## CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>USING THIS HANDBOOK</td>
<td>1</td>
</tr>
<tr>
<td>MODEL AND GOALS OF THE PROGRAM</td>
<td>2</td>
</tr>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td>6</td>
</tr>
<tr>
<td>STUDENT INVOLVEMENT</td>
<td>6</td>
</tr>
<tr>
<td>STUDENT SUPPORT SERVICES</td>
<td>8</td>
</tr>
<tr>
<td>PROGRAM ADVISEMENT</td>
<td>8</td>
</tr>
<tr>
<td>TRANSFER OF CREDIT</td>
<td>9</td>
</tr>
<tr>
<td>ACADEMIC STANDING</td>
<td>9</td>
</tr>
<tr>
<td>GRIEVANCE PROCEDURE</td>
<td>10</td>
</tr>
<tr>
<td>EXTENSION OF TIME/LEAVE OF ABSENCE</td>
<td>10</td>
</tr>
<tr>
<td>STATEMENT OF STUDENTS RIGHTS AND RESPONSIBILITIES</td>
<td>10</td>
</tr>
<tr>
<td>ASSISTANTSHIPS AND FELLOWSHIPS</td>
<td>12</td>
</tr>
<tr>
<td>COMPREHENSIVE EXAMINATIONS</td>
<td>15</td>
</tr>
<tr>
<td>FAILURE AND RETAKE POLICIES</td>
<td>19</td>
</tr>
<tr>
<td>TESTED CONTENT AREA</td>
<td>20</td>
</tr>
<tr>
<td>FIRST-YEAR FIELD EXPERIENCE</td>
<td>21</td>
</tr>
<tr>
<td>ADVANCED PRACTICUM EXPERIENCES IN COUNSELING</td>
<td>22</td>
</tr>
<tr>
<td>INTERNSHIP IN COUNSELING PSYCHOLOGY</td>
<td>24</td>
</tr>
<tr>
<td>PREREQUISITES FOR APPLYING FOR INTERNSHIP</td>
<td>24</td>
</tr>
<tr>
<td>PRE-DISSERTATION RESEARCH REQUIREMENTS</td>
<td>25</td>
</tr>
<tr>
<td>SECOND-YEAR RESEARCH PRESENTATION</td>
<td>26</td>
</tr>
<tr>
<td>DISSERTATION REGULATIONS AND GUIDELINES</td>
<td>26</td>
</tr>
<tr>
<td>SUGGESTED COURSE SEQUENCE, STUDENTS ENTERING 2007-2008</td>
<td>27</td>
</tr>
<tr>
<td>MA ADMITS</td>
<td>27</td>
</tr>
<tr>
<td>DIRECT ADMIT COHORT – 5 YEAR OPTION</td>
<td>28</td>
</tr>
<tr>
<td>DIRECT ADMIT COHORT – 6 YEAR OPTION</td>
<td>29</td>
</tr>
<tr>
<td>SUGGESTED COURSE SEQUENCE, STUDENTS ENTERING 2006-2007</td>
<td>30</td>
</tr>
<tr>
<td>SUGGESTED COURSE SEQUENCE, STUDENTS ENTERING 2005-2006</td>
<td>33</td>
</tr>
<tr>
<td>SUGGESTED COURSE SEQUENCE, STUDENTS ENTERING 2004-2005</td>
<td>34</td>
</tr>
<tr>
<td>STUDENT ATTESTATION</td>
<td>37</td>
</tr>
</tbody>
</table>
USING THIS HANDBOOK

The Counseling Psychology doctoral student handbook is an official publication of the Department of Counseling, Developmental, and Educational Psychology (Campion 309). It has been prepared to inform doctoral students about the requirements of their program. The handbook supplements information online. The online doctoral information contains general information concerning graduate studies, Lynch School policies, and student life.

Be sure to consult your faculty advisor before making academic decisions and changes. Your Program of Studies is an official document and cannot be amended without the approval of your faculty advisor, the Director of Doctoral Training, and the Department Chair.

In addition, doctoral students are urged to consult both the Boston College Academic Catalog (Office of Student Services, Lyons Hall, and online) for University policies, and the academic calendar for important dates and deadlines. Students should become familiar with all the requirements in these manuals, as they clarify the policies of the Counseling Psychology program and the Lynch School. The Ph.D. program has full accreditation from the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242; phone 202-336-5500).

Information on the Lynch School Counseling Psychology program is also available online at the School Web site — www.bc.edu/schools/lsoe/academics.html

KEEPING RECORDS: YOUR PROFESSIONAL ARCHIVES

Maintaining your professional records needs to become a priority from the very beginning of your work in psychology. Because we live in a mobile society, it is sometimes difficult to predict where anyone will be in 10 years. Therefore, it is important to create your Professional Archives for future reference. It should contain the following:

- Course catalog for each of your years of study
- Department Handbook for each year of graduate study
- Course syllabi for each course taken
- Official Program of Studies with signatures
- Records, logs, and other documentation pertaining to field work that you may need for future licensure or certification
MODEL AND GOALS OF THE PROGRAM

The philosophy of the Carolyn A. and Peter S. Lynch School Doctoral Program in Counseling Psychology — accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242; 202 336-5979) — arises from three interrelated values comprising our Program’s philosophy. First, we believe that counseling psychologists must possess a comprehensive, rigorous, and contemporary knowledge base in psychology, generally, and counseling psychology, specifically, that is grounded in a developmental-contextual perspective.

Second, we believe the scientist-practitioner model best integrates the areas of theory, research, and practice such that it is the ideal training model for professional psychology. The third value that guides our training is the commitment to social justice, manifested both by our focus on multicultural issues and training, as well as our commitment to training students to assume diverse practice, research, and program development roles addressing socio-political systems and underserved client populations.

Because of our belief that a comprehensive and contemporary knowledge base is essential for the scientific and professional practice of Counseling Psychology, we offer courses and other training experiences that present the most current developments in theoretical and research directions to students. In addition, we seek to infuse a developmental-contextual perspective throughout our training, thereby furnishing students with an organizing rubric upon which to build subsequent learning. The developmental perspective that we embrace encompasses the life span and the interrelated set of roles that individuals occupy within the life space (Erikson, 1968; Lerner, 2002; Super, 1990). We include attention to the wide scope of human development, including the cognitive, vocational, cultural, interpersonal, emotional, and intrapsychic domains of human experience. Using a developmental-contextual perspective to organize this perspective (e.g., Lerner, 2002), we regard human development as embedded in a context of social, economic, political, cultural, and historical influences that have an interactive and recursive relationship to intrapersonal growth processes. More precisely, we view many of the decisional dilemmas and adjustment concerns of traditional counseling psychology discourse as reflecting natural human strivings for growth and adaptation in a world that differentially offers access to relational and economic resources. The developmental-contextual framework provides the broad parameters for our training program. Within this infrastructure, we emphasize the core knowledge and skills that define contemporary counseling psychology. Moreover, our overall approach to doctoral education is consistent with the principles of the Model Training Program in Counseling Psychology, which represents the collective input of the Council of Counseling Psychology Training Programs and the Society of Counseling Psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 2005).

Derived from this philosophy and the collective wisdom within counseling psychology is our first training goal, its objectives, and the related competencies that we seek to develop in our students.
Goal 1: Students will demonstrate the foundational knowledge essential for the scientific and professional practice of Counseling Psychology. As such, we expect our graduates to be well-equipped with a knowledge base that will allow for the implementation of the scientist-practitioner model of counseling psychology. Three objectives along with corresponding competencies that flow from this general goal include:

**Objective 1.1**: Students will have knowledge of the theoretical and scientific foundations of Counseling Psychology.

**Competency 1.1a**: Students will demonstrate knowledge of theory and research pertaining to the *professional core* of counseling psychology, including multicultural issues, ethics, counseling theories, career development, social advocacy, and psychology of race, class, and gender.

**Competency 1.1b**: Students will demonstrate knowledge of theory and research of *psychological foundations* of counseling psychology with an emphasis on life-span development, including history and systems, developmental psychopathology, biological bases of behavior, cognitive and affective bases of behavior, and social bases of behavior.

**Objective 1.2**: Students will have foundational knowledge of the professional practice of Counseling Psychology (including ethical principles) in research and practice.

**Competency 1.2a**: Students will demonstrate knowledge of the implications of theory and research in the *professional core* for the practice of counseling psychology.

**Competency 1.2b**: Students will demonstrate knowledge of the implications of theory and research in the *psychological foundations* for counseling psychology.

**Objective 1.3**: Students will have attitudes essential for life long learning, scholarly inquiry, and professional problem solving as psychologists.

**Competency 1.3a**: Students will demonstrate professional development skills and behaviors that reflect a commitment to lifelong learning.

Our second goal and its objectives are derived from the belief that the scientist-practitioner model is the ideal training model for professional psychology. Thus, central to the mission of the Counseling Psychology Program at the Lynch School is the clear and unequivocal endorsement of the scientist-practitioner model for psychological training. We see the commitment to the scientist-practitioner role as providing the conceptual infrastructure for the curriculum (Alcorn et al., 1998; Stoltenberg, Pace, Kashubeck-West, Biever, Patterson, & Welch, 2000). The scientist-practitioner model “recognizes the interdependence of theory, research and practice” and “emphasizes systematic and thoughtful analyses of human experiences and judicious application of the knowledge and attitudes gained from such analyses” (Meara, 1988).

By emphasizing the scientist-practitioner model in our training, we seek to have our students function at the nexus of science and practice in a manner that transcends and
informs the actual occupational role that they may occupy. Specifically, we emphasize that persons involved in practice be able to evaluate their treatments, learn from the body of scientific psychology in planning their work, be aware of the limitations to current knowledge, and employ a scientific attitude toward their work. Furthermore, for the person engaged in research, he or she must be able to derive questions of applied concerns that contribute to the scientific basis of practice. Derived from this philosophy is our second training goal and its objectives.

**Goal 2:** Students will demonstrate the ability to implement the scientist-practitioner model within the arenas of both research and clinical practice. As such, we expect our graduates to demonstrate the ability to have science and practice inform each in their research and clinical practice utilizing a strong knowledge base of psychological theory, measurement, design, and statistics. Three objectives and corresponding competencies that flow from this general goal include:

**Objective 2.1:** Students will have knowledge of research methodology to examine clinical, theoretical, and societal questions.

**Competency 2.1a:** Students will demonstrate the ability to apply knowledge of research methodology to examine clinical, theoretical and societal questions.

**Objective 2.2:** Students will have knowledge to evaluate psychological research, learn to incorporate psychological research into practice, and know about relevant practice issues to inform programs of research.

**Competency 2.2a:** Students will demonstrate the ability to evaluate psychological research critically and incorporate psychological research into practice, as well as utilize relevant practice issues to inform programs of research.

**Objective 2.3:** Students will have developmentally appropriate skills in counseling psychology practice and advocacy, including the design and implementation of psychological interventions at the individual, group, and systemic levels.

**Competency 2.3a:** Students will demonstrate developmentally appropriate skills in counseling psychology practice and advocacy, including the design and implementation of psychological interventions at the individual, group, and systemic levels.

The commitment to social justice is the third value from which our Program’s training goals and objectives are derived. This value is shared by the larger institution of Boston College. That is, Jesuit education regards the purpose for education and professional training to be not simply the acquisition of knowledge, but the constructive and responsible use of that knowledge in service to others, specifically, to pursue social justice. This institutional mission is operationalized within the Lynch School and other professional schools at Boston College. The professional schools at Boston College prepare professionals, including psychologists, teachers, nurses, social workers, lawyers, and managers, who will “serve others” and the public interest through socially responsible and ethically sensitive actions that improve the lives of
children, families and communities, particularly in urban settings. The Counseling Psychology Program shares those commitments and attempts to foster student interest and skills in working with diverse populations in under-served communities. Consistent with the traditions of counseling psychology, our model also promotes “sensitivity to social, economic, and political factors that diminish, marginalize, or otherwise limit a client's access to full participation in the society” (Murdock et al., 2005, p. 19). We view the socio-cultural context as a crucial factor that shapes the development and well-being of individuals, groups, and systems. As such, knowledge about the socio-cultural context is essential for implementing all the roles of a counseling psychologist.

Our valuing of social justice is reflected most directly in our emphases on the critical analysis of the socio-cultural context, commitment to multicultural training, as well as our commitment to training students to assume diverse practice roles in a varied set of systems and client populations. More precisely, we envision our graduates having the ability to understand the nature of socio-political forces that serve to differentially provide access to people and to have the skills to seek change at the systemic and/or policy level. In a recent Major Contribution published in *The Counseling Psychologist* (TCP) authored by a number of program faculty, the social justice aspects of the program were defined and examined. In this article by Goodman, Liang, Helms, Latta, and Sparks (2004), “the social justice work of counseling psychologists (is defined) as research and professional action designed to change societal values, structures, policies, and practices such that disadvantaged or marginalized groups gain increased access to these tools of self-determination. Drawing on an ecological model of social analysis, we propose that social justice work occurs on three different levels: the micro level, including individuals and families; the meso level, including communities and organizations; and the macro level, including social structures, ideologies and policies (Bronfenbrenner, 1979; Moane, 2003; Trickett, 1996). Implicit in this conceptualization is the idea that counseling psychologists interested in social justice must work to change social structures, not just individuals (McIntosh, 1988; Young, 1990).”

Derived from this philosophy is our third training goal and its objectives.

**Goal 3: Students will demonstrate the ability and knowledge to enable the growth of the individuals, families, and systems with whom they work and the good of the community at large in both their research and practice. Two objectives that emerge from this general goal include:**

**Objective 3.1:** Students will obtain knowledge necessary to understand individual, family, and community strengths in the context of their socio-cultural milieu.

**Competency 3.1a:** Students will demonstrate the acquisition of knowledge about themselves as culturally embedded within a socio-historical perspective and will also demonstrate knowledge about how to infuse socio-cultural perspectives into their research and practice as counseling psychologists.

**Objective 3.2:** Students will develop competence in counseling practice and research to work with persons who are under-served by society and psychology, including persons of varying racial or ethnic backgrounds, disenfranchised classes, genders, sexual orientations, and those differently-abled
Competency 3.2a: Students will demonstrate knowledge in the design and delivery of research studies, individual counseling practices, and systemic interventions that reflects a focus on under-served populations.

Program Requirements
Graduation from our Doctoral Program requires the completion of sequential, cumulative, and increasingly complex training experiences designed to prepare students for entry-level Post-Doctoral positions. These training experiences are derived from our Program philosophy and aimed to meet the goals and objectives specified previously. The specific training requirements that our Doctoral students complete entail formal course work, practicum training, and other training experiences designed to meet the goals and objectives of our program (i.e., research assistantships, teaching and supervision opportunities, testing placements, First Year Experience).

Our formal Doctoral curriculum includes pre-requisite, required, and elective coursework spanning Areas A through F as represented in our Program of Studies (Doctoral Programs of Study are online at www.bc.edu/schools/lsoe/academics/pos/). (Please note that funds available to the school and program for tuition reimbursement are generally not sufficient to cover student electives above and beyond the electives that are required in the relevant program of study.) Specifically, these areas include the Professional Core (Area A), Statistical and Research Design (Area B), Psychological Measurement (Area C), Psychological Foundations (Area D), Advanced Practicum (Area E), and Internship in Counseling Psychology (Area F). Additionally, students must pass Doctoral Comprehensive Examinations, complete a 2,000-hour Pre-Doctoral internship, and successfully defend a Doctoral dissertation that indicates an ability to perform scholarly empirical work in psychology.

The Doctoral Program is designed for full-time study, and it is expected that students will complete the majority of the Program as full-time students. A three-year academic residency is required. While 54 credit hours meet the Ph.D. requirement in the Lynch School, the Counseling Psychology Program requires additional credit hours in order to meet accreditation and licensure standards. For students who are admitted with a Master’s degree in Counseling or a related field, the minimum number of credits generally required for the degree is 66. For students admitted without the Master’s degree (i.e., Direct Admit students), the minimum number of credits generally required for the degree is 81. All students in the Doctoral Program are expected to have completed a Master’s level practicum. Students in the direct admit program will complete a Master’s level practicum in their second year. Students with a Master’s degree in Counseling from programs other than Boston College will need to submit a form signed by the relevant supervisor(s) from the MA level practicum indicating completion of the practicum. The Director of Training is responsible for evaluating and approving the Master’s level practicum sequence.

STUDENT INVOLVEMENT
A variety of means are available to foster student involvement with the Doctoral Program. Doctoral cohorts annually select a member to represent their class at regular faculty meetings. During regular faculty meetings in which issues relevant to Doctoral students are addressed, student representatives function primarily as
observers and give feedback to faculty about the issues being addressed. After these meetings, student representatives report to their Doctoral cohorts the contents of the meeting.

Three times a year, student representatives will attend faculty meetings acting as liaisons from the larger student meetings of the Counseling Psychology Doctoral Student Association. During these meetings, student representatives bring issues that Doctoral students raised during their meeting to the attention of Program faculty. In this portion of the meeting, student representatives are responsible for setting the agenda and facilitating the meeting. After student concerns are presented and discussed, faculty may address the issues raised during the meeting, at a subsequent faculty meeting, or may discuss the issues without the student representatives present. The faculty strive to respond in writing to student issues in approximately two weeks, although some issues may take longer for a thoughtful response. In this case, faculty will respond to students with an update after two weeks.

Although the above described procedure is the expected format for student representatives communicating student concerns to faculty, students may want their representatives to communicate directly to the Director of Training concerning a sensitive issue. In this case, student representatives should contact the director to schedule an appointment for such a meeting.

To facilitate communication within the Program, a student/faculty listserv (as well as student-only listserv) has been established. In addition, the Program has instituted a “town-hall meeting” format that is held as needed in response to student or faculty initiative. This format in which all students and faculty are invited to participate allows students and faculty to talk directly to each other about Program issues and developments. For example, the Town Hall meeting format has been used to discuss issues pertaining to the impact of racial and cultural diversity within the program. In recent years, the Town Hall meeting has spawned an ongoing self-reflection process that has provided students and faculty with a valuable opportunity to explore how diversity issues are manifested across the various contexts of the program.

To promote quality and effective student learning experiences, and consistent with APA Ethical Principles (see American Psychologist, December 2002), the Program works to promote interactions that are collegial and conducted with the highest standards of the profession.

Students are encouraged to present scholarly work at professional conferences and colloquia. Students who are presenting papers or who have published their work are encouraged to forward that information (title, place of publication, presentation date, co-authors, etc.) to the Director of Training. In addition, students should give copies of these publications to the staff on the Departmental office (Campion 309) so that the cover page of the article can be posted in the third-floor display of recent research among Lynch School scholars.

Students are encouraged to become involved in the Graduate Education Association and the Graduate Student Association. These student organizations sponsor research conferences on campus and may offer financial support for student presentations at off-campus conferences. Counseling Psychology students are also strongly encouraged to become student members of APA Division 17 (Counseling Psychology) and the Division 17 Student Affiliate Group as well as other relevant APA Divisions.
STUDENT SUPPORT SERVICES

Boston College has a rich array of student support services available to graduate students. Under the auspices of the Office of the Dean for Student Development, the Office of Graduate Student Life provides outreach to Boston College graduate students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both academic and non-academic support to the graduate student community, in the service of developing the whole person and furthering the University's mission.

In addition to the Office of Graduate Student Life, doctoral students have access to the full scope of support services at Boston College, including, but not limited to counseling, financial aid, disability services, international student support services, campus ministry, and academic support services. Students can access complete details on these support services by connecting to the following website:

www.bc.edu/offices/gsc/

PROGRAM ADVISEMENT

The Director of Doctoral Training, in collaboration with the faculty, assigns each student a faculty advisor who will assist the student in the development of a Doctoral plan of study. Doctoral students should plan to meet with their advisors at least three times during their first year to review program requirements and discuss how career objectives and particular interests of the student might be developed within the resources of the faculty and course offerings.

Both the direct admit and MA-admit tracks have a number of prerequisite courses that need to be taken either prior to a student’s doctoral training or very early in their program. For the direct admit students, successful completion of the following courses or a similar level of proven competency is required:

- Introductory Psychology
- Developmental or Life-Span Psychology
- Statistics
- Personality Theory

For students entering with a Master’s degree, the following graduate prerequisites are required:

- Principles and Techniques of Counseling or equivalent
- Group Counseling or equivalent
- Introductory Statistics
- Psychopathology

During the students' first year, they should develop a comprehensive plan of studies (Program of Studies) that will meet the special needs of the student and the Ph.D. Program requirements. Changes in the Program of Studies must be approved through submission of the Request for Course Substitution Form, which must be signed by the advisor and the Director of Training.

Toward the end of each academic year, students meet with their advisors to discuss their progress. Each student is evaluated by faculty members who have interacted with that student during the academic year. In addition, students and their advisors should discuss goals for the next year and how the students might reach these objectives.

The assignment of a faculty advisor is usually permanent. However, a change in the Program advisor may be initiated either by the student or advisor with the consent of the Director of Training.
During the third year, students should meet with advisors to discuss dissertation interests and procedures. However, the Program advisor will not necessarily be the director of the student’s Doctoral dissertation. The chairperson of the student’s dissertation committee will be determined by the needed relevant faculty expertise in the student’s topic area and by faculty availability. The advisor will be able to direct the student to the appropriate faculty resources and the final Doctoral committee will be established in consultation with the Lynch School Associate Dean. The following individuals may be of additional help to you in your Doctoral study:

**DR. JOSEPH O’KEEFE, S.J.**
Dean, Lynch School

**DR. MAUREEN KENNY**
Associate Dean, Lynch School

**DR. ELIZABETH SPARKS**
Department Chair

**DR. JAMES MAHALIK**
Director of Doctoral Training
Coordinator,
Pre-Doctoral Internship

**DR. MARY WALSH**
Coordinator, Advanced Practicum

**TRANSFER OF CREDIT**
See Doctoral Student Information (online) for details:
http://www.bc.edu/schools/lsoe/academics/phd_policies.html

**ACADEMIC STANDING**
See Doctoral Student Information (online) for details:
http://www.bc.edu/schools/lsoe/academics/phd_policies.html

Except for extraordinary cases, the grade of "I" for any course should be resolved with a final grade within four months. Students with outstanding Incomplete grades beyond the four month period are not eligible for graduate assistantships.
GRIEVANCE PROCEDURE

See Doctoral Student Information (online) for details:

http://www.bc.edu/schools/lsoe/academics/phd_policies.html

The grievance procedure that the Lynch School uses is constructed in accordance with best practices in competency-based doctoral training in professional psychology. The program maintains written records of previous grievances, in accordance with the Guidelines and Principles of the Committee on Accreditation (2005).

EXTENSION OF TIME/
LEAVE OF ABSENCE

See Doctoral Student Information (online) for details:

http://www.bc.edu/schools/lsoe/academics/phd_policies.html

STATEMENT OF STUDENT RIGHTS
AND RESPONSIBILITIES

Source:
Office of the Dean for Student Development

All student members of the Boston College community have certain rights. These include:

The right to learn, which includes the right of access to ideas, the right of access to facts and opinions, the right to express ideas, and the right to discuss those ideas with others.

The right to be treated as an individual member of the community, which includes the right to be free of discrimination based upon age, sex, religion, ethnic or national origin, handicap, or status as a veteran, and the right to be free from harassment of any type.

The right of peaceful coexistence, which includes the right to be free from violence, force, threats, and abuse, and the right to move about freely.

The right to be free of any action that unduly interferes with a student's rights and/or learning environment.

The right to express opinion, which includes the right to state agreement or disagreement with the opinions of others and the right to an appropriate forum for the expression of opinion.

The right of privacy, which includes the right to be free of unauthorized search of personal spaces.

The right to have access to a process through which to resolve deprivations of rights and, in the case of disciplinary procedures, the right to be informed of any charges of misconduct, the right to adequate time to prepare a response to the charges, the right to hear evidence in support of the charges, the right to present evidence against the charges, the right to an advisor, the right to a fair procedure which is appropriate to the circumstances, and the right to be informed of the outcome of any proceeding.

All student members of the Boston College community have certain responsibilities to the institution and to its members. These include:

Respect for the rights of others, which includes the obligation to refrain from conduct that violates or adversely affects the rights of other members of the Boston College community.

The obligation to refrain from conduct in the general community which adversely affects Boston College.
The obligation to refrain from interfering with the freedom of expression of others. This would include such activities as newspaper thefts, attempting to shout down speakers, and intentional jamming of computer networks.

The responsibility for the avoidance of force, violence, threat, or harassment.

The responsibility for the avoidance of disruption. Certain kinds of conduct can convert the expression of opinion into disruption. The student demonstrations policy describes the procedures and limitations appropriate to the public expression of opinion. (http://www.bc.edu/offices/odsd/services/guide/behavioralpolicies/#demonstrations/#demonstrations)

The responsibility for the compliance with state, federal, and municipal laws and regulations. Student members of the Boston College community must be aware that they continue to be subject to the obligations of all citizens while they attend the University. The University is committed to the observance of the laws. Boston College students, as adults, are fully expected to comply with all state, local, and federal laws and bear the ultimate responsibility for their actions. There is no immunity on its campus from the prohibitions of state and federal law regulating the use of drugs, alcohol, or motor vehicles. Violation of the laws in the communities surrounding the campus injures the University, just as it does the other citizens who reside there, and the University offers no tolerance of any such conduct.

The obligation to ensure that the conduct of others who come to the University through a student's invitation or permission complies with the rules and regulations of the University.

The obligation to respect the environment of Boston College, which includes respect for the physical features of the campus and its facilities as well as the special needs of an institution of learning, such as quiet and privacy.

The obligation to provide proper identification when requested to do so by a representative of the University. All students are expected to carry their Boston College identification card at all times and to produce it when requested.

The responsibility to cooperate with University officials in the performance of their duties.

The responsibility to respect the values and traditions of Boston College as a Jesuit institution.

All Boston College students are expected to fully comply with all the policies and procedures listed in the Student Guide. In addition, resident students, including graduate resident students, are expected to fully comply with the provisions detailed in the Office of Residential Life's Conditions for Residency, available on the Residential Life website at: www.bc.edu/reslife. Behavior that violates the guidelines in any way may result in disciplinary action by the University for conduct unbecoming a Boston College student. Examples of such conduct may include but are not limited to: Improper Sexual Conduct, Interfering with the Freedom of Others, Creating a Hostile Environment, Failure to Cooperate with a University Official, etc.
Academic Honesty

As members of an academic community, all students have an obligation to respect the rules of academic honesty. It is academically dishonest to claim the work of others as your own work or to fail to identify accurately the work of others when used in your own work. It is academically dishonest to cheat on examinations or assignments. It is cheating to copy from the examinations of other students, to obtain the text of a test or examination without the consent of the instructor, and to refer to notes or materials during a test unless specifically authorized to do so by the instructor. It is academically dishonest to knowingly assist another student in committing an act of academic dishonesty.

ASSISTANTSHIPS AND FELLOWSHIPS

Each year the Lynch School makes available a limited number of graduate assistantships and teaching fellowships. Awards are given for one year at a time and students seeking continued funding must reapply on an annual basis.

Types of Assistantships

Graduate research assistants are typically involved in research activities such as library searches, literature reviews, data collection, data entry and analysis, and report writing. In addition, assistants may be asked to help faculty in grading exams, keeping records, photocopying, helping to prepare classes and lectures, and other tasks. Additional assistantships may be available throughout the campus and may involve administrative work, academic advising, career counseling, and other related duties.

Teaching fellows may teach Master’s level practicum and internship courses under the supervision of the Master’s practicum director. Opportunities are also available on occasion for advanced Doctoral students to teach courses in the undergraduate Human Development Program. One course each semester is the requirement for receiving half an assistantship and teaching two courses per semester is the requirement of receiving a full assistantship. In addition to planning class meetings, conducting classes, meeting with site supervisors and evaluating students, teaching fellows will keep regular posted office hours and have students evaluate the courses using the standardized university evaluation form.

Graduate office assistants provide administrative assistance to faculty who coordinate Doctoral and Master’s Programs and to the Master’s Practicum Coordinator. Responsibilities may include a variety of tasks such as helping to maintain Program records, preparing newsletters, organizing admissions materials and meeting with students. Graduate office assistants also work in the Office of Graduate Admissions, responding to inquiries of prospective applicants and assisting the office with a variety of admissions tasks and processes.

An award of a full-time graduate assistantship carries the expectation that the student will be available for 20 hours per week for 9 months. Half-time graduate assistants need to be available 10 hours per week. The students’ work schedule is negotiated with the supervising faculty member so as to not conflict with any courses that the student may be taking. Persons who have graduate assistantships should be aware that vacation days during the year follow the staff calendar not the student class calendar. Graduate assistants need to negotiate their work schedule and vacation plans with their faculty supervisor.

A limited number of graduate research assistantships may be available for the
summer months. Students who are interested in summer funding are asked to indicate their interest and time availability when they submit their application for funding for the next academic year.

Assistantships usually carry a stipend (service and non-service) and tuition remission for most of a students’ coursework. Amounts vary somewhat depending upon the type of award.

Students who are awarded a graduate assistantship or a teaching fellowship must be enrolled as a full-time Doctoral student and may not carry any incomplete coursework for more than 4 months. Students accepting assistantships or fellowships may not accept any additional commitment of employment without prior consultation with and permission of their advisor, the Director of Training and the Lynch School Associate Dean.

Application Process
Applications for graduate assistantships and teaching fellowships are available online, on the Lynch School of Education “Student Forms” webpage. Applications must be filed each year and submitted to the department by March 30.

Students may apply for full-time (20 hours per week) and part-time (10 hours per week) positions as graduate research assistants, teaching fellows, and graduate office assistants. Students applying for graduate research assistantships can indicate their preference and availability for 9-month and summer awards.

Students should indicate on the assistantship application their preference for a research, teaching or administrative assistantship. A supplemental required form is available via the training director on which students should discuss their professional goals and research interests and their clinical/field commitments for the subsequent year.

Selection and Assignment Process
The two co-existing purposes that serve as rationale for awarding graduate assistantships are the training needs of our Doctoral students and the need to meet departmental administrative and teaching responsibilities and faculty research goals. Related to the first, assistantships are assigned to help Doctoral students obtain sequential exposure to experiences involving research, teaching and administration. Assignments are made in an effort to best meet both sets of needs, within the constraints of available resources and opportunities. Keeping in mind both sets of needs, graduate assistantships are typically assigned in the following way.

First year Doctoral students are generally awarded research assistantships, but may be awarded administrative assistantships as part of their package.

Second year Doctoral students are typically assigned teaching responsibilities for the Master’s level principles and techniques of counseling and practicum courses.

Third year Doctoral students typically are assigned to the Master’s internship seminar. The teaching assignments in the second and third years are intended to provide Doctoral students with a sequential experience in teaching and supervision under the guidance and supervision of faculty mentors.

Second and third year students are also eligible to apply for research assistantships and graduate office assistantships. Third and fourth year Doctoral students may also be considered on occasion for undergraduate teaching in the Human Development Program. Third and fourth year students also are encouraged to explore with their advisors and training director some of the
graduate assistantship opportunities available across the campus. Fourth year students will be considered for assistantship opportunities within the department when opportunities remain after the requests of first, second and third year students have been met. It is important to note that the program cannot guarantee that graduate assistantships will always be available. Moreover, students are generally provided with coverage for most of their tuition costs.

The Director of Training (DOT), the Master’s Program Coordinators, the Master’s Practicum Coordinator, and Department Chair make selections and assignments for the Master’s practicum and internship courses.

The Department Chair, in conjunction with recommendations from the DOT, makes recommendations for undergraduate teaching.

Faculty review graduate student assistantship applications to identify graduate research assistants who match the needs of their research and outreach scholarship projects. This process generally begins in early April after faculty members are notified of Lynch School research assistantship allocations. Prior student experience and competencies, as well as student interests, schedule availability, and opportunities for professional development of the student, are some of the factors often considered by faculty in selecting graduate assistants.

The Program Coordinators for the Doctoral and Master’s Program also review applications at this time to identify possible candidates for administrative assistantships based upon student interests, skills and schedule.

After reviewing graduate student applicants, faculty members submit their top three choices to the Director of Training. The Director of Training (DOT) and the Department Chair review faculty requests to assess matches between faculty choices and student preferences. The DOT and Department Chair discuss these with faculty in the process of facilitating student assignments. The DOT and Department Chair seek to facilitate this process in a way that ensures that all students participate in a variety of research and teaching experiences over the course of their Doctoral training.

Although efforts are made to meet student preferences and offer a range of experiences, there are realistic constraints to the process. For example, student opportunities to work with specific faculty are based upon allocations to faculty made by the Dean’s Office and upon external funding secured through faculty grants. Student opportunities to obtain desired experiences are limited by the nature of faculty projects at any point in time. To meet the funding requests/needs of students, students may be offered assistantships with faculty in the department, but not in Counseling Psychology, and, on occasion, with faculty outside of the department.

Efforts are made to announce awards by early May. Thus, students applying for the limited number of awards that offer summer support are advised to consider additional options for summer support.

Letters of award are sent out from the Office of the Associate Dean and students may accept or decline the award. Students have three weeks to inform the office if they are going to decline the award. Some faculty choose to contact identified graduate research assistants personally before the letters are sent out to clarify responsibilities and determine the student’s willingness to
accept the terms of the award. Similarly, the Department Chair or Director of Training typically discuss teaching assignments with graduate students before these assignments are finalized.

COMPREHENSIVE EXAMINATIONS

The Doctoral comprehensive examinations in Counseling Psychology are the final program evaluation of the student’s readiness to begin independent research (Doctoral dissertation) and professional work (pre-doctoral internship). The student must pass these examinations in order to become a candidate for the Ph.D.

Prerequisite
Students should complete required course work before taking the Doctoral Comprehensive Examinations. Typically, these requirements are completed by the end of the third year.

Procedures and Process
Doctoral Comprehensive Examinations, including oral and written components, are administered once a year. Written examinations are administered in late May or early June on two days within a given week, 9 am - 1 pm. The first two sections of the exam rely on an “in-class, closed book” format; the third section of the exam uses a take-home format, and is due two weeks after the in-class portion of the written exam. The oral component is scheduled during the second or third week of September, following the June administration. The Counseling Psychology Program faculty will announce the days of the exam early in the spring semester and will post the dates on the Program listserv. Students receive permission to take the examinations by presenting a Program of Study form signed by the advisor, an unofficial transcript, and a completed Doctoral Comprehensive Examination Application when they register for the examinations in the Program office at least six weeks before the scheduled date (typically April 15th). Exceptions to these requirements and procedures require authorization by the Director of Training and the Department Chair. Students taking the exam register for PY 998 Doctoral Comprehensives for the spring semester of their third year.

Examinations will be administered by the faculty and the location of the examinations will be posted on the Program listserv. All three parts of the written examination (including the two in-class components and the take-home portion) must be completed during the same administration. For example, a student may not take two parts of the examination in one year and the third part the following year.

The timing of the comprehensive exam process has been designed to maximize students’ learning and to reduce conflicts with other training tasks. In short, the timing is based on the notion that students are essentially preparing for the exam from their first day as students in the program. The modest course load of the third year ideally should provide students with ample opportunity to integrate their learning in preparation for the exam. The main points of the timing of the exam are as follows:

- The written exam will be due in late May (last week of May)
- The take-home exam case conceptualization (Applications; Part A) will be due two weeks after the in-class portion of the written exam (Mid-June). The take-home question will be distributed to students after the in-class portion of the exam.
- The oral exam case report (Applications; Part B; Case write-up and conceptualization) will be provided to the faculty readers by the last week of August. The oral exams will be scheduled for the second and third weeks of September.
Reading lists:

The faculty will prepare reading lists for the comprehensive exam by January 15th of each academic year, which will be distributed via the program listserv. The reading list will be culled from the courses and core content areas of the program’s curriculum. The content of the comprehensive exam is not limited to the program reading list.

Description of the Comprehensive Examinations

Comprehensive questions are designed to focus attention on the major issues in the field of counseling psychology and to assess a student’s competence as a scientist/practitioner. Content areas are outlined below, and this list may be used to develop a framework or outline for organizing a study program.

Section I — Theory and Research Related to the Psychological and Professional Core

Students are expected to have a thorough understanding and knowledge of theory and research related to the Psychological and Professional Core of the counseling profession, to be prepared to address areas of controversy, and to examine the pros and cons of an argument, citing relevant research and theory. Doctoral students may be asked to relate how an issue has been treated historically (e.g., how affective theories of development have changed over time); to discuss a theoretical issue by comparing various theorists’ views on the issue and presenting the research that challenges and supports the competing theories; to describe the advantages and disadvantages of one assessment strategy over another; or, to critically assess the research on individual differences in a specific behavior or competence. Students will be expected to support answers with relevant research, theory, and clinical evidence.

Section II — Research Design and Methods

Students are expected to understand the major research paradigms used by counseling psychologists, and to have a working knowledge of the specific language of psychological measurement, research design, and statistics. As examples of question content, students may be asked to apply that knowledge to typical research and measurement questions addressed by counseling psychologists, and/or to critique a body of research on psychotherapy, and/or to critique a research article. They may be given a research question or issue to be investigated and requested to design a study, state the hypotheses, and indicate how the data might be analyzed. They may be given hypotheses and asked to identify the appropriate statistic(s) to use in testing the hypotheses. They may be asked to discuss the limitations, uses, and advantages of single subject research designs, quasi-experimental studies, parametric and/or nonparametric statistics, multivariate analyses, or be asked to discuss the threats to internal and external validity in a given research design.

Section III — Applications: Integrating Theory, Research, and Practice (Part A)

In the take home portion of the exam, students are asked to develop a theory and research-based case conceptualization that will serve as a means of integrating the full scope of knowledge in our field in an applied context. Students may be asked to discuss a selected counseling modality in a particular case provided by the faculty, citing the relevant research that influences the choice of treatment or intervention, or to comment on a specific case involving a question of ethical conduct, citing relevant principles of ethical practice. In addition, students need to construct their treatment strategies based on existing evidence-based practices and a coherent theoretical argument. Students may
be asked to discuss the fundamental issues in the field of counseling psychology, career development and ethics, detailing the arguments on the various sides of each issue. Students may be asked to state and defend beliefs about specific issues debated in the counseling literature and be required to organize their thoughts about these issues presenting empirical support. This portion of the exam, which is due two weeks after the in-class written section, is limited to 25 pages, excluding references (which are required). The take-home exam must be prepared using 12-point font and APA format (i.e., double-spacing throughout).

**Oral Examination:** Applications: Integrating Theory, Research, and Practice (Part B)

The oral exam is a formal, evaluative hearing to assess the competency of the student. The oral exam committee is made up of three faculty members (one of whom is the student’s advisor) who will meet at a time arranged by the student for approximately ninety minutes. Students will have a copy of their own written answers to review prior to the oral comprehensives. Students will also distribute a copy of a case they develop to the committee at least two weeks ahead of time (typically the last week of August) based upon guidelines provided by the Director of Training.

The oral examination focuses on (a) students’ case conceptualization, (b) evaluation of greater breadth and depth of the content areas covered by the written examination, and (c) specific content in an area judged by readers as requiring further evaluation. Students who do not demonstrate a satisfactory competence on the written portion of the exam may demonstrate this competency in the oral section of the exam, and thus avoid failing that section. Conversely, students who demonstrate significant gaps in knowledge and understanding during the oral exam, despite adequate written performance, may require further remediation or may fail that section of the exam.

Shortly after the oral examination, the entire faculty meet and discuss students’ written and oral examination performance, then recommend one of the following: pass, high pass with distinction, remediation, or failure. Students will be contacted by their advisor regarding this decision. If the faculty recommends remediation, this will include a deadline by which work will need to be completed. If remediation work is not completed by that deadline, or is judged by the faculty as unsatisfactory, the person will have failed that section of the comprehensives.

Sample questions are available in the Program office (Campion 309).

**Evaluation of Written Comprehensive Examinations**

Each question will be read by two faculty members who will independently grade the question and assign points to each question as described below.

**Section I** examines knowledge of research and theory related to the Psychological and Professional core areas. The following criteria are used for evaluating answers to questions from these two days:

- **Factual information (information or understanding of concepts, research findings, theoretical position, etc., is factually correct).** Possible points: 2

- **Thoroughness of answers (question is addressed directly, and student demonstrates depth in understanding).** Possible points: 3
• Insightfulness of answer (answer demonstrates critical evaluation of theory and/or research, insight into the complexity of the theory, construct, or issue, and good professional judgment).
  Possible points: 3

• Documentation (research and theory cited is relevant, accurate and comprehensive).
  Possible points: 2

Total possible for each question: 10

Section II examines research, statistics and measurement. The following criteria are used to grade answers:

• Factual information (information or understanding of application or suggested statistic is appropriate).
  Possible points: 4

• Insightfulness of answers (answer demonstrates insight into the research issue/question and creative application, integration of theory, research, and practice).
  Possible points: 3

• Completeness (question is thoroughly answered).
  Possible points: 3

Guide for interpreting total points for individual questions:

9 - 10 points: High pass
6 - 8 points: Pass
5 points and below: Will be further evaluated during the oral exam.

Guide for final decisions:

Pass with Distinction: An average score of 8 or better, no question graded 5 or below, and satisfactory performance on the oral exam.

Pass: The determination of whether or not a student passes a question is based on both the written answer and the oral exam. A question is passed when the written answer is scored 6 or above and there is a satisfactory performance on the oral exam, and/or when the written answer is scored below 6 originally, but the oral exam indicates competence in the content area examined in the question.

Remediation: One question graded 5 or below for a section, and student demonstrates depth in understanding).
  Possible points: 3

• Insightfulness of answer (answer demonstrates critical evaluation of theory and/or research, insight into the complexity of the theory, construct, or issue, and good professional judgment).
  Possible points: 3

• Documentation (research and theory cited is relevant, accurate and comprehensive).
  Possible points: 2

Total possible for each question: 10
demonstrate satisfactory performance on the oral exam.

**Failure of a Section:** A student who receives a grade of 5 or below on two or more questions on a given day, and does not demonstrate satisfactory competence on the oral exam, fails that section and must retake that section of the exam at another scheduled date.

**Failure of the Exam:** A student who fails two or more questions on two or more days of the exam, and does not demonstrate satisfactory competence on the oral exam, fails the entire comprehensive exam, and must retake the entire three days of the written exam.

**FAILURE AND RETAKE POLICY**

**Retake of Failed Section:**
Students who fail one section of the comprehensive examination must schedule a retake of that section with the Director of Training. The retake includes both a written and oral examination, is three and one-half hours, and covers the content of the section that was failed. Normally, retake of a section of the examination is scheduled by the Director of Training no sooner than the semester following that in which the written examination was taken. Students who fail the retake of the section must retake the entire comprehensive exam at the end of the spring semester of the following academic year.

**Retake of Entire Written Exam:**
Boston College Graduate School guidelines stipulate that students who fail the Doctoral Comprehensive Examination may take it one more time, not sooner than the following semester and at a time designated by the Program. Normally, students in Counseling Psychology who fail the comprehensive will retake the entire written exam at a time when it is regularly administered (i.e., the end of the spring semester of the following year). In case of a second failure, no further attempt is allowed. The student is then dismissed from the Doctoral Program.

**Communicating Comprehensive Exam Results**

We will provide qualitative feedback in written form to students after the comprehensive exams are completed. This feedback will be determined through a faculty process, not individual faculty scoring. That is, two faculty members read and score each written comprehensive exam question. The subcommittee that assesses students in oral exams engages the entire faculty in a collective discussion and decision to determine the outcome and feedback for each student. The feedback to students will be anonymous, given that it is based on a collective process.

**Suggestions for Studying**

We recommend that students form a study group and ask each other sample questions, using each other for support as well as sharing information about the current research and counseling literature.

The outline of "Tested Content Areas" (following) is meant as a study guide. We also advise students to develop a study schedule and to stay with that schedule. Please note, however, that questions on the exam are comprehensive and integrative. As course material is reviewed, it is important for students to synthesize information and examine trends and controversies in the field. If you have questions and concerns, do not hesitate to consult the faculty.
TESTED CONTENT AREA

PART I

**General Topic:** Theoretical and Research Base for Professional Identity as a Counseling Psychologist

Specific subtopics:
- Counseling theories
- Developmental theories
- Developmental psychopathology
- Multicultural issues/social justice
- Ethics
- Career Development—Psychology of working
- History and systems
- Other psychological core issues: (biological bases; social bases)

PART II

**General Topic:** Competence in Theory and Practice of Research and Measurement in Psychology

Specific Subtopics:
- Statistics
- Research Design and Methods—Including qualitative and quantitative approaches
- Psychological Measurement

PART III (Take-home portion)

**General Topic:** Applications: Integrating Theory, Research, and Practice

Specific Subtopics:
- Counseling Theory and Research
- Group Counseling Theory, Practice and Research
- Career Development Theory, Intervention and Research; Psychology of Working
- Professional Standards, Ethics, and Legal Issues in Counseling Psychology
- Psychopathology
- Psychological Assessment
- Consultation and Supervision
FIRST YEAR FIELD EXPERIENCE

A key element of the applied component of the Doctoral Program is the First Year Field Experience, which is required for both direct admit and MA-admit students. This non-traditional field placement provides opportunities for first year students to develop skills in the design, implementation, and evaluation of preventive interventions, inter-professional collaboration, and advocacy. The First-Year experience is linked to the first year course entitled “Counseling Psychology in Context: Social Action, Consultation and Collaboration” (PY844). Specifically, in the first year of the Doctoral Program, students are placed in one of a number of community settings including urban public schools as well as courts, community agencies, and detention centers for four to six hours per week. In these public practice sites, students engage in a variety of roles that are non-traditional for psychologists and broaden their understanding of the roles that professional psychologists may assume in helping individuals, families, and communities. In effect, the goal of the First Year Field Experience is for students to gain skills in providing services, above and beyond traditional psychotherapy and assessment, to populations that have typically been outside of the purview of our profession. The First Year Experience provides a thorough grounding in many of the social justice and advocacy roles that counseling psychologists can assume, thereby offering students with systematic training opportunities to build skills in this critical component of our program mission. In many cases, the hours for the First Year Field Experience can be counted toward one’s assistantship; however, this is not an automatic decision and is based on a number of issues pertaining to faculty needs and available resources. Students need to consult with their advisor, assistantship supervisor, and the Director of Doctoral Training to explore this issue further.

As a means of structuring the First Year Field Experience, the faculty develops a listing of approved first year experience placements at the beginning of the academic year. Students may make suggestions for other experiences that will be considered for their ability to meet criteria for the First Year Experience. These include at least three of the following opportunities for the student: (1) exposure to the analysis of systemic factors impacting mental health and career development, (2) experience in collaboration across professions, (3) collaboration, advocacy or indirect service with under-served populations, (4) the design, delivery and/or evaluation of a preventive intervention, and (5) exposure to expanded professional roles for counseling psychologists. All placements must be distinguishable from the typical practicum placement or research experience. A faculty member, or other designated supervisor who has appropriate training and experience relevant to the setting, must also supervise all First Year Field Experiences. Whenever possible, therefore, assignments that include work with one’s faculty advisor or other Program faculty are preferable. The final decision about a student’s placement is made by the faculty.

Students have worked a wide array of sites as reflected in the following summary of previous placements. Students have worked in the Brighton Court acting as victim-witness advocates in domestic violence cases. Under the joint supervision of the Chief of Victims-Witness Advocacy for the Suffolk County District Attorney and a Boston College faculty member, students also have conducted interviews with domestic violence victims in the community to gain a better understanding of why Asian and Asian-American women choose not to use the justice system. In addition, we have had
students work in an ongoing University-community partnership with Allston-Brighton, the most ethnically and culturally diverse section of Boston. Students are involved in the Extended Services School in Allston-Brighton that provides health, mental health, educational, legal, and social services as well as programs with a variety of youth- and family-serving community agencies. Another of these first year training opportunities involves students’ participation in the Tools for Tomorrow Program. This co-curricular experience provides an opportunity for doctoral students to work as co-facilitators of structured psycho-educational groups with urban high school youth. The first-year experience is linked conceptually and logistically to the PY 844 – Counseling Psychology in Context course, which provides an intellectual foundation for the field placement.

Toward the end of the first year, students are required to present a summary of their field experience to the faculty in the Program. This presentation provides students with an opportunity to consolidate their learning by exploring the social, psychological, cultural, and political aspects of their work. The presentation typically is accompanied by some thoughts about how the students’ work informs future intervention and research in counseling psychology.

Students meet every other week as part of the PY 844 course to discuss the First Year Experience and to integrate this experience with relevant literature on social justice and community action work. The discussion in this class furnishes students with an opportunity to reflect on their experience and to internalize the importance and opportunities that are available when psychologists step out of traditional roles. Students are required to maintain a log of their hours and to submit copies of this record to the Director of Doctoral Training. Students are evaluated in their First-Year Experience by their supervisor at the field-site, their faculty advisor, and the instructor for the PY 844 course. These observations are integrated during the annual student evaluation process that takes place at the end of the spring semester.

ADVANCED PRACTICUM EXPERIENCES IN COUNSELING

Advanced Practicum (PY 846) provides for student experience with client problems and the learning of relevant psychological skills. Admission to Advanced Practicum assumes the completion of 400 clock hours of supervised practicum at the Master’s degree level. Direct admit students (i.e. students without a terminal Master’s degree in Counseling or a related field) must complete an initial practicum in their second year, followed by the advanced doctoral practicum in their third year. Doctoral students who have completed the initial practicum in a Master’s Program at another university must complete the certification form for practicum (available in the Program office). The Advanced Practicum is part of the preparation for the full year Pre-Doctoral internship.

The prerequisite skills for entering the Advanced Practicum include satisfactory completion of the courses taken to date in the doctoral program. In addition, the program endorses the prerequisite skills that have been developed by the Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup. These prerequisite skills are detailed below:

- Interpersonal skills: ability to listen and be empathic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals and desires, fears,
etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.

- Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.
- Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.
- Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage. Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.
- Expressive skills: ability to communicate one’s ideas, feelings and information in verbal, non-verbal and written forms.
- Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors and one’s effect on others.
- Personal skills: personal organization, personal hygiene, appropriate dress.

Achievement of these objectives in the practicum setting will require a high degree of access to professional psychologists who will serve as appropriate role models. Such contact is intended to facilitate the student's development of a professional identification and skills as a practicing psychologist. The Advanced Practicum requirements include a minimum of 400 hours in placement of which 150 hours are in direct service experience and at least 75 hours are in formally scheduled supervision. Typically these practicum experiences involve placement in a clinic or counseling center setting 20-24 hours per week over the course of nine months. In practice, students generally exceed the minimal requirements. Recommended practicum activities include attending case conferences and writing reports and clinical notes. The Advanced Practicum together with the earlier Master’s level practicum supervised field experience graded in intensity and responsibility provide preparation for the pre-doctoral internship. The training is coordinated by a
The application process for pre-doctoral internship follows the guidelines of the Association of Post-Doctoral and Internship Centers (APPIC). The DOT presents a set of workshops for applicants, beginning during the later part of the students’ third year and continuing in the fall semester of the students’ application year. Students are encouraged to work on their applications and essays during the summer prior to the year that the applications are submitted.

Students need to submit their requests for completion of the AAPI form to the Director of Training a minimum of five business days before they are needed. Prior to approving the student’s APPI form, students must have their application materials reviewed in depth by their advisor. If the student’s advisor is not available, the Director of Training will review the application. The advisor then needs to inform the Director of Training, in writing (via e-mail or letter) that the student’s application has been reviewed and that it is ready to be submitted. The purpose of this review is to help students prepare compelling and informative applications materials that accurately convey the students’ training experience, goals, and theoretical perspectives.

All APA-approved internship sites follow a specific application time period and receive applications in November, set application deadlines of mid-December to early January, and make offers in February. The student is required to discuss with her/his advisor her/his goals for internship and the selection of potential internship sites. The student’s plan for internship should be coordinated.
with the Director of Training and the Coordinator of Internship.

All students are encouraged to receive training in an APA-approved internship. If a student selects a non-approved APA site, the setting must follow the basic APA accreditation guidelines for internship training. If the Director of Training and the Coordinator of Internships have questions concerning the site (e.g., the number of licensed psychologists, specialization areas of supervisors, number of interns, and exposure to other professionals), they will consult with the faculty. The faculty will evaluate the internship site and approve or disapprove using general APA internship guidelines.

For students who complete all requirements for a Ph.D. including the defense of the Doctoral dissertation, the degree is not awarded until the completion of the internship. Completion of the internship is required before the degree is awarded as it is part of the degree requirements in accordance with the APA Committee on Accreditation guidelines.

PRE-DISSertation RESEARCH REQUIREMENTS

In order to help students develop state-of-the-art research skills and competence, the Program requires two research projects in the first two years of Doctoral study in addition to the research assistantship that is typically completed in the first year. (Please note that the timing for these projects is the same for MA-admit students and direct admit students.) The projects are designed to furnish students with opportunities to develop research questions and to construct means of responding to these questions. Students may (and indeed are encouraged to) use data that have been collected as part of their research assistantship. Ideally, these requirements will also culminate in publishable manuscripts that can be submitted to national journals and professional conferences.

First Year Research Requirement:
First year Doctoral students will generally work at least 10 hours of their assistantship in a research capacity with a member of the faculty in the department. In addition, students will be enrolled in a year-long course entitled Research and Evaluation in Counseling Psychology (PY841). These two activities function in tandem to help students develop research skills that can be used to generate and respond to a wide array of questions in psychology. During the course of the first year, in fulfillment of PY841 class requirements, students are required to develop research questions that can be responded to with an existing data set or with a data set that is easily accessible. Alternately students can develop their own small data set. Each student will present the results of a small-scale study they designed and for which they collected data or analyzed “archival” data. Students will both present a 25-30 minute in-class presentation, as well as turn in to the instructor a written 25-30 page APA style paper (including title, abstract, references and tables).

The goals of the first year research requirements are:

- Provide students with an experiential way to enhance the scientist aspect of their professional identity
- Give students an opportunity to learn about the connection between theory, practice, and research in counseling psychology
- Furnish students with the tools to develop independent research ideas and the ability to implement these ideas
• Provide students with an opportunity to develop a line of research that may inform dissertation projects and post-Doctoral research efforts.

SECOND YEAR RESEARCH PRESENTATION

The faculty expects that students will be involved in a line of research throughout their training that will culminate in an independent dissertation and a lifetime of scholarly contributions. To this end, students are paired with a faculty member in the first year, generally in their assistantship, as a means of helping students to become immersed in a research program that is relevant to the Program’s training and scholarly mission. As a means of helping students to consolidate their learning and to develop professional presentation skills in the scholarly world, the faculty have instituted a required research presentation that will take place in May of the student’s second year.

Students will be given approximately 10-15 minutes to present on a research project that they have been involved with for the past year or two of their studies at Boston College. Although the nature of the presentation may vary, the project needs to be linked clearly to theory and previous research. Ideally, the project that a student presents should be the type of study that would result in a publishable article or a presentation at a national conference. (This suggestion does not mean that the study will be publishable; rather, it represents an aspiration to help students develop independent skills in the production of new knowledge in counseling psychology.)

Students are expected to present their work using a PowerPoint format.

Specific features of the presentation are outlined below:

• The research presentation may come from a faculty member’s research program or can be developed independently. If the project is developed independently, it would be prudent for the student to review the proposed project with her/his advisor prior to the formal presentation.
• If a presentation is derived from a faculty member’s research, the student needs to identify his/her own contribution to the specific scholarly project.
• Ideally, the student presentation should encompass a project that will form the foundation for the student’s research program as a Doctoral student and as a professional counseling psychologist.
• The presentation does not need to convey a completed body of research; students can provide an outline of a project that is underway or planned.

Students can also present a clinical case that has fostered a research question; the focus of the presentation, however, needs to be on the study that is engendered by a given clinical problem.

DISSERTATION REGULATIONS AND GUIDELINES

Please note: All Doctoral dissertation seminars and dissertation direction courses in the Lynch School are offered on a Pass/Fail basis only.

See Doctoral Student Information (online) for details:

www.bc.edu/schools/lsoe/academics/policies/
Suggested Course Sequence
Counseling Psychology doctoral students
Entering 2007-08 (MA Admits)

Fall 2007
PY 840 Professional Issues in Counsel Psych.
PY 841 Evaluation and Research in Counsel. Psy
PY 662 Projective Assessment
PY 917 Cognitive-Affective Bases of Behavior
PY 844 Counseling Psychology in Context
PY 465 Psychology of Testing
(if not completed prior to program)

Spring 2008
PY 741 Advanced Seminar in Psychopath.
PY 844 (Continued)
PY 841 (Continued)
PY 843 Seminar in Career Development

Summer 2008
PY 528 Multicultural Issues (if not completed prior to program)
PY 745 Biological Bases in Behavior

Fall 2008
PY 842 Seminar in Counseling Theory
PY 667 General Linear Models
PY 846.01: Advanced Counseling Practicum
PY 464 Intellectual Assessment

Spring 2009
PY 851 Qualitative methods
PY 915 Critical Perspectives
PY 846.02: (Continued)

Fall 2009
PS 590: History and Systems
PY 846.02 Advanced Counseling Practicum
(Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)
PY 941 Dissertation Seminar in Counseling/Dev. Psychology

Spring 2010
Research Elective
(Cont)
PY 846.02: (Continued)
PS 540 Advanced Topics in Social Psychology

Fall 2010
PY 988 Dissertation Direction
Any remaining course work

Spring 2011
Any remaining course work

Fall 2011
PY 849 Doctoral Internship in Counseling Psychology

Spring 2012
PY 849 Doc. Internship in Counseling Psychology (Cont.)
### Suggested Course Sequence

**Counseling Psychology doctoral students**

**Entering 2007-08 (Direct Admit Cohort)**

#### 5-Year option

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<td>PY 446 Theories of Personality and Counseling</td>
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<td>PY 469 Intermediate Statistics</td>
</tr>
<tr>
<td>PY 841 Research and Evaluation in Counseling Psych.</td>
<td>PY 748 Practicum in Counseling</td>
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<tr>
<td>PY 844 Counseling Psychology in Context</td>
<td>PY 841 (Continued)</td>
</tr>
<tr>
<td>PY 840 Professional Issues in Counseling Psychology</td>
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</table>

**Note.** Students will participate in the first year field experience as it is currently structured for MA admits during their first year.

#### Summer 2008

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Spring 2009</th>
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<tbody>
<tr>
<td>PY 528 Multicultural Issues</td>
<td>PY 741 Advanced Seminar in Psychopathology</td>
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<tr>
<td>PY 745 Biological Bases of Behavior</td>
<td>PY 746 Internship in Counseling</td>
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<td>PY 842 Seminar in Counseling Theory</td>
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<td>PY 465 Psychology of Testing</td>
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<td>PY 917 Cognitive-Affective Bases of Behavior</td>
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<td>PY 549 Psychopathology</td>
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<td>PY 464 Intellectual Assessment</td>
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<td>PY 662 Projective Assessment</td>
<td>PY 843 Seminar in Career Development</td>
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<td>PY 667 General Linear Models</td>
<td>PY 915 Critical Perspectives on Race, Class, and Gender</td>
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#### Fall 2010

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<td>PY 846.02 Advanced Practicum in Counseling Psychology</td>
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<tr>
<td>(Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)</td>
<td>Social Bases of Behavior course</td>
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<tr>
<td>Research elective</td>
<td>PY 851 Design of Qualitative Research</td>
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<td>PY 640 Seminar in Group Counseling</td>
<td>PY 988 Dissertation direction</td>
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<td>PS 590 History and Systems in Psychology</td>
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#### Fall 2011

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<td>PY 849 Doctoral Internship in Counseling Psychology</td>
<td>PY 849 Doc. Internship in Counseling Psychology (Cont.)</td>
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6-Year option

**Fall 2007**

- PY 440 Principles and Techniques of Counseling
- PY 444 Theories of Personality and Counseling
- PY 841 Research and Evaluation in Counseling Psych.
- PY 840: Professional Issues
- PY 844 Counseling Psychology in Context

**Spring 2008**

- PY 446 Theories of Personality and Counseling
- PY 469 Intermediate Statistics
- PY 748 Practicum in Counseling
- PY 841 (Continued)
- PY 844 (Continued)

**Note.** Students will participate in the first year field experience as it is currently structured for MA admits during their first year.

**Summer 2008**

- PY 528 Multicultural Issues
- PY 745 Biological Bases of Behavior

**Fall 2008**

- PY 465 Psychology of Testing
- PY 646 Internship in Counseling
- PY 917 Cognitive-Affective Bases of Behavior
- PY 549 Psychopathology
- PY 464 Intellectual Assessment

**Spring 2009**

- PY 746 Internship in Counseling
- PY 662 Projective Assessment
- PY 741 Advanced Seminar in Psychopathology

**Fall 2009**

- PY 846.01 Advanced Practicum in Counseling Psych.
- PY 464 Projective Assessment
- PY 640 Seminar in Group Counseling
- PY 842 Seminar in Counseling Theory

**Spring 2010**

- PY 846.01 Advanced Practicum Counseling Psychology
- PY 851 Design of Qualitative Research
- PY 842 (Cont.)
- PY 843 Seminar in Career Development

**Fall 2010**

- PY 846.02 Advanced Practicum in Counseling Psych.
- PY 667 General Linear Models Psych.
- PS 590 History and Systems in Psychology

**Spring 2011**

- PY 846.02 Advanced Practicum in Counseling Psych. (Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)
- PY 915 Critical Perspectives on Race, Class, and Gender

**Fall 2011**

- PY 941 Dissertation Seminar
- PY 988 Dissertation direction
- Other remaining courses

**Spring 2012**

- PY 941 Dissertation Seminar
- Research elective
- Social Bases of Behavior course

**Fall 2012**

- PY 849 Doctoral Internship in Counseling Psychology

**Spring 2013**

- PY 849 Doc. Internship in Counseling Psychology (Cont.)
### Suggested Course Sequence

**Counseling Psychology doctoral students**

**Entering 2006-07 (MA Admits)**

<table>
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<tr>
<td>PY 464 Intellectual Assessment</td>
<td>PY 590 History and Systems or PY 851</td>
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<td>Or PY 915</td>
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<tr>
<td>PY 844 Counseling Psychology in Context</td>
<td>PY 844 (Continued)</td>
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<td>PY 465 Psychology of Testing</td>
<td>PY 842 (Continued)</td>
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<tr>
<td>(if not completed prior to program)</td>
<td>PY 841 (Continued)</td>
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<td>PS 540: Advanced Seminar in Social Psychology</td>
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<td>PY 662 Projective Assessment</td>
<td>PY 843 Seminar in Career Development</td>
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<td>PY 941 Dissertation Seminar in Counseling/Dev. Psychology (Cont.)</td>
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<td>PY 667 General Linear Models</td>
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<th>Spring 2010</th>
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<th>Spring 2011</th>
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<td>PY 849 Doctoral Internship in Counseling Psychology</td>
<td>PY 849 Doc. Internship in Counseling Psychology (Cont.)</td>
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</table>
Suggested Course Sequence
Counseling Psychology doctoral students
Entering 2006-07 (Direct Admit Cohort)

5-Year option

*Fall 2006*  
PY 440 Principles and Techniques of Counseling  
PY 444 Theories of Personality and Counseling  
PY 841 Research and Evaluation in Counseling Psych.  
PY 844 Counseling Psychology in Context  
PY 549 Psychopathology  

*Spring 2007*  
PY 446 Theories of Personality and Counseling  
PY 469 Intermediate Statistics  
PY 748 Practicum in Counseling  
PY 841 (Continued)  
PY 844 (Continued)  
PY 842 (Continued)

*Note.* Students will participate in the first year field experience as it is currently structured for MA admits during their first year.

*Summer 2007*  
PY 528 Multicultural Issues

*Fall 2007*  
PY 840 Professional Issues  
PY 662 Projective Assessment  
PY 646 Internship in Counseling  
PY 917 Cognitive-Affective Bases of Behavior  

*Spring 2008*  
PY 741 Advanced Seminar in Psychopathology  
PY 746 Internship in Counseling  
PY 843 Seminar in Career Development  
PY 465 Psychology of Testing

*Summer 2008*  
PY 745 Biological Bases of Behavior

*Fall 2008*  
PY 846.01 Advanced Practicum in Counseling Psych.  
PY 464 Intellectual Assessment  
PY 667 General Linear Models  
PY 941 Dissertation Seminar  
PY 842 Seminar in Counseling Theory  

*Spring 2009*  
PY 846.01 Advanced Practicum in Counseling  
PS 590 History and Systems in Psychology  
PY 941 Dissertation Seminar  
PY 915 Critical Perspectives on Race, Class, and Gender  
PY 842 (Cont.)

*Fall 2009*  
PY 846.02 Advanced Practicum in Counseling Psych. (Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)  
PY 851 Design of Qualitative Research  
PY 988 Dissertation direction  
PY 640 Seminar in Group Counseling  

*Spring 2010*  
PY 846.02 Advanced Practicum Counseling Psychology  
Social Bases of Behavior course  
Research elective

*Fall 2010*  
PY 849 Doctoral Internship in Counseling Psychology  
PY 849 Doc. Internship in Counseling Psychology (Cont.)  

*Spring 2011*  

# 6-Year Option

**Fall 2006**

- PY 440 Principles and Techniques of Counseling
- PY 444 Theories of Personality and Counseling
- PY 841 Research and Evaluation in Counseling Psych.
- PY 844 Counseling Psychology in Context

**Spring 2007**

- PY 446 Theories of Personality and Counseling
- PY 469 Intermediate Statistics
- PY 748 Practicum in Counseling
- PY 841 (Continued)
- PY 844 (Continued)

**Note.** Students will participate in the first year field experience as it is currently structured for MA admits during their first year.

**Summer 2007**

- PY 528 Multicultural Issues

**Fall 2007**

- PY 662 Projective Assessment
- PY 646 Internship in Counseling
- PY 917 Cognitive-Affective Bases of Behavior
- PY 549 Psychopathology

**Spring 2008**

- PY 746 Internship in Counseling
- PY 843 Seminar in Career Development
- PY 741 Advanced Seminar in Psychopathology
- PY 465 Psychology of Testing

**Summer 2008**

- PY 745 Biological Bases of Behavior

**Fall 2008**

- PY 846.01 Advanced Practicum in Counseling Psych.
- PY 464 Intellectual Assessment
- PY 640 Seminar in Group Counseling
- PY 842 Seminar in Counseling Theory

**Spring 2009**

- PY 846.01 Advanced Practicum Counseling Psychology
- PY 851 Design of Qualitative Research
- PS 590 History and Systems in Psychology
- PY 842 (Cont.)

**Fall 2009**

- PY 846.02 Advanced Practicum in Counseling Psych. (Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)
- PY 667 General Linear Models Psych.
- PY 941 Dissertation Seminar

**Spring 2010**

- PY 846.02 Advanced Practicum in Counseling
- PY 941 Dissertation Seminar

**Fall 2010**

- PY 988 Dissertation direction
- Other remaining courses

**Spring 2011**

- Research elective
- Social Bases of Behavior course
- PY 915 Critical Perspectives on Race, Class, and Gender

**Fall 2011**

- PY 849 Doctoral Internship in Counseling Psychology

**Spring 2012**

- PY 849 Doc. Internship in Counseling Psychology (Cont.)
Suggested Course Sequence
Counseling Psychology doctoral students
Entering 2005-06 (MA Admits)

Fall 2005
PY 840 Professional Issues in Counsel Psych.
PY 841 Evaluation and Research in Counsel. Psy
PY 464 Intellectual Assessment
PY 917 Cognitive-Affective Bases of Behavior
PY 844 Counseling Psychology in Context
PY 465 Psychology of Testing
(if not completed prior to program)

Spring 2006
PY 741 Advanced Seminar in Psychopath.
PY 662 Projective Assessment
PY 844 (Continued)
PY 841 (Continued)

Summer 2006
PY 528 Multicultural Issues (if not completed prior to program)
PY 745 Biological Bases in Behavior

Fall 2006
PY 842 Seminar in Counseling Theory
PY 667 General Linear Models or
PY 851 Design of Qualitative Research
PY 846.01: Advanced Counseling Practicum

Spring 2007
PS 590 History and Systems
Research elective or PY 851 or PY 915
PY 846.02: (Continued)

Fall 2007
PY 846.02 Advanced Counseling Practicum
(Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)
PY 851 or Research elective
PY 941 Dissertation Seminar in Counseling/Dev. Psychology
Social Bases of Behavior requirement (fall or spring)

Spring 2008
PY 843 Seminar in Career Development

Fall 2008
PY 988 Dissertation Direction
Any remaining course work

Spring 2009
Any remaining course work

Fall 2009
PY 849 Doctoral Internship in Counseling Psychology

Spring 2010
PY 849 Doc. Internship in Counseling Psychology (Cont.)

Note: No direct admit students were included in this class; as such, the course sequence for direct admits for this cohort is not included here.
### Suggested Course sequence

**Counseling Psychology doctoral students**  
**Entering 2004-05 (Direct Admit Cohort)**

#### 5-Year option

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<th>Fall 2004</th>
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<tbody>
<tr>
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<td>PY 446 Theories of Personality /Counseling</td>
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<td>PY 748 Practicum in Counseling</td>
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**Note:** Students will participate in the first year field experience as it is currently structured for MA admits during their first year.

**Summer 2005**

| wk 528 Multicultural Issues                     |

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<th>Fall 2005</th>
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<tr>
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**Summer 2006**

| wk 745 Biological Bases of Behavior             |

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<tr>
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<td>Social Bases of Behavior course</td>
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<td>PY 849 Doc. Internship in Counseling Psychology (Cont.)</td>
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| wk 849 Doctoral Internship in Counseling Psychology |
# Suggested Course sequence

## Counseling Psychology doctoral students

### Entering 2004-05 (Direct Admit Cohort)

#### 6-Year option

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<td>PY 840 Professional Issues in Counseling Psych.</td>
<td>PY 748: Practicum in Counseling</td>
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<tr>
<td>PY 841: Research and Evaluation in Counseling Psych.</td>
<td>PY 841: (Continued)</td>
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<tr>
<td>PY 844 Counseling Psychology in Context</td>
<td>PY 844: (Continued)</td>
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</table>

**Note:** Students will participate in the first year field experience as it is currently structured for MA admits during their first year.

### Summer 2005

- PY 528 Multicultural Issues

### Fall 2005

- PY 464 Intellectual Assessment
- PY 646 Internship in Counseling
- PY 842 Seminar in Counseling Theory
- PY 917 Cognitive-Affective Bases of Behavior

### Spring 2006

- PY 746 Internship in Counseling
- PY 662 Projective Assessment
- PY 843 Seminar in Career Development
- PY 741 Advanced Seminar in Psychopathology

### Summer 2006

- PY 745 Biological Bases of Behavior

### Fall 2006

- PY 846.01 Advanced Practicum in Counseling Psych.
- PY 465 Psychology of Testing
- PY 640 Seminar in Group Counseling

### Spring 2007

- PY 846.01 Advanced Practicum in Counseling Psychology
- PY 851 Design of Qualitative Research
- PS 590 History and Systems in Psychology

### Fall 2007

- PY 846.02 Advanced Practicum in Counseling Psych. (Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)
- PY 667 General Linear Models Psych.
- PY 941 Dissertation Seminar

### Spring 2008

- PY 846.02 Advanced Practicum in Counseling Psych.
- PY 941 Dissertation Seminar

### Fall 2008

- PY 988 Dissertation direction
- Other remaining courses

**Research elective**

**Social Bases of Behavior course**
Suggested Course Sequence
Counseling Psychology doctoral students
Entering 2004-05 (MA Admits)

Fall 2004
PY 840 Professional Issues in Counsel Psych.
PY 841 Evaluation and Research in Counsel. Psy
PY 464 Intellectual Assessment
PY 917 Cognitive-Affective Bases of Behavior
PY 844 Counseling Psychology in Context
PY 465 Psychology of Testing
(if not completed prior to program)

Spring 2005
PY 741 Advanced Seminar in Psychopath.
PY 662 Projective Assessment
PY 844 (Continued)
PY 841 (Continued)

Summer 2005
PY 528 Multicultural Issues (if not completed prior to program)

Fall 2005
PY 842 Seminar in Counseling Theory
PY 667 General Linear Models or PY 851 Design of
Research elective or PY 851 Qualitative Research
PY 846.01 Advanced Counseling Practicum

Spring 2006
PS 590 History and Systems
PY 846.02 (Continued)
PY 843 Seminar in Career Development

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PY 745 Biological Bases in Behavior

Fall 2006
PY 846.02 Advanced Counseling Practicum
(Seminar in Advanced Clinical Practice—Supervision, Consultation, and Treatment)
PY 851 or Research elective
PY 941 Dissertation Seminar in Counseling/Dev. Psychology
Social Bases of Behavior requirement (fall or spring)

Spring 2007
PY 846.02 (Continued)
PY 941 (Continued)

Fall 2007
PY 988 Dissertation Direction
Any remaining course work

Spring 2008
Any remaining course work

Fall 2008
PY 849 Doctoral Internship in Counseling Psychology

Spring 2009
PY 849 Doc. Internship in Counseling Psychology (Cont.)
Student Attestation

With my signature, I am attesting to the fact that I have read the entire doctoral handbook for the Counseling Psychology Program in the Lynch School of Boston College. I also attest to the fact that I understand the policies, procedures, support structures, and students’ rights and privileges that are detailed in this document.

Name: ________________________________________________________

Signature: _____________________________________________________

Date:__________________

Please return this form to Dr. James Mahalik, Campion Hall 312.