



Counseling Psychology

Doctoral Program
Student
Handbook
2019 – 2020

*Department of Counseling and Psychological
Services Georgia State University
P.O. Box 3980, Atlanta, GA 30302-3980*

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COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

Department of Counseling and Psychological Services
Georgia State University

INTRODUCTION

The Counseling Psychology Doctoral Program at Georgia State University is administratively housed in the Department of Counseling and Psychological Services (CPS) in the College of Education and Human Development (CEHD). The CPS Department also contains doctoral programs in Counselor Education and Practice as well as School Psychology. The Counseling Psychology Doctoral Program is accredited by the American Psychological Association (APA). Validation can be attested by contacting the APA Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242; telephone 202-336-5979; email: apaaccred@apa.org.

Georgia State University (GSU) is not only the largest urban university in the Southeast, but also has the largest graduate division. It is situated in the heart of Atlanta's business, government, and retail districts. The compact campus, designed to accommodate persons with disabilities, is within walking distance of thousands of offices. It is only a few blocks from Interstate 20/75/85 and one block from a central MARTA rapid transit station from where one can travel out of the center of the city in every direction.

The guidelines in this handbook are intended to facilitate students' progress through the sequence of requirements in the counseling psychology doctoral program. These guidelines supplement general CEHD requirements for the Ph.D. degree. Doctoral students should consult the Georgia State University Graduate Catalog (<http://catalog.gsu.edu/graduate20152016/college-of-education-and-human-development/#counseling-psychology-ph-d>) for the year in which they are admitted regarding college and university requirements. Requirements specified in the Graduate Catalog of any admission year apply throughout the seven years allowed for students to complete the program. If degree requirements are changed, graduate faculty will announce such changes, and each student's advisory committee will convey the options available to that student. This handbook is available online at http://cps.education.gsu.edu/files/2013/10/CPY_Handbook_2014-2015.pdf.

The selection of a doctoral advisory committee as specified in the Georgia State University Graduate Catalog (<http://catalog.gsu.edu/graduate20152016/college-of-education-and-human-development/#doctor-of-philosophy-ph-d-general-information>) is among the first tasks of an entering doctoral student. This doctoral committee serves an advisory function throughout the student's academic program. Credentials for committee members are specified in the catalog.

CPS Mission Statement: Based on our commitment to diversity, advocacy, and the belief that changes are possible, the mission of the department is to (1) conduct research, promote scholarship, and advocate for effective social policy, prevention, intervention, and treatment processes and outcomes for diverse populations and (2) prepare exceptional professionals who strengthen and promote thriving in the diverse individuals and communities that they serve (<https://education.gsu.edu/download/cps-mission-statement/?wpdmdl=6547772>)

Note: Individual faculty members may not grant permission to students for deviation from policies and requirements in this Handbook without the approval by the students' program committee or the counseling psychology faculty.

PROGRAM OVERVIEW

Counseling psychology is a psychological specialty that facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders.

There are three primary roles in which the counseling psychologist operates in order to help the clients achieve their maximum potential: a preventative role, a developmental role, and a remedial role. In the preventative role, the counseling psychologist helps the client to anticipate, circumvent, and forestall future adjustment difficulties. In the developmental role, the counseling psychologist helps clients to make use of life experiences to realize their potential. Finally in the remedial role, the counseling psychologist helps clients to overcome personal problems. Students are trained to use individual and group counseling approaches, appropriate theory and interventions, psychoeducational techniques, and consultation skills to address client concerns as they learn to function in these different roles.

The counseling psychology program at GSU is designed to train students using a scientist-practitioner model that integrates research and science within the applied counseling practice. Doctoral students are prepared to generate and apply psychological knowledge to human problems based on current scientific research.

STUDENTS

Admission to the program is highly competitive. Typically four to seven students are accepted yearly out of a pool of 70-80 applicants. Please refer to the CPS Department's website (<http://cps.education.gsu.edu/student-resources/admission-statistics-2/applicants-statistics-gpa-gre-scores-gender-ethnicity/>) regarding the average GRE scores and undergraduate and graduate GPA of students admitted to our program. Of recent admissions, approximately 76% were female, 24% male, 50% White, 24% African American, 3% Latino/a, 12% Asian, and 12% of other racial/ethnic backgrounds. All students are registered as full-time students, although most work part-time in positions complementary to their training.

FACULTY

The program faculty is composed of seven core faculty members. Additional support for the program is provided by the remaining members of the CPS faculty, adjunct faculty members, and by the research methods faculty in educational psychology. The faculty of the Psychology Department in the College of Arts and Sciences also work closely with CPS faculty and students. See Appendix A for current CPS faculty information.

The ratio of faculty to students is exceptionally low. Consequently, the completion rate of counseling psychology students since the inception of the program in 1978 has been over 95%. Faculty members demonstrate great concern for the professional and personal development of students. Students experiencing academic, financial, or personal problems are encouraged to seek advice and assistance from the faculty.

PROGRAM REQUIREMENTS

SELECTION OF DOCTORAL ADVISORY COMMITTEE

Upon admission to the doctoral program an advisor is assigned to each student. This faculty member may remain the student's advisor for the duration of the program, or the student may choose to switch advisors once admitted to the program. The doctoral advisor and advisory committee should be established as soon as possible but no later than the completion of 27 semester hours of course work or one calendar year from the undertaking of course work. The Doctoral Advisory Committee consists of the student's academic advisor in the program and two additional faculty members. See the "Doctoral Advisory Committee" section of the current GSU Graduate Catalog (<http://catalog.gsu.edu/graduate20152016/college-of-education-and-human-development/#doctor-of-philosophy-ph-d-general-information>) for additional details on selection of the advisory committee.

PROGRAM OF FORMAL COURSEWORK

The doctoral program consists of 101-102 required semester hours of post-master's course work. The total number of credit hours will vary depending on the student's master's degree course work. The faculty reserves the right to change course requirements as deemed necessary. Courses to be taken must be selected in consultation with the student's major advisor and Doctoral Advisory Committee. All required courses must be completed with a grade of B- or better to count toward the degree. See Appendix B for a listing of typical course work comprising the student's program.

RESIDENCY

It is recommended that residency be completed within the first four semesters following admission into the doctoral program. During residency the student is expected to spend time on campus beyond attendance in enrolled classes. The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide time for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and course work, reading, reflecting, and research appropriate for the advanced degree. The objectives are met by (a) completing three of the four non-dissertation courses of the research core requirements within the first two calendar years following admission to the doctoral program, during which time all grades of Incomplete ("I") or In Progress ("IP") must be removed and (b) completing a residency program planned by the student in consultation with the doctoral advisory committee, and approved by the committee and the director of graduate studies. The residency should include activities in the areas of scholarship, teaching/service/professional development, and collegiality. See Appendix C and the Graduate Catalog

<http://catalog.gsu.edu/graduate20152016/college-of-education-and-human-development/#doctor-of-philosophy-ph-d-general-information>) for further information.

DEPARTMENTAL COMPREHENSIVE EXAMINATION

Purpose

The purpose of the departmental comprehensive exam (“comps”) is to evaluate the student’s ability to demonstrate expertise in the integration of materials across the core counseling psychology content areas. These areas include: research and statistics, counseling theory and practice, group counseling, career counseling, assessment, multicultural counseling and diversity, ethics, and professional issues. The content areas are broken down into three domain areas for which separate questions will be constructed. The three broad domains are:

Domain A: Counseling psychology as a theoretical science

Domain B: Counseling psychology as a research science

Domain C: Counseling psychology as an applied science

Exam Questions

Each question will require the integration of literature within the content domain. Questions examining Domain A will assess the student’s integrative knowledge of counseling theory, both past and present. Questions examining Domain B will assess the student’s ability to apply the fundamental tenets of counseling research methodology to a current counseling psychology issue. Finally, questions assessing Domain C will assess the student’s ability to apply material from ethics and professional practice standards to current counseling psychology concerns. Although the primary emphasis of each question will be domain-specific, questions may overlap content areas and require integration of materials.

Evaluation

A two-person committee will be appointed by the counseling psychology faculty to evaluate each of the three domain questions. For every administration of the comprehensive examination there will be three committees, each committee scoring a different question. Each member of the committee will independently score the student’s response. Three scores are possible: A = complete pass; B = deferred grade; and C = fail. After each committee member has independently scored the question, the committee will meet to achieve consensus on the final score for the question. Students with a final score of A will have successfully completed that portion of the comprehensive exam. Students who receive a C for the question will be asked to re-take that exam domain in a future exam administration. Students who receive a B will be asked to meet with the committee (or chair of the committee) together with the student’s advisor to explain their answer more fully. After this meeting the committee may choose one of the following options in regard to the student’s performance:

- (1) The committee may change the score from B to A

- (2) The committee may require the student to rewrite or amend his or her response to the question, and the resubmitted answer will be graded either as A or C
- (3) The committee may change the score from B to C
- (4) The committee may change the score from B to C, and require the student to complete remedial work prescribed by the committee (e.g., to take an additional course covering the content of the failed domain) before the student can retake the failed domain at a later test administration

Students who fail one of the three domain questions in two separate administrations must meet with the entire counseling psychology faculty to determine their future status in the program. Students who fail two or more of the domain questions in two separate administrations will be dismissed from the program.

Format of the Exam

The format for the examination is "take home." That is, the questions will be handed to the students who are allowed 10 days to write the answers in their own space. The response to a question may be no more than 19 pages must use APA style. The 10 pages are text only and do not include cover page and references. The student will be expected to supply a reference list with each response, also using APA style.

Restrictions

Any reference source can and should be utilized as long as such sources do not involve live (or virtual Internet) conversations with other individuals. During the exam, students may not consult professors, peers, supervisors, national experts, etc. for guidance on answers.

Exam Administration

The exam is administered once a year on the Friday prior to the beginning of the spring semester. Exam questions are available for pick-up at the department office at 10:00 a.m. Students must return the completed examinations on the second Monday of the spring semester by 4:00 p.m. The exam will be scored within three weeks by the faculty committees and the results will be communicated to the student by the student's advisor.

Qualifications for the Exam

The exam may be taken at any time after the student has completed the pre-dissertation project (as evidenced by passing grades in both semesters CPS 9920) along with the following requirements:

- Minimum of two courses from the research core
- Completion, or current enrollment in, Advanced Counseling Theory, Advanced Group Counseling, Professional Issues, Advanced Career Counseling, Counseling Psychology Seminar, Assessment sequence
- At least 6 hours of cognate course work
- Completion of Pre-Dissertation as indicated by submission to a peer-reviewed journal for

peer review. A screen shot or copy of the email confirming submission should be submitted to the Program Coordinator.

Students are required to notify the Program Director in writing of their intent to take comprehensive exam by the last day of classes in fall semester before the spring exam administration.

INTERNSHIP

The internship is an essential component of doctoral training programs in professional psychology. The internship is distinguished from the practicum experience by the increased independent responsibility expected of, and given to, the intern. Internships in counseling psychology require a full-time experience for one calendar year. The intern accumulates 2,000 documented hours during that year.

Qualifications for the Internship

The student is eligible for internship after completion of all course work, passing all sections of the comprehensive examination, and successful defense of the dissertation prospectus (which must be completed before application to the internship). It is strongly recommended that the student complete the entire dissertation prior to beginning the internship.

In 1987, The Association of Psychology Postdoctoral and Internship Centers (APPIC) resolved that all internship applicants be *required* to complete 600 hours of supervised practice prior to beginning the internship, and *recommended* a total of 800 hours. Students should consult the course work listed in this handbook and the applicable graduate catalogue to identify the specific practica required for their cognate. Typically, GSU students obtain 1,200 or more hours of supervised practicum in their programs.

The practicum coordinator/Director of Clinical Training of field studies for CPS assists students in securing appropriate practicum placements for the internship requirement. This office provides materials, models, resources, and advice to familiarize students with the internship requirements of pertinent accreditation, certification, and licensure bodies, as well as any additional requirements presented by specific training sites.

Students may apply for the internship if they have met the above practicum requirements, have completed (or be on track to complete) all required coursework before the commencement of the internship, and have successfully defended their dissertation prospectus. These requirements must have been met before the student receives the letter of readiness required for the application (typically Nov. 1).

Application for the Internship

Counseling psychology students are required to apply for APA-accredited internships during the first year they apply for an internship. If students are not placed for an internship at their first attempt, they may apply for non-APA-accredited APPIC sites in consultation with their advisor and the coordinator of field services/DCT. Students who intend to work outside of the U.S. upon graduation may apply for internship overseas without the restriction for APA accreditation. However, these students need to document to the coordinator of field services/DCT that the training site overseas provides training comparable to APA-accredited internships. In addition, completion of an international internship requires approval from the student's doctoral advisory committee.

Students are expected to conform to APPIC deadlines for internship applications. These deadlines typically fall near November 1. Students are urged to maintain some flexibility of alternative choices and apply to a variety of sites. However judicious discretion should be used in carefully narrowing the selection to the sites that are properly suited to the student's needs, goals, and qualifications. Many GSU students have received acceptance from their first choices of internships.

The most comprehensive listing of internships is the *APPIC Directory of Internship Programs in Professional Psychology*. A list of the current sites and other resources can be obtained on the APPIC website www.appic.org.

Definition of the Internship

1. The internship is an organized training program, in contrast to supervised experience or on-the-job training. It is designed to provide the intern with a planned, programmed sequence of training experiences that assures breadth and quality of training.
2. The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program, and who is actively licensed/certified by the state board of examiners in psychology.
3. The internship agency has two or more psychologists on the staff as supervisors, at least one of whom is actively licensed as a psychologist by the state board of examiners in psychology.
4. Internship supervision is provided by a staff member of the internship agency, or an affiliate of that agency, who carries clinical responsibility for the cases being supervised. At least half of the internship supervision is provided by one or more psychologists.
5. The internship provides training in a range of assessment and treatment activities conducted directly with clients seeking health services.
6. At least 25% of trainee's time is in direct client contact (minimum 375 hours).
7. The internship includes a minimum of 2 days per week (regardless of whether the internship is completed in 1 or 2 years) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There also are at least 2 additional days each week spent in learning activities such as case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; or additional individual supervision.
8. Training is to be at a post-clerkship, post-practicum, and post-externship level.
9. The internship agency has a minimum of two interns at the internship level of training during applicant's training period.
10. Trainee has a title such as intern, resident, fellow, or other designation of status.
11. The internship agency has a written statement or brochure that describes the goals and content of the internship, states clear expectations for quantity and quality of trainee's work, and is made available to prospective interns.

Internship Sites

Internship sites where GSU counseling psychology students have recently completed training include:

Atlanta VA, Atlanta, GA	University of Maryland Counseling Center, College Park, MD
Clemson University, Clemson, SC	Northwestern University Counseling Center, Evanston, IL
Georgia Institute of Technology, Atlanta, GA	Nova Southeastern Center for Psychological Studies, Ft. Lauderdale, FL
Georgia State University Counseling Center, Atlanta, Georgia	Children's National Medical Center, Washington, DC
Florida State University Counseling Center, Tallahassee, FL	University of Pennsylvania Hospital, Philadelphia, PA
University of Akron, Akron, Ohio	University of South Carolina Counseling Center, Columbia, SC
Grady Hospital, Atlanta, GA	University of Florida Counseling Center, Gainesville, FL
University of South Florida, Tampa, Florida	University of Virginia Counseling Center, Charlottesville, Virginia
University of Michigan Counseling Center, Ann Arbor, MI	
University of Georgia Counseling Center, Athens, GA	
Emory University, Atlanta, GA	
Harvard Medical Center, Boston, MA	
University of Missouri Counseling Center, Columbia, MI	

DISSERTATION

The scope of the dissertation should be a broad, complex, and innovative undertaking. The doctoral dissertation committee members may or may not include individuals who serve on the student's doctoral advisory committee. Four-person committees are customary--three members from the CPS department, and one member from a discipline/academic area outside the candidate's department. The doctoral dissertation committee should include one member more than the student's doctoral advisory committee. No more than one member on the dissertation committee can be a faculty member without Graduate Faculty status. Copies of dissertations are available in the CPS department for students' reference.

Students must present and defend a prospectus of their intended study before the Dissertation Committee. The prospectus must include Chapter 1 (Literature review) and Introduction and Method sections of Chapter 2 (the empirical study). This prospectus becomes a contract between the student and the Committee by which the final product is judged. Students are strongly encouraged to complete their dissertations before beginning their internships. Problems associated with their new duties as interns, access to libraries, and access to their dissertation committees often create challenges for students who attempt to conduct their research and write their dissertations while on internship.

Students must present the *Announcement of Dissertation Defense* one-month prior to the date of their defense. Students must successfully defend their dissertations before the faculty and other interested parties. This oral defense usually takes one to two hours during which time students present the

outcomes of their studies and defend the design, procedures, and interpretations. For further information on the prospectus and dissertation timeline, see Appendix E and the CEHD Dissertation Guide (<http://education.gsu.edu/files/2013/08/Guide-for-Preparation-of-Prospectuses-and-Dissertations-rev.-11.3.14.pdf>).

PROFESSIONAL ACTIVITIES AND INVOLVEMENT

During the first three years of doctoral program, students will attend counseling psychology seminars each month in the fall and spring semesters. These gatherings provide opportunities for collegiality and professional information exchange. In addition, students are expected to attend dissertation defenses within the department. Students also are expected to become student members of the American Psychological Association and Society of Counseling Psychology (Division 17 of APA). Membership in other professional organizations is encouraged (e.g., American Counseling Association, American Educational Research Association). Students are encouraged to present papers at local, regional, and national meetings related to the profession. It is recommended that students take advantage of extended learning experiences related to the profession. Independent research projects are strongly encouraged throughout the student's tenure in the doctoral program. Faculty members support student research and are willing to assist with development of project ideas and data analyses. Accessibility to computer resources on campus provides additional incentive for doctoral students' independent research endeavors. Doctoral students who are considering academic careers are advised that entry-level positions are highly competitive. Therefore, submissions for professional publications are strongly encouraged.

PROFESSIONAL PERSPECTIVE

Although an urban-based university holds numerous advantages in terms of enriched life experiences, the setting and opportunities for part-time studies also may impede steady commitment to career objectives. A doctoral student who cannot maintain reasonable progress toward the Ph.D. degree within the allotted time must elect inactive status in the program in order to allow space for students who are able to devote adequate time and effort toward their doctoral degree. The student's advisory committee may call attention to slow progress in the program and recommend this alternative, if indicated. Reasonable length of time for completion of the Ph.D. in counseling psychology for a student entering with a master's level degree in counseling or psychology is four to five years. Reasonable length of time for completion for a student entering with a bachelor's degree is five to six years. Students are strongly encouraged to adhere to this guideline. The first three to five years (depending on educational preparation prior to entry to the program) are spent in completing academic course work (two consecutive semesters of residency) and practicum experiences, completing the pre-dissertation project, passing the doctoral comprehensive examination, and in gaining faculty acceptance of the doctoral dissertation prospectus. Internship experiences should represent the final year in the student's doctoral program.

If, at any point in the sequence, the student encounters difficulty with one of the required areas delineated above (e.g., course work, comprehensive exam), completion of other program requirements must be delayed until the deficit is corrected. Consultation with one's program committee will reveal whether designated checkpoints in the student's planned program have been achieved.

EVALUATION

Student evaluation in the program is ongoing and takes a variety of forms. In addition to formal evaluations in practica, in coursework, and at comprehensive examinations, students receive a formal evaluation each year from their advisors. At the end of each academic year (generally at the end of the spring semester), students meet with their advisors for feedback and receive a written evaluation from their advisors. This evaluation includes feedback about the student's performance in coursework, research, clinical practice, professional development, and progress in the program. Students receive a copy of the evaluation. Copies of the annual evaluations are also placed in students' files.

OTHER PROGRAM INFORMATION

PETITION PROCEDURE

There are petition and appeal procedures for students within the College of Education and Human Development for the resolution of academic problems. Students enrolled in other GSU colleges would follow the same process when a request involves College of Education courses or program requirements.

Petition for Waiver or Variance: This petition allows for a request for an exception to established academic policies and procedures in College of Education and Human Development programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, program committee, department chair, and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 CEHD Building) or online here: <http://education.gsu.edu/student-services/forms-policies-regulations/>. This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

Petition for Resolution: This petition allows for a request to redress academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department that is the source of the complaint or online here: <http://education.gsu.edu/student-services/forms-policies-regulations/>. This petition must be initiated by written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

APPEAL PROCEDURE

Any student in the College of Education and Human Development may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Shea Allman (sallman@gsu.edu) in the CEHD Dean's Office, 10th Floor CEHD Building.

STUDENT FINANCIAL SUPPORT

Students are generally awarded a graduate assistantship through the department. This assistantship may combine a mixture of research and teaching responsibilities and typically involve duties in the Fall, Spring, and Summer terms. Assistantships provide students a monetary stipend and a waiver of tuition. Additional assistantships are often available through special projects and in other departments of the university. The amount and number of assistantships vary with funding sources.

Many students supplement their incomes with part-time professional positions in mental health facilities. These positions most often complement their professional training in counseling psychology.

FACILITIES

The counseling psychology program is located on the 9th floor of the College of Education and Human Development Building. Group rooms, observation areas, a playroom, and special classrooms were designed specifically for the department. A doctoral student research area with computers is open to all doctoral students. Conference rooms and counseling observation rooms are equipped with the most modern audiovisual equipment. In addition to the space available within the department, the University Counseling Center, the Psychology Department's Psychotherapy and Behavior Therapy Clinic, and the Educational Research Bureau offer further space.

Remote computing access to the library and computer center is available to all students. The electronic capabilities of equipment within our offices will allow for access to the University network and library research databases. In addition to the GSU library facilities, faculty and students also have privileges at the Emory University and Georgia Institute of Technology libraries. All facilities in the University offer access to students with disabilities. The University has publications instructing faculty members in working with students with disability and discussing their concerns. There is also an Office of Disability Services for students who need accommodations (404-413-1560).

POLICY ON STUDENT DEVELOPMENT AND RETENTION

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of the master's, Ed.S., and doctoral programs. Since completion of any of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors, and to respond and intervene when inappropriate behaviors are noted. See Appendix F (Student Retention Policy) for procedures that will be implemented in each of the CPS programs when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the program faculty, the program coordinator, and the department chair, in consultation with the university's Office of Legal Affairs, to bypass intermediate steps and convene the department's ad hoc retention committee to gather information and recommend departmental action in the matter.

DEPARTMENTAL POLICY ON CULTURAL AND ETHNIC DIVERSITY

The Department of Counseling and Psychological Services (CPS) values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation. To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

STUDENT RESPONSIBILITIES FOR MEETING REQUIREMENTS

While the faculty attempts to furnish ample guidance through announcements and consultation with students, the major responsibility for keeping abreast of scheduling changes is left to the student. Because counseling psychology students take extensive course work in the Psychology Department, and because much of the course work is tightly sequenced and requires extensive prerequisites, students should routinely consult departmental bulletin boards and form informal student networks for this purpose. See Appendixes G and H for further information.

The College of Education and Human Development's Graduate Division requires various forms to be completed by the student to ensure compliance with College requirements for the doctoral degree. It is imperative that students thoroughly review the "General Academic Regulations Applying to Doctoral Applicants and Doctoral Students" section in the *College of Education Graduate Bulletin*.

The Counseling Psychology Program Faculty monitors student progress on a continuous basis and takes appropriate actions (e.g., recommending psychotherapy, taking a leave of absence, taking additional course work, leaving the program). Students receiving unfavorable review from the faculty will have available to them all the steps of *due process* (consult the GSU catalog for details). To monitor students' progress in the program, students are required to complete the *Doctoral Program Flowchart* and submit it to their program advisors. To assist in the monitoring, students are required to maintain a current account of their progress in completing program requirements.

APPENDIX A: FACULTY

Name, Title, Training

Major Areas of Interest

Jeffrey Ashby, Ph.D., ABPP*

Professor

Pennsylvania State University, 1991

Stress & Coping, Perfectionism, Spirituality/Religiosity, Adventure Therapy

Catherine Y. Chang, Ph.D.

Associate Professor

University of North Carolina, Greensboro, 1998

Multicultural Counseling & Supervision, Counselor Education, Asian American & Korean American Issues

Don Davis, Ph.D.*

Assistant Professor

Virginia Commonwealth University, 2011

Positive psychology, humility, forgiveness, gratitude, spirituality as an aspect of diversity

Cirleen DeBlaere, Ph.D.**

Assistant Professor

University of Florida, 2009

Mental health correlates of discrimination and stigma; Intersectionality and intersections of multiple marginalized identities; risk and resiliency; measurement validation and evaluation

Brian J. Dew, Ph.D.

Associate Professor

University of North Carolina, Greensboro, 2000

Community Counseling, Addictive Disorders, Sexual Diversity Issues, Multicultural Counseling, Supervision & Wellness

Franco Dispenza, Ph.D.

Assistant Professor

Georgia State University, 2012

Sexual and gender diversity; Chronic Illness and Disability (CID); lifespan and career/vocational development; Rehabilitation/mental health practitioner training, education, and supervision

Dennis Gilbride, Ph.D.
Professor
University of Southern California

Rehabilitation and disability

Erin Mason, Ph.D.
Assistant Professor Georgia State University,
2008

School counseling, leadership and advocacy, professional identity
development, technology

Joel Meyers, Ph.D.*
Professor
University of Texas, Austin, 1971

Primary prevention of learning and adjustment problems, school-based
consultation & pre-referral intervention strategies, prevention of school
violence and bullying, and school reform

Jonathan Orr, Ph.D.
Assistant Professor
University of New Orleans, 2005

Group work, professional counselor identity, counselor education and supervision

Catherine Perkins, Ph.D.
Clinical Assistant Professor
Georgia State University, 1994

Child development/psychopathology, treatment and consultation, addictive
behavior

Kenneth Rice, Ph.D.*
Professor
University of Notre Dame, 1990

Perfectionism; risk and protective factors associated with stress; psychological
assessment and measurement

Robert Rice, Ph.D.
Clinical Assistant Professor
Georgia State University, 2011

Positive school climate growth; group work in schools; school leadership,
minority advocacy and achievement, school counselor advocacy, adolescents in
schools, collaboration within the school community.

Andrew Roach, Ph.D.
Associate Professor
University of Wisconsin-Madison, 2005

Inclusive educational policies and practices; Prevention of and interventions for
academic and social-emotional difficulties

Laura Shannonhouse, Ph.D.
Assistant Professor
University of North Carolina, Greensboro,
Greensboro, NC

Crisis intervention and suicide prevention, disaster mental health, religion and spirituality in counseling

Stephen D. Truscott, Psy.D.
Associate Professor
University at Albany, SUNY, 1998

School-based consultation, pre-referral intervention teams, professional issues in school psychology, stability of iq

Tamara Turner, Ph.D.+
Clinical Faculty
University of Miami, 2008

Exposure and response prevention, motivational interviewing, assessment

Kristen Varjas, Psy.D.
Assistant Professor
University at Albany, SUNY, 2002

Culture specific interventions, international/national mental health, consultation, qualitative research

**Counseling psychology core faculty*
***Program Coordinator*
+Clinical Field Service Coordinator

APPENDIX B: COURSE REQUIREMENTS

Total Minimum Hours for Graduation: 101-102

A. Core Area (18)

The Core Area consists of 15 semester hours of research coursework and 3 semester hours of Social Foundation of Education and Psychology of Learning coursework.

Choose one course (3):

- EPRS 8500 Qualitative/Interpretive Research in Education I (3)
- EPRS 8530 Quantitative Methods and Analysis in Education I (3)

Required (12):

- A two course sequence (6 hours) in research methodology (see below for specific tracks/courses)
- Two courses (6 hours) in advanced research methods as identified by the Doctoral Advisory Committee

1. Quantitative Methodology

- EPRS 8540 Quantitative Methods and Analysis in Education II (3)
- EPRS 8550 Quantitative Methods and Analysis in Education III (3)
- EPRS 8820 Institutional Research (3)
- EPRS 8830 Survey Research, Sampling Principles and Questionnaire Design (3)
- EPRS 8840 Meta-Analysis (3)
- EPRS 8860 Bayesian Statistics (3)
- EPRS 9550 Multivariate Analysis (3)
- EPRS 9560 Structural Equation Modeling (3)
- EPRS 9570 Hierarchical Linear Modeling I(3)
- EPRS 9571 Hierarchical Linear Modeling II(3)
- EPRS 9900 Advanced Research (3)

2. Qualitative Methodology

- ANTH 8010 Qualitative Methods in Anthropology (3)
- EPRS 8510 Qualitative Research in Education II (3)
- EPRS 8520 Qualitative Research in Education III (3)
- EPRS 8640 Case Study Methods (3)
- EPRS 8700 Visual Research Methods (3)
- EPRS 9120 Post-structural Inquiry (3)
- EPRS 9400 Writing Qualitative Research Manuscripts (3)
- EPSF 9280 Interpretive Inquiry in Education (3)

3. Single-Case Methodology
 - EPY 8850 Introduction to Single-Case Methodology (3)
 - EPY 8860 Applications of Single-Case Methodology (3)
4. Historical/ Philosophical Methodology
 - EPSF 9850 Historical Research in Twentieth Century American Education (3)
 - EPSF 9930 Philosophical Analysis and Method (3)
5. Measurement Methodology
 - EPRS 7920 Classroom Testing, Grading, and Assessment (3)
 - EPRS 8920 Educational Measurement (3)
 - EPRS 9350 Introduction to Item Response Theory (3)
 - EPRS 9360 Advanced Item Response Theory (3)

Choose one course (3)

Social Foundations of Education and Psychology of Learning:

- EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3) or
- EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- To fulfill the psychology of learning component of the Social Foundations and Psychology of Learning Core.

B. Major Area (50)

Required (41):

- CPS 8350 Biopsychology and Medication (3)
 - CPS 8370 Advanced Career Counseling (3)
 - CPS 8450 Advanced Group Counseling (3)
 - CPS 8530 Professional Issues and Decisions (3)
 - CPS 8650 Advanced Counseling Theory (3)
 - CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (6)
 - CPS 9480 Supervision of Counseling Services (3)
 - CPS 9680 Doctoral Internship (3)
 - CPS 9920 Research and Publication (2)
 - CPS 9962 Counseling Psychology Seminar (6)
 - PSYC 8500 History of Psychology (3)
 - PSYC 8510 Advanced Social Psychology (3)
- OR EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- [If EPY 8220 is completed to satisfy the Core area requirements, PSYC 8510 must be completed

to satisfy this requirement. EPY 8220 can only be applied to one area of study: It cannot satisfy both the Core Area and the Major Area.]

Select one (3):

- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8540 Child/Adolescent Psychopathology Assessment (3)

Assessment (6)

Required (6):

- CPS 9410 Assessment of Intelligence (3)
- CPS 9420 Adult Personality Assessment (3)

Optional (3):

- CPS 9665 Assessment Practicum (3)

C. Cognate Area (18)

Required (9):

- CPS 8340 Advanced Multicultural Counseling Strategies and Intervention (3)
- CPS 9660 Applied Practice III (6)

The cognate area provides the students an opportunity to enrich their preparation as counseling psychologists with further study in a related area of expertise.

The students must select one of the following cognate areas (9): child and family, clinical assessment, health psychology, human sexuality, psychotherapy, multicultural, geriatric psychology, organizational development, rehabilitation psychology, or research methodology. Specific cognate courses are chosen in consultation with the student's program committee. Example courses for each cognate are below.

Child and Family Cognate Example Courses include:

CPS	8380	Family Systems and Interventions	3
CPS	8540	Child/Adolescent Psychopathology	3
CPS	8620	Adlerian Techniques with Families and Couples	3
CPS	8630	Advanced Family Counseling	3
CPS	7400	Introduction to Play Therapy	3
CPS	9420	Adult Personality Assessment	3
CPS	9440	Advanced Projective Techniques	3
PSYC	8430	Psychological Research Statistics III	3
PSYC	9950	Clinical Psychology Practicum	3

PSYC 9900	Seminar in Psychology (Child/Family)	3
PSYC 9950	Clinical Psychology Practicum (Family Therapy)	3

Clinical Assessment Cognate Example Courses include:

PSYC 8610	Behavioral Neuroscience	3
PSYC 8620	Introduction to Clinical Neuropsychology	3
PSYC 8630	Developmental Neuropsychology	3
PSYC 9140	Neuropsychological Assessment	3
EPRS 9330	Advanced Measurement Theory	3
PSYC 8230	Program Evaluation in Community Psychology	3
EPRS 8620	Educational Evaluation OR	3
POLS 8720	Program Planning and Evaluation	3

Health Psychology Cognate Example Courses include:

CPS 9350	Biopsychology and Medicine	3
CPS 7410	Medical Aspects of Disability I	3
CPS 7420	Medical Aspects of Disability II	3
CPS 8500	Stress Management	3
CPS 9820	Health Psychology	3
CPS 9660	Practicum (In Health Care Setting)	3
KH 7500	Physiology of Exercise	3
NTR 6102	Nutrition Intervention	3
CPS 8460	Psychological Aspects of Substance Abuse	3
CPS 8360	Psychological Change Strategies	3

Human Sexuality Cognate Courses include:

CPS 9390	Psychological Aspects of Human Sexuality	3
CPS 8810	Directed Readings (Human Sexuality)	3
CPS 8240	Advanced Developmental Psychology: Neurological Dev.	3
CPS 8380	Family Systems and Interventions	3
PSYC 8680	Introduction to the Systemic Psychotherapies	3
CPS 8630	Advanced Family Counseling	3
SOCI 8220	Deviance & Social Control	3
SOCI 8150	Sexual and Intimate Violence	3
SOCI 8216	Sociology of Gender	3
PSYC 6620	Psychology of Women	3

Psychotherapy Cognate Example Courses include:

PSYC 8670	Introduction to the Dynamic Therapies	3
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PSYC 8680	Introduction to the Systemic Therapies	3
PSYC 8690	Introduction to the Behavior Therapies	3
PSYC 9930a	Clinical Psychology Lab (Dynamic Psychotherapy)	1-5
PSYC 9930b	Clinical Psychology Lab (Systemic Psychotherapy)	1-5
PSYC 9930c	Clinical Psychology Lab (Behavior and Cognitive-Behavior Psychotherapy)	1-5
PSYC 9950	Clinical Psychology Practicum	3
PSYC 9230	Seminars in Advanced Approaches to Therapy	3
PSYC 8490	Scientific & Professional Ethics in Psychology	3

Multicultural Cognate Example Courses include:

ANTH 6040	Gender, Race, and Class in Complex Societies	3
ANTH 6070	Beliefs, Symbols, and Systems of Thought	3
ANTH 6280	African American Anthropology	3
ANTH 6410*	Culture and Personality	3
ANTH 6420	Women in Cross-Cultural Perspective	3
ANTH 8230	Anthropology of Urban Development	3
COMM 6470	Topics in Interpersonal Com. Theory & Research	3
EPY 8250	Psychology of Inner-City Children	3
EPSF 8340	History of American Education	3
MGT 9400	Seminar in Organization Design and Implementation	3
PHIL 6770	Philosophical Perspectives on Women	3
PHIL 6370	Women and Religion	3
PHIL 8500	Seminar in Feminist Philosophy	3
PSYC 8050	Diversity Issues in Clinical Practice and Psychological Research	3
PSYC 8060	Issues of Human Diversity in Psychology	3
SOCI 6312	African-American Women in the United States	3
SOCI 8212	Race and Ethnic Relations	3
SOCI 8216	Sociology of Gender	3

Geriatric Psychology Cognate Example Courses include:

SOCI 7100	Aging Policy and Services	3
SOCI 8116	Sociology of Aging	3
PSYC 7610	Psychology of Aging	3
CPS 9660	Applied Practice III (Gerontology)	3
HHS 7200	Health and the Older Adult	3
HHS 7010	Health & Aging for Health Prof.	3

Organizational Development Cognate Example Courses include:

PSYC 8250	Organizational Psychology	3
PSYC 9720	Consultation & Conflict Management	3
PSYC 8230	Methods of Program Evaluation	3
POLS 8720	Program Planning & Evaluation	3

Rehabilitation Psychology Cognate Example Courses include:

CPS 7410	Medical and Psychological Aspects of Disability I	3
CPS 7840	Medical and Psychological Aspects of Disability II	3
CPS 9350	Biopsychology and Medication	3
CPS 8620	Adlerian Counseling Tech. with Families & Couples	3
BIOL 7240	Human Physiology	3
BIOL 7250	Human Physiology Laboratory	1
PSYC 6630	Hormones & Behavior	3
BIOL 6500	Human Genetics	3
KH 7500	Physiology of Exercise	3
SOCI 8152	Birth & Parenthood	3
HHS 7200	Health & the Older Adult	3

Research Methodology Cognate Example Courses include:

EPRS 9330	Advanced Measurement Theory	3
EPS 9820	Methods of Inquiry	3
EPRS 9900	Advanced Research	3
EPRS 8830	Survey Research Samp. Principles & Questionnaire Design	3
EPRS 9550	Multivariate Analysis	3
PSYC 8230	Methods of Program Evaluation	3
EPRS 8620	Educational Evaluation	3
POLS 8720	Program Plan and Evaluation	3
EPRS 9670	Practicum in Educational and Psychological Research	3
EPRS 8500	Ethnographic Approaches to Educational Research I	3
EPRS 8840	Meta-analysis	3

D. Dissertation (15)

Required (15):

- CPS 9990 Dissertation (15)

Program total: minimum of 101-102 semester hours

Summary of Course Requirements

<u>AREA</u>	<u>HOURS</u>
A. Core Area	18
1. Research Core	15
2. Social Foundations and Psychology of Learning Core	3
B. Major Area	50
1. General	44
2. Assessment	6
C. Cognate Area	18
1. Required	9
2. Electives	9
D. Dissertation	15
Total	116-119

APPENDIX C: DOCTORAL RESIDENCY

Purpose: The purpose of the residency is (a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; (b) to provide time for development in the areas of scholarship, teaching, and service; and (c) to provide a period of time for concentrated study and course work, reading, reflecting, and research appropriate for the advanced degree.

Objectives: The objectives are met by (a) completing either (1) a minimum of 18 semester hours over a period of three consecutive semesters or (2) a minimum of 27 semester hours over a period of five consecutive semesters, and (b) completing a residency program planned by the student with the doctoral advisory committee and approved by the committee and the director of graduate studies. The residency should include activities in the areas of scholarship, teaching/service/professional development, and collegiality. Listed below are suggested activities in each area.

Scholarship: participate in a faculty research project; write for presentation/publication; submit publication; collect data for research project; assist in proposal development; do research project (other than dissertation)

Teaching/Service/Professional Development:

Teaching: work with faculty to teach a course; supervise student field experience; conduct a workshop; develop a seminar

Service: assist in planning a conference/colloquia; assist in program development; proposal review; serve on department of COE committee

Professional Development: attend professional meetings; attend doctoral seminars; participate in doctoral fellows intern with an outside agency; participate in computer self-development

Collegiality: attend department meetings; be present in department; participate in departmental and other college functions

DOCTORAL RESIDENCY PART I: Part I of the doctoral residency consists of the student's plan for completing residency course work and program activities as approved by committee and director of graduate studies.

DOCTORAL RESIDENCY PART II: Part II consists of a summary of activities and outcomes which must be submitted after completion of the residency program and approved by the doctoral advisory committee and the director of graduate studies.

Doctoral Residency forms are available in the CEHD Office of Academic Assistance.

APPENDIX D: PROSPECTUS AND DISSERTATION

TIMELINES PROSPECTUS TIMELINE

1. The prospectus and the abstract must be submitted to the doctoral student's Chair and committee members at least 2 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA). Some dissertation chairs may request more than two weeks for review of the documents. It is the student's responsibility to clarify this deadline with the dissertation chair and the individual committee members.
2. After receiving a student's prospectus, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will have no questions or edits for the student at the defense meeting.
3. The prospectus abstract must be submitted to the Department Chair at least 7 days before submission to OAA.

DISSERTATION TIMELINE

1. Students must submit their dissertations to their committee members at least 2 weeks (not including semester breaks) prior to their projected defense date. Some dissertation chairs may request more than two weeks for review of the dissertation. It is the student's responsibility to clarify this deadline with the dissertation chair and the individual committee members.
2. After receiving a student's dissertation, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will not have questions or edits for the student at the defense meeting.
3. The Dissertation Defense Announcement Form must be submitted to the Chair of the student's committee for approval. Then the student should submit it to the Department Chair at least 7 days prior to turning it in to OAA.
4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. The committee chair does not sign the dissertation until all edits are complete.
5. After all edits are completed, the student submits the dissertation to the department chair for review two weeks prior to submitting it to the Dean's Office.

GSU CPS RESEARCH PROJECT POLICIES (adopted by CPS Faculty 1/19/07)

General

Each year the CPS Department Chair will devote a portion of one Fall Semester faculty meeting to an orientation and discussion of CPS Research Requirements for the benefit of new and returning faculty.

All projects must comply with GSU IRB requirements, including renewal of IRB approval.

Dissertation

Students are required to complete a dissertation. The dissertation should be presented in the formats accepted by the GSU CEHD and following the rules of the College and University. The student is required to be the primary researcher on the dissertation. Collaborative projects are acceptable as long as each student has an independent, identifiable focus. The dissertation prospectus defense cannot occur before the pre-dissertation project is completed.

Authorship on any publications derived from the dissertation will be determined by the student and research mentor, although in most cases the student will be the primary author on any central manuscripts derived from the project. Completion of the dissertation is determined according to established COE procedures.

Pre-dissertation Project

Students are required to complete a pre-dissertation project. The purpose of the pre-dissertation is to provide the student with a substantive research experience prior to the dissertation. The project should be prepared in the form of a journal article (as opposed to a dissertation or thesis). Although the student will most often be the first author of the manuscript, the student and research advisor will determine the authorship of any publications or presentations that are connected to the project. Collaborative projects are acceptable as long as each student has an independent, identifiable focus. The advisor and the student will determine when the project is completed. The pre-dissertation project must be completed before substantive work can begin on the dissertation. Program requirements for the project must be presented in the relevant student handbook.

A prior thesis, project, or publication cannot be counted as the pre-dissertation project. An extension of such a project may be acceptable if approved by the research advisor.

APPENDIX E: COUNSELING PSYCHOLOGY POLICY ON STUDENT DEVELOPMENT AND RETENTION

The Counseling Psychology Doctoral Program is committed to the professional and personal development of its students. Since completion of this program leads directly to entry into the profession, program faculty members place considerable emphasis on academic performance as well as on students' suitability for responsible participation in their chosen field. To meet this obligation, program faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. This policy describes the procedures for monitoring and supporting professional and personal development of students. It also outlines the review and retention procedures that will be implemented when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the University's Office of Legal Affairs, to bypass intermediate steps and convene the Department's **ad hoc** Retention Committee to gather information and recommend departmental action in the matter.

MONITORING AND SUPPORTING STUDENT DEVELOPMENT

1. Once a student is accepted into a program, the Program Coordinator will create a file for each student. These files will be maintained by the Program Coordinator throughout the student's time at GSU in the program and may be viewed by students by making an appointment with the program coordinator or other authorized faculty member. Persons having access to the contents of this file include the student, the Program Coordinator, and Chair of the CPS Department. In the event that student behavioral concerns rise to a level that warrants review by a Review Committee and/or a Retention Committee (please see item #2 for more information regarding these committees), then the faculty members participating on those committees will be granted access to the students' files. Students will be informed of all items that are entered into their folders and those items may include but are not limited to written reports made by faculty of academic and non-academic behavioral concerns, recognition of special or exceptional academic and non-academic student achievements, recommendations and/or decisions rendered by Review Committee and Retention Committee. Students are encouraged to contribute their own materials to this folder including responses to any behavioral reports and/or corrective action recommendations. All items entered into students' folders are to be written and submitted to the Program Coordinator. The Program Coordinator is responsible for maintaining student files.
2. At the beginning of each Fall Semester, the Program Coordinator will name a Review Committee of two CNPSY faculty members who will have the responsibility of reviewing the non-academic reports for students in their program. At his/her discretion, Program Coordinator will assign this Review Committee to review students' files and the documentation therein contained related to students' academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by the Review Committee will be sent in writing to the Program Coordinator who will then disseminate those to the student being reviewed and the Chair of CPS.

3. Students' files may contain positive information regarding their non-academic behaviors in the program. Additionally, students' files may contain special acknowledgement of exceptional performance. With students' permission, these accolades may be used by the Program Coordinator to benefit individual students and or the program through such things as program, departmental, or college awards and scholarships.
4. Each semester the Program Coordinator will review student folders containing letters of academic and non-academic concerns for all students in the program. He/she will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinator will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. In the event of repeated negative behavior, the Program Coordinator will issue letters requesting face-to-face meetings with students who fit the criteria. During these meetings, the Program Coordinator will review a written document citing the negative behaviors and discuss corrective action with the student. The written statement citing the negative behaviors and the corrective action related to them will be signed by the student and the Program Coordinator with one copy being provided to the student and another copy being entered into the student's file. At the discretion of the Program Coordinator, negative statements and accompanying information may be reviewed by the Review Committee for possible additional action by the Program Faculty.
5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:
 - a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or
 - b. review of the student's suitability for the profession by the entire Program Faculty who may, in turn, recommend remedial work* for the student; or
 - c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

** Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.*
6. Students deemed to need corrective action will receive written feedback addressing whether or not those actions have been successful.

Review and Retention

1. In all review and retention situations, department faculty members retain responsibility for management of their own classrooms. If student behaviors are disruptive to the learning environment created in the classroom or in field experiences linked to course assignments, faculty members have the right to take immediate action to remedy problematic student

behaviors. Faculty are encouraged to use the University's Disruptive Student Conduct Policy (<http://deanofstudents.gsu.edu/faculty-staff-resources/disruptive-student-conduct/>). In such instances, faculty members make record of student behaviors and the resulting remedial action taken then submit this documentation to the Program Coordinator for entry into the student folder.

2. Program faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student's enrollment in the program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. Documentation of student behaviors must meet the following criteria:
 - a. Students must be informed of the documentation regarding their behaviors and acknowledge receipt of such documentation. They must also acknowledge that the report will become a part of their student file to be kept in the Department for review by the Program Coordinator and may be used in a future retention review. In the case of printed documentation, those acknowledgements are confirmed by students' signature on the written statement. In the case of electronic documentation transmitted through email, acknowledgements are confirmed by student response to faculty emails.
 - b. If the student refuses to sign the statement or respond to an email, the faculty member will note that on the statement and forward this to the Program Coordinator.
3. Following the written statement regarding the negative behavior, the faculty member and student determine an appropriate remedy to the behavior. This next step may have one of two results.
 - a. If the faculty member and student agree on a remedy, they will write a brief statement (acknowledged by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled. Students will receive written feedback addressing whether or not the remedy has been successful.
 - b. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator may refer the concern, including all available documentation, to the Review Committee of the program. That Review Committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter. The Program Coordinator will communicate all recommendations to both the student involved in the review and the Chair of CPS.
4. If, in the faculty member's and/or Program Coordinator's opinion, the behavior rises to the level of referral to the Retention Committee, the Review Committee, as an intermediate step, may elect to conduct additional inquiry by contacting those faculty members who have contributed written documentation to the student's file. The intention is to develop plans prior to a full retention

committee hearing which are considered “positive” and perhaps empowering the student to facilitate the process and to engage in self help.

If the intermediate step is unsuccessful or the behaviors(s) is (are) considered beyond the scope of the Review Committee, the Review Committee can recommend to the Program Coordinator a referral for a full Retention Committee.

In either event, copies of the Review Committee’s recommendation will be sent to the Program Coordinator and the faculty member/s initiating the process. The recommendations may also require referral to Georgia State University’s Office of Legal Affairs.

5. The **ad hoc** Retention Committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the **ad hoc** Retention Committee is as follows:

PROCEDURES FOR RETENTION COMMITTEE HEARINGS

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator will, after consultation with the Program Faculty, request from the Department Chair the appointment of an **ad hoc** Retention Committee to receive information as regards the suitability of the student for the program.
2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.
3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University’s Office of Legal Affairs may be included in these discussions if there are questions about the procedures.
4. The purposes of the Retention Hearing are to (a) gather information regarding the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty regarding the student’s future participation in the program.
5. The Department Chair will send a certified letter to the student notifying the student of the formation of the **ad hoc** Retention Committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.
6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for

the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.
8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the Hearing.
9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University's Office of Legal Affairs of the expected presence of an attorney or representative and the person's name.
10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.
11. All oral presentations will be recorded and the person providing the information will be asked to affirm the truthfulness of the information presented; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.
12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not intended to be an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.
13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.
14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The Committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures

to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program: or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all psychologists in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Psychological Association, licensing laws of Psychologists, and the accrediting body of American Psychological Association. The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.

CHARACTERISTICS EXPECTED OF A SUCCESSFUL STUDENT

- Integrity
 - Self Awareness
 - Ability to successfully complete the academic course work required in the program
 - Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
 - Respect for and adherence to the Code of Ethics of the American Psychological Association.
 - The ability to accept and make use of feedback from faculty regarding one's progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
 - The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
 - Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.
 - Ability to interact appropriately and effectively with other students, faculty and staff
15. The Retention Committee Chair will present its recommendation to the CPS faculty. The faculty will discuss the Committee's findings and approve, disapprove or modify the Retention Committee's recommendation. A majority vote of the faculty will be necessary to carry the motion.
16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty's decision by certified mail.

17. The student may appeal the CPS faculty's decision by following the printed appeals procedures described in the College of Education and Human Development Catalog.

APPENDIX F: PROGRAM FLOWCHART

Name _____ First Semester of Enrollment _____

This flow chart suggests a recommended time sequence for doctoral students. All requirements must be completed within 7 years from admission date. Once admitted to candidacy, remaining requirements must be completed within 2 years. Forms are available from departments except as noted and should be submitted to the Office of Academic Assistance, College of Education, Room 300 COE Building, unless indicated otherwise. Record date each form was submitted in blocks to the left of each requirement.

DATE	REQUIREMENTS
	Select INITIAL ADVISORY COMMITTEE by end of first year or 27 semester hours.
	Plan PROGRAM OF STUDY by end of first year or 27 semester hours.
	Plan RESIDENCY semester before first semester of residency.
	Submit Program of Study/Doctoral Committee forms by end of first year or 27 semester hours, whichever is first. Transcripts for work at other institutions should be attached.
	Complete predissertation project.
	Take doctoral COMPREHENSIVE EXAMS after completion of pre-dissertation project and appropriate coursework.
	Submit Report of Doctoral Comprehensive Examination Form.
	Select DISSERTATION ADVISORY COMMITTEE.
	Submit Program of Study/Doctoral Committee forms (final). Changes in program of study or residency can be recorded here as well.
	Submit one copy of completed PROSPECTUS, original and thirty (30) copies of Announcement of Prospectus Presentation form after passing comprehensive exams and at least ten (10) working days prior to prospectus defense.
	PROSPECTUS PRESENTATION.
	Submit Approval of Prospectus form with copy of approved Application for Research Using Human Participants form.
	Committee recommends to DOCTORAL CANDIDACY after passing comprehensive exams and acceptance of prospectus.
	Submit Recommendation to Doctoral Candidacy form.
	Apply for Internship.
	Submit Application for Graduation and graduation fee to Student Accounts, Room 101 Sparks Hall two semesters before graduation. (Obtain form from department or Graduation Office.)
	Prepare DISSERTATION after admission to doctoral candidacy.
	Submit two (2) copies of complete DISSERTATION, original and thirty (30) copies of Announcement of Dissertation Defense form at least ten (10) working days prior to dissertation defense.
	Submit Requests of Final Dissertation Defense form immediately following final dissertation defense.
	Obtain signatures of Dissertation Advisory Committee on ACCEPTANCE PAGE of Dissertation.
	Submit DISSERTATION original, first and second copies, Dissertation Submission Checklist, Survey of Earned

	Doctorates, Doctoral Dissertation Agreement Form, copy of title page, copy of abstract, self-addressed stamped postcard. Binding, microfilming and copyright (optional) fees are paid at this time.
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APPENDIX G: COURSE OFFERINGS

First year model program for Ph.D. in Counseling Psychology

Semester One (Fall)

Concentration Area	Course Name	Course #	Hours
Research	Educational Statistics I (3)	EPRS 8530	3
Major	Applied Practice II	CPS 8660	3
	Advanced Counseling Theory	CPS 8650	3
	Counseling Psychology Seminar	CPS 9962	1
	Research & Publication	CPS 9920	1
Core	Social Foundations Elective or *Advanced Group Counseling	EPSF / CPS 8450	3
	Total Credit Hours		14

Semester Two (Spring)

Concentration Area	Course Name	Course #	Hours
Research	Educational Statistics II (3)	EPRS 8540	3
Major	Applied Practice III	CPS 9660	3
	Counseling Psychology Seminar	CPS 9962	1
	Research & Publication	CPS 9920	1
	Professional Issues and Ethics	CPS 8640	
Core	History of Psychology	PSYC 8500	3
	Total Credit Hours		14

Semester Three (Summer)

Concentration Area	Course Name	Course #	Hours
Major	Elective (May or Summer)	TBD	3
	Supervision of Counseling Services	CPS 9480	3
	Psychobehavioral Diagnosis (May or Summer)	CPS 8100	3
	Total Credit Hours		9

The above description of coursework for this program is intended as an aid in planning your schedule, however, the official listing of required courses and electives can be found in the College of Education and Human Development Graduate Bulletin. AY 2015-2016.

Ph.D. Schedule of Offered Courses

Courses		Even Years			Odd Years			Required for Programs			Limit
		Fall	Spring	Summer	Fall	Spring	Summer	CPY	SPS	COU	
Adv Multicultural Coun Strat/Intrv	CPS 8340	Y	N	N	N	N	N	Yes	No	Yes	20
Advanced Group Counseling	CPS 8450	Y	Y	N	Y	Y	N	Yes	No	Yes	12
Stress Management	CPS 8500	Y	N	N	Y	N	N	Yes	No	No	30
Professional Issues & Decisions	CPS 8530	N	Y	Y	N	Y	Y	Yes	No	Yes	30
Advanced Counseling Theory	CPS 8650	Y	N	N	Y	N	N	Yes	Yes	Yes	30
Advanced Multicultural Counseling Strategies & Interventions	CPS 8640	Y	N	N	N	N	N	Yes	No	No	20
Applied Practice II	CPS 8660	Y	Y	N	Y	Y	N	Yes	No	Yes	15
Internship in School Psychology	CPS 8680	Y	Y	N	Y	Y	N	No	Yes	No	8
Biopsychology & Medication	CPS 9350	N	N	N	N	Y	N	No	Yes	No	30
Advanced Career Counseling	CPS 9370	N	N	N	N	Y	N	Yes	No	Yes	15
Supervision of Counseling Services	CPS 9480	N	N	Y	N	N	Y	Yes	No	Yes	8
Advanced Issues in Consultation	CPS 9630	N	N	N	Y	N	N	No	Yes	No	15
Behavior Assessment & Intervention	CPS 9640	N	Y	N	N	N	N	No	Yes	No	15
Prevention & Intervention for Child	CPS 9650	N	Y	N	N	N	N	No	Yes	No	15
Diversity & Culture for School Psychology	CPS 9655	N	N	N	Y	N	N	No	Yes	No	15
Applied Practice III	CPS 9660	Y	Y	Y	Y	Y	Y	Yes	No	Yes	15
Applied Practice Supervision	CPS 9661	Y	N	N	Y	N	N	No	No	Yes	8
Doctoral Internship	CPS 9680	Y	Y	Y	Y	Y	Y	Yes	Yes	Yes	15
Research & Publication	CPS 9920	Y	Y	Y	Y	Y	Y	Yes	Yes	Yes	20
Prospectus Design	CPS 9930	N	Y	N	N	Y	N	Yes	Yes	Yes	20
School Psychology Seminar	CPS 9961	Y	Y	Y	Y	Y	Y	No	Yes	Yes	20
Counseling Psychology Seminar	CPS 9962	Y	Y	N	Y	Y	N	Yes	No	No	20
Counseling Seminar	CPS 9963	Y	Y	N	Y	Y	N	No	No	Yes	20
Dissertation	CPS 9990	Y	Y	Y	Y	Y	Y	No	No	No	20