 - *Have at least half of the supervised experience provided by a licensed psychologist/health service provider and the other half (if not also by a licensed psychologist/health service provider) by either a board-certified psychiatrist, psychologist/hsp, or a licensed independent clinical social worker?*
 - *Provide direct observation of the students' service-related activity in accordance with the American Psychological Association's Standards of Accreditation at least once during the fall semester, and once during the spring semester. The precise regulatory policy is provided below:*
 - *Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. A training site that does not permit live observation, audio or video recording by policy is not a sufficiently unique circumstance to circumvent this requirement.*

- *If engaging in telesupervision, ensuring that it is congruent with the BU CPAHD telesupervision policy (See appendix G).*
-

Appendix B

Guidelines for Qualifying Task: Empirical Research Paper

Purpose

The purpose of writing a research paper as a qualifying task is twofold:

1. To practice conducting and reporting a relatively small and contained research project as preparation for the much larger project that will constitute your dissertation. Many students do a pilot study for their dissertation as a qualifying paper, or expand a study done for a class paper.
2. To demonstrate your ability to conduct and report a research project at a high level, as an indicator of your likely success at later stages in your program. The research paper is a qualifying task that must be successfully completed in order to progress to later stages of the program. The research paper is meant to be publishable, and many students submit theirs to a research journal in their field of study.

Topic

Choose a topic that is narrow enough to be studied and reported thoroughly in a single paper. Do not try to tackle every aspect of the topic. The most important thing is for the paper to have a specific goal, i.e., a clear and precise question that you set out to answer, or a hypothesis that you will either prove or disprove. You may take a qualitative or quantitative approach, or use mixed methods. Most typically, you will conduct your own empirical study, i.e., gathering, analyzing and interpreting a substantial amount of original data.

Note that this document focuses on the research paper, not the research project on which the paper is based. You should work closely with your committee to define a project that is well-motivated within your field of interest, with appropriate methods and analyses. All studies involving human subjects must receive approval by the Institutional Review Board (IRB) at Boston University, Charles River Campus. This includes studies that use questionnaire data or other data collected from humans. Please discuss this with your First Reader and advisor to make sure you have taken the appropriate steps.

Length

The length of your paper will depend to some degree on your questions and methods. In general, you should aim in the range of 25-35 double-spaced pages plus tables, figures, references, and appendices. This is the typical length of a manuscript that one would submit to a journal.

Tone and Style

The structure of the paper reflects your particular way of dealing with the topic, specifically your line of argumentation. It is thus highly important to spend a considerable amount of time thinking about the optimal way of presenting the storyline from question and literature review through results and discussion. It is crucial that every part of the paper be immediately relevant to your question or hypothesis, i.e., at any stage of the paper it should be clear to the reader why this paragraph is important for achieving your goal. If you can't justify this, cut it out!

Your paper should be written in APA (7th ed.) style. You should always aim at the clearest possible way of presenting your study, i.e., keep your words relatively simple ('scientific' does not mean 'stylish', 'particularly complex' or 'rhetorically elaborate') and get rid of every line that you can dispense with. Be precise and consistent in your use of terminology: define relevant terms when they first occur and use them consistently throughout the entire paper. It is not 'bad style' at all to use the same scientific words multiple times, so refrain from using synonyms that potentially lead to confusion. Remember that the internal structure of the main parts of your paper also reflects the way you weight the different aspects of your topic. In general, your style of writing the paper is as important as the content.

Structure

Your paper should typically include the following sections:

A. Introduction

1. Background and preview: Why are you conducting this study? What makes it interesting? Short statement of purpose/hypothesis.
2. Literature review: Summarize the main literature and findings relevant to each central aspect of your question. Only concentrate on those aspects of the literature that are immediately relevant to your own study. Your literature review should not be a blow-by-blow summary, but rather convey a logical and purposeful building of information in the relevant area organized in some strategic way (e.g., by theme, by historical progression). Identify the gaps in the literature. Say what you intend to do in your study to fill one or more of those gaps (e.g., look at a particular phenomenon that has not been investigated thus far; challenge a previous hypothesis; replicate a previous study to see if the results of that study carry over to other data; etc.). If there are no previous studies, make that clear: "To our knowledge, this is the first study to investigate..."
3. State research questions and hypotheses: State your questions and/or hypotheses and, if necessary, explain them in more detail. This may include a preview of your most important results.

Method

1. Participants: Describe the participants in your study including values on variables relevant to your study (e.g., age, grade level, reading ability, IQ, language background).

2. **Materials:** Describe the materials you used (e.g., experimental stimuli, questionnaire, corpus).
3. **Procedure:** Describe the way you collected the data or conducted the experiment.
4. **Coding:** Describe how you categorized the data. Give an overview of all categories and state how you assigned a particular response to a particular category.

Results

1. **Descriptive summary of results:** For each question or hypothesis tested, describe your results. Present tables and/or figures to summarize your findings. The tables and figures in the text serve to provide easy access to your most important findings. The appendix may include a more detailed summary of your results presented in more comprehensive tables. Say what the descriptive statistics suggest.
2. **Inferential statistics:** Once you have described your data for a particular question or hypothesis, submit them to statistical analysis. Say what type of test you used and present the relevant measures (e.g., p-value, F-value, degrees of freedom, effect size, confidence intervals). If it is not obvious why you used a particular test, explain your decision. Say also what the statistical analysis suggests, i.e., how the results should be interpreted.

Discussion

1. **Summary:** Provide a short summary of your results
2. **Relevance to questions:** Discuss the relevance of your results for the questions/hypotheses raised, and for the literature discussed in the introduction.
3. **Theoretical implications:** Consider your paper from a broader theoretical perspective and mention implications of your study for related questions.

Future Directions of Research

Mention open questions: What should be done as a next step? Ideas for an experiment?

Appendix

If the data are too comprehensive to be included in the text, include them in the appendix. If the data are very comprehensive, you might only present parts of your data in the appendix.

References

List all articles and books you have cited, using APA style or the style required by the journal you intend to submit this manuscript to.

Appendix C

Guidelines for the Oral Applied Practice Qualifying Task (AHD Students)

The purpose of the oral applied practice qualifying task is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a developmental psychologist-in-training, with an emphasis on the competency areas relevant to research competence and professional functioning. The faculty examining committee for the oral qualifying task consists of three faculty members from the Applied Human Development program. The oral qualifying tasks will occur each spring, with the faculty announcing the dates for the task by the end of the prior (fall) semester. Students intending to complete the oral applied practice qualifying task should email the Doctoral Program Director at least 3 months prior to the announced task dates to formally announce their intention to complete the task that spring. The Doctoral Program Director will provide official confirmation and a schedule of available times for completing the task.

The applied practice task will provide an evaluation of students' critical thinking, conceptualization, assessment, and intervention knowledge and skills, as well as provide an assessment of various applied developmental psychology and research competencies (e.g., evidence-based practices, culturally sensitive approaches). The examination is intended to last 1-2 hours overall. Note that students will have access to the evaluation form in advance and should review it thoroughly to ensure that their presentation allows committee member to assess each element.

Option 1: Components of the Course Development and Model Lessons qualifying task are derived from WCEHD course proposal procedures and designed to prepare students for a faculty career:

- A brief course proposal narrative will include: Describe the rationale for the course, why it is needed, what purpose it will serve, and its potential for growth. The rationale as written for the qualifying task can related to needs at WCEHD or can focus on needs of an institution that student intends to apply to. Generally, courses should be additions to programmatic sequences either vertically, adding depth to those programs, or horizontally, adding breadth. Attention should be given to the relation of the proposed course to existing courses, programmatic gaps, changing professional needs, marketing needs, and/or certification requirements. Also, the proposal should address whether the course will be a requirement or an elective; the prerequisites for the course; whether it is a new area of specialization and how it will connect with existing courses.
- Syllabi must include all required statements (plagiarism, incompletes, religious observance, disability policies).
- Specific readings are aligned with weekly topics.
- Complete descriptions of assignments are included with rubrics.
- For the syllabus:

- Objectives and goals are clearly stated.
- Curriculum: The course methods are clearly articulated including ordered listing of topics with corresponding readings and assignment.
- Materials: Texts, journals, bibliographies, databases, reference materials, films, video are clearly described, are of sufficient rigor, and are clearly related to course topics.
- Assessment: Methods to assess student attainment of content are clearly specified.
- What is to be assessed? Knowledge, competencies, skills, literacy, application.
- What is the basis of assessment? Professional (external) standards, student competency (minimal or maximal), participation, competitive (internal).
- How will student performance be assessed?
- Your teaching statement should be no more than two pages long. Please include 1) your teaching experience; your learning objectives; examples that show how you have accomplished goals (e.g., how you have engaged students, helped them understand difficult concepts, assess learning); how you have addressed classroom challenges, how your research relates to your teaching, and the courses you would like to teach. Ground your teaching statement in your specific discipline and include reference to student evaluations as applicable.
- Model lessons will include written narrative of goals and activities along with lecture slides. For the oral presentation, the student will run a mock class session of approximately 30 minutes using one of the model lessons.

Option 2: Components of the Program Evaluation Study qualifying task include:

- The written report will include:
 - Description of the program being evaluated including organization, clients, services provided.
 - A logic model should be developed for the evaluation.
 - Clear purpose that is addressed in the evaluation, e.g., is this a needs assessment, evaluation of program effectiveness, investigation of a specific intervention within a larger program or organization, etc.?
 - Clear description of the audience for this evaluation and how it will help in specific decision-making or continuous improvement.
 - Comprehensive methods section that details procedures, sample, measures, and protocols, and analysis plans. A logic model and timeline will be included.
 - Theoretical orientation
 - Individual, cultural, and ethical considerations
 - Results – formative and summative.
 - Discussion section including implications and recommendations.

- References are required using APA style.
- The oral presentation (approximately 30 minutes) will reflect the written report including problem statement, description of the program, purpose of evaluation, methods used, formative and summative results, and implications and recommendations for stakeholders. A subsequent question and answer period will allow for the committee and stakeholders (if attending the presentation) to discuss the evaluation with the student.

The written evaluation report should be approximately 25-35 double-spaced pages (excluding references, logic model, tables, and figures).

Option 3: Components of the Original Research Paper and Mock Conference Presentation

qualifying task include:

- See Appendix B for manuscript requirements. Note: You must present a second empirical study than the one used for qualifying task 1.
- The oral presentation should last approximately 20-30 minutes, followed by a question and answer period, as would be conducted at a national research conference.
- The student will prepare a written conference proposal that is ready for submission to a national conference related to the content area, for example, Association for Applied Sport Psychology (AASP), AERA, APA, SRA, SRCD.
- Ideally, this task prepares the student for dissemination of the research study at a national conference.

The written portion of the oral qualifying task should be submitted to the examining committee members by 5pm, at least **two weeks prior** to the scheduled meeting date of the exam.

The oral portion of this qualifying task can include slides and/or handouts as visual aids. The remaining 60-90 minutes are reserved for questions and discussion addressing particulars of the presentation, and also general understanding of developmental and research issues (e.g., integration of science and practice, ethical and cultural issues, assessment, intervention, and strengths/limitations). Students should consult the competency rating form for a detailed list of the competencies to be demonstrated on this exam.

Appendix D

Guidelines for the Clinical Case Conceptualization (Counseling Psychology Students)

The purpose of the clinical case conceptualization task is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas relevant to clinical competence and professional functioning. The faculty examining committee for the oral clinical qualifying task consists of three faculty members from the Counseling Psychology program. The oral clinical qualifying tasks will occur each spring, with the faculty announcing the dates for the task by the end of the prior (fall) semester. Students intending to complete the oral clinical qualifying task should email the Doctoral Program Director at least 3 months prior to the announced task dates to formally announce their intention to complete the task that spring. The Doctoral Program Director will provide official confirmation and a schedule of available times for completing the task.

The clinical case conceptualization task will provide an evaluation of students' critical thinking, conceptualization, assessment, and intervention knowledge and skills, as well as provide an assessment of various counseling competencies (e.g., evidence-based practices, culturally-sensitive approaches). The examination will be comprised of case presentations, case planning/conceptualizing using vignettes, and open question sessions. The examination is intended to last 1-2 hours overall.

Resources for the case conceptualization include standardized client assessments, interview data, outcome measures, and other case material. The case presentation will include a written component. It is, of course, necessary to secure the client's permission to make use of these case materials, on the understanding that his or her identity will remain confidential and that the case study (which will use a pseudonym and change such details as you consider essential to maintain case study confidentiality) will be read only by you and by your department faculty. The written portion of the clinical case study may be prepared as a paper document, or as an on-line portfolio that is password protected (and may incorporate audio, video, or hyperlinks if desired). It should be a maximum of 20 double-spaced pages (excluding references), and should include sections addressing the following issues:

- Theoretical orientation
- Assessment and case conceptualization
- Intervention goals
- Course of treatment and evaluations of treatment goals
- Outcome assessments
- Use of supervision/consultation
- Individual and cultural considerations

- Ethical considerations
- Awareness of therapist role
- Evaluation of strengths and growth areas

The written portion of the clinical case study should be submitted to the examining committee members by 5pm, at least **two weeks prior** to the scheduled meeting date of the exam. The oral portion of this qualifying task consists of an oral presentation of approximately 30 minutes, including slides and/or handouts as visual aids. The remaining 60- 90 minutes are reserved for questions and discussion addressing particulars of the case and also general understanding of clinical issues (e.g., integration of science and practice, ethical and cultural issues, assessment, intervention, supervision, and strengths/limitations).

Students should consult the competency rating form for a detailed list of the competencies to be demonstrated on this exam.

Appendix E – Relevant Forms

Boston University Wheelock College of Education and Human Development

Counseling Psychology and Applied Human Development



ORAL CLINICAL QUALIFYING TASK PHD IN COUNSELING PSYCHOLOGY & HUMAN DEVELOPMENT PROGRAM COUNSELING PSYCHOLOGY SPECIALIZATION

Student: _____

Exam Date: _____

Faculty Committee Members: _____

Please indicate your evaluation of the student on each of the items listed below. A rating of 4 (“Meets expectations”) or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for internship, while a rating of “NR” indicates that you have not had the opportunity to observe this competency.

Personal Competencies

Based on oral and written case materials, the student:							
	Needs attention		Emerging	Meets expec	Exceeds expectations		NR
1. Demonstrated self-assessment, self-monitoring.	1	2	3	4	5	6	7
2. Willing to acknowledge and correct errors.	1	2	3	4	5	6	7
3. Reflectivity regarding professional practice.	1	2	3	4	5	6	7
4. Awareness of impact of own behavior on client.	1	2	3	4	5	6	7
5. Discussed own strengths and growth areas articulately.	1	2	3	4	5	6	7

Comments:

Clinical Skills

Based on oral and written case materials, the student:							
	Needs attention		Emerging	Meets expec	Exceeds expectations		NR
1. Formed and maintained a productive and respectful relationship with the client.	1	2	3	4	5	6	7
2. Demonstrated competence in the application of culturally appropriate clinical skills.	1	2	3	4	5	6	7
3. Demonstrated familiarity with psychotherapy theory, research, and practice.	1	2	3	4	5	6	7
4. Articulated developmental features and clinical symptoms relevant to client presenting problem.	1	2	3	4	5	6	7

5. Based diagnosis and case conceptualization on case evidence.	1	2	3	4	5	6	7
6. Appropriately used assessment tools to augment clinical data for case conceptualization.	1	2	3	4	5	6	7
7. Presented a case conceptualization and treatment plan that reflect a coherent theoretical orientation.	1	2	3	4	5	6	7
8. Appropriately attended to multiple levels (i.e., individual, group, and universal) in conceptualizing the client's presenting issue and setting treatment goals.	1	2	3	4	5	6	7
9. Weighed merits of different intervention approaches, taking into account empirical and clinical literatures, client worldview and values.	1	2	3	4	5	6	7

Comments:

Multicultural Competence

Based on oral and written case materials, the student:							
	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
1. Demonstrated awareness of self as a cultural being and potential impact on work with this client.	1	2	3	4	5	6	7
2. Articulated influence of own cultural values, attitudes, and assumptions related to intervention with the client.	1	2	3	4	5	6	7
3. Discussed cultural similarities and differences within counselor-client relationship.	1	2	3	4	5	6	7
4. Integrated client's cultural values and context as part of clinical conceptualization.	1	2	3	4	5	6	7
5. Demonstrated knowledge of the values and cultural influences inherent in the theories, interventions, and applications used with client.	1	2	3	4	5	6	7

Comments:

Scientific Mindedness (Integration of science & practice)

Based on oral and written case materials, the student:							
	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
1. Articulated the relevance of scientific findings in case conceptualization and treatment planning.	1	2	3	4	5	6	7
2. Generated and tested hypotheses about her or his own role in the therapeutic process.	1	2	3	4	5	6	7
3. Applied the concept of evidence-based practice (EBP) in case conceptualization, treatment planning, and intervention.	1	2	3	4	5	6	7

4. Demonstrated knowledge of literature on ICDs (individual and cultural differences) and APA policies in practice.	1	2	3	4	5	6	7
---------------------------------------------------------------------------------------------------------------------	---	---	---	---	---	---	---

Comments:

Law and ethics

Based on oral and written case materials, the student:						
	Needs attention	Emerging	Meets expect	Exceeds expectations	NR	
1. Obtained informed consent from client to begin treatment.	1	2	3	4	5	6
2. Demonstrated sensitivity to potential ethical and legal issues relevant to work with this client.	1	2	3	4	5	6
3. Managed therapeutic boundaries appropriately.	1	2	3	4	5	6
4. Consulted appropriately with supervisors, peers, and others regarding ethical issues for this case.	1	2	3	4	5	6
5. Attended to cultural considerations and related APA guidelines in ethical decision-making processes.	1	2	3	4	5	6

Comments:

Presentation Quality

Based on oral and written case materials, the examinee:						
	Needs attention	Emerging	Meets expect	Exceeds expectations	NR	
1. Organized written case materials well and provided evidence on the relevant competencies.	1	2	3	4	5	6
2. Organized the oral presentation well and used presentation effectively.	1	2	3	4	5	6
3. Used allotted oral presentation time efficiently; presented the most relevant elements of the case.	1	2	3	4	5	6
4. Demonstrated an emerging professional identity as a psychologist.	1	2	3	4	5	6
5. Respond non-defensively to questions and feedback from the examining committee.	1	2	3	4	5	6

Comments:

Student's Overall Strengths:

Student's Areas for Growth:

Required Revisions (if applicable):

Student Signature _____ **Date** _____

Examiner 1: _____ **Date** _____

Examiner 2: _____ **Date** _____

Examiner 3: _____ **Date** _____

Advisor Signature _____ **Date** _____

Note: Advisor signature certifies that student has satisfactorily completed any required revisions to the written case study (described above) and demonstrates readiness for internship.

**ORAL CLINICAL/APPLIED PRACTICE QUALIFYING TASK
PHD IN COUNSELING PSYCHOLOGY & HUMAN DEVELOPMENT PROGRAM
RESEARCH PRESENTATION**

Student: _____

Exam Date: _____

Faculty Committee Members: _____

Please indicate your evaluation of the student on each of the items listed below. A rating of 4 (“Meets expectations”) or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for post-doctoral training/employment, while a rating of “NR” indicates that you have not had the opportunity to observe this competency.

Personal Competencies

Based on oral and written research materials, the student:

	Needs attention		Emerging	Meets expectations	Exceeds expectations		NR
1. Demonstrated self-assessment, self-monitoring.	1	2	3	4	5	6	7
2. Willing to acknowledge and correct errors.	1	2	3	4	5	6	7
3. Reflectivity regarding professional practice.	1	2	3	4	5	6	7
4. Awareness of impact of own behavior on research effectiveness.	1	2	3	4	5	6	7
5. Discussed own strengths and growth areas articulately.	1	2	3	4	5	6	7

Comments:

Applied Developmental Skills

Based on oral and written research materials, the student:

	Needs attention		Emerging	Meets expectations	Exceeds expectations		NR
1. Conveys respect for relationship between various stakeholders engaged in research, including ethical interaction with participants.	1	2	3	4	5	6	7
2. Demonstrated competence in the application of culturally appropriate knowledge and skills.	1	2	3	4	5	6	7
3. Demonstrated familiarity with developmental theory, research, and practice.	1	2	3	4	5	6	7
4. Articulated developmental concepts relevant to research presented.	1	2	3	4	5	6	7
5. Research presented or proposed was framed in context of what is known in the field.	1	2	3	4	5	6	7
6. Appropriately identified measurement tools and protocols to answer research questions.	1	2	3	4	5	6	7
7. Presented a clear rationale for methodological approach to research.	1	2	3	4	5	6	7

8. Articulated developmental features of the research process.	1	2	3	4	5	6	7
----------------------------------------------------------------	---	---	---	---	---	---	---

Comments:

Multicultural Competence

Based on oral and written research materials, the student:							
	Needs attention		Emer-ging	Meets expectations	Exceeds expectations		NR
1. Demonstrated awareness of self as a cultural being and potential impact on work with others.	1	2	3	4	5	6	7
2. Articulated influence of own cultural values, attitudes, and assumptions related to research with target populations.	1	2	3	4	5	6	7
3. Integrated issues of equity, diversity and inclusion into research content.	1	2	3	4	5	6	7
4. Demonstrated knowledge of the values and cultural influences inherent in the theoretical/methodological approach to research.	1	2	3	4	5	6	7

Comments:

Scientific Mindedness (Integration of science & practice)

Based on oral and written research materials, the student:							
	Needs attention		Emer-ging	Meets expectations	Exceeds expectations		NR
1. Articulated the relevance and significance of scientific findings in research.	1	2	3	4	5	6	7
2. Demonstrated competency in use of chosen methodological approach to research.	1	2	3	4	5	6	7
3. Showed understanding of the scope of work and necessary time and resources for completing the research.	1	2	3	4	5	6	7

Comments:

IRB and ethics

Based on oral and written research materials, the student:							
	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Demonstrates correct approach for obtaining informed consent from participants.	1	2	3	4	5	6	7
2. Demonstrated sensitivity to potential ethical and legal issues relevant to work with this population.	1	2	3	4	5	6	7
3. Managed professional boundaries appropriately.	1	2	3	4	5	6	7
4. If necessary, consulted appropriately with supervisors, peers, and others regarding ethical issues.	1	2	3	4	5	6	7
5. Attended to cultural considerations and related APA guidelines in ethical decision-making processes.	1	2	3	4	5	6	7

Comments:

Presentation Quality

Based on oral and written research materials, the examinee:

	Needs attention		Emer- ging	Meets expec	Exceeds expectations		NR
1. Organized written research materials well.	1	2	3	4	5	6	7
2. Organized the oral presentation well and used presentation effectively.	1	2	3	4	5	6	7
3. Used allotted oral presentation time efficiently; presented the most relevant elements of the research findings.	1	2	3	4	5	6	7
4. Demonstrated an emerging professional identity as a developmental psychologist.	1	2	3	4	5	6	7
5. Respond non-defensively to questions and feedback from the examining committee.	1	2	3	4	5	6	7

Comments:

Student's Overall Strengths:

Student's Areas for Growth:

Required Revisions (if applicable):

Student Signature _____ **Date** _____

Examiner 1: _____ **Date** _____

Examiner 2: _____ **Date** _____

Examiner 3: _____ **Date** _____

Advisor Signature _____ **Date** _____

**ORAL CLINICAL/APPLIED PRACTICE QUALIFYING TASK
PHD IN COUNSELING PSYCHOLOGY & HUMAN DEVELOPMENT PROGRAM
PROGRAM EVALUATION**

Student: _____

Exam Date: _____

Faculty Committee Members: _____

Please indicate your evaluation of the student on each of the items listed below. A rating of 4 (“Meets expectations”) or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for post-doctoral training/employment, while a rating of “NR” indicates that you have not had the opportunity to observe this competency.

Personal Competencies

Based on oral and written case materials, the student:

	Needs attention		Emer-ging	Meets expectations	Exceeds expectations		NR
1. Demonstrated self-assessment, self-monitoring.	1	2	3	4	5	6	7
2. Willing to acknowledge and correct errors.	1	2	3	4	5	6	7
3. Reflectivity regarding professional practice.	1	2	3	4	5	6	7
4. Awareness of impact of own behavior on work with youth, families, communities, and/or colleagues.	1	2	3	4	5	6	7
5. Discussed own strengths and growth areas articulately.	1	2	3	4	5	6	7

Comments:

Applied Developmental Skills

Based on oral and written case materials, the student:

	Needs attention		Emer-ging	Meets expectations	Exceeds expectations		NR
1. Demonstrated a productive and respectful relationship with stakeholders.	1	2	3	4	5	6	7
2. Demonstrated competence in the application of culturally appropriate knowledge and skills.	1	2	3	4	5	6	7
3. Demonstrated familiarity with developmental theory, research, and practice.	1	2	3	4	5	6	7
4. Articulated developmental concepts relevant to research presented or proposed.	1	2	3	4	5	6	7
5. Research presented or proposed was framed in context of what is known in the field.	1	2	3	4	5	6	7
6. Appropriately identified measurement tools and protocols to answer research or evaluation questions.	1	2	3	4	5	6	7
7. Presented a clear rationale for methodological approach to research or evaluation.	1	2	3	4	5	6	7

8. Appropriately attended to multiple levels (i.e., individual, group, and community) in conceptualizing research or evaluation goals.	1	2	3	4	5	6	7
----------------------------------------------------------------------------------------------------------------------------------------	---	---	---	---	---	---	---

Comments:

Multicultural Competence

Based on oral and written case materials, the student:

	Needs attention		Emer-ging	Meets expectations	Exceeds expectations		NR
1. Demonstrated awareness of self as a cultural being and potential impact on work with others.	1	2	3	4	5	6	7
2. Articulated influence of own cultural values, attitudes, and assumptions related to research, programs, or interventions with target populations.	1	2	3	4	5	6	7
3. Discussed cultural similarities and differences within practitioner/scientist-stakeholder relationship.	1	2	3	4	5	6	7
4. Integrated stakeholder's cultural values and context as part of program evaluation design.	1	2	3	4	5	6	7

Comments:

Scientific Mindedness (Integration of science & practice)

Based on oral and written case materials, the student:

	Needs attention		Emer-ging	Meets expectations	Exceeds expectations		NR
1. Articulated the relevance and significance of scientific findings in research and evaluation design.	1	2	3	4	5	6	7
2. Demonstrated competency in use of chosen methodological approach to research or evaluation.	1	2	3	4	5	6	7
3. Showed understanding of the scope of work and necessary time and resources for completing the proposed evaluation.	1	2	3	4	5	6	7

Comments:

IRB and ethics

Based on oral and written case materials, the student:

	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Demonstrates correct approach for obtaining informed consent from participants in program or intervention.	1	2	3	4	5	6	7
2. Demonstrated sensitivity to potential ethical and legal issues relevant to work with this population.	1	2	3	4	5	6	7
3. Managed professional boundaries appropriately.	1	2	3	4	5	6	7

4. Consulted appropriately with supervisors, peers, and others regarding ethical issues for this program/intervention.	1	2	3	4	5	6	7
5. Attended to cultural considerations and related APA guidelines in ethical decision-making processes.	1	2	3	4	5	6	7

Comments:

Presentation Quality

Based on oral and written case materials, the examinee:

	Needs attention		Emerging	Meets expect	Exceeds expectations		NR
1. Organized written case materials well and provided evidence on the relevant competencies.	1	2	3	4	5	6	7
2. Organized the oral presentation well and used presentation effectively.	1	2	3	4	5	6	7
3. Used allotted oral presentation time efficiently; presented the most relevant elements of the case.	1	2	3	4	5	6	7
4. Demonstrated an emerging professional identity as a developmental psychologist.	1	2	3	4	5	6	7
5. Respond non-defensively to questions and feedback from the examining committee.	1	2	3	4	5	6	7

Comments:

Student's Overall Strengths:

Student's Areas for Growth:

Required Revisions (if applicable):

Student Signature _____

Date _____

Examiner 1: _____

Date _____

Examiner 2: _____

Date _____

Examiner 3: _____

Date _____

Advisor Signature _____

Date _____

ORAL CLINICAL/APPLIED PRACTICE QUALIFYING TASK
PHD IN COUNSELING PSYCHOLOGY & HUMAN DEVELOPMENT PROGRAM
COURSE PROPOSAL

Student: _____

Exam Date: _____

Faculty Committee Members: _____

Please indicate your evaluation of the student on each of the items listed below. A rating of 4 ("Meets expectations") or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for post-doctoral training/employment, while a rating of "NR" indicates that you have not had the opportunity to observe this competency.

Personal Competencies

Based on oral and written proposal materials, the student:							
	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Demonstrated self-assessment, self-monitoring.	1	2	3	4	5	6	7
2. Willing to acknowledge and correct errors.	1	2	3	4	5	6	7
3. Reflectivity regarding professional practice.	1	2	3	4	5	6	7
4. Awareness of impact of own behavior on teaching effectiveness.	1	2	3	4	5	6	7
5. Discussed own strengths and growth areas articulately.	1	2	3	4	5	6	7

Comments:**Pedagogical Skills**

Based on oral and written proposal materials, the student:							
	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Conveys respect of the instructor-student relationship.	1	2	3	4	5	6	7
2. Demonstrated competence in the application of culturally appropriate pedagogical skills.	1	2	3	4	5	6	7
3. Demonstrated familiarity with learning science theory, research, and practice.	1	2	3	4	5	6	7
4. Articulated clear and meaningful learning objectives.	1	2	3	4	5	6	7
5. Based course content on theoretical and empirical literatures.	1	2	3	4	5	6	7
6. Appropriately planned assignments and assessments to evaluate student learning.	1	2	3	4	5	6	7
7. Presented a course proposal that reflects a coherent conceptualization of the topic area to be taught.	1	2	3	4	5	6	7
8. Articulated developmental features of the teaching and learning process.	1	2	3	4	5	6	7

Comments:

Multicultural Competence

Based on oral and written proposal materials, the student:							
	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Demonstrated awareness of self as a cultural being and potential impact on teaching effectiveness.	1	2	3	4	5	6	7
2. Articulated influence of own cultural values, attitudes, and assumptions related to course content.	1	2	3	4	5	6	7
3. Integrated issues of equity, diversity, and inclusion into course content and overall course conceptualization.	1	2	3	4	5	6	7
4. Demonstrated knowledge of the values and cultural influences inherent in the theories and research included in the course materials.	1	2	3	4	5	6	7

Comments:

Scientific Mindedness (Integration of science & practice)

Based on oral and written proposal materials, the student:							
	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Articulated the relevance of scientific findings in the course topic.	1	2	3	4	5	6	7
2. Applied concepts of learning science theory, research, and practice into the course planning and development process.	1	2	3	4	5	6	7

Comments:

Law and ethics

Based on oral and written proposal materials, the student:							
	Needs attention		Emer-ging	Meets expec	Exceeds expectations		NR
1. Demonstrated sensitivity to potential ethical and legal issues relevant to the proposed course topic.	1	2	3	4	5	6	7
2. Managed instructional boundaries appropriately.	1	2	3	4	5	6	7
3. Attended to cultural considerations and related guidelines in the course development process.	1	2	3	4	5	6	7

Comments:

Presentation Quality

Based on oral and written proposal materials, the examinee:							
	Needs attention		Emer- ging	Meets expec	Exceeds expectations		NR
1. Organized written proposal materials well and provided evidence on the relevant competencies.	1	2	3	4	5	6	7
2. Organized the oral presentation well and used presentation effectively.	1	2	3	4	5	6	7
3. Used allotted oral presentation time efficiently; presented the most relevant elements of the proposed course.	1	2	3	4	5	6	7
4. Demonstrated an emerging professional identity as an applied developmental psychologist.	1	2	3	4	5	6	7
5. Respond non-defensively to questions and feedback from the examining committee.	1	2	3	4	5	6	7

Comments:**Student's Overall Strengths:****Student's Areas for Growth:****Required Revisions** (if applicable):

Student Signature _____ Date _____

Examiner 1: _____ Date _____

Examiner 2: _____ Date _____

Examiner 3: _____ Date _____

Advisor Signature _____ Date _____

Appendix F
Counseling Psychology Doctoral Program- Practicum Contract

Practicum Placement Contract for: Fall 20 _____ and Spring 20 _____

Please complete this form and return it to the Counseling Psychology Program's Director of Clinical Training within **2 weeks** of your practicum start date.

The following doctoral student:

Name: _____ Year Level: _____
Phone: _____ E-mail: _____
Street: _____ City: _____ State: _____ Zip: _____
Code: _____

Is placed as a psychology trainee at:

Site Name: _____ Site's Phone #: _____
Street: _____ City: _____ State: _____ Zip: _____
Code: _____

The practicum placement will consist of _____ hours/week. The placement will begin on ____/____/____ and end on ____/____/____. Vacation time will include a total of _____ days/weeks.

Indicate any additional benefits:

_____ Professional development days (e.g. for conferences, defending dissertation, etc.)
_____ Parking/and or transportation support. Explain: _____

This is a: paid practicum _____ unpaid practicum _____

If paid, please indicate amount of stipend or salary: \$ _____ per _____.

The student will have experience in the following areas: (Please specify client population(s) served)

This practicum provides students the following training experiences (X to left of descriptor indicates the experience is available at the site):

_____ Individual Therapy with adults
_____ Individual Therapy with children
_____ Family Therapy
_____ Couples Therapy
_____ Group therapy
_____ Play Therapy

- _____ Cognitive Assessment
- _____ Personality Assessment
- _____ Career Counseling
- _____ Sport Psychology
- _____ Hypnosis
- _____ Group Supervision
- _____ Professional Development/Didactic Training
- _____ Multidisciplinary Treatment Meetings/Grand rounds

Average direct client contact hours/week:

Required total hours/week (e.g., amount of hours per week and time off):

Number of practicum students/year:

The student must be on site for the following times for supervision/case presentations, etc:

Note: Students are expected to be available for university-related activities on **Tuesdays**. In some circumstances, students may seek approval to attend Tuesday programming on site. However, this is dependent upon course scheduling, and they will need to consult with the Director of Clinical Training.

Their primary supervisor will be:

Supervisor Name:

Supervisor Email:

Degree:

ABPP: Yes No

Mass. Licensed Psychologist: Yes No

Area of Supervision:

Hours/Week:

Additional Supervisors	Areas of Supervision	Hrs/Wk	MA Licensed	Highest Degree
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Please confirm that there is at least one other supervisor who is a licensed psychologist/psychiatrist/licensed clinical social worker who could provide supervision and support should there be staff changes with the current designated supervisors:

____ Yes
____ No
____ Other _____

Requirements for predoctoral practica to count toward licensure hours are described at:

<https://www.mass.gov/doc/251-cmr-3-registration-of-psychologists>

All practica are not required to offer predoctoral practica in such a way so that the hours can count towards licensure. We want the students to be informed of the criteria for counting hours, however, and their relevance to each practicum. Requirements include that practica:

- Have at least 16 hours per week for a period of not less than four months Yes ____ No ____
- Have at least 50% of the total hours of supervised experience shall be in service-related activities, defined as treatment/intervention, assessment, interviews, report writing, case presentations, and consultations Yes ____ No ____
- Have at least 25% of the supervised professional experience shall be face-to-face patient/ client contact Yes ____ No ____
- Offer the student a minimum of two hours of individual supervision per week. A minimum of one hour of individual or group supervision must take place for each 16 hours of work. The group size may not exceed three. Yes ____ No ____
- Have at least half of the supervised experience provided by a licensed psychologist/health service provider and the other half (if not also by a licensed psychologist/health service provider) by either a board-certified psychiatrist, psychologist/hsp, or a licensed independent clinical social worker? Yes ____ No ____

The primary practicum supervisor agrees to:

1. Provide ____ hours of direct supervision per week to come from the student's regular hours.
2. Oversee ____ hours of additional supervision per week to come from the student's regular hours.
3. Oversee that weekly in-service training is provided to the student.
4. Provide supervision which takes into consideration the student's academic experience at Boston University (the student will provide the supervisor with relevant course outlines, the overall goals of the program) and the student's individual learning goals which are the following:
5. Provide direct observation of the students' service-related activity in accordance with the American Psychological Association's Standards of Accreditation at least once during the fall semester, and once during the spring semester. The precise regulatory policy is provided below:

Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording. A training site that does not permit live observation, audio or video recording by policy is not a sufficiently unique circumstance to circumvent this requirement.

6. If engaging in telesupervision, ensuring that it is congruent with the BU CPAHD telesupervision policy (attached).

7. Be available to discuss a student's progress with the practicum coordinator and/or Director of Clinical Training either by telephone contact or on-site visits.
8. Provide opportunities for site visits to the Boston University's Director of Clinical Training and faculty.
9. Complete written evaluations of the student's progress twice during the year.
10. Please include any other contractual agreement you have made with your supervisee regarding training and/or any exception to the standards in items 1 through 9.

Please indicate whether the student will have the opportunity to gain experiences at the practicum level in each of the nine competency areas. Check all that apply.

- ☐ Ethical and legal standards
- ☐ Individual and cultural diversity
- ☐ Professional values, attitudes, and behaviors
- ☐ Communication and interpersonal skills
- ☐ Assessment
- ☐ Intervention
- ☐ Individual Supervision
- ☐ Group Supervision
- ☐ Consultation and Inter-professional/ Inter-disciplinary skills

Please outline 2-3 goals for practicum training for this academic year:

- Goal 1. _____

- Goal 2. _____

- Goal 3. _____

Primary Supervisor _____ Date _____

Student _____ Date _____

Director of Clinical Training _____ Date _____

Appendix G

Telesupervision Policy

The following applies to telesupervision, defined as supervision of clinical activity, involving a licensed supervisor, peer supervisors-in-training, and supervisees, that is conducted via telephone, video conference program, or mediums other than in-person meeting. Telesupervision that includes audio/visual meetings involving supervisee clinical training goals, case review, and experiential learning techniques (e.g., modeling, roleplaying, video review, etc.) is consistent with competency-based training in delivery of clinical services. Telesupervision will be used as a routine alternative to in-person supervision as needed for trainees of all experience levels. Our primary supervision modality will be in-person, with the ongoing option of telesupervision for occasional convenience to allow smooth continuity of supervision. Supervisors will establish a training alliance with their supervisee as usual at the onset of the relationship and will include direction on the implementation of the tele-health format.

If and when telesupervision occurs, both supervisor and supervisee are responsible for identifying a private location to conduct the activity. When possible, the non-remote party will conduct telesupervision from the practicum location. Telesupervision must be conducted in a HIPAA- and FERPA-compliant manner (i.e., both the device, any software used, and internet connection must maximize confidentiality of both patient and trainee). All video supervision will be held using the HIPAA compliant Zoom provided by BU or the practicum site.

Although the supervisor maintains full professional responsibility for clinical cases, when a student is seeing patients while the primary supervisor is physically offsite, supervision of urgent clinical matters will be provided remotely by the primary supervisor, or alternately by the licensed supervisor providing onsite coverage. Students are provided with emergency contact information for these supervisors. Supervision that occurs by the covering supervisor will be communicated to the primary supervisor by either the covering supervisor or the supervisee.

Inman, A. G., Bashian, H., Pendse, A. C., & Luu, L. P. (2019). Publication trends in telesupervision: A content analysis study. *The Clinical Supervisor*, 38(1), 97–115. <https://doi.org/10.1080/07325223.2018.1528194>

Tarlow, K. R., McCord, C. E., Nelson, J. L., & Bernhard, P. A. (2020). Comparing in-person supervision and telesupervision: A multiple baseline single-case study. *Journal of Psychotherapy Integration*, 30(2), 383–393. <https://doi.org/10.1037/int0000210>

Appendix H

Counseling Psychology and Applied Human Development Psychological Assessment Materials Borrowing Policy

The Counseling Psychology and Applied Human Development (CPAHD) maintains a range of psychological assessment materials in support of CPAHD academic programs. Professional guidelines set forth by American Psychological Association (APA) and assessment publishers limit the use of and access to materials to qualified individuals. To ensure compliance with these provisions, all borrowers must familiarize themselves with the Psychological Assessment Materials Policy.

The policy has been developed to follow the APA Statement on the use of psychological tests in education: [Statement on the Use of Secure Psychological Tests in Education \(apa.org\)](https://www.apa.org/ethics/principles-practice/assessment). Additionally, borrowers (students and faculty alike) are required to adhere to ethical guidelines set forth by the APA in Ethical Principles of Psychologists and Code of Conduct while handling psychological assessment materials: [Ethical principles of psychologists and code of conduct \(apa.org\)](https://www.apa.org/ethics/principles-practice/assessment).

By borrowing testing materials, the borrower agrees to the following conditions:

- The test materials can be signed out from the Pickering Library during their hours of operation.
- Borrowers must follow Pickering Library guidelines to borrow the materials. [Finding a Test - Educational and Psychological Tests and Measures - Research at Boston University \(bu.edu\)](https://www.bu.edu/pickering/)
- Students enrolled in an assessment course (e.g., CE926) will have priority when borrowing testing materials.
- Borrowers are responsible for returning the testing material on time and in the same condition that they borrowed it. Two blank scoring forms will be provided with each scoring kit for use, and can be written on, but no marks should be made on any manuals, stimulus books or other test kit materials.
- Borrowers must maintain confidentiality and security of the material at all times.
- Borrowers may only sign out testing materials for a maximum of 72 hours at a time, unless they have received special permission for a longer period of time from faculty.
- Borrowers assume full responsibility for all materials checked-out and are liable to remit payment for damaged or missing items. Damage includes but is not limited to: excessive marking, water damage, torn or missing pages.
- Borrowers are not permitted to borrow only specific components of testing kits, as this would render them unusable for others.
- Borrowers must ensure that assessment procedures are followed appropriately, and battery results are interpreted accurately.
- Borrowers must not compromise the effective use of assessment methods and techniques nor render them open to misuse by publishing or disclosing results to unauthorized and/or unqualified parties.

- Borrowers are expected to observe copyright laws when administering psychological assessment batteries and handling all materials maintained by the test kit collection.
- Test publishers prohibit protocol photocopying and administration outside of the domain in which a CPAHD faculty oversees the administration (e.g., outside the context of a class or practicum administration).

Appendix I

Trainee Evaluation Boston University – Wheelock College of Education and Human Development | Counseling Psychology

School: _____ Student: _____

Supervisor: _____ Faculty: _____

Training Site: _____ Course: _____

Term: _____

Batch: _____ Requested: _____

Flow: _____ Date: _____

Practicum level: _____ Foundational _____ Advanced _____ Externship

Did you directly observe the practicum student engage in clinical work and/or conduct assessments?

☐ Yes

☐ No

If “Yes”, please specify:

Did you listen to audio-tape or view video-tape of the practicum student engaging in clinical work and/or conducting assessments?

☐ Yes

☐ No

If “Yes”, please specify:

Note: A rating of 3 ("Meets expectations") or higher indicates that you believe the student demonstrates developmentally appropriate mastery in terms of preparation for internship.

A rating of "NR" indicates that you have not had the opportunity to observe this competency.

Personal Competencies (e.g., psychological mindedness, emotional maturity)	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Accurate self-assessment, self-monitoring	1	2	3	4	NR
2. Willingness to acknowledge and correct errors	1	2	3	4	NR
3. Reflectivity regarding professional practice	1	2	3	4	NR
4. Awareness of impact of own behavior on clients	1	2	3	4	NR
5. Notes connection between self-care and effective practice	1	2	3	4	NR
6. Monitors issues related to self-care with supervisor	1	2	3	4	NR
7. Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	1	2	3	4	NR

Comments:

Interpersonal Competencies (e.g., relational skills, ethical decision-making)	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Establishes constructive relationships with peers and staff, including professionals from other disciplines	1	2	3	4	NR
2. Aware of own contribution to interpersonal dynamics	1	2	3	4	NR
3. Able to provide effective feedback to clients, supervisors, peers	1	2	3	4	NR
4. Able to react to others' feedback non-defensively	1	2	3	4	NR
5. Able to negotiate differences and handle conflict	1	2	3	4	NR
6. Acknowledges own role in difficult interactions	1	2	3	4	NR
7. Appropriate boundary management	1	2	3	4	NR
8. Identifies ethical dilemmas effectively	1	2	3	4	NR
9. Aware of both personal and professional ethical values as these relate to professional roles	1	2	3	4	NR
10. Actively consults with supervisors and peers regarding ethical issues in practice, academics, and research	1	2	3	4	NR
11. Addresses ethical and legal aspects within case conceptualization	1	2	3	4	NR

Comments:

Clinical Skills (e.g., assessment, conceptualization, intervention)	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Forms and maintains productive and respectful therapeutic relationships with clients	1	2	3	4	NR
2. Able to effectively use counseling skills with intentionality, and in a culturally appropriate manner	1	2	3	4	NR
3. Broad familiarity with psychotherapy theory, research, and practice	1	2	3	4	NR
4. Articulates developmental features and clinical symptoms relevant to client presenting problem	1	2	3	4	NR
5. Demonstrates how diagnosis and case conceptualization are based on case material	1	2	3	4	NR
6. Selects assessment tools with awareness of population served at the site	1	2	3	4	NR
7. Regularly consults with supervisor on appropriate assessment techniques, interpretation	1	2	3	4	NR
8. Reports and case conceptualizations reflect data collected from multiple sources	1	2	3	4	NR
9. Formulates case conceptualizations and treatment plans, using at least one consistent theoretical orientation	1	2	3	4	NR
10. Able to clearly articulate theoretical orientation (as required for AAPI internship application form)	1	2	3	4	NR

Comments:

Professionalism	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Punctual, appropriate attire, professional demeanor	1	2	3	4	NR
2. Timely completion of required forms; compliance with agency policies	1	2	3	4	NR
3. Verbal, nonverbal, and written communications are clear and articulate	1	2	3	4	NR
4. Understands professional language; uses it effectively	1	2	3	4	NR
5. Use of resources for professional development	1	2	3	4	NR
6. Emerging professional identity as a psychologist	1	2	3	4	NR

Comments:

Use of Supervision	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Comes prepared for supervision and engages actively in supervision process	1	2	3	4	NR
2. Sets meaningful and coherent goals for practicum training	1	2	3	4	NR
3. Negotiates constructive relationships with supervisors and supervisees	1	2	3	4	NR
4. Actively participates in group supervision	1	2	3	4	NR
5. Able to use feedback effectively	1	2	3	4	NR
6. Initiates supervision regularly about diversity issues	1	2	3	4	NR

Comments:

Scientific Mindedness (integration of science and practice)	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Applies scientific method to clinical practice	1	2	3	4	NR
2. Able to articulate relevance of scientific findings in supervision and case conferences	1	2	3	4	NR
3. Generates hypotheses about own role in therapeutic process, outcome	1	2	3	4	NR
4. Understands and applies the concept of evidence-based practice (EBP) in case conceptualization, treatment planning, and intervention	1	2	3	4	NR
5. Demonstrates knowledge of literature on ICDs (individual and cultural differences) and APA policies in practice	1	2	3	4	NR

Comments:

Multicultural Competence	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Awareness of self as a cultural being and potential impact on work with clients.	1	2	3	4	NR
2. Understands influence of own cultural values, attitudes, and assumptions related to intervention with clients.	1	2	3	4	NR
3. Able to discuss cultural similarities and differences within counselor-client relationship.	1	2	3	4	NR
4. Considers and integrates clients' cultural values and context as part of clinical conceptualizations.	1	2	3	4	NR
5. Knowledgeable of the values and cultural influences inherent in different theories, interventions, and applications with clients.	1	2	3	4	NR
6. Willing to openly and nondefensively examine and challenge own attitudes, assumptions, and stereotypes of different clients and client contexts.	1	2	3	4	NR

Comments:

Testing / Assessment	Needs attention	Emerging	Meets expectations	Exceeds expectations	NR
1. Selection of appropriate instruments	1	2	3	4	NR
2. Technical administration accuracy	1	2	3	4	NR
3. Scoring accuracy	1	2	3	4	NR
4. Rapport with clients	1	2	3	4	NR
6. Quality of written testing reports	1	2	3	4	NR
7. Ability to communicate feedback orally to clients/client's family	1	2	3	4	NR

Comments:

Overall Strengths:

Areas for Growth:

Student signature: _____

Date: _____

Site supervisor signature: _____

Date: _____

Licensed Psychologist? ____ **Yes** ____ **No** [If not, supervising psychologist must also sign below.]

Supervising psychologist name*: _____

Signature*: _____ **Date:** _____

* [This signature is included for practica in which the direct site supervisor is a non-licensed psychologist, being supervised by a licensed psychologist. No separate signature is needed if site supervisor is licensed.]

Note to student: It is your responsibility to save a copy of this evaluation form for your records.