



STUDENT HANDBOOK

Ph.D. in Psychology
(Counseling Psychology Concentration)

TENNESSEE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGICAL SCIENCES AND COUNSELING
COLLEGE OF EDUCATION

2023-2026

ACCREDITED BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION,
COMMISSION ON ACCREDITATION,

750 FIRST STREET NE, WASHINGTON, DC 20002-4242, 202-336-5979

TSU- 22-60(A)-4e-13109

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DOCTORAL STUDENT HANDBOOK

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

I. INTRODUCTION TO THE COUNSELING PSYCHOLOGY CONCENTRATION

ACCREDITATION STATUS

The doctoral concentration in Counseling Psychology is accredited by the American Psychological Association [Commission on Accreditation, 750 First Street, NE, Washington, DC, 20002-4242, 202-336-5979] and is a designated Doctoral Program in Psychology of the American Association of State Psychology Boards (AASPB) and the Council for the National Register of Health Service Providers in Psychology. Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, GA 30033-4097, 404-679-4500] to award the Associate, Bachelor, Masters, Specialist in Education, and Doctoral degrees.

HISTORY

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

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

Psychology and the American Association of State and Provincial Psychology Boards. The title was changed a final time in 1996 to the Doctor of Philosophy in Psychology with concentrations in Counseling Psychology and School Psychology. The new designation as a Ph.D. program prompted the faculty to commit to continuous improvement with the resolve to achieve accreditation for the Counseling Psychology concentration. A curricular revision was begun in 1997, and full implementation occurred in the Fall of 1999. The application for APA accreditation was submitted in 1999 and the Counseling Psychology Program received APA accreditation on March 10, 2000. The program was reaccredited most recently in 2018 for 10 years.

MISSION, AIMS, OBJECTIVES, AND COMPETENCIES

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

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

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

Aim #1 – The Program facilitates the development of life-long, self-reflective professional behavior and cultivation of a holistic & contextual worldview.

Aim #2 – The Program facilitates the development of effective skills in clinical application, research methodologies and professional interactions with individuals, groups, and systems.

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

Aim #4 - The Program facilitates the commitment to advocacy, social justice, and systems change.

Please see [appendix M](#) and [appendix N](#) for additional information regarding updated aims and objectives.

DIVERSITY STATEMENT

Understanding and appreciating individual and cultural differences, engaging in social change, and promoting advocacy are core aspects of the program here at Tennessee State University (TSU). TSU's history as a Historically Black College and University (HBCU) uniquely positions the department to view research and practice through a cultural and contextual lens. Our students and faculty support diversity, social change and advocacy through coursework, community service, practicum training, and outreach presentations and workshops delivered to community agencies which represent underserved populations. Moreover, our department values and celebrates diversity in religion, orientation, ethnicity, SES, ability, gender, and other areas.

MICROAGGRESSIONS STATEMENT

PhD. In Psychology - Counseling Concentration
Microaggressions Statement
Developed April 2019

As future and current health service providing psychologists, we are called to address issues of social justice and advocacy as we work for broader societal change. To do this work, we must also work individually on ourselves. We may have mentioned at interviews that if you come out of this program unchanged, then we have failed you. One of the areas we hope that change and

growth occurs is the realm of understanding microaggressions. We hope you will understand what they are, their ubiquitous nature, and their personal impact.

Microaggressions are the everyday actions or comments that are subtle insults, invalidations, or offensive behaviors that marginalized people face. Based on this definition, everyone will commit microaggressions in the course of their life. Whether microaggressions are committed with malice, or unconsciously, their impact can be harmful.

At TSU's counseling psychology program, we hope to cultivate a culture where students and faculty can increase their own self-awareness of when one has made a microaggression. At the same time, we hope to build the skills needed to attempt to repair the harm done to others if one commits a microaggression. As part of our program's culture, it is our expectation that in those moments where you are made aware of a microaggression, you engage in a process to not only open up to the possibility that you may have wounded another, but also to address the impact of your statement and attempt to repair the rupture. Our program will also be providing training on how to disarm microaggressions when you witness them.

We understand that this is an ongoing learning process for all of us, so naturally, we expect it to be an ongoing conversation. A working group of students and faculty have developed trainings, support, and accountability measures for the entire program to foster a community of understanding and development around understanding microaggressions. For you, that means there will be opportunities to engage in these conversations in your classes, Brown Bag meetings, and our Town Hall meetings.

PROGRAM FACULTY

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

Campbell, James L., Ph.D. (Oklahoma State University)	Male gender role issues; couples and family counseling; supervision/training
Marie S. Hammond, Ph.D. (University of Missouri-Columbia)	Vocational identity, African American Career development and decision-making, STEM student career development, culturally-appropriate assessment development, persistence of African American and other URM groups, intersectionality, personality, statistics, research methods, research process
Esther Mendez Lynch, Ph.D. (Tennessee State University)	Relationships, Trauma, and Health Disparities within BIPOC communities
Robin Oatis-Ballew, Ph.D. (Howard University)	BIPOC Women and Health, Grad Student Training, and im(migration) experiences.
Brooke Rappaport, Ph.D. (University of Georgia)	Ally/accomplice/co-conspirator development; intersectional feminism; multicultural and relational supervision and training

Associate Program Faculty

The Counseling Psychology concentration has associate program faculty members with diverse backgrounds and research interests. The associate program faculty members associated with the concentration are:

Lisa de la Mothe	Neuroanatomy/neuroscience, drugs & behavior
John Dossett	Sexual decision making, critical thinking, statistics
Joan Popkin	Women's issues, diversity and multicultural issues, development of children and adolescents

Mary Shelton	Cultural diversity on campus, trauma and Resilience
Josh Shive	Human factors, visual perception, auditory perception, statistics
Thurman Webb	School counselors and African American students, counseling in the psychology of the Black Experience

COORDINATOR ROLES

Some program faculty members carry the additional roles of Program Coordinator or Practicum/Internship Coordinator. The roles are described below:

The Program Coordinator provides overall coordination for the counseling psychology concentration. This includes maintaining knowledge of education and training issues so as to assist in facilitating ongoing programmatic change and improvement. Additionally, the coordinator co-chairs weekly Counseling Committee meetings and works with the Department head to address program concerns, issues that arise, and problem resolution. Where necessary and appropriate, the coordinator serves as contact with external organizations. The coordinator conducts Incoming Doctoral Student Orientation and ensures that required activities are completed. The coordinator also makes annual updates to the Doctoral Student Handbook and ensures APA compliance and accreditation for the program.

The Practicum/Internship Coordinator manages practica and internship processes, procedures, and site management for the Ph.D. students. The coordinator makes annual updates to the Practicum Handbook. Additionally, the coordinator acts as a liaison between program and practicum/internship sites. The coordinator also mentors and supervises all students who are preparing for internship.

In addition to the core Counseling Psychology faculty, a number of other faculty within Tennessee State University and other highly qualified professionals at Vanderbilt University

Psychological and Counseling Center and within the Nashville area community support our curriculum both in coursework and supervision responsibilities.

STUDENTS

The students in the program are committed to their development as Counseling Psychologists and take an active role in their own graduate training. Many of them complete coursework in addition to the basic program and seek out additional practice opportunities in the summers. For the 2014-2015 academic year, there are 39 students in the program representing a wide range of states and countries. Twenty-six students are currently taking classes with the balance on internship or working on dissertations.

THE GRADUATES

Graduates assume positions in private practice, academic departments, counseling centers in colleges and universities, mental health centers, hospitals and rehabilitation centers. In the past five years, students have accepted academic positions in teaching and research and applied positions in state hospitals, community mental health, and private practice. All 2009 graduates have accepted employment in either full time positions or are involved in full time post-doctoral training. Sites include medical center, colleges and universities, and private practice placements.

II. POLICIES AND OPERATING PROCEDURES

ORIENTATION FOR NEW DOCTORAL STUDENTS

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

TOWN HALL MEETINGS, BROWN BAGS & COLLOQUIA

Graduate students and faculty meet on a regular basis to discuss general information, accreditation issues, and any concerns relevant to program management. Meetings are scheduled, generally on a rotating basis, such as to minimize class disruption and to afford all students the opportunity to attend. **Town Hall and Brown Bag attendance is required for all doctoral students. Attendance and participation is reflected in your annual review.** Town Hall meeting times and location will be posted in advance in student mailboxes and via e-mail by your student representative. Town Hall meetings typically focus on announcements and discussing program concerns. The Brown Bag series was designed to focus on issues related to professional development and socialization into the field of Counseling Psychology. Examples of Brown Bag topics are research, the internship process, social justice, and advocacy.

STUDENT REPRESENTATION

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

entire faculty and serves the purpose of creating, within the Department in general and the Counseling Psychology program specifically, a stronger bond between faculty and students.

FINANCIAL SUPPORT

A variety of sources of financial aid is available to doctoral students. The amount of stipends varies annually based on the funding source. Within the Department of Psychological Sciences and Counseling, research, and program administrative assistantships are available to all qualified doctoral students. These assistantships employ students to carry out undergraduate instruction, assist faculty with research, or provide assistance with program management. The graduate assistantships serve the double purpose of providing the College of Education with qualified persons to provide needed services while offering financial aid and relevant practical experience for graduate students. In order to be eligible for a graduate assistantship, the doctoral student must have the appropriate expertise, ability to devote twenty (20) hours of service per week to the duties assigned, evidence of high academic achievement, and pursue studies on a full-time basis. These appointments often provide an in-state tuition waiver and a basic stipend for up to 20 hours of work each week. The student should clarify whether the graduate assistant appointment includes a tuition waiver prior to accepting. Applications for graduate assistantships are available on the Graduate School web page and should be filed with the Program Coordinator in the spring for the following academic year. While the program seeks to assist students in securing funding, availability of assistantships varies from year to year. **In other words, funding is not guaranteed upon admission or throughout training. Additionally, if granted an assistantship at any point in the program, there is no guarantee that this funding will remain available throughout the program.**

Research assistantships are also available in many of the federally-funded research programs on the campus. The Department Head, Program Coordinator or Office of Sponsored Research can provide a listing of all funded researchers on campus. Notifications of vacancies are posted on the Departmental bulletin boards, forwarded to the GPSO listserv and placed in student departmental mail boxes as positions become known. Federally-funded research assistantships generally pay substantially more than university assistantships. The student should clarify whether the graduate assistant appointment includes a waiver of tuition prior to accepting.

Graduate assistants can take up to 12 course hours a semester (**with advisor's permission**) while fulfilling the obligations of that assignment. This option may or may not apply during the Summer session. The graduate student should clarify this at the time of GA application and/or appointment. Please consult the Graduate Catalog and/or the Department of Psychological Sciences and Counseling Web page for more information.

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

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

PSYCHOLOGICAL & HEALTH SERVICES

Psychological and health services are available through the University Counseling Services, the University Psychologist through the Office of Student Affairs and the Student Health Services. Referrals for private mental health practitioners can also be facilitated confidentially through the Program Coordinator. Health insurance is available through the university at a nominal fee at the time of enrollment.

CHANGE OF MAJOR OR CONCENTRATION

Students admitted to other majors who are interested transferring to the Doctoral Counseling Psychology Concentration must apply formally through the regular Fall admissions cycle. They must be competitive with other applicants in the pool. If the student is admitted to the Counseling Psychology program and passed the Qualifying Examination in the previous major, he/she must retake the "Major Field of Specialization" portion when the change of major involves changing from a department other than psychology. A new program of study will be submitted if one has been filled previously. If the Comprehensive Examination has been passed also in the prior field of study, an additional Comprehensive Examination in Counseling Psychology must be

taken after the "Major Field of Specialization" portion of the Qualifying Examination and the program of study have been passed and completed, respectively. Counseling Psychology students interested in changing majors to another concentration within Psychology or another major in another department, must notify the Psychology Department, the Counseling Psychology Program Coordinator, and the prospective department of the desire to transfer. The student must also file with the Graduate School a "[Change of Program](#)" Form (see [Graduate School website](#)).

III. ENROLLMENT POLICIES & RELATED ISSUES

REQUIRED RESIDENCY

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

ACADEMIC LOAD

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

Once the student enrolls in dissertation credit, continuous enrollment for dissertation must occur each semester until the dissertation has been successfully defended. This includes dissertation enrollment in the summer. As Counseling Psychology requires students to propose their dissertations prior to application for internship, some students defend their dissertations before leaving for internship. If a student has completed all coursework, and successfully defended the dissertation in the spring prior to beginning internship, the student is exempt from the summer continuous enrollment the semester immediately preceding the start of internship and the subsequent enrollment in PSY 8095-8096-8097 Internship. **It is the individual student's responsibility to enroll in PSY 8095-8096-8097 beginning with the fall semester in of their internship year.** This course provides tracking of completion of internship for licensing documentation as a Psychologist and provides a means by which the program maintains an active,

although less direct, part of the student's ongoing training. Beginning Fall 2014, PSY 8095-8096-8097 – Internship in Counseling Psychology will each become 3 hours.

DISSERTATION

All doctoral students (including graduate assistants are required to enroll for Dissertation Research (PSY 8110) for at least two terms. Once enrollment is begun in PSY 8110, continuous enrollment in PSY 8110 must be maintained **including summer terms** until the dissertation is successfully defended. Additional information about the Doctoral Dissertation process is located in Part VI – Research Requirements.

INTERNSHIP

While on internship, it is the student's responsibility to enroll in PSY 8095-8096-8097. This course serves as a means of tracking your internship for the university and for future licensure documentation. Enrollment generally begins with PSY 8095 in the Fall of your internship year. **Students must demonstrate satisfactory completion of an approved internship in order to graduate.** Internship in Counseling Psychology is 3 credit hours for each term. Additional information about the Internship process is located in Part VII – Practicum and Internship Requirements.

LEAVE OF ABSENCE POLICY

Students in the Ph.D. program in Psychology are required to enroll continuously from their first semester through successful completion of the internship and dissertation. Summer enrollment is not required prior to first enrollment for dissertation. However, it should be noted that many courses are only offered in the summer and thus necessitates summer enrollment. **A student may request a leave of absence for a period of a minimum of one (1) semester and not to exceed one calendar year in the lifetime of the degree being pursued** if any of the following conditions occur:

1. Death or serious illness of a spouse/partner, child, or parent.
2. Serious illness of the student whether physical or mental.

3. Activation of military duty (e.g., National Guard) necessitating temporary relocation.
4. Pregnancy.
5. Financial hardship which prohibits the student from continuous enrollment due to the unavailability of personal funds, lack of federal loan approval, and lack of financial assistance at the university level.

If a student wishes to be granted a leave from the program, the student must submit a written request to the Program Coordinator not less than sixty (60) days after the last day of enrollment and provide appropriate documentation in keeping with Graduate School requirements supporting the necessity of the request. Financial hardship may be demonstrated by letters of denial from loan authorities and the University. If these requirements are fulfilled, the Program Coordinator, at the instruction of the Program Faculty, will provide a letter of support to the Dean of Graduate Studies and Research. Upon review of the letter and supporting documentation, the Dean of Graduate Studies and Research is able to grant a one year leave of absence and the 10 year clock will stop for the specified period. **Failure to request a leave of absence by any student not maintaining continuous enrollment or failure to return to continuous enrollment status at the close of an approved leave of absence, will be considered notification to the program that the individual is no longer interested in continuing in the program and his or her slot within the restricted enrollment of the program will be reallocated.**

ACADEMIC INTEGRITY POLICY

Based on: (1992) Tennessee Conference of Graduate Schools *Guide to the preparation of theses and dissertations*. Adopted as *TSU Graduate School Policy (2003)*.

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

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

Any material taken from another work must be documented, and in no case should one represent another's work as one's own, this includes information received from others during

examinations or submitting another's assignments, papers, etc. as one's own. Students involved in collaborative research to avoid questions of plagiarism should exercise extreme caution. If in doubt, students should check with the major professor and the graduate school about the project. Plagiarism will be investigated when suspected and prosecuted if established.

ARTIFICIAL INTELLIGENCE POLICY

In addition to the Academic Integrity Policy, the program also has a guidelines on the use of Artificial Intelligence (AI).

After creating their own original work, within the boundaries of academic honesty, students are permitted and encouraged to use artificial intelligence to assist with proofreading and wordsmithing. However, AI technology should not be used to generate responses to assignments, exams, papers, etc. Any scholarship generated through the use of AI technology should also not be submitted as if it is the student's own original work. This means that any scholarship generated through or with the assistance of AI technology must be clearly cited/identified as such in the paper, exam, etc.

If a faculty member, instructor, or TA has reason to believe that assignments, exams, papers, etc. have been created by AI platforms, the student will be asked to submit proof of originality including, but not limited to, drafts of the assignment and full text articles cited in the submission. If it is determined that academic dishonesty occurred, the policy and consequences outlined in the course syllabus, program handbook, and/or University Handbook will be followed.

Potential consequences include, and are not limited to, the following actions:

- The student must resubmit the work in question
- The grade for the assignment/test/exam may reduced, including down to zero credit
- The student may be given a final grade of C or F for the course
- The student may be required to retake the class
- The student may be administratively withdrawn from the course
- The student may be dismissed from the Program and/or the School of Graduate Studies

In keeping with the program guidelines, you must maintain **doctoral** quality work. Failure to satisfactorily perform at the doctoral level is grounds for program dismissal. While we cannot say as a program that you may not have employment beyond the assistantship, the Graduate School **can and does** state that you may **not** have full-time employment elsewhere. Thus, anyone employed at one or more locations that in combination equals 35 or more hours per week is subject to losing their graduate assistantship from the program and Graduate School. All students in the PhD in Psychology (Counseling Psychology concentration) are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. In keeping with this policy, you will be asked to sign verification upon entry into the program:

- (a) read a copy of the current *APA Ethical Standards and Code of Conduct for Psychologists*
- (b) read a copy of the current Tennessee Code- General Rules Governing the Practice of Psychologists, Senior Psychological Examiners (1180-1), Psychological Examiners, and Certified Psychological Assistants (1180-2); Rules Governing Psychologists (1180-3); Rules Governing Psychological Examiners and Senior Psychological Examiners; Rules Governing Certified Psychological Assistants (1180-4)
- (c) read a copy of NBCC *Code of Ethics* (www.nbcc.org)
- (d) read the most recent TSU *Counseling Psychology Concentration Doctoral Student Handbook*

By signing the document, you indicate that you have received or obtained the current above mentioned documents, have been advised to ask questions of your academic advisor, faculty or supervisors about any ethical issues that arise, and agree to keep the program coordinator advised of any professional services which you plan to provide during your tenure in the program in advance of providing services. Furthermore, you recognize that failure to provide this information or failure to operate within the ethical guidelines and the current legal and ethical

standards of practice may result in disciplinary action including dismissal from the PhD program by the Core Faculty.

REGISTRATION

Students are required to meet with their advisers each semester prior to enrolling for courses. Enrollment is conducted via the World Wide Web. During the advisement meeting, students have the opportunity to review their progress through program milestones and to activate the necessary PIN number for each semester's registration. The PIN number remains the same throughout your enrollment at TSU. The schedule for registration must be followed closely as it is only possible to register at the times specified. It is the student's responsibility to meet fee payment deadlines to avoid registration cancellation.

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

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

IV. CURRICULUM

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

Prerequisite/Domain-Specific Knowledge (DSK) graduate courses include: techniques of data analysis (Statistics), counseling theory, counseling techniques, biological aspects of behavior, cognitive-affective aspects of behavior, social aspects of behavior, history and systems, psychological measurement, intelligence testing, career development, human development and personality theories. Courses needed for prerequisites/DSK for the doctoral program courses should be prioritized; while all prerequisites/DSK courses must be completed before graduation, some need to be taken earlier to facilitate timely completion of the program. (e.g., PSYC Statistics 5040 [or equivalent] is a required course to take later statistics courses). It should be noted that all doctoral courses are sequenced and the vast majority of prerequisite/ DSK courses are offered on an annual basis only. Typically, students complete most of these classes in their master's program prior to entry into the doctoral program. **No prerequisite/ DSK courses may count toward hours for completion of the doctoral degree.**

The Department's Transcript and Course Transfer Review Committee reviews the transcripts for all incoming students and any existing students wishing to transfer a course or select a prerequisite/Domain Specific Knowledge outside of the Department. On behalf of this committee, the Program Coordinator communicates the needed prerequisites/DSKs to incoming students prior to enrollment. The policy re: taking prerequisite/DSK courses outside of the University is that Prior to June 22, 2015, any MS level course that was completed and/or initiated at a non-regionally accredited university will be accepted as a prerequisite/DSK provided that 2 elements are in place: 1. The course was approved by the Transfer and Prerequisite Review

Committee OR the course was approved by the faculty advisor or another representative of the PhD in Psychology Counseling Concentration. 2. The student received a grade of 'B' or higher in the doctoral level course covering similar content. Additionally, any doctoral level course from a non-regionally accredited university that was taken prior to June 22, 2015 and transferred in for credit will be accepted. Moving forward, all prerequisite/DSK and transfer courses taken outside of Tennessee State University must be from a regionally accredited university.

Current students should also submit a request for transfer and prerequisite/DSK review to the Program Coordinator. It is the doctoral student's responsibility during the first semester of enrollment to meet with the assigned faculty advisor to review the student's prior work and develop a plan to complete the program. Students should also consult the sample 4-year-plan below for guidance about specific timelines and deadlines in progress towards the degree. Courses at the 5000 level (in the current TSU numbering system) are not acceptable for elective courses except under extreme circumstances and only with the approval of the Counseling Psychology Concentration Program Committee.

Minimum Levels of Achievement

Each of the Discipline Specific Knowledge (DSK) and Profession Wide Competency (PWC) areas and has a minimum level of achievement (MLA) that must be met in order to demonstrate knowledge and understanding in this area. If an MLA is not met, the student must retake the assessment or class, as appropriate. Also, the student may be placed on a Performance Improvement Plan in an effort to provide support and help the student met the MLA.

COUNSELING PSYCHOLOGY CURRICULUM AREAS

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

Research Core Foundation – 12 semester hours - required

PSYC7136	Statistics & Computer Applications to Research	3 hrs.
PSYC7137	Advanced Statistics & Research Methods	3 hrs.

PSYC7530	Consultation & Program Evaluation	3 hrs.
PSYC7730	Qualitative Methods & Research	3 hrs.

Counseling Psychology Core Foundation – 24 semester hours - required

PSYC7270	Multicultural Counseling	3 hrs.
PSYC7050	Ethics & Professional Issues in Counseling Psychology	3 hrs.
PSYC7150	Change Processes: Theory, Research, & Efficacy	3 hrs.
PSYC7255	Psychopathology	3 hrs.
PSYC7256	Assessment of Psychopathology	3 hrs.
PSYC7555	Individuals: Assessment, Theory & Intervention	3 hrs.
PSYC7556	Couples, Families & Systems: Assessment, Theory & Intervention	3 hrs.
PSYC7557	Supervision: Assessment, Theory & Intervention	3 hrs.
PSYC7750	Career Development Theories, Methods & Contemporary Issues	3 hrs.

Practice Core – 12 semester hours - required

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

College of Education Requirement – 3 semester hours

Electives – Minimum 9 semester hours (A complete listing is found in Appendix J)

PSYC6550	Health Psychology	3 hrs.
PSYC6560	Violence in Interpersonal Relationships	3 hrs.
PSYC7170	Social Psychology: Research in Gender Roles	3 hrs.
PSYC7280	Teaching of Psychology (Required of all doctoral students who wish to teach at TSU)	3 hrs.
PSYC7790	Internship Preparation Seminar	3 hrs.
PSYC7901	Special Topics: Psychopharmacology	3 hrs.
PSYC7902	Special Topics: Adult Development	3 hrs.
PSYC7903	Special Topics: Trauma	3 hrs.
PSYC7369	Summer specialty practice	1 hr.
PSYC7558	Supervision Practicum	1 hr.

Other Requirements:

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

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

FLOW CHART

Recommended Schedule of Classes to Stay in Sequence - Counseling Psychology Doctoral Program Curriculum

Year 1 - Fall

PSYC 7050 Ethics & Professional Issues
 PSYC 7136 Statistics & Computer Apps. of Research
 PSYC 7160 Pre-practicum
 PSYC 7270 Multicultural Counseling
 Prerequisite (as needed)
 Research Team

Year 1- Spring

PSYC 6060 Cognitive & Affective Bases
 PSYC 7137 Advanced Statistics/Research Methods
 PSYC 7150 Change Processes: Theory/Research/Efficacy
 PSYC 7260 Practicum (internal)
 Prerequisite (as needed)
 Research Team

Year 1 - Summer

PSYC 7255 Psychopathology
 Elective
 Elective Summer Practicum (1 credit)
 Qualifying Exam
 Research Team

Year 2 - Fall

PSYC 7256 Assessment of Psychopathology
 PSYC 7365 Practicum
 PSYC 7555 Individuals: Assessment/Theory/Intervention
 Elective (as needed)
 Prerequisite (as needed)
 Research Team

Year 2- Spring

PSYC 7366 Practicum
 PSYC 7730 Qualitative Methods/Research
 PSYC 7750 Career Dev.: Theories/Methods/Cont. Issues
 Elective and/or Prereq (as needed)
 Research Team

Year 2 - Summer

PSYC 7556 Couples/Families/Sys: Theory & Interv.
 Suggested elective: PSYC 7790 Internship Prep. Seminar
 Elective Summer Practicum (1 credit)
 Research Team

Year 3 - Fall

PSYC 7367 Practicum
 PSYC 7557 Supervision: Assessment/Theory/Intervention
 PSYC 8110 Dissertation
 Elective (if needed)
 Research Team
 Internship Applications

Year 3- Spring

PSYC 7368 Practicum
 Suggested elective PSYC 7558 Supervision Practicum
 PSYC 8110 Dissertation
 Elective (if needed)
 Research Team
 Internship Interviews & Match

Year 3 - Summer

Prepare moving arrangements for internship

Year 4 - Fall

Internship
 PSYC 8110 Dissertation (if needed)

Year 4- Spring

Internship
 PSYC 8110 Dissertation (if needed)

Year 4 - Summer

Internship
 PSYC 8110 Dissertation (if needed)

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

V. DOCTORAL EXAMINATIONS

COLLEGE OF EDUCATION QUALIFYING EXAMINATION

Definition - Expectations and Purpose

It is expected that students will demonstrate adequate competency in research methodology, statistics, and computer applications relevant to Counseling Psychology as well as the skills in the mechanics and organization of writing. The purpose of the Qualifying Examination is to ascertain that you have the requisite research skills to proceed through the dissertation phase of the degree. The examination is designed to determine the aspirant's facility with methodological questions. Thus, it is largely a diagnostic instrument used to help plan or modify student programs. As such, the Qualifying Examination is graded on a pass-fail basis.

Eligibility to Take the Qualifying Examination

The student is not eligible to take the examination until he/she has completed twelve (12) hours, including PSYC 7136 with a grade of B or better, and maintained a GPA of 3.00. Additionally, the **student must successfully complete the Qualifying Examination by the end of the 4th year in the Program.** If this does not happen, a Performance Improvement Plan will be developed to assist the student in progressing through the program. **The College of Education policy states that students who fail to take the Qualifying Examination after completing twenty-one (21) hours may not take additional courses without the written permission of the Dean of the College of Education.** Courses taken without permission will not be applied to the doctoral degree without approval by the Dean of the College of Education.

Qualifying Examination - Coverage

The Qualifying Examination covers Research Tools and Methodology which are based, in part, on the core courses cited above. The Qualifying Examination is intended to evaluate the student's depth and breadth of understanding of research methodology as used in Counseling Psychology and related fields.

The Process

Students who are eligible to take the Qualifying Examination must apply to take it at least 4-6 weeks prior to the time in which the student desires to take the examination. Applications are available in Clay 303 or through the School of Graduate and Professional Studies' website. Once the paperwork is signed by all parties and filed, the student will receive their exam code and instructions for signing in for the examination. When completing the examination, no names are attached to the responses in order to provide an anonymous review. The Qualifying Examination process will be as follows:

1. Students will complete a research proposal as part of PSYC 7136 and/or PSYC 7136 & 7137 and will receive feedback from the professor using the course rubric.
 - a. If the student is satisfied with their proposal after reviewing the feedback, they may proceed to submit the proposal as their Qualifying Examination submission through the elearn portal (information to be provided in the instructions that will be provided).
 - b. If the student is not satisfied with their proposal after reviewing the feedback, they may revise the proposal and must submit said proposal by the date and time designated by the Qualifying Examination Evaluation Committee at the beginning of the following semester.

The examination is graded on a pass/fail basis by a committee composed of program faculty. Each exam is read and scored by a minimum of two faculty members who must each score the exam at a minimum of 75% for a pass. A third reader is used when the two readers disagree on the pass/fail score. The results and recommendations are communicated to the student and to the student's advisor by the PhD in Counseling's Program Coordinator.

In the event that a student does not pass the Qualifying Examination, the Advisor and the Qualifying Examination Evaluation Committee may recommend Performance Improvement Plan to prepare for re-examination. In this event, the student and his/her advisor and appropriate evaluation team will plan a program of study, including independent study, further coursework, or both, to be completed prior to re-examination. Credit hour requirements may thus be extended. Any prescription designed by the grading committee must be completed before the student is eligible to repeat the examination. A student who fails a section of the examination will receive a

written report from the graders that specifies the reasons for the failure. A student who fails a portion of the examination need to repeat the entire examination again. **A third failure on any portion of the examination will result in dismissal from the concentration.**

Impact of Transfer Hours

Students who have transferred hours to the doctoral degree are responsible for the content of the Qualifying Examination that is based upon the core curriculum.

Grievances

Grievances pertaining to the nature, scope, grading and administration of the examination will be considered by a committee composed of the Dean of the College of Education, Dean of the Graduate School, and a doctoral faculty member from each department involved in the doctoral program.

COMPREHENSIVE EXAMINATION

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

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

Applications are available through the School of Graduate and Professional Studies. A student enrolled may only take the Comprehensive examination for the doctoral degree after all prerequisite/DSK courses are completed. The Dean of the College of Education declares all

exemptions for the Comprehensive Examination after review of all applicable records. The completed examinations are submitted blind to the faculty for scoring. Each exam is read and scored by a minimum of two faculty members who must each score the exam at a minimum of 75% for a pass. A third reader is used when the two readers disagree on the pass/fail score.

The Comprehensive Examination consists of a written examination in two six-hour blocks held on two different, usually consecutive, days. **The written examination is typically administered during the first week of classes every semester (January, June, August). Counseling Psychology Doctoral students required to take and pass the Exam prior to applying for internship.**

Students must successfully complete the Qualifying Examination by the end of the 6th year in the Program. If this does not happen, a Performance Improvement Plan will be developed to assist the student in progressing through the program. The examination is constructed and evaluated by the Counseling Psychology Core faculty. A copy of the current reading list is located in Appendix A. It is updated regularly. The student should check with the Program Coordinator for more detailed explanations about the nature of the test, for current study guides, reading lists, and related materials, the year prior to taking the examination. The completed examinations are submitted blind to the faculty for scoring. Each exam is read and scored by a minimum of two faculty members who must each score the exam at a minimum of 75% for a pass. A third reader is used when the two readers disagree on the pass/fail score. The results of the written examination will be communicated to the student by the College of Education Associate Dean's office. Upon determining that the written examination is of a passing nature, the Counseling Psychology Program Coordinator will notify the College of Education that the student has successfully completed the examination, may enroll for dissertation, and is now eligible to enter the process of applying for doctoral internship.

Failure to successfully complete any portion of the examination constitutes a Failure on the entire examination and requires the student to retake the exam in totality at the next scheduled administration. In the event that a student fails to pass the Comprehensive Examination, a Performance Improvement Plan will be developed for the student. This Plan must be successfully completed before retaking the Exam. Also, in the event that a student does not

pass the Comprehensive Examination, the student and his/her advisor will plan a program of study, including independent study, further course work, or both. The credit hour requirements may thus be extended. **A third failure by a candidate shall result in the student's dismissal from the concentration.**

VI. RESEARCH REQUIREMENTS

Research training in the doctoral program is a cumulative experience. Beginning with the basic research course work, and culminating in the dissertation, numerous opportunities exist to be involved in both theoretical and applied research at progressively independent levels within concentrations and the Department of Psychological Sciences and Counseling. **All students are required to engage in a pre-dissertation research experience.** The faculty welcomes students interested in collaborating on all levels in areas of research interest conducting regular research groups. During New Student orientation and the first Town Hall of the year, faculty members present their research interests and solicit participation in research groups.

DOCTORAL DISSERTATION [SEE APPENDIX D FOR ANSWERS TO FREQUENTLY ASKED QUESTIONS]

Students may not enroll in Dissertation until the semester after successful completion of the Comprehensive Examinations. The student may select his or her Dissertation Chair from all faculty of the Department of Psychological Sciences and Counseling who are Full members of the Graduate Faculty. The Dissertation Chair may or may not be the academic advisor but must be within the Department of Psychological Sciences and Counseling. In conjunction with the Dissertation Chair, the dissertation committee is selected and approved by the Department Head, Dean of the College of Education and Dean of the Graduate School. The dissertation committee members must hold Associate or Full Graduate Faculty status as stipulated by the Graduate School and should have familiarity with the literature in the student's area of interest, or expertise in the student's methodology. The committee consists of three members from the Department of Psychological Sciences and Counseling and a fourth member who is a faculty member from outside the Department of Psychological Sciences and Counseling who acts as the Graduate School Dean's representative to the committee. **When a research topic for the dissertation has been identified, the candidate submits the proposed title and the names of the research chair and dissertation committee to the Department Head in order to establish a committee.** The Dean of the Graduate School formally appoints the Chair and committee members. The form to initiate the appointment of the fourth member is available on the Graduate School web page.

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

Two publications guide the dissertation. The Publication Manual of the American Psychological Association is the official style and format guide for all dissertations emanating from the Counseling Psychology Program [always use the latest edition of the manual]. The Graduate School publishes a booklet of requirements for dissertations [Guidelines for the Preparation of Dissertations, Theses, Projects, and Course Papers], which is available from the Graduate School upon request. Again, be sure to have the latest version in hand. Also, the Department has created a Dissertation Checklist (Appendix K) to guide students in developing their projects.

Once the dissertation title has been approved, it is common practice to submit portions of the dissertation as they are completed to the candidate's full committee for feedback and constructive criticism. The candidate, upon completion of the first three chapters of the dissertation and with the approval of the research chair, shall convene a proposal presentation meeting with the dissertation committee. The candidate and the committee shall discuss any issues relevant to the proposal at this time. **The proposal should be given to the committee not later than 10 working days prior to the decision to determine whether or not the student can proceed to the proposal meeting.** At the end of the Proposal Meeting, each member may signify approval of the proposal by signing the signature page (see Graduate School web page for form) provided for this purpose. A copy of the signature page of the approved proposal, accompanied by a copy of the proposal, will then be transmitted to the Graduate School.

DISSERTATION & INTERNSHIP

Students are also required to successfully propose the dissertation every year by October 15th before being allowed to proceed to apply for internship. In unusual circumstances, students may formally request an extension to propose. Before requesting an extension, the student should first

meet with his/her Chair about progress on the proposal and significant and unforeseen obstacles, beyond the student's control, such as major life changes (e.g. major illness, Chair unexpectedly leaves the University) that developed since beginning the project. Then, the student should follow the steps below to request an extension:

- Send a letter to the Program Coordinator outlining the following:
 1. Reason/justification for the request
 2. Summary of what has been completed
 3. A plan to complete the proposal
 4. A statement acknowledging the impact of the later deadline upon the Internship search process and site availability.

INSTITUTIONAL REVIEW BOARD

The candidate is required to submit a Human Subject's Form upon approval from the dissertation committee to the Chair of the University's Institutional Review Board (IRB). The form is available online through the Office of Sponsored Research. The IRB Committee examines proposals for compliance with current directives regarding human subjects, animals and ethical conduct. When the proposal has been approved by the candidate's committee and the IRB, official permission will be granted to pursue the study described in the proposal. However, the student should understand that approval of the proposal does not constitute approval of the dissertation. Any major changes in the design of the proposal must be approved by the appropriate committees prior to the submission of the dissertation for defense. **The student must retain the IRB confirmation letter for inclusion in the dissertation appendices.**

You must register for PSYC 8110 Dissertation Research for at least two terms after the term in which the Comprehensive Examination is passed. Upon enrolling in PSYC 8110, continuous enrollment in PSYC 8110 must be maintained **including summers** until the dissertation is successfully defended. You may register for continuation credit after the fifth registration of dissertation credit. You pay full tuition for this class for the first five times it is taken. After earning 15 hours of credit, you pay a reduced fee. **You have six (6) years from the first semester you enroll in dissertation to complete the degree. (Note: You have a maximum**

of ten (10) years to complete the doctorate from the first semester of enrollment). The program reserves the right to terminate students for unsatisfactory performance and progress through the program.

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

VII. PRACTICUM & INTERNSHIP REQUIREMENTS

PRACTICUM

Primary practicum placements are related to Outreach within the University for the first year and the second and third years at external approved sites. Contact the Practicum Coordinator and refer to the Doctoral Practicum Handbook for further details. Students are required to participate in a practicum course during every term that they are placed on practicum. Additionally, if a student's opts to complete a 4 + 1 program, i.e. four (4) are of coursework and 1 year of internship rather than three (3) years of coursework and the internship, the 4th year practicum sequence is required.

INTERNSHIP

Internships are determined on an annual basis in February. The internship process is highly competitive, and the program requires the candidate to complete the dissertation at least through the successful proposal meeting prior to applying for internship. **A pre-doctoral internship must be APA approved. The Practicum/Internship Coordinator must be informed of any APA accredited sites outside of the APPIC system/process to which the student plans to apply.** PSYC 7790 Internship Preparation Seminar is offered during the summer session as an elective.

Upon completion of the coursework, comprehensive examination, a successful proposal of the dissertation, students may apply for internship. The successful completion of a one-academic-year, full-time, doctoral internship or a two-academic-year half-time doctoral internship in Counseling Psychology at a site **approved by the Practicum/Internship Coordinator of Counseling Psychology (DCT)** prior to the awarding of the degree is required. Students must participate in the APPIC process by the end of their 7th year in the program. If this does not happen, a Performance Improvement Plan will be developed to assist the student in progressing through the program. **Only in extreme hardship cases will** Non-APA internships may be considered. Approval for non-accredited internships must be obtained **prior** to application from the Program Coordinator. Non-APA sites must be APPIC members. Students applying for internship must

notify Director of Clinical Training (DCT) of their intent. **No student will be approved for internship without the permission of the Program Coordinator.** A letter of readiness from the Program Coordinator is required for application. To obtain an internship, students follow Association of Psychology Internship Centers [APPIC] procedures available at www.appic.org.

Since there are limited internships locally and/or in the immediate area, many candidates will have to leave the area in order to complete an internship. It is not beneficial to applicants if everyone applies to the same program; therefore, the Program Coordinator and other core faculty will work with students to facilitate choices and encourage a supportive environment in this taxing endeavor. While APPIC notifies the program of internship placements, students are responsible for maintaining contact with the program throughout the internship year to document that satisfactory progress is occurring. Internship placements for the past several years are listed in [Appendix B](#).

VIII. PROCEDURAL STEPS IN DOCTORAL STUDY

ADVISING

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

TRANSFER CREDITS

Students may transfer up to six (6) credits from another university toward their doctoral degree, if the hours are applicable. To be eligible for transfer, course grades must be at least a "B" from a regionally accredited institution authorized to offer graduate work, **the courses must have**

been completed after the Master’s degree was awarded, and the courses must be regarded as relevant to the student's doctoral program of study. All post-master's hours applied toward the Ph.D., including those taken in an Ed.S. program and applied to the Ph.D., may not have been earned more than ten (10) years before a student's anticipated graduation date.

Students admitted to Ph.D. degree concentrations whom have been awarded the Ed.S. degree from Tennessee State University or from other accredited institutions may be granted full credit for a maximum of thirty hours at the faculty discretion, if the hours are applicable to the student's program. Transfer credit will not be granted for any core courses in Counseling Psychology. Regardless of the number of credits transferred, students in the Counseling Psychology concentration must complete all the required courses, or those courses determined by the faculty to be equivalent to the required courses.

PROGRAM OF STUDY

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

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIOR EVALUATION (PVABE)

The development of interpersonal skills and attitudes relevant to professional functioning as a Counseling Psychologist are an important part of your training and education. In order to facilitate this developmental process, at the end of each semester, each of your course instructors will provide feedback on these skills in the form of the Professional Values, Attitudes, and Behavior Evaluation (PVABE). This information will also be incorporated into your annual review. A copy of this form is included in [Appendix F](#).

Program Coordinator will notify the students of the due date of the yearly review; this will normally occur in the early spring semester. The form is attached in the student handbook and can be copied for use. Specific criteria area reviewed include:

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

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

1. The student is making excellent progress through the program; i.e., in addition to progressing at the normal rate through the courses and completing qualifying and comprehensive examinations at the normal rate, the student is excelling in practice or research.

2. The student is making good progress through the program: the student has completed the normal requirements for that year and is achieving at the good level in research, course work, and practicum.
3. The student is making satisfactory progress through the program: the student has completed the normal requirements for that year and is achieving at the satisfactory level in research, course work, and practicum.
4. The student's progress needs improvement: the student has not completed the normal requirements for the year or is not achieving at a desired level in course work and/or practicum. **Students who receive more than two (2) item ratings of Needs Improvement will be placed on a Performance Improvement Plan by the program.**

Students will be notified by their advisor of the need for a meeting to discuss the evaluation. Students will be provided both written and oral feedback. **A student may be put on probation by the Graduate School if his or her grade point average falls below the necessary minimum. A student will also be put on probation by the Counseling Psychology Program when two sequential years of the Annual Evaluation receive a designation of unsatisfactory progress (2 consecutive years with more than two (2) ratings of 'Needs Improvement'.** When a student is put on probation, this rating is accompanied by a letter to the student that clearly specifies the nature of the deficiencies, and the length of time of the probationary period. If the end of the probationary period does not coincide with the annual review meeting, the faculty will review the student at the first scheduled area faculty meeting after the close of the probationary period. At this meeting, the advisor, with the student present if the student chooses to do so, will present the degree to which the student has met the probationary stipulations. In the student's absence, the faculty will decide by majority vote, either to:

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

A student may receive only one extension of the probationary period. If the student, for reasons which are both extremely serious and unusual in nature (e.g., serious violation of the

ethical codes), may be terminated from the program without a probationary period or in the case of professional distress, the procedure outlined in the following Grievance Procedure section will be followed.

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

A student, his or her advisor, or any faculty member has the option of calling for a special review meeting at any time during the course of the academic year by communicating such a request in writing to the Program Coordinator. The format for such a meeting is the same as that of the Annual Evaluation.

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

Conflict is a normal, healthy and positive force in a doctoral student's life although at times it may not be experienced as such. If understood and examined closely, conflict can be a positive force. The Counseling Psychology core faculty and graduate students settle issues in dispute by mediation. Mediation is the intervention of a neutral third party, who intervening at the request of the parties, assists the parties at dispute in finding their way through the dispute through equity and consensus.

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

Grievances arise in various forms:

1. Formal grade appeals must be filed within thirty days of the end of the semester.

Grade appeals are handled directly with the Department Head not the Program Coordinator.

2. The University has a formal grievance policy related to "Harassment -Sexual, racial and other"--TSU Policy No 5:06, if these informal measures are not successful. **There are no time restrictions for the filing of these grievances. The policy is attached in [Appendix C](#).**

3. In the event that a student enrolled in the program is identified to have problems/professional distress by a faculty member, practicum or internship supervisor, the following guidelines based on the general regulation on student conduct and disciplinary sanctions (TBR Policy 3:02:00:01) will be followed.

*The TSU Board has approved and grandfathered in the former TBR policy.

4. If any student, faculty, or community member has an ethical concern about the Program, that person is directed to the Department Chair, Dean of the College, and/or the Office of Equity and Inclusion (OEI).

DEFINITION OF PROFESSIONAL DISTRESS

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

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

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

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

SANCTIONS

To ensure your constitutional rights to due process, the following procedures are implemented if your actions within the program demonstrate professional distress:

1. Verbal Warning emphasizes the nature of the problem and requests that the student discontinue the behavior under discussion. No record of this action is kept in the student file but will be logged with the Program Coordinator's records.
2. Written Acknowledgment that formally acknowledges:
 - (a) That the Program Coordinator is aware of the concern with the presenting problem.
 - (b) The concern has been brought to the attention of the student.
 - (c) That the Program Coordinator and/or practicum or internship supervisor and Training Director (if appropriate) will work with the student to rectify the problem or skill deficits, and
 - (d) That the behaviors associated with the concern are not significant enough to warrant more serious actions as agreed upon by the core faculty. This written acknowledgment will be removed from the student's file if the student responds to the concerns and the student successfully completes the academic program.
3. Written Warning is a written communication of warning to discontinue the inappropriate action or behavior. This letter will be kept in the student's file. Consideration may be given to removing the letter at the end of the academic year by the Program Coordinator in consultation with the student, the student's academic advisor, department head, practicum or internship supervisor and Training Director, and other relevant training personnel. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.
4. Schedule Modification is a time-limited remediation-oriented closely-supervised training period for the student. The purpose of the schedule modification is to return the student to a more fully functioning state. Depending upon the nature of the concern, the schedule modification is instituted when the first three sanctions do not appear to remedy the

situation. A schedule of modification may be instituted at the time of a written acknowledgement or a written warning. This period will include more closely scrutinized supervision conducted by the faculty advisor and the regular practicum or internship supervisor (if the student is enrolled in practicum or internship) in consultation with the Program Coordinator and the practicum or internship Training Director (if appropriate). The final termination of the schedule modification period will be determined by Program Coordinator in consultation with the advisor, the regular practicum or internship supervisor, the practicum or internship Training Director, the Department Head, and the student.

5. Probation is defined as a designated time within which the Program Coordinator actively monitors the student's performance and evaluates the degree to which the student rectifies behaviors responsible for the unacceptable evaluation. The probation notice specifies: (a) the identified skill deficits; (b) recommended remediation/performance improvement; (c) the time allotted for addressing the problem; and (d) the procedures for evaluating whether the problem has been rectified. The probation notice is issued to the student and the practicum or internship site (if the student is on practicum or internship). If the Probation Period interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.

6. Limitation of Direct Service Activities means that it has been determined by the practicum or internship site or by the core faculty that the welfare of the student or client or consult has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Program Coordinator in consultation with the student's practicum or internship training director and supervisor, the student's advisor, the Department Head, and the student. Limitation of direct service activities may be initiated at the time of a written acknowledgment or written warning and in combination with a schedule modification. At the end of the suspension period, evaluation by the student's advisor will assess the effective functioning of the student. If the Limitation of Direct Service Activities interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.

7. Administrative Leave involves the temporary withdrawal of all privileges in the academic program. This suspension may be initiated by the Program Coordinator, the academic advisor or the practicum or internship supervisor in conjunction with the practicum or internship site Training Director. The suspension will become effective immediately upon notification to the student. Conditions will be imposed regarding amelioration of the nature of the violation, including remedial measures. A date will be set for a special review meeting of the Program Coordinator, the practicum or internship supervisor and training director, the Department Head, and the student to evaluate progress made. If the Administrative Leave interferes with the successful completion of the training hours needed for completion of the practicum or internship, this will be noted in the student's file.
8. Dismissal from the Program involved the withdrawal of all program privileges on a permanent basis. Either program suspension or dismissal would be invoked in cases of severe violation of the APA Code of Ethics, or when imminent harm to self or others either physically or psychologically is a major factor or the student is unable to complete the program due to the student's emotional health.

DUE PROCESS: GENERAL GUIDELINES

Due process ensures that the decisions made by the program faculty or in conjunction with the practicum or internship facility staff are not arbitrary or personally biased. This requires the program to identify specific evaluative procedures that are applied to all trainees, and have appropriate appeal procedures available to the student. Generally, due process includes:

1. Presenting the student, in writing, the program's expectations related to professional functioning;
2. Stipulating the procedures for evaluation, including when and how they will be conducted. Such evaluation should occur at meaningful intervals;
3. Articulating the various procedures and actions involved in making decisions regarding the professional distress;

4. Communicating, early and often, with practicum and internship sites about any suspected difficulties with practicum or internship students and when necessary, seeking input from these sites about how to address such difficulties;
5. Instituting, when appropriate, a Performance Improvement Plan for identified inadequacies, including a time frame for expected performance improvement and consequences of not rectifying the inadequacies;
6. Providing a written procedure to the student that describes how the student may appeal the program's actions. Such procedures are included in this document.
7. Ensuring that the students have sufficient time to respond to any action taken by the program;
8. Using input from multiple professional sources when making decisions or recommendations regarding student professional distress (e.g., consultation with other training programs and /or the practicum or internship site);
9. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

DUE PROCESS PROCEDURES

A. Review Panel and Process.

1. A review panel will be convened by the Department Head. The panel will consist of three faculty members selected by the Department Head with recommendations from the Program Coordinator, the advisor, the practicum or internship Training Director (if student is currently on practicum or internship), and the student. If the student is on internship out of the local area, a conference call with the student and the Internship Training Director will be utilized to address these concerns. The student retains the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within five days of the convening of the review panel, a hearing will be conducted, in which the response is heard, and relevant material presented. Within three days of the completion of the review, the Review Panel submits a

written report to the Department Head, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote. The student is informed of the recommendations by the Department Head.

3. Once a decision has been made, the student, the student's practicum or internship site (if applicable), and other concerned individuals are informed by the Department Head in writing of the action taken.

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

1. The faculty member or other training personnel will consult with the Program Coordinator to determine to proceed and/or if the behavior in question has been rectified.
2. The Program Coordinator will consult with the advisor and the primary supervisor and/or Training Director of the practicum or internship site if applicable to determine to proceed and/or if the behavior in question has been rectified. If the student is on internship outside of the local area, conference calls will be used to address the concerns.
3. If the Program Coordinator, the advisor and other appropriate training personnel determine that the alleged behaviors in the complaint, if proven, would constitute a serious violation, the Program Coordinator will inform the faculty member or other training personnel who initially brought the complaint.
4. The Program Coordinator will discuss the rating at a closed meeting with the area faculty.
5. The Program Coordinator will meet with the Department Head and the practicum or internship Training Director (if applicable) to discuss the concerns and possible courses of action.

6. The Program Director will then meet with the student to review the concerns and the course of action that will be implemented. This meeting will include the student's advisor. If the student accepts the decision and implementation occurs, the student's practicum or internship site (if applicable) will be notified in writing.
7. The student may choose to accept the conditions or may choose to challenge the action.

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

C. *Grievance Procedures.* The Grievance Procedures can be initiated in three situations when:

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

decided to implement. These courses of action may include any one of the following methods:

- (1) A review panel may be convened;
 - (2) Continuation of the sanction for a specified time period;
 - (3) Suspension whereby the student is not allowed to continue engaging further coursework until there is evidence that the behavior in question has improved;
 - (4) Suspension whereby the student is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved;
 - (5) Communication which informs the student that the Program Coordinator is informing the Department Head that if the student's behavior does not change, the student will not complete the program; and/or
 - (6) Communication that informs the student that the Program Coordinator is recommending to the Department Head that the student be terminated immediately from the academic program.
- b. Within 5 working days of receipt of the Program Coordinator's determination, the student may respond to the action by
- (1) Accepting the action or
 - (2) Challenging the action.
- c. If a challenge is made, the student must provide the Program Coordinator, within five days, information regarding why the student believes the action is unwarranted.
- d. If the student challenges the action, a Review Panel will be formed and procedures will be implemented as described above.

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

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

1. Increasing supervision with the same or other supervisors in the practicum/internship setting,
2. Change in the format, emphasis, and or focus of supervision in the practicum/internship setting,
3. Recommending personal therapy.
4. Reducing the student's clinical or other workload in the practicum/internship setting or academic workload;
5. Alternatively, recommending, when appropriate a leave of absence from the academic program, the practicum/internship setting, or a second practicum/internship in another setting.

When a combination of the above interventions does not, after a reasonable time period, rectify the professional distress, or when the student seems unable or unwilling to alter his/her behavior, the Program Coordinator may need to take more formal action, including such action as:

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

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

E. Guidelines for Implementing Decisions

1. Once the final decisions have been made based on the Review Panel findings, the Program Coordinator meets with the students to review the decisions made and specify performance improvement procedures.
2. Any formal action taken by the Program is communicated in writing to both the student and any applicable practicum/internship settings. This notification indicates the nature of the problem, a rationale for the implementation of the performance improvement procedures and the specific steps which are to be taken.
3. When necessary, the status of the student's performance improvement efforts are reviewed within a designated time period no later than the next formal evaluation periods. This review is made by the Program Coordinator, the academic advisor, and other area faculty in conjunction with input from practicum/internship training personnel as applicable. The Department Head is informed of the student's status on a regular basis.

4. The outcome of the review is communicated in writing to the student, the practicum/internship site if applicable, and the Department Head.
 - (a) Continue probation for a specified time period.
 - (b) Suspend participation in designated coursework.
 - (c) Suspend participation in designated professional activities, particularly those involving direct service.
 - (d) Issue written notification to the student and the practicum/internship setting, if applicable, that if the behavior does not change, the student will not successfully complete the program.
 - (e) Issue written notice to student and the practicum/internship setting, if applicable, that the Program Coordinator in conjunction with the area faculty is recommending to the Department Head that the student be terminated from the program.

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

The student at any time in the following ten (10) working days may appeal the Program Coordinator's decision to the Department Head. The student may also request a personal interview with the Department Head. The decision of the Department Head is final.

X. SUMMARY STEPS IN DOCTORAL STUDY

The major steps in doctoral study in Counseling Psychology are:

1. Application for Admission
2. Notification by the College of Education of admission to doctoral study.
3. Attend Graduate School and Counseling Psychology Orientation.
 - Consult with Advisor after Admission to enroll.
 - Plan to take Qualifying Examinations not later than the completion of the summer of first year of enrollment.
 - Plan to meet residency requirements.
 - Discuss applicable credit for previous graduate work.
 - Participate in Town Hall Meetings.
4. Complete Annual Progress Evaluation and meet with advisor to receive feedback each year prior to successfully completing Comprehensive Examinations.
5. Participate in a research group beginning not later than summer after the first year of enrollment.
6. Complete application for Qualifying Examination.
 - Pass Qualifying Examination (you advance to candidacy when examination is passed)
 - Complete Performance Improvement Plan when necessary.
7. File Program of Study with your advisor.
 - Meet with Practicum Coordinator to plan for Supplemental Practicum (See Doctoral Practicum Handbook).
8. Plan for Comprehensive Examination in June following Year 2 classes.
 - File Application for Comprehensive Examination after completion of 75% of Major Field Course and Elective Courses.
9. Pass Comprehensive Examination.
 - Complete Performance Improvement Plan, if necessary.
 - Receive notification by the College of Education of admission to doctoral candidacy.

10. Register for Dissertation Research under dissertation chair's section.
 - Form dissertation and have committee formally appointed.
 - Develop dissertation proposal.
 - Receive approval of a dissertation proposal by the candidate's dissertation committee prior to earliest application deadline for internship.
 - Submit copy of approved proposal to the Graduate School with copy of Proposal signature sheet and submit proposed research to University IRB.
11. Receive IRB approval and commence data collection.
12. Successfully propose your dissertation.
13. Obtain permission from the DCT to apply for internship and have sites approved.
 - Attend Internship Seminar and apply for internship
14. Complete Dissertation Research
 - File Dissertation with the Graduate School Dean by sign in date
 - Defend Dissertation
 - Make corrections & have Dissertation edited by external editor.
15. Completion of the internship requirement including enrollment in non-credit internship course while on internship.
 - Submit confirmation letters from Training Director of internship site to the Program Coordinator and Graduate School to verify successful completion of internship. (This may come before completion of the dissertation).
16. Finalize graduation plans
 - Complete necessary forms (See Graduate School calendar and web site for deadlines for forms.)
 - Deposit required number of unbound copies of the dissertation (both plain and watermark) with the Graduate School.
 - Pay fees

XI. SPECIAL ISSUES AND CONCERNS

STUDENT RIGHTS, RESPONSIBILITIES, AND PROFESSIONAL DEVELOPMENT

TSU Student Handbook is a means of facilitating communication among the members of the University. It serves as a source of information which will help the student understand his/her privileges, rights, and responsibilities, and university policies. The Student Handbook is published on the University website at:

http://www.tnstate.edu/campus_life/documents/StudentHandbook.pdf

ISSUES OF COURTESY AND RESPECT

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

LIBRARIES

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

PROFESSIONAL ORGANIZATIONS

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

Graduate students are encouraged to actively participate also in the Graduate Psychology Students Organization (GPSO). The purpose of the organization is to establish and promote relations between the students and faculty, to unify students through educational and social functions, to establish clear communication between administration, faculty and students, to act as a representative for all graduate students in the pursuit of excellence in professional preparation, to aid in the interchange of ideas between students and professionals, and to promote and uphold the interest of students and faculty through participation in the administrative processes. Membership consists of current TSU graduate student status in Psychology in good standing. Officers are elected on an annual basis. There is a small membership fee. GPSO also sponsors colloquia and facilitates “Town Hall” meeting with the faculty.

LICENSING

In Tennessee, there is master’s level licensure. Students can obtain information about the licensing process from their advisors, by accessing the Webpage of the Board of Examiners in Psychology at [Psychology \(tn.gov\)](http://Psychology.tn.gov) or by writing the Tennessee Board of Examiners in Psychology at:

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

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

FORMS

Numerous forms are used by the Doctoral Program in Counseling Psychology, Department of Psychological Sciences and Counseling, College of Education, Graduate Office, and University to serve the various needs of the student. Below is a list of some of the forms you will need from making application for admission to application for graduation. The appropriate forms can be secured either by assessing the Web page at <https://www.tnstate.edu/graduate/forms.aspx> picking them up in the Graduate Office, or getting them in the main office of the Department of Psychological Sciences and Counseling.

- Graduate School Application
- [Graduate Assistantship Application](#)
- Graduate Fellowship Application
- Reference Form
- Residency Classification Form
- [Change of Program and Personnel](#)
- [Transfer of Credit](#)
- [Application for Qualifying Examination](#)
- [Program of Study for Ph.D. in Psychology](#) [Concentration in Counseling Psychology]

- [Application for Comprehensive Examination](#)
- [Thesis/Dissertation Committee Appointments](#)
- [Dissertation Checklist](#)
- [Report of Dissertation Proposal Meeting](#)
- Application for Internship
- [Report on Oral Defense of Dissertation](#)
- [Application for Graduation](#)

RECORDS RETENTION

Academic records of all current students are maintained in the locked file room off of the Main Office of the Psychology Department (Clay 303). Academic records are filed alphabetically, but also display the students' code number which is used for confidential reporting (primarily for APA annual reports and self-study reports). The academic records of graduates are also maintained in the Psychology Department's file room but are separated from current student files. Student records are not discarded.

APPENDICES

APPENDIX A: COMPREHENSIVE EXAMINATION READING LIST: COUNSELING PSYCHOLOGY

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

Texts Covering Several Areas of the Exam

Bergen, A. E., & Garfield, S. L. (2013) *Handbook of psychotherapy and behavior change*. (6th Ed.) New York: Wiley.

Brown, S. D., & Lent, R. W. (2008) *Handbook of counseling psychology*. (4th Ed.). New York: Wiley.

Ponteratto, J. G., Casas, J. M., Suzuki, L. A., Alexander, C. M. (2016). *Handbook of multicultural counseling*. (4th Ed.). Thousand Oaks, CA: Sage

History and Systems

Alderson-Day, B., & Fernyhough, C. (2015). Inner speech: Development, cognitive functions, phenomenology, and neurobiology. *Psychological Bulletin*, 141(5), 931-965.
doi:10.1037/bul0000021

Beck, Aaron (1979). *Cognitive Therapy and the Emotional Disorders*, Meridian Books

DeRobertis, E. M. (2016). On framing the future of humanistic psychology. *The Humanistic Psychologist*, 44(1), 18-41. doi:10.1037/hum0000014

Djeriouat, H., & Trémolière, B. (2014). We are made, not born: Empiricism is existentially useful. *Motivation and Emotion*, 38(4), 529-539.

Fox, D. R., Prilleltensky, I., & Austin, S. (2009). *Critical Psychology: An Introduction* (2nd Ed.). Thousand Oaks, CA: Sage Publications. ISBN-9781847871732

Frankel, Victor (1946). *Man's Search for Meaning*, Beacon Press

Freud, Anna (1937, 1979). *Ego and the Mechanisms of Defense*, International Universities Press

- Fromm, Eric (1994). *The Art of Being*, Continuum Publishing
- Goddard, M. J. (2014). Critical psychiatry, critical psychology, and the behaviorism of B. F. Skinner. *Review Of General Psychology*, 18(3), 208-215. doi:10.1037/gpr0000012
- Hock, R.R. (2009). *Forty Studies that Changed Psychology* (6th edition). New Jersey: Pearson Prentice Hall
- Jansz, J. & van Drunen, P. (2004). *A Social History of Psychology*
- Leão, M. C., Laurenti, C., & Haydu, V. B. (2016). Darwinism, radical behaviorism, and the role of variation in Skinnerian explaining behavior. *Behavior Analysis: Research And Practice*, 16(1), 1-11. doi:10.1037/bar0000025

Ethics and Professional Issues

- American Psychological Association (2007). Record keeping guidelines. Obtained from http://www.apapractice.org/apo/insider/professional/apaapproved/revised_apa_record.GenericArticle.Single.articleLink.GenericArticle.Single.file.tmp/Record%20Keeping%20Guidelines%202007.pdf.
- Barnett, J. E., & Kolmes, K. (2016). The practice of tele-mental health: Ethical, legal, and clinical issues for practitioners. *Practice Innovations*, 1(1), 53-66. doi:10.1037/pri0000014
- Cornish, M. A., Wade, N. G., Tucker, J. R., & Post, B. C. (2014). When religion enters the counseling group: Multiculturalism, group processes, and social justice. *The Counseling Psychologist*, 42(5), 578-600. doi:10.1177/0011000014527001
- Erickson Cornish, J. A., Riva, M. T., & Smith, R. D. (2015). Responding to the conscience clause: A complex and crucial issue in the education and training of health service psychologists. *Training And Education In Professional Psychology*, 9(4), 271-274. doi:10.1037/tep0000098
- Guidelines for psychological practice with girls and women. (2007). *American Psychologist*, 62(9), 949-979. doi:10.1037/0003-066X.62.9.949
- Guidelines for psychological practice with transgender and gender nonconforming people. (2015). *American Psychologist*, 70(9), 832-864. doi:10.1037/a0039906
- Guidelines for the practice of telepsychology. (2013). *American Psychologist*, 68(9), 791-800. doi:10.1037/a0035001

- Guidelines for assessment of and intervention with persons with disabilities. (2012). *American Psychologist*, 67(1), 43-62. doi:10.1037/a0025892
- Guidelines for psychological evaluations in child protection matters. (2013). *American Psychologist*, 68(1), 20-31. doi:10.1037/a0029891
- Guidelines for psychological practice with lesbian, gay, and bisexual clients. (2012). *American Psychologist*, 67(1), 10-42. doi:10.1037/a0024659
- Guidelines for the evaluation of dementia and age-related cognitive change. (2012). *American Psychologist*, 67(1), 1-9. doi:10.1037/a0024643
- Lamb, D. H., Catanzaro, S. J., & Moorman, A. S. (2004). A Preliminary Look at How Psychologists Identify, Evaluate, and Proceed When Faced With Possible Multiple Relationship Dilemmas. *Professional Psychology: Research And Practice*, 35(3), 248-254. doi:10.1037/0735-7028.35.3.248
- Owen, J., Tao, K. W., Imel, Z. E., Wampold, B. E., & Rodolfa, E. (2014). Addressing racial and ethnic microaggressions in therapy. *Professional Psychology: Research And Practice*, 45(4), 283-290. doi:10.1037/a0037420
- Smith, L. C., Shin, R. Q., & Officer, L. M. (2012). Moving counseling forward on LGB and transgender issues: Speaking queerly on discourses and microaggressions. *The Counseling Psychologist*, 40(3), 385-408. doi:10.1177/0011000011403165
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The content of this examination will also include relevant materials published in the following sources in the past three years:

- *American Psychologist*
- *The Counseling Psychologist*
- *Journal of Vocational Behavior*
- *Professional Psychology: Research and Practice*
- *Journal of Counseling and Development*
- *APA Monitor*
- *Career Development Quarterly*
- *Journal of Multicultural Counseling and Development*
- *Journal of Counseling Psychology*
- *Journal of Career Assessment*

APPENDIX B: INTERNSHIP PLACEMENTS SINCE INITIAL ACCREDITATION IN 2000

2000-2001

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

2001-2002

Mona Bennett	Hamilton Center (IN)	APA
Myron Burns	Southern Mississippi Psychological Consortium	APA

Jeff Henderson	University of Texas Health Sciences- Galveston, TX	APA
Jim Kneff	Allegheny General Medical Hospital (PA)	APA
V. Nellori	Meharry Medical Center (TN)	APPIC
2002-2003		
Nilufer Barbour	University of Missouri Counseling Center	APA
Jacqueline Bethany	Vanderbilt/VA Consortium, Alvin York VAMC	APA
Deborah Carter	University of Memphis Student Development Center	APA
Molly Glenn	University of Memphis Student Development Center	APA
Charles Ihrig	Vanderbilt/VA Consortium, Adult Psychiatry	APA
Christina Mentos	University of California – Santa Barbara	APA
Qinza Najm	Georgia State University Counseling Center	APA
Lori Yost	Washington State University Counseling Center	APA
2003-2004		
Jill Baker	Vanderbilt/VA Consortium, VU PCC	APA
Dawn Wilkinson	VAMC- Mountain Home (TN)	APA
2004-2005		
Jerry Armour	University of Notre Dame Counseling Center	APA
Jack Carney	VAMC - Mountain Home	APA
Lisa Beavers	Colorado State University Counseling Center	APA
Keisha Bowens	University of Cincinnati Counseling Center	APA
Cathy Hernbeck	Southern Illinois University Counseling Center	APA
Christina Jones	Vanderbilt/VA Consortium, VU PCC	APA
Karen Kruger	Meharry Medical Center	APPIC
Kevin Reeder	Vanderbilt/VA Consortium, Adult Psychiatry	APA
2005-2006		
Marios Argyrides	Florida State University Counseling Center	APA
Philippa Evans	VAMC- Houston	APA
Brian Jones	USAF Maxwell Air Force Base	APA
Tera Mikula	University of Pennsylvania Counseling Center	APA
Monica Overton	University of Florida Counseling Center	APA
Tamika Sanders Hayes	Central California Psychological Consortium	APA
2006-2007		
Andre Bean	University of Southern Illinois Counseling Center	APA
Pernella Singleton-Deams	University of Memphis Counseling Center	APA
Joann Spadafore	Creighton University Counseling Center	APA
Phillip Pistole	Vanderbilt University Child Guidance Center	APA
Ashely Ross	University of Southern Illinois	APA
Tamela Sadler	Guidance Center Murfreesboro, TN	APA
2007-2008		
Shannon Davis	Hutchings Psychiatric Center Syracuse, NY	APA

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

2008-2009

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

2009-2010

Cook, Emeline	Dutchess County Dept. of Mental Hygiene	APA
Heiner, Matthew	University of North Dakota Counseling Center	APPIC
Hill, Selina	Pine Rest Christian Mental Health Services	APA
Stevens, Lee	Univ. of Rochester Counseling Center	APA
Van Horn, Leigh	Vanderbilt/VA Consortium, VU PCC	APA
Williams, Joy	Coleman-Portage Children's Center	APA

2010-2011

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

2011-2012

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

2012-2013

Lindsey Barzizza	Walter Reed Medical Center	APA
Timothy Boling	Arkansas VA	APA
Natalie Efstathiou	Portia Bell Hume Beh. Health Center	APPIC
Michele Ocen	Nebraska Consortium	APA
Alexis Pitts	VA Medical Center	
Maria Walton	Vanderbilt/VA Consortium, VU PCC	APA

2013-2014

Aisha Armstrong	University of Houston – Counseling Center	APA
Anne Bartone	Cincinnati VA - Medical Center	APA
Lisa Battle	University of North Dakota Counseling Center	APPIC
Carmen Bucknor	Vanderbilt/VA Consortium, VU PCC	APA
Heather Joppich	Vanderbilt/VA Consortium, VU PCC	APA
Josh Rackley	University of Kansas –Couns Center	APA
Shayla Tumbling	University of Washington –Couns Center	APA

2014-2015

Carmen Lewis		
Rebecca Lowe		
Jeremy Lynch	University of Memphis Counseling Center	APA
Janani Raman		
Angela Scott	Florida State University Multidisciplinary Center	APA
Amy Sellers		

2015-2016

Amy Berman	VA Portland Healthcare System	APA
Calisha Brooks	University Counseling Center of Notre Dame	APA
Jaqueline Newman	Vanderbilt U/VA Internship	
Calisha Brooks	University Counseling Center of Notre Dame	APA
Jaqueline Newman	Vanderbilt U/VA Internship Consortium/Nashville VA	APA
Mary Harlinger	VA in Virginia	APA
Mitchell Beavers	Vanderbilt U/VA Internship Consortium/Nashville VA	APA
Teresa Young	Vanderbilt U/VA Internship Consortium/Nashville VA	APA
Sheeren Hassan	Phoenix VA healthcare System	APA

2016-2017

Esther Mendez	Southern Illinois University Counseling Center	APA
Kristeena Jenkins	Jefferson County Internship Consortium	APA
Sarah Eckstein	Central Washington University Counseling Center	APA

2017-2018

Abigail Elizabeth Ramon	Missouri Health Sciences Psychology Consortium	APA
Denver Hall	University of Houston	APA
Derron Ambrose	Western State Hospital	APA
Erica Brice	Vanderbilt U/VA Internship Consortium/Nashville VA	APA
Georgetta A Harris-Wyatt	Western Kentucky Psych Intern Consortium/Pennyroyal	APA
Katy Ellen Roth	Western Kentucky Psych Intern Consortium/Pennyroyal	APA
Natalie Rochester	South Texas VA Health Care System	APA
Sarah Girresch-Ward	WellSpan Behavioral Health	APA

2018-2019

Audrey Baker	Athena Consulting	
Maria Boero-Legge	Denver Health Medical Center	APA

Shabnam Brady	Vanderbilt University Counseling Center	APA
Martez Burks	Michigan State University-CAPS	APA
Jessica Jaye Capretto	Washburn Center for Children	APA
Syndee Collins	Oregon State University	APA
LaToya Favre	Vanderbilt University Counseling Center	APA
Darreon Greer	Wright State University School of Professional	APA
Marque Griggs	Ohio University Counseling & Psychological Services	APA
Tonya McKoy	James H. Quillen VA Medical Center	APA
Kesha Patrice	WellSpan Philhaven CBT	APA
Ashley Reda	State University of New Your Albany	APA

2019-2020

Erin Carney	Louis Stokes Cleveland VA Medical Center	APA
Erin Connors	Jackson Health System/Univ of Miami	APA
Katherine Johnson	Larned State Hospital	APA
Lois Jones	Oklahoma Health Consortium	APA
Rachel Joseph	Central Arkansas Veterans Healthcare System	APA
Rheanna Kaley	Utah State University	APA
Carin Smith	VA Medical Center-Battle Creek	APA
Diamonique Townsend	Southern Arizona Veterans Affairs Healthcare	APA

2020-2021

Lindsay Danielle Ackerman	Federal Medical Center - Lexington	APA
Lillian M Audette	University Minnesota-Minneapolis - Counseling	APA
Kelly Campbell-Overton	University of New Hampshire	APA
Juli Chiyoko Hishida	Institute for Multicultural Counseling & Education Services	APA
Y'Londa Mitchell	Columbia VA Health Care System	APA
Shayla Tumbling	Mississippi State Univ Student Counseling Services	APA
Margaret White	Institute for Multicultural Counseling & Education Services	APA

2021-2022

Olivia Katherine DeAngelo	Florida State University - Counseling Center	APA
Harifah Hendrickson	The Federal Medical Center, Lexington	APA
Allison Nicole Hotz	Memphis VA Medical Center	APA
Mehak Kapoor	Western Carolina University CAPS	APA
Linda Marie Ly	Florida Atlantic University CAPS	APA
Michael Oyeteju	Oklahoma Sport Psychology Consortium	APA
Mahip Rathore	University of California - Santa Barbara	APA
Ina Simpson	The Federal Medical Center, Lexington	APA
Morgan Swain	University of N.Carolina Charlotte CAPS	APA
Jessica Ann Ward	Family Service & Guidance Center	APA

2022-2023

Henry L. Benton	Univ of North Carolina at Chapel Hill/Counseling	APA
Tiyana Kia Chaney	University of South Carolina/Counseling & Psych	APA
Megan Derisse	Veterans Affairs New Jersey Health Care System	APA
Adrienne Erby	Tuscaloosa VA Medical Center	APA
Dana S. Jennings	Harris County Juvenile Probation Department	APA
Priya S. Patel-Shah	Memphis VA Medical Center	APA
Gianna Danae White	The Augusta University/Medical College of Georgia-Charlie Norwood VA	APA
Whitney Wyatt	University of Memphis Counseling Center	APA
Aisha Yapp	Nebraska Medicine Psychology Department	APA

2023-2024

Bradford Phippen	Central State Hospital	APA
Roneisha Simpson	Family Programs Hawaii - Family Strengthening Ctr	APA
Claire Chomba Muwele	Duke University – Counseling	APA
In Hye Claire Jang	Vanderbilt University Counseling Center	APA
Jeffery Eugene Bass	Southern Illinois University	APA
Kernisha Chaney	Nebraska Internship Consortium	APA
Lakeisha Hamilton	Jesse Brown VA Medical Center	APA
Sarah Rose Elizabetta	Western Kentucky Psychology Internship Consortium	APA
Shakeira Foster	Western Kentucky Psychology Internship Consortium	APA

2024-2025

Stefanie Boakye	University of Notre Dame Counseling Center	APA
Fanchen Gao	University of Cincinnati – Counseling Services	APA
Brianna King	University of Missouri-Columbia Counseling Center	APA
Jenna Lehmann	Georgia Southern University Counseling Center	APA
Reniece Martin	Western Kentucky Psychology Internship Consortium	APA
Taeja Mitchell	George Mason University Counseling Center	APA
Imani Rivers	COPA Health	APA

Sexual Misconduct, Domestic/Dating Violence, Stalking

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: www.tnstate.edu/equity.

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-

1999 or www.sacenter.org or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or www.tncoalition.org .

Harassment & Discrimination

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

1. What is this letter all about?

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

Frequently Asked Questions about Theses and Dissertations

1. What is this letter all about?
2. How do I get started writing a thesis or dissertation?
3. How do I find a topic for my thesis or dissertation?
4. In what class(es) should I be enrolled?
5. Thesis and dissertation sections are often scheduled for Saturdays or very early in the morning. Does this class actually meet?
6. Must my academic advisor also be my thesis/dissertation chairperson?
7. Describe the composition of my committees.
8. What is the difference between a proposal meeting and a thesis/dissertation defense?
 - Must I have a thesis or dissertation proposal meeting?
9. Can a part-time (adjunct) faculty member or a faculty member from another institution serve on a thesis or dissertation committee?
10. What if a committee member cannot attend my proposal or defense meeting but has already read my paper and told me that it was fine?
11. After my committee members have received my thesis or dissertation document, how will I know if they approve of the work I have done so far?
12. Whose responsibility is it to make accommodations for faculty with various

disabilities?

13. Is it OK to communicate with my committee by e-mail?
14. Whose responsibility is it to schedule a room for meetings and to secure necessary equipment?
15. How far in advance must I schedule my thesis or dissertation meeting/defense?
16. Can a scheduled meeting ever be cancelled?
17. Do I really need an editor?
18. Must I submit my research proposal to the Institutional Review Board (IRB)?
19. When must documents be signed in to the graduate school?
20. Who, in the Department of Psychological Sciences and Counseling, can serve on thesis and dissertation committees?
21. What is the order in which all of these tasks must be done?
22. What information is to be included in each section of my thesis or dissertation?
23. Must I complete my dissertation prior to applying for my doctoral internship?

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

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

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

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

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

PSYC 6540 for Thesis

PSYC 8110 for Dissertation

During your first semester of thesis or dissertation sign up for the section of the person who will serve as your chairperson. (Note: this is not necessarily your academic advisor.) Thesis and dissertation courses are available at a reduced fee (\$35) depending on how many times you have enrolled in the course. **The reduced fee is available for students working on a master's thesis starting with their 2nd semester of enrollment in thesis.** Starting with your second enrollment sign up for PSYC 6540.35 (thesis continuation section with a reduced fee). **The reduced fee is available for students working on a doctoral dissertation starting with their 6th semester of enrollment in thesis.** Starting with your 6th enrollment sign up for PSYC 8110.35 (dissertation continuation section with a reduced fee

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

Students enrolled for thesis or dissertation writing do not meet as a class. The times are listed on the schedule because every class must have a day and time listed. Students enrolled for thesis or dissertation are to contact the committee chair and set up actual meeting times.

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

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

7. *Describe the composition of my committees.*

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

- **Thesis advisory committee** - The thesis advisory committee consists of **three faculty**

members who have **graduate faculty status**. At least two of them must be faculty members from the department in which the degree is sought. The third committee member may either be (1) a member of the graduate faculty from the area in which you plan to receive the degree or (2) this person may be an external graduate faculty member from a closely related department. Your chairperson will be instrumental in identifying this person. At the time of the thesis defense (not to be confused with your proposal meeting), a **fourth committee member from an external department** is added to the committee. This external person is typically identified by the thesis chairperson or the Dean of the graduate school. If desired, it is permissible to add the external member at the same time that the advisory committee is identified, thus creating a four member advisory committee. If this latter scenario is chosen, at the time of the thesis defense, no additional committee members are required. The four advisory committee members will be sufficient.

- **Dissertation advisory committee** - The dissertation advisory committee consists of **four faculty members who have graduate faculty status**. At least three of them must be faculty members from the department in which the degree is sought. The **fourth member** must be a member of the graduate faculty from a closely related department. This external person is typically identified by the thesis chairperson or the Dean of the graduate school. **For dissertations, all four members of the advisory must be in place prior to the proposal meeting.** For the actual dissertation defense a total of four committee members (three internal, one external) are required. Since the composition of the advisory committee already includes these people, the advisory committee may serve as the **entire** committee in front of which the student will defend her/his dissertation.

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

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

- **Proposal meeting: a formal presentation** of your proposed research given to your advisory committee. All members of the advisory committee **must be present**. **Committee members must be given a paper copy of what you will present at least**

two weeks prior to the defense. The purpose of this defense is to lend clarity to your proposal and to allow you to make any changes recommended by your committee prior to data collection. (FYI- It often works well when this is done as a PowerPoint presentation.)

- **Thesis/dissertation defense:** a formal defense of the completed thesis or dissertation. Typically you will first be introduced by your thesis/dissertation advisor who will ask you to tell a little about yourself, how you came to be interested in that topic, and to discuss the research project, your findings and implications. All advisory committee members (and the external committee member for theses) **must** be present. **Committee members must be given a paper copy of what you will defend at least two weeks prior to the scheduled defense.** (FYI- See paragraph above.)

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

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

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

All advisory committee members (and the external committee member for theses) **must** be present. Otherwise, the meeting must be rescheduled.

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

Committee members must each sign a document saying that they have no major problems with the work done thus far and that it is recommended that the meeting or defense take place. This approval must be given by each committee member **no less than 48 hours**

prior to the scheduled meeting. The meeting or defense will not be allowed without this written approval.

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

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

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

Generally, it is better to communicate verbally than by e-mail. For instance, if you decide to email a meeting date to your committee you run the risk of some committee members not being informed for a number of reasons including: 1) e-mail may be down, 2) incorrect address, 3) email was delivered but not read until after the proposed meeting date. Similarly, do not assume that, just because you left a voice mail, it has been heard. **If you do send an e-mail or voice mail, make sure that you actually talk to the person and let them know that you have done so.**

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

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

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

All committee members must receive the complete document for thesis or dissertation no less than **ten (10)** working days prior to the proposed meeting or defense date. For the proposal meeting this consists of the first three chapters (i.e. introduction, literature review, method). For the defense meeting this document refers to the complete thesis or dissertation.

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

A meeting can be cancelled by the student or any committee member as long as two workdays advance notice is given.

17. *Do I really need an editor?*

Yes, all dissertations must be reviewed by an editor prior to their submission to the graduate school. The dissertation must be accompanied by a letter from the editor which states that the document was reviewed and is compliance with the most recent version of the APA style manual. While it is desirable to have theses also edited, this is not mandatory.

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

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

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

See graduate school catalog for exact dates.

Thesis or dissertation proposal form — due as soon as possible after defense meeting

Preliminary copy of thesis or dissertation- **end of October for December graduation.**

Final defense of thesis or dissertation — **early November for December graduation.**

Final copy of thesis or dissertation — **end of November for December graduation.**

Preliminary copy of thesis or dissertation- **middle of March for May graduation.**

Final defense of thesis or dissertation — **early April for May graduation.**

Final copy of thesis or dissertation — **middle of April for May graduation.**

20. *Who, in the Department of Psychological Sciences and Counseling, can serve on thesis and dissertation committees?*

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

21. What is the order in which all of these tasks must be done?

- a. Meet with academic advisor to identify thesis/dissertation chair.
- b. Once thesis/dissertation chair is identified, sign up for a section of thesis or dissertation under that faculty member.
- c. Meet with thesis/dissertation chair to identify research topic.
- d. Meet with thesis/dissertation chair to identify advisory committee.
- e. The thesis/dissertation chair is responsible for identifying the external committee member with assistance from the graduate school.
 - Complete form: **REQUEST FOR EXTERNAL MEMBER**
- f. Work with **all members of** advisory committee (**not just the chair**) on preparing your proposal first three chapters (Introduction, Review of literature, Method)
- g. When all advisory committee members are in agreement that the proposal is ready to present:
 - complete form:
 - o **APPROVAL FORM FOR SCHEDULING OF PROPOSAL MEETING**
 - o schedule proposal meeting.
- h. **All committee members must be present at the proposal meeting.**
- i. Following a successful proposal meeting, the thesis/dissertation chair is responsible for copying all recommendations given by the committee onto the appropriate form.
 - Complete form:
 - o **REPORT ON FORMAL DISSERTATION PROPOSAL PRESENTATION (for Ph.D.) or**
 - o **THESIS PROBLEM OR TERMINAL PROJECT OUTLINE (for M.S.)**
- j. After completing compliance certification, make application for approval by the Institutional Review Board (IRB)
 - www.tnstate.edu -> sponsored research -> human subjects

- k. **Data collection cannot start prior to written approval from the IRB.**
- l. Conduct study under supervision of advisory committee
- m. When all advisory committee members are in agreement that the research project is ready to be presented schedule your final defense with the appropriate committee. See the section of this document entitled **“Describe the composition of my committees.”**
- n. Committee members must have final document **two weeks prior to final defense.**
- o. Following a successful defense, the thesis/dissertation chair is responsible for copying all recommendations given by the committee onto the appropriate form.
 - Complete form:
 - o **REPORT ON ORAL DEFENSE OF DISSERTATION (for Ph.D.) or**
 - o **REPORT ON ORAL DEFENSE OF THESIS (for M.S.)**
- p. Once all requested changes have been made, submit the completed oral defense form along with 5 copies of the approved thesis or dissertation to the Department Head, who will forward them to the Dean of the College and then to the Dean of the Graduate School.
- q. Congratulations²². *What information is to be included in each section of my thesis or dissertation?*

Chapter I – Introduction

Significance of Study

Statement of the Research Problem

Definition of Terms

Chapter II - Review of Literature

Chapter III –Method

Participants

Instruments

Procedure

Hypotheses

(Data Analytic Plan) - Optional

Chapter IV - Results

Chapter V – Discussion

Interpretation of results

Limitations

Implications

Summary

References

Appendices

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

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

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

Student Information			
Last Name		First Name	MI
Home Address		City	State
Highest Degree	Institution	Home Phone	Work Phone

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

	PSYC	7557	Assessment, Theory and Interventions in Supervision	3	
	PSYC	7750	Career Development: Theories, Methods & Contemp Iss	3	
*			*Must take one of these but not required to take both		
Totals				27	
Practice Core	Students must take or receive transfer credit for each of the following Specialization courses.				
	Disc	#	Description	Hours	Grade
	PSYC	7160	Pre-practicum	1	
	PSYC	7260	Practicum	1	
	PSYC	7365	Doctoral Practicum in Counseling Psychology	2	
	PSYC	7366	Doctoral Practicum in Counseling Psychology	2	
	PSYC	7367	Doctoral Practicum in Counseling Psychology	3	
	PSYC	7368	Doctoral Practicum in Counseling Psychology	3	
*	PSYC	8095	Internship	3	
*	PSYC	8096	Internship	3	
*	PSYC	8097	Internship	3	
*			Students Must complete a 1900-hr Doctoral Internship (1 yr @ 100% or 2 yrs @ 50%)		
Totals				21	
Elective Courses	Students must take or receive transfer credit for 9 hrs of electives.				
	Disc	#	Description	Hours	Grade
	PSYC			3	
	PSYC			3	
	PSYC			3	
Totals				9	

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

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

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

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

Counseling Psychology Doctoral Concentration
Department of Psychological Sciences and Counseling, Tennessee State University

Self –Reflection

Student is aware of cognitive and emotional reactions and biases. i.e. willing to address this and allow for it to be processed.

Attendance

Student is (un) able to follow attendance policy specified in the syllabus.

Professional /Class Demeanor & Presentation

The student interacts professionally and respectfully towards others (i.e. does not surf internet, close book before end of class, pass notes around, answer phone etc.)

Class participation

The student is (un)able to follow participation policy specified in the syllabus.

Openness & Investment in Learning

The student asks thoughtful/good questions, reads supplemental materials related to the course, seeks out additional course related learning experiences. S/he contributes positively to course discussions. Student also comes to class prepared and with all required materials.

Openness to Feedback

The student seeks and offers feedback in a thoughtful, appropriate, non-defensive, manner e.g. asks clarifying questions, manages affect, and integrates feedback into professional identity.

Collaboration with Others

The student actively and appropriately participates in course and group projects e.g. respects the work style of others and contributes his/her “fair” share.

Punctuality

The student consistently attends class on time.

Sensitivity/Ethics

The student responds to corrective feedback about ethical dilemmas.
Adheres to ethical guidelines and learns from ethical dilemmas.

Sensitivity to issues of culture and diversity

The student demonstrates respect for cultural diversity, (speaks with inclusive, non-biased language). S/he shows interest in increasing awareness of differences and willingness to work on biases. Shows interest in awareness of self as a cultural being.

Class Demeanor

The student has a positive non-disruptive classroom presence. The student’s contributions to the classroom have an additive effect.

Course Number/Title: _____

Semester: _____ Student: _____

DOMAINS

Values

Collaborations with Others
Investment in Learning
Sensitive to Issues of Culture and Diversity

Attitudes

Openness to Feedback
Class Demeanor
Appropriate Self Reflection

Behaviors

Attendance
Class Participation
Sensitivity/Adherence to Ethical Guidelines
Punctuality

CRITERIA	Above Average Professional Performance	Expected Professional Development for This Level of Training	Minimal Concern*	Severe Concern*
	4	3	2	1
	Consistently demonstrates appropriate behavior and awareness in this area. Models related behaviors and attitudes to others.	Consistently demonstrates appropriate behavior and awareness in this area.	Demonstrates appropriate behavior and awareness in this area, with support and feedback.	Demonstrates inappropriate behavior and awareness in this area,

Level of Concern -

Please select Level of Concern. Check One Only.

- 4 Above Average Professional Performance
- 3 Expected Professional Development for This Level of Training
- 2 Minimal Concern*
- 1 Severe Concern*

* Requires comments under Notable Concerns section

Check Areas of Concern OR Commendable Behavior.

- | | |
|--|--|
| <input type="checkbox"/> Appropriate self-reflection | <input type="checkbox"/> Collaboration with others |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Punctuality |
| <input type="checkbox"/> Class demeanor | <input type="checkbox"/> Sensitivity and adherence to ethical guidelines |
| <input type="checkbox"/> Class participation | <input type="checkbox"/> Sensitivity to issues of culture and diversity |
| <input type="checkbox"/> Investment in learning | <input type="checkbox"/> Positive, non-disruptive classroom presence |
| <input type="checkbox"/> Openness to feedback | |

Comments re: Notable Behavior(s)

Instructor’s Signature: _____

Date: _____

APPENDIX G: TSU ANNUAL SELF EVALUATION OF PH.D. COUNSELING PSYCHOLOGY
STUDENT PROGRESS

Name: _____ Advisor: _____ Date: _____

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

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

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

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

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

*Attach site practicum supervisor’s evaluation from fall semester and current semester if available.

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

Professional Development Checklist, Specific to Diversity:

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

CL = as part of a class/practicum experience

RT = as part of a research team

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

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

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

Research Skill Development Checklist:

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

CL = as part of a class

RT = as part of a research team

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

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

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

- ___ Qualifying examination
- ___ Comprehensive examination
- Practicum series (check what will be completed by the end of the Spring 2011 semester)
- ___ Prepracticum (1st year)
- ___ Practicum (2nd year)
- ___ Practicum (3rd year)
- ___ Summer practicum (if so which year: Summer _____)
- ___ Dissertation proposal
- ___ Dissertation data being collected
- ___ Data collection completed
- ___ Data being analyzed
- ___ Data analysis complete
- ___ Dissertation defense data set
- ___ Dissertation defended
- ___ Application for internship
- ___ Internship placement match

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

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

Date of Student's Review with Advisor: _____
 Student Signature _____
 Advisor Signature _____

APPENDIX H: *2020-21 Annual Evaluation*

Student: _____

Date of Evaluation: _____

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

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Not Applicable
Research Participation					
Socialization with peers					
Socialization with faculty					
Professionalism					
Self direction					
Time Management					
Professional Identity					
Knowledge of current issues in counseling psychology (reading latest journal issues)					
Membership in professional organizations					
Conference/convention attendance					
Participation in Town Hall & Brown Bag					
Participation in GPSO					
Response to positive feedback					
Response to constructive feedback					
Overall Clinical skills					
Diagnosis					
Interventions					
Case conceptualization					
Testing					
Applying theory					
Therapeutic Alliance					
Multicultural competencies					
Ethics					
Social change and advocacy					
Self-care					
Dissertation addresses social change/advocacy					

Overall Yearly Evaluation: _____

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

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

Advisor

Program Coordinator

Student/Date

Prerequisites/Dsk Checklist
Department of Psychological Sciences and Counseling, Tennessee State University
Pre-requisite Course Evaluation Form
Counseling Psychology Doctoral Concentration
(Updated 2020-2021)

Student Name: _____

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

STATISTICS (not research methods) –

Instructor Review Demonstrated Appropriate Credentials for this Course?

YES NO

Instructor Materials Reviewed:

CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Course Required | <input type="checkbox"/> Measurement Scales | <input type="checkbox"/> Probability Basics | <input type="checkbox"/> Correlation |
| Critical Thinking at an
Advanced Level | <input type="checkbox"/> Central Tendency | <input type="checkbox"/> Chi-square | Techniques |
| <input type="checkbox"/> Use of Primary
Source Readings | <input type="checkbox"/> Measures of
Variability | <input type="checkbox"/> Power | <input type="checkbox"/> Regression |
| <input type="checkbox"/> Descriptive Graphs | <input type="checkbox"/> Normal Distribution | <input type="checkbox"/> Z- tests | <input type="checkbox"/> One-way ANOVA |
| | <input type="checkbox"/> Hypothesis Testing | <input type="checkbox"/> T-tests | <input type="checkbox"/> Multiple
Comparisons |

THEORIES OF COUNSELING –

Instructor Review Demonstrated Appropriate Credentials for this Course?

YES NO

Instructor Materials Reviewed:

CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Course Required
Critical Thinking at an
Advanced Level | <input type="checkbox"/> Psychoanalytic
Theory | <input type="checkbox"/> Reality Theory | <input type="checkbox"/> Feminist Therapy |
| <input type="checkbox"/> Use of Primary
Source Readings | <input type="checkbox"/> Adlerian Theory | <input type="checkbox"/> Behavior Theory | <input type="checkbox"/> Integrative Theory |
| <input type="checkbox"/> Ethics | <input type="checkbox"/> Existential Theory | <input type="checkbox"/> Cognitive-
Behavior | |
| | <input type="checkbox"/> Person-Centered | <input type="checkbox"/> Family Systems
Theory | |
| | <input type="checkbox"/> Gestalt Therapy | | |

THEORIES OF PERSONALITY -

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

Course Required Critical Thinking at an Advanced Level

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

COUNSELING TECHNIQUES –

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Course Required
Critical Thinking at an
Advanced Level | <input type="checkbox"/> Use of Primary
Source Readings
<input type="checkbox"/> Informed Consent
<input type="checkbox"/> Ethics | <input type="checkbox"/> Intake Report
<input type="checkbox"/> Active Listening
<input type="checkbox"/> Asking Questions
<input type="checkbox"/> Reflecting | <input type="checkbox"/> Paraphrasing
<input type="checkbox"/> Summarizing
<input type="checkbox"/> Integrative Models
<input type="checkbox"/> Microskills |
|---|--|---|--|

SOCIAL PSYCHOLOGY -

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

- Course Equivalent** **Course Not Equivalent**

- Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | | | |
|---|---|---|---|--|--|
| <input type="checkbox"/> Course Required Critical Thinking at an Advanced Level | <input type="checkbox"/> Use of Primary Source Readings | <input type="checkbox"/> Person & Situation | <input type="checkbox"/> Social Influence | <input type="checkbox"/> Pro-social Behavior | <input type="checkbox"/> Group Dynamics |
| <input type="checkbox"/> Social Cognition | <input type="checkbox"/> The Self | <input type="checkbox"/> Attitudes & Persuasion | <input type="checkbox"/> Group Affiliation & Friendship | <input type="checkbox"/> Aggression | <input type="checkbox"/> Social Dilemmas |
| | <input type="checkbox"/> Love & Romantic Relationships | <input type="checkbox"/> Prejudice, Stereotyping Discrimination | | | |

PHYSIOLOGICAL PSYCHOLOGY -

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

- Course Equivalent** **Course Not Equivalent**

- Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|---------------------------------------|--|-------------------------------------|---|------------------------------------|---|---|--|--|---|---------------------------------|---|
| <input type="checkbox"/> Course Required
Critical Thinking at an
Advanced Level | <input type="checkbox"/> Use of Primary
Source Readings | <input type="checkbox"/> Evolution,
Genetics, & Exp. | <input type="checkbox"/> Neural Conduction
Synaptic
Transmission | <input type="checkbox"/> Sensory System | <input type="checkbox"/> Motor System | <input type="checkbox"/> Visual System | <input type="checkbox"/> Perception | <input type="checkbox"/> Conscious
Awareness | <input type="checkbox"/> Attention | <input type="checkbox"/> Sensorimotor
System | <input type="checkbox"/> Nervous System
Dev. | <input type="checkbox"/> Neuroplasticity | <input type="checkbox"/> Learning, Memory
& Amnesia | <input type="checkbox"/> Biology of
Motivation | <input type="checkbox"/> Hunger | <input type="checkbox"/> Hormones and Sex |
|---|--|---|--|---|---------------------------------------|--|-------------------------------------|---|------------------------------------|---|---|--|--|---|---------------------------------|---|

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Sleep and Dreaming | <input type="checkbox"/> Disorders of Cognition | <input type="checkbox"/> Language | <input type="checkbox"/> Biopsychology of Psychiatric Disorders |
| <input type="checkbox"/> Drug Addiction | <input type="checkbox"/> Disorders of Emotion | <input type="checkbox"/> Split Brain | |
| | <input type="checkbox"/> Lateralization | <input type="checkbox"/> Emotion, Stress, & Health | |

CAREER COUNSELING -

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

- Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Course Required Critical Thinking at an Advanced Level | <input type="checkbox"/> Trait-Factor Theories | <input type="checkbox"/> Career Assessments | <input type="checkbox"/> Person-Fit Theories |
| <input type="checkbox"/> Use of Primary Source Readings | <input type="checkbox"/> Developmental Theories | <input type="checkbox"/> Info. /Technology | <input type="checkbox"/> Career Counseling Ethics |
| <input type="checkbox"/> History of Career Dev. | <input type="checkbox"/> Learning/Cog. Theories | <input type="checkbox"/> Career Interventions | <input type="checkbox"/> Labor Market/Job Search |
| | <input type="checkbox"/> Diversity | <input type="checkbox"/> Designing Interventions | |

INTELLIGENCE TESTING –

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

- Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Course Required Critical Thinking at an Advanced Level | <input type="checkbox"/> History of IQ testing | <input type="checkbox"/> Diverse Pop. & testing | <input type="checkbox"/> WISC/WAIS |
| <input type="checkbox"/> Use of Primary Source Readings | <input type="checkbox"/> Theories of intelligence | <input type="checkbox"/> Environment setting | <input type="checkbox"/> Stanford-Binet |
| | <input type="checkbox"/> Ethics/Standards | <input type="checkbox"/> Assessment Admin. | <input type="checkbox"/> Admin./Scoring |
| | | <input type="checkbox"/> Report writing | <input type="checkbox"/> Ethics/Standards |
| | | | <input type="checkbox"/> Other IQ assessments |

HISOTRY AND SYSTEMS OF PSYCHOLGY –

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Course Required | <input type="checkbox"/> Use of Primary | | |
| Critical Thinking at an | Source Readings | <input type="checkbox"/> 20 th Century | |
| Advanced Level | <input type="checkbox"/> Historical | Systems | <input type="checkbox"/> Psychoanalysis |
| | Background | <input type="checkbox"/> Functionalism | <input type="checkbox"/> Behaviorism |
| | | <input type="checkbox"/> Gestalt Movement | <input type="checkbox"/> Humanism |
| | | | <input type="checkbox"/> Multiculturalism |

PSYCHOMETRICS –

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent **Course Not Equivalent**

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

- | | | |
|---|---|---|
| <input type="checkbox"/> Course Required Critical | <input type="checkbox"/> Criteria for judging tests | <input type="checkbox"/> Cognitive/IQ |
| Thinking at an Advanced | <input type="checkbox"/> Standardization in testing | <input type="checkbox"/> Interest/Career Dev. |
| Level | <input type="checkbox"/> Reliability in Testing | <input type="checkbox"/> Diverse Populations |
| <input type="checkbox"/> Use of Primary Source | <input type="checkbox"/> Validity in Testing | <input type="checkbox"/> Ethics/Standards |
| Readings | <input type="checkbox"/> Construction Principles | <input type="checkbox"/> Interview/Report Writing |
| <input type="checkbox"/> Origin/Logic of testing | <input type="checkbox"/> Personality | |

DEVELOPMENTAL PSYCHOLOGY –

Instructor Review Demonstrated Appropriate Credentials for this Course?

- YES NO

Instructor Materials Reviewed:

- CV Publications Presentations Other: _____

Course Equivalent

Course Not Equivalent

Documents Reviewed: Course Description Course Syllabus Other: _____

Topics/Readings Covered:

Course Required
Critical Thinking at an
Advanced Level
 Use of Primary
Source Readings

Biological
foundations
 Physical growth/dev.
 Cognitive
Development

Development of
intellect & cognition
 Language
Development
 Emotional Dev.

Social/Identity Dev.
 Moral Development
 Family/Comm./
Cultural context

Reviewer Initials:

Core Fac Couns

Core Fac Soc

Core Fac Clin

Core Fac Physio

Core Fac Devel

Student Signature _____

Advisor Signature _____

Program Coordinator Signature _____

APPENDIX J: ELECTIVE COURSES FOR THE DOCTORAL CONCENTRATION IN
COUNSELING PSYCHOLOGY

Offered by the Psychology Department¹

PSYC 6550	Health Psychology
PSYC 6560	Violence in Interpersonal Relations
PSYC 6570	Projective Techniques
PSYC 6920	Psychological Disorders of Children
PSYC 7130	Advanced Independent Study
PSYC 7170	Social Psychology: Research in Gender Roles (required elective for the Military Specialization)
PSYC 7280	Teaching of Psychology
PSYC 7559	Assessment, Theory & Interventions with Military Service Members and Families (required elective for the Military Specialization)
PSYC 7790	Internship Preparation Seminar

Special Topics Courses²

PSYC 7900	Advanced Group Processes & Counseling
PSYC 7901	Forensic Psychology
PSYC 7902	Adult Development: Geriatric Psychology
PSYC 7903	Trauma (required elective for the Military Specialization)
PSYC 7904	Advanced Consulting
PSYC 7910	Independent Practice Management
PSYC 8000	Advanced Writing Seminar (Dissertation Development)
PSYC 8001	Readings and Research Seminar I
PSYC 8002	Readings and Research Seminar II
PSYC 8003	Readings and Research Seminar III

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

² PSYC 7900 series (Special Topics) courses must have a minimum enrollment of eight (8) students to "make".

*Tennessee State University**Department of Psychological Sciences and Counseling***Required Components for a Thesis/Dissertation**

(APA and TSU Graduate School Guidelines for content and style supersede this checklist)

Introduction:

In order to ensure that students in this department are able to produce high-quality research and to communicate that research using professional standards and style, this document has been prepared to assist students and faculty serving on their committees to have a clear understanding of the basic components necessary to effectively communicate about one's research to other professionals.

Purpose:

The following is a list of components that are required to be included in all thesis/dissertation proposals and completed theses/dissertations. Thesis/dissertation Chairs and Committees may require the inclusion of appropriate other material; however, this document provides a listing of the required minimum components necessary for a minimally adequate document.

Required Components:

1. Title page and front pieces, per the TSU Graduate School guidelines
2. Abstract
3. Complete Table of Contents
 - a. All subsections listed with appropriate indentation
 - b. Correct page numbers
 - c. Appendices should be indented under a "chapter" page labeled "Appendices"
4. Complete List of Tables
5. Complete List of Figures (if used)
6. Chapter 1: Introduction
 - a. Includes an overview of the study, citing only the most important facts
 - b. Purpose: to orient the reader to the topic to be considered in the thesis/dissertation
 - c. Components:

- i. Purpose of the study
- ii. Summary of the background on the problem the study will address
- iii. Figure: conceptual model of the variables in the study and their relationship to each other.
- iv. Summary statement of the precise problem the study will address
- v. Summary statement of the significance of the study for the research literature and for practice
- vi. Specific research question(s) to be addressed.
- vii. Definition of terms that are used in unique/specific ways for the purposes of this dissertation.

7. Chapter 2: Literature Review

- a. Includes an integrated review of the literature, with appropriate subsections and summaries.
- b. By the end of this chapter, enough evidence for the uniqueness and importance of your research study should be clear to the reader.
- c. Organization and integration or synthesis of the literature is key to making your point.
- d. Specific components
 - i. Overview of the subtopics that will be addressed in your study
 - ii. Background on your study (relevant facts/figures to demonstrate need for the study)
 - iii. Integrated literature review that identifies the patterns of findings in the literature and clearly points to the reasons for the “hole” in the literature that your study will fill.
 - iv. Summary of the strengths, weaknesses and the gaps in the literature.
 - v. Summary statement of the proposed research study, based upon the reviewed literature.
 - vi. Statement of specific hypotheses that will be tested.

8. Chapter 3: Method

- a. Introduction stating the purpose of the chapter and providing an overview of what you will cover.
- b. Research design for the study, including –
 - i. Statement regarding type of research: quantitative, qualitative, mixed-methods.
 - ii. Statement of research design and justification for the utility of that research design in answering the research question(s).

- iii. Description of proposed/used sample (depending upon whether this is the proposal or defense).
 - 1. For quantitative research, include a power analysis, preferably documented with an analysis from software such as G*power
 - 2. For qualitative research include a justification from the research literature for your sample size.
 - 3. For mixed-methods research, report the appropriate information for each type (quantitative and qualitative)
- iv. Description of the proposed/completed sampling procedures utilized (e.g., purposive, convenience)
- v. Description of the proposed/completed sample/participants
- vi. Description of the measures, surveys, data, interviews, etc. that will form the data to be used in the study
- vii. Description of data collection procedures
- viii. For each hypothesis, describe the planned statistical analysis, including a justification for the use of the specific technique selected, rather than an appropriate alternative.

9. Chapter 4: Results

- a. Provide an overview to orient the reader to the analyses that will follow.
 - i. Remember, the description of the participants after the data is gathered is presented in Chapter 3 under the “Participant Description” subsection.
- b. Present the results of your evaluation of assumptions analysis
- c. Presentation of findings, usually organized by research question
 - i. State the research question or hypothesis as a sub-head, then report the results; results should be provided for each hypothesis
 - ii. Provide a report of the results of the analysis, including appropriate p-values and effect sizes (APA Taskforce, 1999)
 - 1. Check your statistics textbook for examples of how to report the results from the statistical analysis you conducted, or
 - 2. Check the SPSS text you used to learn to use this program, as some of them also contain such examples, or

3. Check with your qualitative methods textbook for appropriate reporting for these types of analyses.

- iii. Summarize findings across analyses

10. Chapter 5: Discussion

- a. Summarize the purpose of the chapter and provide an overview of the results in verbal form (no more than 1 paragraph)
- b. Discuss the results in greater detail, as they inform, support, and/or contradict the literature.
- c. State your conclusions about the impact of your study for research, practice, and theory construction.
- d. Discuss the implications of the significant findings for practice, theory construction, and research
- e. Discuss the implications of non-significant findings for stimulating further research and for refining theory
- f. Discuss the limitations of the study for advancing the research literature and practice.

11. References (APA format)

12. Appendices

- a. IRB approval letter
- b. Tables (one per page, APA format)
- c. Figures (one per page, APA format)
- d. Other material deemed necessary for inclusion by your committee.
- e. Do not include your measures or letters of permission to use measures/participants, as those are assumed to have been acceptable, given the IRB approval.

THESIS/DISSERTATION CHECKLIST

____ PROPOSAL: Chapters I-III

____ DEFENSE: All Chapters

____ Chapter I – Introduction

- ____ Significance of Study (p.____)
- ____ Statement of the Research questions (p.____)
- ____ Definition of Terms (p.____)

____ Chapter II - Review of Literature

- ____ min. of 35 references from peer-reviewed journals (p.____)
- ____ a summary of search engines and terms used (p.____)

____ Chapter III –Method

- ____ Participants; includes power analysis to justify sample size (p.____)
- ____ Instruments/Materials (p.____)
- ____ Procedure (p.____)
- ____ Hypotheses (p.____)
- ____ Research Design (variables are identified and defined; independent and dependent variables are correctly labeled as such, when appropriate) (p.____)
- ____ Planned Statistical Analyses (must be connected to each hypothesis) (p.____)

____ Chapter IV - Results

- ____ Handling of missing/eliminated data? (p.____)
- ____ Results of assumptions analysis (p.____)
- ____ Results of analyses performed to test each hypothesis (p.____)

____ Chapter V – Discussion

- ____ Interpretation of results (Refer back to hypotheses) (p.____)
- ____ Limitations (p.____)
- ____ Implications (p.____)
- ____ Summary (p.____)

____ References

- ____ APA Style (p.____)
- ____ min. of 35 articles from peer-reviewed journals (p.____)
- ____ listed references are all cited within the text (p.____)

____ Appendices

- ____ IRB approval letter (required) (p.____)
- ____ Tables & Figures (p.____)

APPENDIX L:

***Degree map for Ph.D. in psychology-counseling concentration
Department of Psychological Sciences and Counseling, Tennessee State University***

**PSYCHOLOGY, CONCENTRATION—COUNSELING PSYCHOLOGY ACADEMIC MAP:
DEGREE Ph.D. (67 CREDIT HOURS)**

This degree map is a semester-by-semester sample course schedule for students earning a Ph.D. degree in **Psychology with a concentration in Counseling Psychology**. The milestones listed to the right of each semester are designed to keep a student on track to graduate. The schedule serves as a general guideline to help build a full schedule each semester. Milestones are courses and special requirements necessary for timely progress to complete a degree.

The graduate program in psychology offers curricula leading to the Doctor of Philosophy degree in Psychology in two concentrations: Counseling Psychology and School Psychology

The Counseling Psychology concentration is APA Accredited. It has been continuously accredited since 2000. It is also the first program, housed within a Historically Black College and University (HBCU) to earn APA Accreditation. The Counseling concentration seeks to prepare graduates for licensure as Psychologists established by the State Board of Examiners in Psychology - Division of Health Related Boards and the Tennessee Board of Education, respectively. Prior graduate course work and the student's goals and objectives are considered in determining annual admissions and the individual student's program of study.

Student Learning Outcomes:

Students will:

1. Have a foundation knowledge of psychology.
2. Demonstrate knowledge of human behavior with a multicultural perspective.
3. Have a knowledge of research, statistics, and evaluation methods that will enable them to conduct research, publish, present research, and use research to improve psychological knowledge, practice, and understanding.
4. Acquire knowledge of and experience with information sources and technology relevant to psychological practice, research, and education.
5. Be prepared to be ethical scientist-practitioners by demonstrating knowledge of ethical standards, legal mandates, laws, and professional standards in practice, service, and personal endeavors.
6. Effectively integrate formal academic knowledge, theory and research with the delivery of psychological services and education in a variety of professional settings and to a multicultural clientele.
7. Be prepared to value personal and professional growth, cultural diversity, societal awareness and respect for others.

Note: Graduate degrees in Psychology are not an assurance of certification and/or licensure in the fields of psychology, counseling, and/or school counseling. Degrees are meant to be preparation only. Suggested additional course work and experience will be addressed in annually updated student handbooks and additional material. As informed consumers of education, students should always check the license and certification requirements in the state(s) or countries in which they plan to work.

Department Chair: Kiesa Kelly, Ph.D.

Mapping Coordinator: Robin Oatis-Ballew, Ph.D.

Department Web Address: www.tnstate.edu/psychology/doctoral-counseling.aspx

Fall Schedule		Milestones
Semester 1	Hrs.	Semester 1
7050 – Ethics and Professional Issues	3	Attend Program Orientation
7136 – Statistics and Comp Apps of Res	3	Match with Research Mentor
7160 - PrePracticum	1	Participate in Research Team
7270 – Multicultural Counseling	3	Complete and submit Program of Study (POS) to advisor
Elective or Prerequisite		Students must maintain a GPA of 3.0 and receive no more than 2 grades below ‘B’ throughout the program

Spring Schedule		Milestones
Semester 2	Hrs.	Semester 2
7150 – Change Processes	3	After earning 9-15 hours, complete and submit Program of Study
7137 – Advanced Statistics	3	Submit request to take Qualifying Exam (if PSYC7136 successfully completed)
7260 - PrePracticum	3	Apply and Interview for Practicum
6060 – Cognitive and Affective Bases	1	Participate in Research Team
Elective or Prerequisite		Students must maintain a GPA of 3.0 and receive no more than 2 grades below ‘B’ throughout the program

Summer Schedule		Milestones
Semester 2.5	Hrs.	Semester 2.5
7255 - Psychopathology	3	Complete Qualifying Exam in May or August
Elective or Prerequisite	3	
		Students must maintain a GPA of 3.0 and receive no more than 2 grades below ‘B’ throughout the program

Fall Schedule		Milestones
Semester 3	Hrs.	Semester 3
7256 - Assessment of Psychopathology	3	Engage in practicum training
7530/5 – Consultation and Prog Eval	3	Participate in Research Team
7365 – 2 nd Year Practicum	2	Students must maintain a GPA of 3.0 and receive no more than 2 grades below ‘B’ throughout the program
Elective or Prerequisite	3	

Spring Schedule		Milestones
Semester 4	Hrs.	Semester 4
7555 – Individual, Assess, Theory, Int	3	Apply and Interview for Practicum
7730 – Qualitative Methods of Res	3	Apply for Comprehensive Exam – All prerequisites must be completed in order to take Comps
7750 – Career Development	3	Secure a Dissertation Chair
7366 – 2 nd Year Practicum	2	Participate in Research Team
		Students must maintain a GPA of 3.0 and receive no more than 2 grades below ‘B’ throughout the program
Summer Schedule		Milestones
Semester 4.5	Hrs.	Semester 4.5
7556 - Couples, Families, and Systems	3	Complete Comps in May or August
Elective (7790 – Internship Preparation is suggested)	3	Complete AAPI and other internship application materials
		Submit Dissertation Draft

		Students must maintain a GPA of 3.0 and receive no more than 2 grades below 'B' throughout the program
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Fall Schedule		Milestones
Semester 5	Hrs.	Semester 5
7557 – Supervision, Assess, Theory, & Int	3	Propose Dissertation by 10.1.2015
7367 – Doctoral Practicum	3	Submit IRB Application
8110 - Dissertation	1	Submit internship applications by deadlines
Potential Elective	3	Students must maintain a GPA of 3.0 and receive no more than 2 grades below 'B' throughout the program

Spring Schedule		Milestones
Semester 6	Hrs.	Semester 6
7368 Doctoral Practicum	3	Submit Internship Rank Order List
8110 Dissertation	1	Make steady progress on Dissertation
		Students must maintain a GPA of 3.0 and receive no more than 2 grades below 'B' throughout the program

Summer Schedule		Milestones
Semester 6.5	Hrs.	Semester 6.5
		Defend Dissertation*

Fall Schedule		Milestones
Semester 7	Hrs.	Semester 7
8095 – Internship OR	3	Make Steady Progress on Internship OR
7370 – Advanced Counseling Psyc Prac &	1	Make Steady Progress on Dissertation
8110 or Appropriate Dissertation Section	3	
An elective	1-3hr	

Spring Schedule		Milestones
Semester 8	Hrs.	Semester 8
8095 – Internship OR	3	Make Steady Progress on Internship OR
7371 – Advanced Counseling Psyc Prac	1	Make Steady Progress on Dissertation
8110 or Appropriate Dissertation Section	3	
An elective	1-3hr	

Fall Schedule		Milestones
Semester 8.5	Hrs.	Semester 8.5
8095 - Internship	3	Make Steady Progress on Internship *Defend Dissertation

* It is suggested that students defend dissertations prior to the start of internship

Potential 4th Year Electives

- Advanced Group Counseling
- Interpersonal Violence
- Military Psychology
- Substance Abuse
- Supervision Practicum
- Teaching of Psychology
- Advanced Teaching of Psychology (lab)
- Trauma

Employment Information:

Many graduates seek to complete a formal post-doctoral position while others find full time employment. To help determine the best path, students are encouraged to consider their career trajectories, the state in which they plan to reside, and licensure requirements in that state or country.

Our graduates work in a variety of settings including academia, private practice, university counseling centers, hospitals, and mental health clinics.

Representative Job Titles Related to this Major:

Assistant Professor of Psychology
 Licensed Psychologist – Health Service Provider Designation
 Researcher
 Staff Psychologist

Representative Employers

Counseling Centers
 Hospitals
 Community Mental Health Clinics
 Private Practice

International study is available for all TSU students and may include opportunities for internships or taking course work towards various minors. International study may have an impact on the MAP; therefore, it is important to consult with the academic advisor for this major before participating in an international program opportunity. Students interested in study abroad opportunities should contact the Office of Diversity and International Affairs and consult with their academic advisor.

This map is not intended to be a contract; either expressed or implied, between the University and the students, but represents a flexible program of the current curriculum which may be altered from time to time to carry out the academic objectives of the University. TSU specifically reserves the right to change, delete or add to any MAP at any time within the student's period of study at the University.

APPENDIX M: OVERVIEW OF COUNSELING PSYCHOLOGY COMPETENCIES AND ESSENTIAL COMPONENTS

CLUSTER	FOUNDATIONAL	FUNCTIONAL	ORGANIZATIONAL
CORE C O M P E T E N C I E S & E S S E N T I A L C O M P O N E N T S	PROFESSIONAL IDENTITY	ADVOCACY	SYSTEMS
	Professional Identity Holistic and Contextual worldview Developmental, strength-based focus Recognizes value of prevention Integrates vocational Oriented toward social justice	Empowerment Systems change	Interdisciplinary systems Function and role in interprofessional and multidiscipline contexts Work with colleagues from other professions
	RELATIONSHIPS	INTERVENTION	CONSULTATION
	Interpersonal relationships Affective & expressive skills	Intervention planning Intervention skills & implementation Progress evaluation Evaluates effectiveness of intervention	Role of consultant Addressing referral questions Communication of consultation findings Application of consultation methods
	INDIVIDUAL & CULTURAL DIVERSITY	SUPERVISION	
	Self as shaped by ICD Others as shaped by ICD Interaction of self & others as shaped by ICD and context Applications based on individual and cultural context	Expectations and roles Processes and procedures Skills development Supervisory practices Supervisory relationships	
	PROFESSIONAL VALUES, ATTITUDES, & BEHAVIORS	ASSESSMENT	
	Integrity Comportment Accountability Investment in learning Engagement in professional activities and organizations	Knowledge of assessment methods Application of assessment methods Diagnosis in sociocultural context Conceptualizations and recommendations Communication of findings	
	REFLECTIVE PRACTICE	RESEARCH & EVALUATION	
	Reflective practice & self-assessment Self-care Engages in supervision	Scientific approach to knowledge generation Application of science to practice	
	SCIENTIFIC KNOWLEDGE		
	Scientific mindedness Scientific foundations of psychology as a discipline & counseling psychology as a specialty Scientific foundations of practice		
	ETHICS and LEGAL STANDARDS		
Knowledge of ethical, legal, and professional guidelines & standards Awareness & application of ethical decision-making Ethical conduct			
		<p style="text-align: center;">DATA POINTS</p> <p>PVABE Annual Eval Comps Quals Diss Prop Diss Defense Prac Eval</p>	

APPENDIX N:

Goals and Objectives Chart for Ph.D. in Psychology-Counseling Concentration
Department of Psychological Sciences and Counseling, Tennessee State University

GOALS	OBJECTIVES	COMPETENCIES	ESSENTIAL COMPONENTS
(1) The Program facilitates the development of lifelong, self-reflective professional behavior and cultivation of a holistic and contextual worldview.	(1.1) Students will display appropriate self-examination and actions aimed at personal/professional growth and professional behaviors that value others	Professional Identity (PI) Relationships (R) Professional Values, Attitudes, & Behaviors (PVAB) Reflective Practice (RP)	PI: Professional Identity; Holistic and Contextual worldview; Developmental, strength-based focus; Recognizes value of prevention; Integrates vocational approaches; Oriented toward social justice R: Interpersonal relationships; Affective & expressive skills PVAB: Integrity; Comportment; Accountability; Investment in learning; Engagement in professional activities and organizations
(2) The Program facilitates the development of effective skills in clinical application, research methodologies and professional interactions with individuals, groups, and systems	(2.1) Students will demonstrate effective therapeutic methodologies and skills in a wide variety of professional settings (2.2) Students will demonstrate effective variety of research and statistical applications (2.3) Students will demonstrate effective skills in a wide variety of professional settings (2.4) Students will understand and follow the ethical principles and guidelines of the profession	Intervention (I) Assessment (A) Scientific Knowledge (SK) Research & Evaluation (RE) Supervision (S) Consultation (C) Ethics & Legal Standards (ELS)	I: Intervention planning; Intervention skills & implementation; Progress evaluation; Evaluates effectiveness of intervention A: Empowerment; Systems change SK: Scientific mindedness; Scientific foundations of psychology as a discipline & counseling psychology as a specialty; Scientific foundations of practice RE: Scientific approach to knowledge generation; Application of science to practice S: Expectations and roles; Processes and procedures; Skills development; Supervisory practices; Supervisory relationships C: Role of consultant; Addressing referral questions; Communication of consultation findings; Application of consultation methods ELS: Knowledge of ethical, legal, and professional guidelines & standards; Awareness & application of ethical decision-making; Ethical conduct
(3) The Program facilitates the awareness, knowledge, and skills necessary to address the broadly defined issues of multiculturalism and human diversity	(3.1) Students will demonstrate effective skills in working with diverse populations in various professional settings and showing awareness that their own racial and cultural	Individual & Cultural Diversity (ICD)	ICD: Self as shaped by ICD; Others as shaped by ICD; Interaction of self & others as shaped by ICD and context; Applications based on individual and cultural context

	identity impacts professional activities		
(4) The Program facilitates the commitment to advocacy, social justice, and systems change	<p>(4.1) Students demonstrate an awareness of social justice issues</p> <p>(4.2) Students demonstrate the ability to provide services to underserved populations</p>	<p>Advocacy (A) Systems (S)</p> <p>Individual and Cultural Diversity (ICD) Advocacy (A)</p>	<p>A: Empowerment; Systems change S: Expectations and roles; Processes and procedures; Skills development; Supervisory practices; Supervisory relationships</p> <p>ICD: Self as shaped by ICD; Others as shaped by ICD; Interaction of self & others as shaped by ICD and context; Applications based on individual and cultural context A: Empowerment; Systems change</p>

APPENDIX O:

Ethics and Handbook Verification Form**Tennessee State University****Department of Psychological Sciences and Counseling
Counseling Psychology Concentration****Ethics Code and Handbook Verification**

All students in the Counseling Psychology Concentration are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologists. This form is used to provide verification to the program that our students have (a) received a copy of the current **APA Ethical Standards and Code of Conduct for Psychologists**, (b) have familiarized themselves with it and (c) have been advised and encouraged to consult with their program advisors, faculty, and supervisors on issues of ethical and professional concern.

Additionally, this form verifies that each student has received a copy of the current **Doctoral Counseling Psychology Concentration Student Handbook**. This form must be signed and returned to the Program Coordinator within the first four (4) weeks of the Fall semester.

My signature below indicates I have received or obtained the current APA Ethical Standards and Code of Conduct for Psychologists and have been advised and encouraged to consult with Counseling concentration advisors, faculty, and supervisors on issues of ethical and professional concern that may arise during my training in Counseling Psychology at Tennessee State University.

Student Name (print) _____ Date _____

Signature _____