Seton Hall University

College of Human Development, Culture and Media

**Department of Professional Psychology and
Family Therapy**

Counseling Psychology Ph.D. Program

Accredited by the American Psychological Association

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Doctoral Student Handbook 2023-24

The curriculum for the Ph.D. degree in Counseling Psychology at Seton Hall University has been revised since the last edition of the Seton Hall University Graduate Bulletin. Students entering the Program for the academic year 2023-24 will be held accountable to the curriculum, policies, and procedures specified in this Doctoral Student Handbook 2023-24. Make your decision to enter the Ph.D. degree program in Counseling Psychology at Seton Hall University only after carefully examining this document.

This document is also available online at: https://www.shu.edu/documents/Student-Handbook.pdf

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Introduction

This Doctoral Student Handbook is intended to provide students and prospective students with needed information about the requirements, procedures, processes, and content of the doctoral program in Counseling Psychology. It is often both difficult and frustrating for the student to obtain clear and accurate information about the maze of requirements and procedures in a graduate program, so this Doctoral Student Handbook is written with the intent of alleviating at least one source of stress.

The faculty hopes students will find this Doctoral Student Handbook useful. The Doctoral Student Handbook itself, however, is a dynamic document and will be revised annually. We encourage students to make recommendations regarding the Doctoral Student Handbook about such matters as additional items to be included, clarifications or elaborations needed, or items that should be deleted. You may email or drop off your written suggestions in the mailbox of the Training Director. Likewise, as new developments of importance to students occur, they will be added to the Doctoral Student Handbook.

This Doctoral Student Handbook is not the only source of information about your graduate education. Other student services, such as Career Services and the Student Counseling Center at Seton Hall also provide information, services, or hours of operation specifically for graduate students.

Overview of the Counseling Psychology Program

The overarching aim of the Program is to prepare counseling psychologists in the scientist - practitioner model to assume roles as responsible, competent members of the professional psychological community. Such members understand the value of science and research for the practice of psychology and the value of applied practice for the science of psychology, and they have developed skills, knowledge, and self-understanding that allow them to help persons take responsibility for and control of their lives within the context of their development as human beings and the various systems and environments that impact their lives.

Additionally, health service psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train health service psychologists strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. It is important for students and trainees to understand and appreciate that academic competence in health service psychology programs (e.g., doctoral, internship, post-doctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate

their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements.

These evaluative areas include, but are not limited to, demonstration of sufficient (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one 's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems). Because counseling psychologists are working in increasingly diverse settings, the Program provides an intensive grounding in psychological theory comparable to that provided to students in other specialties. However, the philosophy of training maintains a strong emphasis on the approach to practice that distinguishes counseling psychologists from other professionals, as defined by APA Division 17: a focus on relatively intact rather than severely disturbed people; a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; an emphasis on relatively brief interventions; an emphasis on person-environment interactions rather than an exclusive focus on person or environment; and an emphasis on educational and career development.

Rather than following specialized tracks within the program, students receive training in theory, research and practice with a comprehensive generalist focus. Students may choose to further specialize through elective courses, internship and/or postdoctoral experiences that will expand on their training at Seton Hall. Past graduates have chosen careers in a variety of settings, including college and university counseling centers, health care and rehabilitation facilities, academic departments in universities, private practice and consultation, and business and organizational practice.

Consistent with Seton Hall's charter as a regional, diocesan University, our students are primarily from the New York metropolitan area, and our emphasis is on research and practice experiences relevant to urban and suburban multicultural populations in the communities surrounding the South Orange campus. Finally, consistent with the scientist-practitioner model, students are involved in research projects throughout their training. This begins in their first year with an assignment as a research assistant to a faculty member, and culminates with the design, data collection and analysis of at least one independent research project in addition to the dissertation. As members of the professional community, students are expected to present their work at national and regional conferences, both during their academic career and after graduation.

Counseling Psychology Program Aims

As noted above, the overarching aim of the SHU Counseling Psychology program is to prepare professionals in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, staff, and faculty; including confidentiality, honesty, appropriate professional attitudes and behavior, openness to differences, and academic integrity. Expected knowledge and competencies are based on the categories of Discipline-Specific Knowledge (DSK; IR C-7 D) and Profession-Wide Competencies (PWC) adopted by the APA Commission on Accreditation, October 2015 (IR C-8 D).

Specifically, the aims of the SHU Counseling Psychology Program are organized under the following three areas of learning: A. Knowledge of the Science of Psychology and Counseling Psychology as a Specialty, B. Integration of Research and Practice, and C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology.

The detailed aims in each of these areas are listed below:

A. Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty

It is expected that by the time students begin internship, they will demonstrate the following, which draw both from the DSK, as well as foundational knowledge supporting the PWCs:

1. Be knowledgeable in the history of psychology, which includes the major theoretical perspectives of psychology as a science, and the major core components of psychology including the affective, biological, cognitive, developmental, and social aspects of human behavior (DSK).

2. Understand the role of the counseling psychologist within the broader profession of psychology, including an understanding of ethical and legal issues and of the limitation and scope of counseling psychology practice and research (PWC II).

3. Demonstrate understanding of self as a counseling psychologist by considering contextual and cultural influences in practice, science, teaching, supervision, and other role, and an understanding of the existing empirical and theoretical knowledge base as it applies to the full scope of practice in counseling psychology (PWC III).

4. Consistent with the specialty of counseling psychology, demonstrate a commitment to strength-based development through preventative, vocational, and social justice approaches.

B. Integration of Research and Practice

The integration of research and practice requires knowledge in research methods, psychological theory, and the ability to draw from multiple areas of content knowledge to formulate research questions, develop treatment plans, and to address problems that arise in both research and practice

settings. The following are the specific areas of competence that students will attain prior to internship:

1. Demonstrate the ability to critically and substantially independently evaluate current research findings as published in scientific journals, to formulate research questions and incorporate such findings into the practice of counseling psychology, to work both independently and collaboratively with peers in conducting research, and to communicate, through both publication and presentation, independent research conducted in the field (DSK, PWC I).

2. Demonstrate well-developed interpersonal skills as counseling psychology practitioners, as well as the ability to apply theoretical knowledge and practical techniques from a variety of orientations in work with individuals, groups, couples, families, organizations, and in supervision and training (PWC IV, V, PWC VII).

3. Demonstrate competency in psychological, career/vocational, psychoeducational, and organizational assessment, intervention, consultation, and evaluation procedures using a variety of empirically supported methods for the purpose of defining client assets and problem areas of functioning that will inform brief or time-limited interventions, as well as preventive programming (PWC II, VI, IX).

4. Demonstrate skill and sensitivity in tailoring assessment, intervention, and evaluation efforts to a diverse client population, including individuals with disabilities and individuals of different culture, gender, race, socioeconomic status, sexual orientation, age, color, ethnicity, language, national origin, and religion (PWC III).

5. Demonstrate the ability to understand and apply empirically supported theories of supervision, within a supported setting (PWC VIII).

6. Conduct all research and practice activities in an ethical manner, including the ability to recognize and appropriately respond to ethical dilemmas through the use of an appropriate ethical decision-making model (PWC II, PWC VII).

C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology

Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology: The third area represents an attitude of valuing life-long learning as demonstrated by continued professional development. Specifically, our graduates will do the following:

1. Demonstrate a commitment to ongoing involvement with the psychological community, which may include but is not limited to the following: maintaining membership in local, regional, and national organizations; publishing and/or presenting at professional conventions; participating in the planning and presenting psychoeducational programming; participating in programs aimed at educating the lay community about the value of psychology; becoming licensed; becoming a Fellow in APA Division 17; or possessing a specialty diploma in counseling psychology awarded by the American Board of Professional Psychology, and other specialty-related recognitions.

2.   Maintain awareness and knowledge of current issues and developments in the field, and systematically evaluate one's own practice in light of these factors.

3.   Develop skills in areas that contribute to the continuing development of new psychologists, including supervision and/or teaching.

** Counseling Psychology is distinguished from other disciplines in part by a long-standing commitment to advancing respect for diversity, multicultural competency, and advancing social justice for marginalized communities. The SHU Counseling Psychology doctoral training program adheres to the following model training values statement addressing diversity.

Counseling Psychology Model Training Values Statement Addressing Diversity [1]

Respect for diversity and for values different from one's own is a central value of counseling psychology training programs. The valuing of diversity is also consistent with the profession of psychology as mandated by the American Psychological Association's Ethical Principles and Code of Conduct (2002, 2010, 2016) and as discussed in the Standards of Accreditation for Health Service Psychology (APA, 2015). More recently there has been a call for counseling psychologists to actively work and advocate for social justice and prevent further oppression in society. Counseling psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counseling psychologists and espouse counseling values, and post-doc training programs (herein "training programs") in counseling psychology exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling psychologists believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling psychology training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with consideration for all dimensions of diversity. Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire

and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling psychology training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling psychology training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

[1] This document was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for this document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CC PTP), and Barry Schreier, Ph.D., (ACCTA). This document is intended to serve as a model statement for counseling psychology training communities and we encourage sites to adapt the CPMTVSD to reflect their particular environment. The writing team for this document would like

to acknowledge Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the current document.

Assessment of Counseling Psychology Program Aims

The Program assesses learning experiences that, we believe, lead to successful attainment of Program aims. This assessment of learning experiences is multidimensional, integrated into the curriculum, and done as a linked series of learning activities over time. Our objective is to monitor student progress toward attaining our Program aims in a spirit of continuous improvement of student learning. Also, through assessment of our aims, the Program meets its responsibility to the general public by providing information about the ways in which our students become competent members of the professional psychological community. Assessment of attaining aims is done yearly for current students and for alumni two and five years following graduation. The alumni survey is included in the "Alumni Survey" section of this Doctoral Student Handbook.

For current students, assessment of the linked series of learning activities over time occurs in year portfolio reviews. The portfolio reviews are conducted by various combinations of the following individuals: The Director of Training; the Practicum Coordinator; the dissertation mentor and the dissertation committee; the on-site practicum supervisor; the internship Training Director; and other Program and related faculty, with written feedback provided to the student by the Director of Training. Thus, assessment of aim attainment is a collaborative effort with the aim of broader, better -informed attention to what students are learning.

Each yearly portfolio review assesses student progress toward attaining Program aims based on material placed in the portfolio by the individuals named above and by the student. In each year, with perhaps the exception of years 4 and 5, the material in the portfolio comes from each of the following four sources: academic grades, research activity, work samples, self-assessment and evaluations done by practicum supervisors or internship Training Director. The objective is to systematically monitor student progress in a spirit of continuous improvement of student learning. The aims of the Counseling Psychology Program are organized under the following three areas of learning:

- Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty: The first area includes the traditional facts and knowledge defined by psychology and professional concepts and skills in the practice of counseling psychology.

- Integration of the Science of Psychology and Counseling Psychology as a Specialty: The first area includes the traditional facts and knowledge defined by psychology and professional concepts and skills in the practice of counseling psychology.

- Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology: The third area represents an attitude of valuing life-long learning as demonstrated by continued professional development.

The aggregation of these accomplishments by students and the activities reported by alumni are used to improve the academic quality of the Program in at least one of the following ways: 1) to improve our assessment strategies, or to revise our specific aim statements, 2) to change what we

teach and/or how we teach it, or 3) to make no curricular changes based on having attained our aims. This summative evaluation is facilitated by the self-study required to update and publish this Doctoral Student Handbook annually.

The specific aims and methods for assessing attainment of each aim are listed below:

A. Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty

The curriculum in the Counseling Psychology Program is designed to instruct students in the knowledge of the science of psychology and Counseling Psychology as a specialty. At least one course is required in each of the knowledge areas, specified as aims A1 and A2 below. In addition to specific courses, the ideological and philosophical features of this knowledge area are infused across the curriculum, thus spanning the entire length of the students' academic experience.

Students will be knowledgeable in the history of psychology, which includes the major theoretical perspectives of psychology as a science, and the major core components of psychology including the biological, cognitive, affective, social, cultural, and individual bases of human behavior, as well as foundational knowledge in ethical and legal issues, research/statistics, life span development, and multicultural issues. Students will also understand and embrace the role of the counseling psychologist within the broader profession of psychology, including an understanding of the limitation and scope of counseling psychology practice and research as well as the requisite attitudes, knowledge and skills delineated in the Core Competencies for Professional Psychology.

Assessing outcomes for aim A:

Evidence of having attained aim A will be a grade of B- or better in each course listed as a in the "Curriculum-At-A-Glance" section of this Doctoral Student Handbook. Students who receive a grade of C will be required to take the course over until a grade of B- or better is earned. Further, doctoral students must produce at least B- level work on each course assignment, or the assignment must be revised and resubmitted. A student will not be allowed to schedule a dissertation defense or go on internship with a GPA below 3.25 in the Foundations of Professional Practice in Psychology courses.

All doctoral students in the Counseling Psychology Program are required to pass a 200-item multiple choice Foundations of Professional Practice in Psychology (FPPP) examination before applying for internship.

Students generally take the FPPP exam toward the end of their third year, when the majority of their coursework has been completed. The topic areas covered by the FPPP will mirror those in the EPPP, in the same proportion. However, questions will be those addressed in the doctoral curriculum, and they will not include EPPP questions that are unique to other specialties (e.g., animal research). To pass the examination a student must get 140 items (70%) correct. Students failing a third time will be dismissed from the Program.

Further evidence of having attained aim A will be if the mean score for our graduates on the Examination for Professional Practice in Psychology (EPPP) for licensure as a Psychologist is equal

to or higher than the national mean score for graduates of Counseling Psychology doctoral programs.

Distal evidence of having attained aim A will be that 80% of our alumni will report: (a) working within a developmental framework across a wide range of client functioning, (b) focusing on assets and strengths, regardless of the level of client functioning, (c) working within a brief and time-limited counseling approach, (d) emphasizing person-environment interactions, rather than exclusively focusing on either person or environment, (e) emphasizing prevention, including psychoeducational interventions, (f) taking into consideration the educational and vocational lives of individuals, (g) attending to issues of and respect for individual and cultural diversity, and (h) evaluating and improving through critical thinking and applying a scientific approach. [Note: These measures were taken from Murdock, N., Alcorn, J., Heesacker, M., & Stoltenberg, C. (1998). Model training program in counseling psychology, 26, 658-672.]

Further evidence will be that 60% of our alumni are members of APA Division 17, and that the majority of the professional activities, publications, and presentations done by alumni will be within the scope of counseling psychology practice.

B. Integration of Research and Practice

Education and training in the integration of research and professional practice begins in the first year of study and continues through the fifth and final year of the Program with a gradual increase in responsibility for, and complexity of, the research projects and practice experiences with which the student is involved. Evidence for aim B will be the following:

Students will achieve a cumulative GPA of at least 3.25, and a grade of B- or better or an S, in all courses and all course assignments, 2) by completing work samples as partial fulfillment of course requirements in some courses (work samples are described in greater detail in the "Student Evaluation" section of this Doctoral Student Handbook), 3) by the evaluation of on-site practicum supervisors using the On Site Supervisor's Evaluation of Practicum Trainee form provided in the Practicum Handbook, which appears at the end of this Doctoral Student Handbook, and 4) by the different research related outcomes specified below and more fully in "The Research Component" section of this Doctoral Student Handbook.

A grade in each practicum cannot be awarded unless the student receives an overall evaluation by the practicum supervisor, using the On-Site Supervisor's Evaluation of Practicum Trainee rating form (see Appendix C). By the end of the placement, students must receive a satisfactory evaluation from their onsite supervisor, with a score of at least "4" (fully meets expectations) on all items, in addition to accruing the number of practicum hours required by the program for each placement. Students who do not receive a satisfactory supervisory evaluation, as defined in the Guide to Practicum Training, will not receive a passing grade in their Practicum course. Students who do not meet the hours requirement will receive a grade of Incomplete allowing them to accrue additional hours after the end of the semester. Depending on the severity of the concerns, evidence of improvement may be necessary for the student to complete an additional placement.

The required work samples are described below:

Assessment & Intervention Work Sample #1: As part of CPSY 8565: Practicum in Counseling Psychology III, students are evaluated on their ability to do an assessment and intervention, and to evaluate the effectiveness of the intervention. The intervention component must address the question, "How do I know that what I did was effective?" Also, the student should be able to describe the rationale for the choice of the intervention strategy, for example, that the treatment has been empirically validated or supported.

Assessment & Intervention Work Sample #2: As part CPSY 8568: Practicum in Counseling Psychology V, students are evaluated on their ability to tailor a counseling intervention for a diverse client population. This requires a work sample with an assessment and an intervention component on an individual, couple, family, group, organization, or a supervisory session where you are the supervisor. Again, the intervention component must address the question, "How do I know that what I did was effective?" Also, the student should be able to describe the rationale for the choice of the intervention strategy, for example, that the treatment has been empirically validated or supported for this population.

Educational/Vocational Assessment and Career Life Planning Work Sample: As a part of CPSY 8203: Practicum: Aptitude, Interest and Personality Testing Lab students are evaluated on their ability to conduct an educational/vocational assessment and on their ability to facilitate career life planning. This requires a work sample with an assessment component and an intervention component. Again, the intervention work sample must also address the question, "How do I know that what I did was effective?"

Psychoeducational Programming Work Sample: As part of CPSY 8705: Psychoeducational Programming: Planning, Delivery, and Evaluation students are assessed on their ability to develop, implement, and evaluate a psychoeducational program. This requires a needs assessment for program development component, an intervention component, and an evaluation component all for the same psychoeducational program.

Reflective practice is a core element of the Core Competencies in Professional Psychology. Students will complete the self-assessment at the beginning of each academic year, and then prior to their annual portfolio meetings in the spring semester. Students are expected to utilize this self-evaluation process in supervision and in setting their annual training goals. The data from the self-assessment will be utilized along with supervisor evaluations, faculty assessment and work samples in determining a student's progression, readiness for practicum, and internship as well as to set target goals in the event remediation is required.

Also, 70% of our students will make from 1-2 presentations at state, regional, or national conventions and 70% will publish 1-2 refereed journal articles before completing their Ph.D. degree. Research experiences in this Program are designed to assist students in achieving this outcome. For example:

At the end of Year 1 students will have formulated a research plan to investigate a testable hypothesis, within the domain of counseling psychology, under the mentoring of a project advisor.

A written copy of the research proposal will be discussed with the Program faculty at the time of the student's first year portfolio review.

In Year 2 progress in research will be assessed through review of the study conducted with the student's dissertation mentor, and a review of the student's topic. A copy of the study should be put in the student's portfolio.

In Year 3 the primary research objective is to become a content area expert in some aspect of counseling psychology as demonstrated by the formal acceptance of a dissertation proposal. A copy of the dissertation proposal and a copy of a signed "Dissertation Proposal Approval Form" should be put in the student's portfolio.

In Year 4 the dissertation defense will examine the student's integration of theory, scientific thinking, research, and professional identity. A signed "Dissertation Defense Approval Form" in the student's portfolio will suffice as evidence for having internalized aims B1- B4.

Further evidence of having attained aims B1-B4 will be that 80% of alumni report that they do the following "often" or "always": (a) attending to issues of and respect for individual and cultural diversity and (b) evaluating and improving through critical thinking and applying a scientific approach, (c) maintaining awareness and knowledge of current research and developments in the field, and (d) systematically evaluating one's own practice in light of these factors.

C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology

Our interest in student's professional development does not stop upon receiving a Ph.D. in Counseling Psychology from Seton Hall University. A student will have worked long and hard to achieve the Ph.D. degree but recognizing the need for continued involvement with the profession and valuing lifelong learning were objectives as well. To measure our success in this area we will conduct an alumni survey each year to determine the extent of professional activities once students have graduated.

Aim C1: Demonstrate a commitment to ongoing involvement with the psychological community, which may include but is not limited to: maintaining membership in local, regional, and national organizations; publishing and/or presenting at professional conventions; participating in planning and presenting psychoeducational programs; participating in programs aimed at educating the lay community about the value of psychology; becoming licensed; becoming a Fellow in APA Division 17; or possessing a specialty diploma in counseling psychology awarded by the American Board of Professional Psychology, and other specialty-related recognitions.

Aim C2: Maintain awareness and knowledge of current issues and developments in the field, and systematically evaluate one's own practice in light of these factors.

Aim C3: Develop skills in areas that contribute to the continuing development of new psychologists, including supervision and/or teaching.

Assessing outcomes for aims C1-C3: The alumni survey will provide evidence of having attained aims C1-C3. We expect that: 80% of our alumni will maintain a membership in either local,

regional, or national organizations (60% will be members of APA Division 17); 10% will publish at least one refereed journal article and/or present at one or more professional conventions; 10% will participate in planning and presenting psychoeducational programs; 40% will participate in programs aimed at educating the lay community about the value of psychology; 30% will contribute to the continuing development of new psychologists, including supervision and/or teaching; 90% will become licensed. Every year, 70% of alumni will report maintaining awareness and knowledge of current research and developments in the field by having accumulated an average of 4 approved CE credits and be involved in systematically evaluating their own practice in light of these developments. One percent of our alumni will become Fellows in APA Division 17 or possess a specialty diploma in counseling psychology awarded by the American Board of Professional Psychology, or other specialty-related recognitions.

The Counseling Psychology Faculty

There are three core members who have primary responsibility in the Counseling Psychology Program. All core faculty hold doctorates in Counseling Psychology or in a counseling-related specialty, two are licensed in both New Jersey and New York and one is working towards licensure. The faculty have diverse backgrounds in training and experience and have theoretical orientations including cognitive-behavioral, existential-humanistic, family systems, and psychodynamic. The faculty as a whole considers itself to be student centered and easily approachable, interested in students' personal and professional growth, and committed to helping students attain high levels of excellence in their work.

Although all incoming students are assigned to work with a core faculty member, students will take courses from and may use faculty for dissertation advisement from other programs in the department. Students are also welcome to do additional work with any faculty member whose research interests are similar. These faculty members are all highly competent in their respective disciplines and represent such specialties as clinical psychology and marriage and family therapy.

Counseling Psychology Core Faculty

Margaret (Peggy) Brady-Amoon, Ph.D. (she/her/hers), Associate Professor: Building on decades of community, volunteer, and professional experience, Peggy Brady-Amoon's scholarship is broadly focused on educational and career development with a particular emphasis on access and opportunity for under-respected people. She has numerous peer-reviewed publications and presentations in this and related areas, many with student co-authors, and extensive editorial, review, and dissertation committee experience.

Her book, *Careers in Psychology*, was published in 2021. Other current projects include further examination of factors that contribute to the educational and career success of people placed at risk, midlife career transitions, and the promotion and extension of counseling psychology values. Consistent with this, Dr. Brady-Amoon sees advisement and mentoring as collaborative processes that honor and support the development of each person's experiences and knowledge.

Dr. Brady-Amoon is a Fellow of the American Psychological Association through the Society of Counseling Psychology and Participant/Leader in APA's Leadership Institute for Women in Psychology. She is licensed as a psychologist (NY), professional counselor (LPC; NJ), and certified

as a school counselor (NJ). She earned a BA in Political Science and Spanish from SUNY Oswego, a MS in Counseling from Long Island University, and a Professional Diploma in Counseling and Personnel Services and PhD in Counseling Psychology from Fordham University.

Zubin DeVitre, Ph.D. (he/him/his), Assistant Professor: Dr. DeVitre joined the faculty in the Counseling Psychology Ph.D. program in Fall, 2023. Previously, Dr. DeVitre completed his doctorate in Counseling Psychology at the University of Wisconsin-Madison. During that time, Dr. DeVitre took on a variety of responsibilities including, but not limited to, mentorship, training, clinical/supervision work, teaching, and research. Dr. DeVitre's research focuses on the experiences of marginalized university populations (specifically South Asian American students) and how various psychosociocultural factors impact their well-being. In all his work (e.g., didactics, research, clinical), Dr. DeVitre strives to incorporate multicultural understanding as a foundational element as opposed to an addition. It's for these reasons why Dr. DeVitre also views all his work as independent yet collectively informed elements which are made to provide a more holistic understanding of psychology.

In pursuit of the "independent yet collectively informed" approach, Dr. DeVitre has worked within a variety of clinical spaces (including award winning clinics), created and taught his alma mater's first Asian American Psychology course, published one of the first studies on Indian American undergraduate well-being, served as mentor for the Posse foundation, and presented workshops at national conferences to assist university programs in bettering their attention to marginalized students' well-being. With a variety of clinical, didactic, and research experience, Dr. DeVitre is excited to work with faculty, staff, and students to continue advocating for the needs of underserved populations.

Minsun Lee, Ph.D. **(she/her/hers**), Associate Professor and Program Director/DCT: Dr. Lee received her PhD in Counseling Psychology at the University at Albany and completed her postdoctoral training at Albany Medical College/Albany Medical Center. She conducts research on bicultural identity, racial and cultural experiences in psychotherapy, and the impact of intersectionality on Asian Americans' experiences. Although she has conducted quantitative and mixed-methods research, she primarily uses critical qualitative methods, as she believes that research is not value-free. She strives for liberatory praxis in research, teaching, and clinical practice. She centers the relationship in her mentorship and strives to support the whole-person development of her research mentees.

Dr. Lee also holds a faculty appointment in the Hackensack Meridian School of Medicine, providing didactics to medical students in the Department of Psychiatry and Behavioral Health. She is a licensed psychologist in New Jersey and New York, primarily serving AAPI and BIPOC clients in individual and couples therapy. She was a 2021-2023 leadership fellow of the Asian American Psychological Association and is currently serving on the editorial board of The Counseling Psychologist.

Affiliated Faculty

Students will likely have courses with and an opportunity to benefit from the expertise and teaching of other faculty in the Department of Professional Psychology and Family Therapy. Listed below are the remaining faculty members department indicating their primary program affiliation.

Cristina Cruza-Guet, Ph.D.   Counseling and School Counseling
Margaret Farrelly, Ph.D.   Department Clinical Coordinator
Sandra Lee, Ph.D.   Psychological Studies
Thomas Massarelli, Ph.D.   School Psychology

Departmental Structure

The department has a long history dating back to the early 60's of training professionals in a wide variety of educational and counseling specialties. Originally called the Department of Counseling and Special Services, it became the Department of Counseling Psychology in the mid 1980's when the College was restructured. Programs in educational specialties such as teaching the handicapped, reading specialist, and speech therapy moved into the Department of Educational Studies while the counseling and psychologically based programs remained in this department. In 1993, the Department of Counseling Psychology changed its name to Professional Psychology and Family Therapy, a name more accurately reflecting the programs offered by the department.

The Chair of the department is Dr. Thomas Massarelli. The current programs offered by the department and their respective program directors or directors of training are listed below:

Counseling/School Counseling (M.A./Ed.S.)   Drs. Rosalie Maiorella and Jody Kulstad
Psychological Studies (M.A.)   Dr. Sandra Lee
School Psychology (Ed.S.)   Dr. Thomas Massarelli
Counseling Psychology (Ph.D.)   Dr. Minsun Lee

Counseling Psychology Student Association (CPSA)

The goal of the Counseling Psychology Student Association (CPSA) is to provide additional opportunities for students to enhance their awareness of and promote their development in the field of counseling psychology. All incoming students are required to join and are expected to participate in the CPSA. CPSA business meetings are held just prior to each CPSA professional development seminar.

Dues ($40, can be split between semesters) are paid annually and are due to the CPSA treasurer by the end of the first business meeting.

The CPSA has a student mentoring program that is designed to assist incoming students get acclimated to the Program, avoid common pitfalls, provide social support, encourage active involvement in Program activities, encourage professional development, and serve as a supplement to faculty-student relationships. Although not always possible, every attempt is made to match mentors/mentees with similar backgrounds, interests, and professional goals. Mentors are assigned after new students have been admitted to the Program.

The CPSA offers a series of professional development seminars throughout the year. As part of their Program requirements, all doctoral students who have not begun their internships are required to attend these events and failing to attend results in a remediation plan being put into effect.

Each year elections are held to fill the positions in CPSA listed below, which offer leadership and development opportunities for those elected. The results of the CPSA election for the 2023-24 academic year are listed below.

President	BluJean Casey
Vice President	Tejasvini Mantripragada
Secretary	Angela Cabble
Treasurer	George Perron
Multicultural Chairs	Rui Du and Ngoc Tran
Social Chairs	Mamona Butt and Jayda Yizar
Social Justice Chair	TBD
Social Advocacy Chair	TBD
Conference/Grants Updater	TBD
Web Developer	Nicole Elyukin

Estimated First Year Cost

The cost per credit is $1,397. First year students typically take 25 credits over their first three semesters. Thus, the average first year cost for tuition is $34,925. In addition to tuition, the technology fee is $275, and there is a university use fee of $200 ($60 in the summer), making the total first year cost $35,935. Note that this does not include housing, student health insurance, books, or transportation expenses.

In addition to the aforenoted costs, starting in your first year, you will be required to become a member of the American Psychological Association for Graduate Students (APAGS). Membership with the APAGS comes at annual fee of $67. A CPSA membership fee of $40 is also incurred. This may be paid in full at the start of the Fall semester or, $20 at the beginning of each semester.

List of Current Students and Recent Graduates

Class of 2011

Brian Amorello (Graduated 2016)
Brienne Brown (Graduated 2017)
Zuzanna Molenda-Kostanski (Graduated 2016)
Gregory Petronzi (Graduated 2016)
Alexandra Stratyner (Graduated 2016)

Class of 2012

Moshe Winograd (Graduated 2017)

Keoshia Worthy (Graduated 2017)

Class of 2013

Debeka Bennett (Graduated 2018)
Lindsay Blevins (Graduated 2018)
Donjae Catanzariti (Graduated 2018)
Brittney Fallucca (Graduated 2018)
Jeff Goulding (Graduated 2018)
Lauren Petrillo Carino (Graduated 2019)
Kristen Wesbecher (Graduated 2018)
Monica Young (Graduated 2018)

Class of 2014

Vanessa H Chafos (Graduated 2021)
Ian M Lesueur (Graduated 2019)
Beyza Sinan (Graduated 2019)
Christina N Mastropaolo (Graduated 2019)
Amanda D Templeman (Graduated 2019)
Jiwon Yoo (Graduated 2020)

Class of 2015 (Admissions were suspended for this year)

Class of 2016

Michael Filiaci (Graduated 2021)
Kristin Kim-Martin (Graduated 2021)
Kimberly Molfetto
Yubelky Rodríguez (Graduated 2021)
Elena Thomopoulous (Graduated 2021)
Christopher Thompson

Class of 2017

Bridget Anton (Graduated 2022)
Chiroshri Bhattacharjee (Graduated 2022)
Kalya Castillo (Graduated 2022)
Jessica Elliot (Graduated 2022)
Shaneze Gayle (Graduated 2022)
Megan Ingraham (Graduated 2022)

Class of 2018

Sara Aigen
Pattric Davis (Graduated 2023)
Nicole Elimelech (Graduated 2023)
Katherine Finkelstein (Graduated 2023)

Carla Mastroianni
Simonleigh Patrick Miller (Graduated 2023)
Silvia Re (Graduated 2023)

Class of 2019

Chloe Blau
Cayden Halligan
Michelle Hanna Collins
Yuan Hao
Shuruthi Jayashankar
Jessica Jones
Ryan Sliwak

Class of 2020

Gabriela Baez
Elizabeth Falconer
Mallory McCorkle
Jesse Merise
Devin Simpkins

Class of 2021

BluJean Casey
Rui Du
Ashley Dwyer
George Perron
Simone Robinson
Khadija Salim
Jessica Strom
Ngoc Tran

Class of 2022

Mamona Butt
Angela Cabble
Nicole Elyukin
Tejasvini Mantripragada
Jayda Yizar

Class of 2023

Aliyah Brown
Chelsea Chen
Jasmine Jackson
Manisha Janjikhel
Sophia Shi
Serina Victor

Time Limits

The Ph.D. Program in Counseling Psychology is designed so that it can be completed within five years of full-time study, which includes one year of year-round residency (see "Residency Requirement" for more information) and students are strongly encouraged to keep on schedule. However, all doctoral students in the Ph.D. Program must complete their program within eight years of their acceptance date, which is the first day of the fall semester of the student's first year in the doctoral Program. Time extensions may be granted in unusual cases upon written request to the Director of Training by April 15 in the student's eighth year.

Work/Non-Program Commitments

As stated above, this is a full-time program. Because of that, classes and other important activities are scheduled during the day as well as in the evening. While we understand that doctoral study is expensive, it is not possible for full-time students to fully benefit from doctoral-level study and to develop as a professional while also attempting to manage a full-time workload or other substantial outside commitments. Students will not be excused from mandatory program activities, daytime classes, or program deadlines because of outside work commitments or non-emergency personal commitments. Students who have a financial need to continue working during their program should discuss options for part-time study (See Below) with the Training Director before accepting an offer to enroll.

Before enrolling in this program, prospective students should also consider their family obligations and personal financial situations, with the assumption that full-time employment will not be possible for a period of at least four years. Students are encouraged to apply for loans and graduate assistantships, if available, which will help them to remain on campus during the day and therefore to more easily meet the program requirements. The program faculty will make every reasonable effort to assist students in this process.

Part-Time Study Option
There is a part-time study option when admitted students have the financial need to continue working during their program and must individually work with the Training Director to determine appropriate program plan. Generally, the part-time path would include 5 years of classes at 6 credits (2 classes) a semester, including summer; students would apply for internship in their 6th year, while they are finishing their dissertations. Full year internship would occur in their 7th year.

The following classes will not be substituted or waived, regardless of advanced standing:
- 4-credit multicultural sequence
- Any course associated with a clinical placement (9774 through Practicum V)

Leaves of Absence/Continuous Registration

Students who are unable to register for a regular semester because of illness, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave of absence to the Office of the Registrar with a copy to the Department Chair and

the Director of Training. Except in the case of military service, a leave of absence ordinarily will be limited to one year. The time taken for a leave of absence will not count toward the student's time limit for completing the Program. That is, if a student takes a leave of absence for one year, that year will not be considered one of the eight the student has to complete the Ph.D. degree. Students who have been granted such a leave must apply for reactivation by the following dates: July 1 for the fall semester; December 1 for the spring semester; and May 1 for the summer sessions.

Students in the Counseling Psychology doctoral program are required to register each fall and spring semester until all requirements for the degree are satisfied. Failure to register without being granted a leave of absence is, in effect, a resignation, and the processing of a Change of Status application (available from the Graduate Admissions Office) will be required before a student may re-enter the Program. Students should be aware that re-entry into the Program is not automatic or guaranteed, but is a decision made by the Director of Training in consultation with the Program faculty.

Multicultural Commitment

The Counseling Psychology Program is committed to training multi-culturally sensitive and multi-culturally competent professionals. Creating such sensitivity and competence mandates attention to the cultural diversity of our student body and faculty, the practicum experience, the composition of course syllabi and lectures, and our professional seminar content. As Seton Hall University's mission statement says, "The University is committed to bringing together many people of different races, cultures, and ethnic backgrounds into a community which is tolerant, respectful, and supportive."

In support of our student's development of multicultural competence, the program includes three required 1-credit courses addressing the three components of multicultural competence: awareness, knowledge, and skills. The first semester will include the first special topic in the sequence for all incoming students: *Social Justice Through Community Agencies.* The following table outlines the additional topics addressed in each three-year sequence. The academic year 2023-24 2023-24 is the first year of the current sequence, and each course runs in May at the end of the academic year. The topics may vary and may also include discussions of ability status, class, immigration or other dimensions of diversity.

Year	Topics
2023-24	Sexual Orientation, Gender Identity, & Psychotherapy
2024-25	Religion and Spirituality
2025-26	Race and Racial Identity

In addition, each practicum course from Practicum I through V incorporates issues of diversity and intersectionality in the clinical setting, including multicultural awareness, knowledge, and skills. Practicum IV and V additionally addresses special topics related to supervision.

Student Evaluation

Student evaluation is done through course grades, supervisor evaluation, and work samples, which are reviewed at least annually during the student's Portfolio Review. In addition, each student is required to pass the Foundations of Professional Practice in Psychology (FPPP) exam before defending their dissertation proposal or applying for internship. Preparation of work samples, Portfolio Review, and the FPPP exam are described below.

FPPP Exam

In addition to the portfolio review, students are required to pass a 200-item multiple-choice Foundations of Professional Practice in Psychology (FPPP) exam before defending their dissertations or applying for internship. Students may take the FPPP exam in their second, third, or the fall of their fourth year in the Program. The exam covers all areas of Discipline Specific Knowledge, in the same distribution as the EPPP subject areas. To pass the examination a student must get 140 items (70%) correct. Students failing a third time will be dismissed from the Program.

Preparing Work Samples

Work samples are a primary vehicle for assessing student achievement of practice-oriented Program aims B4-B6. A complete list of work samples required for each student's portfolio is provided in the "Assessment of Counseling Psychology Program Aims" section of this Doctoral Student Handbook. Completed work samples will be added to the student's portfolio. The work samples need not demonstrate extraordinary results, but it is important to demonstrate effectiveness. Simple but thorough are good characteristics to strive for in developing a work sample. Students should, when applicable, follow the instructor's course syllabus or the directions below when preparing work samples.

Preparation
Appropriate informed consent must be obtained prior to beginning a work sample and must accompany your completed work sample. In work samples, it is important to keep in mind that the work sample's purpose is to provide your instructor and the portfolio reviewers with "the next best thing" to actual observation of your work.

Format
There are either two or three major components to each of the four work samples. The minimum information required for each component of the work sample is listed below but remember not every work sample will have every component.

Assessment Work Component

1. Identifying information and description of the client, population, or system.

2. Dates of contact.

3. Significant prior events that need to be known to understand the significance of the problem presented.

4. Goal(s) of the assessment.

5. Description of and rationale for procedure(s) used.

6. Recommendations formulated based on the assessment.

7. Status of the problem at the time the work sample is prepared.

8. Test materials, profiles, etc., if used.

9. Flashdrive(s) of assessment(s), if appropriate.

10. Confidentiality protected, as appropriate.

Needs Assessment Component

1. Identifying information and description of the client, population, or system.

2. Dates of contact.

3. Significant prior events that need to be known to understand the significance of the problem presented.

4. Goal(s) of the needs assessment.

5. Description of and rationale for procedure(s) used.

6. Test materials, surveys, profiles, etc., if used.

7. Confidentiality protected, as appropriate.

Intervention Component

1. Identifying information and description of the client, population, or system, if this is a different client, population, or system than used in the assessment work sample.

2. Dates of contact.

3. Significant prior events that need to be known to understand the significance of the problem presented.

4. Goal(s) of the intervention.

5. Description of and rationale for procedure(s) used.

6. Status of the problem at the time the work sample is prepared.

7. Description of the procedure used to evaluate effectiveness.

8. Audio recordings of assessment(s), if appropriate.

9. Confidentiality protected, as appropriate.

Evaluation Component

1. Identifying information and description of the client, population, or system, if appropriate.

2. Dates of contact.

3. Significant prior events that need to be known to understand the significance of the evaluation presented.

4. Goal(s) of the evaluation.

5. Description of and rationale for procedure(s) used.

6. Test materials, surveys, profiles, etc., if used.

7. Audio recordings of assessment(s), if appropriate.

8. Confidentiality protected, as appropriate.

Assessment and Intervention Work Sample 1
Done in CPSY 8565: Practicum in Counseling Psychology III

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors:
 (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

Date: Name of student:

Rater name: Signature of rater:

Did the work sample present significant prior events that needed to be known to understand the significance of the problem?	1	2	3	4	5
Were the goals of the assessment clearly stated?	1	2	3	4	5
Was the assessment approach relevant to the problem?	1	2	3	4	5
Were the test materials, profiles, etc. used appropriate for the goals of the assessment?	1	2	3	4	5
Were the test materials, profiles, etc. used in an ethical manner?	1	2	3	4	5
Were the interpretations of the results of the test materials, profiles, etc. used defensible?	1	2	3	4	5
Did the assessment approach have a coherent theoretical or conceptual base?	1	2	3	4	5
Was a relationship established with the client that was appropriate to the assessment approach used?	1	2	3	4	5
Was there a focus on relevant themes?	1	2	3	4	5
Was there appropriate flexibility in dealing with the central assessment issue?	1	2	3	4	5
Did the assessment include appropriate consideration of cultural issues?	1	2	3	4	5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed?	1	2	3	4	5
Was the assessment of the problem accurate?	1	2	3	4	5
Were adequate assessment impressions formulated?	1	2	3	4	5
Were adequate recommendations formulated based on the assessment?	1	2	3	4	5
Were the assessment goals accomplished?	1	2	3	4	5
Did the work sample discuss the status of the problem at the time the assessment was done?	1	2	3	4	5
Was the assessment free of ethical or legal transgressions, or unaddressed ethical or legal questions?	1	2	3	4	5
Was the assessment in accord with current standards of practice?	1	2	3	4	5

Were any ratings below a 3?   yes   no

Number of 1's or 2's received:

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:

Assessment and Intervention Work Sample 2
Done in CPSY 8568: Practicum in Counseling Psychology V

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors: (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

Date: Name of student: Name of rater:

Signature of rater:

Did the work sample present significant prior events that needed to be known to understand the significance of the problem?	1	2	3	4	5
Were the goals of the intervention clearly stated?	1	2	3	4	5
Was the rationale for the intervention adequately explained (for example, if appropriate, was there a discussion around the decision to use or not to use an empirically validated or supported intervention)?	1	2	3	4	5
Was the intervention selected relevant to the problem?	1	2	3	4	5
Did the intervention have a coherent theoretical or conceptual base?	1	2	3	4	5
Was an adequate relationship established with the client?	1	2	3	4	5
Was there a focus on relevant themes?	1	2	3	4	5
Was there appropriate flexibility in dealing with the central needs issue?	1	2	3	4	5
Did the intervention include appropriate consideration of cultural issues?	1	2	3	4	5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed?	1	2	3	4	5
Did the work sample discuss the status of the problem at the time the was done?	1	2	3	4	5
Was the intervention free of ethical or legal transgressions, or ethical or legal questions?	1	2	3	4	5
Was the intervention effective?	1	2	3	4	5
Was the intervention in accord with current standards of practice?	1	2	3	4	5

Were any ratings below a 3?   yes   no

Number of 1's or 2's received:

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:

Educational/Vocational Assessment Work Sample
Done in CPSY 7203/8203: Practicum: Aptitude, Interest, and Personality Testing and Lab

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors: (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

Date: Name of student:

Rater name: Signature of rater:

Did the work sample present significant prior events that needed to be known to understand the significance of the problem?	1 2 3 4 5
Were the goals of the assessment clearly stated?	1 2 3 4 5
Was the assessment approach relevant to the problem?	1 2 3 4 5
Were the test materials, profiles, etc. used appropriate for the goals of the assessment?	1 2 3 4 5
Were the test materials, profiles, etc. used in an ethical manner?	1 2 3 4 5
Were the interpretations of the results of the test materials, profiles, etc. used defensible?	1 2 3 4 5
Did the assessment approach have a coherent theoretical or conceptual base?	1 2 3 4 5
Was a relationship established with the client that was appropriate to the assessment approach used?	1 2 3 4 5
Was there a focus on relevant themes?	1 2 3 4 5
Was there appropriate flexibility in dealing with the central assessment issue?	1 2 3 4 5
Did the assessment include appropriate consideration of cultural issues?	1 2 3 4 5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed?	1 2 3 4 5
Was the assessment of the problem accurate?	1 2 3 4 5
Were adequate assessment impressions formulated?	1 2 3 4 5
Were adequate recommendations formulated based on the assessment?	1 2 3 4 5
Were the assessment goals accomplished?	1 2 3 4 5
Did the work sample discuss the status of the problem at the time the assessment was done?	1 2 3 4 5
Was the assessment free of ethical or legal transgressions, or unaddressed ethical or legal questions?	1 2 3 4 5
Was the assessment in accord with current standards of practice?	1 2 3 4 5

Were any ratings below a 3?   yes   no

Number of 1's or 2's received:

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:

Work Sample 4: Psychoeducational Programming
Done in CPSY 8705: Psychoeducational
Programming: Planning, Delivery, and Evaluation

(Needs Assessment, Intervention and Evaluation)

Instructions: The rating scale for each question ranges from 1 to 5 with the following anchors: (1) inadequate (3) adequate (5) superior. An average rating of 3 indicates that the student demonstrated that they understood clearly what they were doing, that what they were doing was based on a coherent theoretical framework, that they were intentional in their actions, and that these actions reflected a thorough consideration (multiple perspectives) of the issues before them.

Date: Name of student:

Rater name: Signature of rater:

Needs Assessment Component

Did the work sample present significant prior events that needed to be known to understand the significance of the problem?	1	2	3	4	5
Were the goals of the needs assessment clearly stated?	1	2	3	4	5
Was the needs assessment approach relevant to the problem?	1	2	3	4	5
Were the test materials, profiles, etc. used appropriate for the goals of the assessment?	1	2	3	4	5
Were the test materials, profiles, etc. used in an ethical manner?	1	2	3	4	5
Were the interpretations of the results of the test materials, profiles, etc. used defensible?	1	2	3	4	5
Did the needs assessment approach have a coherent theoretical or conceptual base?	1	2	3	4	5
Was a relationship established with the client that was appropriate to the needs assessment approach used?	1	2	3	4	5
Was there a focus on relevant themes?	1	2	3	4	5
Was there appropriate flexibility in dealing with the central needs assessment issue?	1	2	3	4	5
Did the needs assessment include appropriate consideration of cultural issues?	1	2	3	4	5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed?	1	2	3	4	5
Was the needs assessment of the problem accurate?	1	2	3	4	5
Were adequate needs assessment impressions formulated?	1	2	3	4	5
Were adequate recommendations formulated based on the needs assessment?	1	2	3	4	5
Were the needs assessment goals accomplished?	1	2	3	4	5
Did the work sample discuss the status of the problem at the time the needs assessment was done?	1	2	3	4	5

Was the needs assessment free of ethical or legal transgressions, or unaddressed ethical or legal questions?	1	2	3	4	5
Was the needs assessment in accord with current standards of practice?	1	2	3	4	5

Intervention Component

Did the work sample present significant prior events that needed to be known to understand the significance of the problem?	1	2	3	4	5
Were the goals of the intervention clearly stated?	1	2	3	4	5
Was the rationale for the intervention adequately explained (for example, if appropriate, was there a discussion around the decision to use or not to use an empirically validated or supported intervention)?	1	2	3	4	5
Was the intervention selected relevant to the problem?	1	2	3	4	5
Did the intervention have a coherent theoretical or conceptual base?	1	2	3	4	5
Was an adequate relationship established with the client?	1	2	3	4	5
Was there a focus on relevant themes?	1	2	3	4	5
Was there appropriate flexibility in dealing with the central needs Assessment issue?	1	2	3	4	5
Did the intervention include appropriate consideration of cultural issues?	1	2	3	4	5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed?	1	2	3	4	5
Did the work sample discuss the status of the problem at the time the was done?	1	2	3	4	5
Was the intervention free of ethical or legal transgressions, or unaddressed ethical or legal questions?	1	2	3	4	5
Was the intervention effective?	1	2	3	4	5
Was the intervention in accord with current standards of practice?	1	2	3	4	5

Evaluation Component

Were significant prior events that needed to be known to understand significance of the evaluation presented?					
Were the goals of the evaluation clearly stated?	1	2	3	4	5
Was the rationale for the evaluation methodology adequately explained?	1	2	3	4	5
Was the evaluation method selected relevant to the presenting problem?	1	2	3	4	5
Did the evaluation answer the question that was asked?	1	2	3	4	5
Was the status of the problem at the time the evaluation was done discussed?	1	2	3	4	5
Was the evaluation free of ethical or legal transgressions, or unaddressed ethical or legal questions?	1	2	3	4	5
Did the evaluation include appropriate consideration of cultural issues?	1	2	3	4	5
Were the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations followed?	1	2	3	4	5
Was the evaluation done in accord with current standards of practice?	1	2	3	4	5

Were any ratings below a 3?   yes   no
Number of 1's or 2's received:

Note: If the above number is greater than 2, the work sample will be evaluated by a second rater. Any final rating of 2 or below requires resubmission of the work sample to receive a passing grade in the course.

If the second rater's evaluation includes more than two ratings of 1 or 2, the student must remediate the deficiencies before going further in the Program.

Comments:

Portfolio Review

The Program faculty annually conducts a formal portfolio review of each student's progress in the doctoral Program. Beyond review of academic performance and work samples, students are evaluated on their counseling and interpersonal skills and general movement in the Program itself as stated in the catalog, adequate academic performance is necessary but not sufficient for continuation in the Program. Students must demonstrate technical, ethical, and interpersonal competency in their discipline, particularly as reflected through skill-oriented courses, practicum, and internship. Despite adequate academic performance, students may be recommended for termination for a variety of reasons including violations of ethical standards [The Program considers it important that students adhere to the American Psychological Association's Ethical principles of psychologists and code of conduct (2017).], cheating, failure to make continuous progress, and ineffective interpersonal relationships with faculty, practicum supervisors, off-site supervisors, colleagues, and/or peers.

Each spring, students meet with the Program faculty to discuss their progress toward Program aims. At minimum, the following areas will be addressed in a student's annual review (In some aim areas your progress is assessed by examining evaluation forms filled out by various individuals involved in your training. It is your responsibility to ensure that all forms are completed and turned in at the time of the portfolio review.):

- Aim A: Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty. Areas assessed under Aim A include GPA, grades in individual courses, and performance on the FPPP exam.

- Aim B: Integration of Research and Practice. Areas assessed under Aim B include clinical skills, evaluations of practicum faculty and on-site supervisors, quality of work samples as described in the Doctoral Student Handbook, progress in research including presentations and publications and status of dissertation, and professional behavior and interpersonal skills (e.g., conscientiousness, independence, cooperation, ethical responsibility, social responsibility, respect for diversity, and personal responsibility).

- Aim C: Commitment to an Ongoing Contribution of the Specialty of Counseling Psychology. In general, this aim is assessed through self-reports of alumni. However, throughout the program, advisors and other faculty assess the students' progress in developing their professional identities and will encourage socialization into the profession through participation in conferences and other professional activities.

The following table summarizes the work samples that must be included in the student's electronic portfolio before the end of the Program, and when they are due. Immediately below is a checklist of things to do before each portfolio review:

- Include a current copy of my transcript

- Organize portfolio around Program aims

- Meet with mentor to update my Official Doctoral Student Program Plan

- Include a current copy of my CV. Please refer, in your resume, to your status in the Program in the following way:

Ph.D. in progress
Seton Hall University
Counseling Psychology
(Accredited by the American Psychological Association)

Work Samples Required in Portfolio	By When
Work Sample: Assessment and Intervention 1	Year 2, on completion of CPSY 8565
Work Sample: Assessment and Intervention 2	Year 3, on completion of CPSY 8568
Work Sample 3: Vocational Assessment	Upon completing CPSY 7203: Practicum: Aptitude, Interest, and Personality Testing
Work Sample 4: Psychoeducational Programming	Upon completing CPSY 8705: Psychoeducational Programming

The table below summarizes the research progress that is generally expected at the end of each year in the Program:

Year	Research Milestones
1	• Written research proposal for Second Year Project, formulated with mentor, including a testable hypotheses (for quantitative studies)
2	• Submit a manuscript for presentation at a convention and for publication to a refereed journal. • Topic chosen for dissertation
3	• Successful dissertation proposal defense
4	• Oral defense of dissertation

The Director of Training will be responsible for summarizing the Portfolio Review discussion in writing, noting particular strengths and needed areas of development as well as the source of the feedback. A copy of the written summary will be kept in the student's file. In addition, students will receive a copy of the written summary for their records. If a potential problem is noted, a formal review will take place as described below under "Academic Grievance Procedure for Other Than Grades".

Portfolio Review Procedure 2023-24
Students are required to create and maintain an electronic portfolio via SharePoint. Below are step by step directions for setting up and completing the electronic portfolio.

I. Accessing your Portfolio Folder
1) Log onto your SharePoint account (after you log in into your Seton Hall portal:
https://www.shu.edu/piratenet.cfm)
2) In the top Search bar, enter your full name.
3) Once in your folder, create your portfolio folders as described below. All folders must be
standardized and look like the outline below. To create folders, click the "New" button on the top
left-hand side, then click folder. Name the folder appropriately. To upload documents, click the red
arrow button on the top left-hand side.

II. Folders – What's Inside:

Folder 1: **Academic Progress**
> Electronic Syllabi
> - 2023 - 2024
> FPPP Results or Exam
> Program Plan
> Unofficial Transcripts
> Work Samples

Folder 2: **Clinical Competency**
> Copies of Prac App and acceptance letter
> - 2023 -2024
> My Psych Track Hours
> - 2023 -2024
> Proof of Insurance
> - 2023 -2024
> Supervisor Evaluations
> - 2023 -2024

Folder 3: **Portfolio**
> CV
> Portfolio Form
> Previous Remediation

Folder 4: **Professional Development, Lifelong Learning**
> Awards Acknowledgements
> CE Certificates
> Licensure or Certification

Folder 5: **Research and Scholarship, Evidence for Research Competency**
> Approved IRB
> Copies of Presentation or Papers
> Research Competency Project Proposal
> Scholarship, Presentations, and Publication Acceptances

SHU - PPFT

Counseling Psychology PhD Program

Portfolio Review

Name:

Date of Portfolio Review:

Address:

E-Mail Address: Phone:

Date of Admission: Anticipated Date of Graduation:

Each yearly portfolio review assesses student progress toward attaining Program aims based on material placed in the portfolio by the individuals named above and by the student. In each year, with perhaps the exception of years 4 and 5, the material in the portfolio comes from each of the following four sources: academic grades, research activity, work samples, and evaluations done by practicum supervisors or internship Training Director. The objective is to systematically monitor student progress in a spirit of continuous improvement of student learning. The aims of the Counseling Psychology Program are organized under the following three areas of learning:

- Aim A: Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty. Areas assessed under Aim A include GPA, grades in individual courses, and performance on the FPPP exam.

- Aim B: Integration of Research and Practice. Areas assessed under Aim B include clinical skills, evaluations of practicum faculty and on-site supervisors, quality of work samples as described in the Doctoral Student Handbook, progress in research including presentations and publications and status of dissertation, and professional behavior and interpersonal skills (e.g., conscientiousness, independence, cooperation, ethical responsibility, social responsibility, respect for diversity, and personal responsibility).

- Aim C: Commitment to an Ongoing Contribution of the Specialty of Counseling Psychology. In general, this aim is assessed through self-reports of alumni. However, throughout the program, advisors and other faculty assess the students' progress in developing their professional identities and will encourage socialization into the profession through participation in conferences and other professional activities.

Additionally, health service psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train health service psychologists strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and

functioning. It is important for students and trainees to understand and appreciate that academic competence in health service psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self- reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems). [CCTC Model Policy The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs referenced in the following link: https://www.ccptp.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence]

PROGRAM REQUIREMENTS STATUS:

Credits Completed To Date:

    GPA:

Professional Liability Insurance:

Name of insurance company (Period of Coverage):

Graduate Assistantship:

APA Annual Report Data

1. Professional Organization Membership/Research Society
2. Manuscripts submitted and/or accepted for publication (current status: under review, in press, or publication date)
3. Presentation/Poster/Workshop
4. Presentation of a psychological topic to a lay or community audience
5. Involved in Leadership Roles or Activities in Professional Organizations
6. Have you been involved in grant-supported research?
7. Have you received any awards or special recognition this year?
8. Conferences/Continuing Education Events attended this year

Date completed/anticipated date for completing FPPP: _____

CLINICAL TRAINING EXPERIENCES

Practicum/Externship Placement across current AY:
       Site name/address:
       Primary Supervisor (s):
       Supervisor Contact Information:
       Primary Clinical Responsibilities:

Assessment of Competencies:
(1) Critically Deficient
(2) Falls well below peers/cohort
(3) Falls somewhat below peers/cohort
(4) Student's development is within the typical or average range
(5) Student's development is somewhat above average relative to peers/cohort
(6) Student's development is well above average relative to peers/cohort
(7) Student demonstrates mastery

Pre-practicum/Readiness for Practicum:
(First-year students complete based on supervisor evaluation)

Competency Area	Year-End Supervisor Score
Displays professional demeanor and language	
Forms and displays productive & respectful relationships w/colleagues and supervisors	
Demonstrates integrity by adhering to professional standards	
Demonstrates effort to effectively resolve conflict	
Reflect on practice and mindfully recognizes impact on self on others	
Is willing to admit mistakes with minimal defensiveness	
Demonstrates acceptance of the client	
Expresses warmth and caring with the client	
Demonstrates awareness of and sensitivity to client nonverbal behavior	
Understands clients' feelings and communicates this understanding to the client	
Recognizes the way culture shapes own and others' identities and behaviors	
Demonstrates the ability to effectively implement therapeutic interventions	
Describes simple cases from one or more theoretical orientations	
Provides appropriate consultation in an interdisciplinary setting	
Understands HIPAA restrictions and other ethical principles of ethical practice	

Practicum/Externship Placement for next AY:

Site name/address:
Primary Supervisor (s):
Supervisor Contact Information:
Primary Clinical Responsibilities:

Student will apply for Internship during AY:
Type of internship:
Recommendations:

WORK SAMPLES SUBMITTED:

Work Samples	By When	Date Submitted
Work Sample: Assessment and Intervention 1	Year 2, on completion of CPSY 8565	
Work Sample: Assessment and Intervention 2	Year 3, on completion of CPSY 8568	
Work Sample 3: Vocational Assessment	Upon completing CPSY 7203/8203: Practicum: Aptitude, Interest, and Personality Testing and Lab	
Work Sample 4: Psychoeducational Programming	Upon completing CPSY 8705: Psychoeducational Programming, Planning, Delivery and Evaluation	

RESEARCH COMPETENCIES

Mentor:

Research Milestones		Stated Objectives	Achievements	Aims
Year 1	CPSY 8001/8002	Active participation as part of mentor's research team; prepare research competency project proposal; Participate in conference presentation/manuscript submission from mentor's research team		

Year 2	Research Competency Project	Complete research competency project – should include experience with formulation of testable hypotheses, submission of IRB application, completion of competency project, preparation/submission for presentation or publication, complete project write-up in portfolio (including discussion and results)		
Year 3	Develop and successful defense of dissertation proposal	Dissertation proposal defense has to be successfully defended by October 31 of fourth year in order for student to be approved to apply for internship		
Year 4	The goal for students is completion of the dissertation during the 4th year of the program	Milestones include – successful IRB application process, initiate and complete data collection and analysis, complete dissertation, successful defense of dissertation is optimal prior to beginning internship		

Comments:

Other areas of achievement across the current AY:

Personal goals for growth:

FACULTY COMPLETE BELOW:
Faculty recommendation for areas of growth:

Areas requiring remediation:

Professionalism	Reflective Practice/Self- Assessment/Self-Care

Scientific Knowledge-Methods	Relationships
Individual-Cultural Diversity	Ethical-Legal Standards & Policy
Advocacy	Assessment
Intervention	Consultation
Research/evaluation	Supervision
Teaching	Other

Goals for remediation:

Director of Training Signature: Date:

Policy on the Retention and Remediation of Students

I have read and fully comprehend the Policy on the Retention and Remediation of Students.

Signature of Student: Date:

Please photocopy this page and return the signed copy to the Director of Training by the first day of classes for the Fall Semester of your first year.

Objective

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their doctoral education.

Introduction

As described in this Doctoral Student Handbook, the overarching aim of the Counseling Psychology Ph.D. Program is to prepare counseling psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific aims and expected competencies are described in detail in this Doctoral Student Handbook and cover the following three areas:

A. Knowledge and Skills in the Science of Psychology and Counseling Psychology as a Specialty
B. Integration of Research and Practice
C. Commitment to an Ongoing Contribution to the Specialty of Counseling Psychology

Students are expected to be familiar with the Program aims and to ensure that their academic and professional development plans are consistent with the achievement of these aims. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Definitions

Problematic Behavior refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to result in program termination [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296]. These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior
- Inability to acquire professional skills and reach an accepted level of competency
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.
Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary aim the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behaviors are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually during the portfolio review, which is described in the "Student Evaluation" section of this Doctoral Student Handbook.

Informal Identification of Problems

In addition to problems identified during the annual Portfolio Review, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the Practicum Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the

meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible problematic behavior has been identified, the faculty of the Program meet with the student to review the evaluation, and to determine whether a problem actually exists. If a portfolio review has been scheduled, this discussion can take place in the context of the annual review process. In addition the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the aims of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?
- While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:
  - The student does not acknowledge, understand or address the problematic behavior when it is identified.
  - The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
  - The quality of service delivered by the person suffers.
  - The problematic behavior is not restricted to one area of professional functioning
  - The behavior has the potential for ethical or legal ramifications if not addressed.
  - A disproportionate amount of attention by training personnel is required.
  - Behavior that does change as a function of feedback.
  - Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for

remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor or mentor, using the Student Performance Remediation Plan form that immediately follows this document.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the Performance Review Cover Sheet (a copy follows this document) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the Seton Hall University Student Handbook.

Regardless of the outcome of the feedback meeting, the student's advisor or mentor will schedule a follow-up meeting evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

Remediation Procedures

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty signatures must be filed in the student's portfolio. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Student Performance Review Cover Sheet

Date of Initial Meeting with Student:

Faculty Members Present (Must include both Director of Training and Student's Advisor or Mentor): Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting   Faculty Recommendation:

___No action required

___Remediation required (attach copy of plan)

___Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor or Mentor _____   Date _____

Director of Training   _____   Date _____

Date of Student Feedback Meeting

Student Comments:

_____
Signature of Student: Date: (Does not indicate agreement)

Student Performance Remediation Plan

(check one)   Initial Plan Review   Follow-up   Final Review

Student: Date:

Identified Areas of Concern:

A.
B.
C.
D.

Remediation Plan and Schedule: Area

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met? Y/N
A		
B		
C		
D		

Progress Since Last Review (if applicable):   Sufficient   Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): Student Reactions:

Signatures:

Student Signature: Advisor/Mentor:

Director of Training

Evaluation of Professors

Fair is fair. Students have a chance to evaluate their professors in each semester and should take the opportunity to make constructive suggestions and comments on the teaching evaluation forms. As a consumer, if a student or group of students is not satisfied with a faculty member's performance in teaching, treatment of students, or availability, such dissatisfaction should be discussed with the professor in question and with a Director of Training and/or department chair if a satisfactory solution does not result.

Academic Grievance Procedure Concerning a Grade

The following concerns itself only with a departmental process for student grievances over grades. It is not intended to address the issue of grade disputes unless the student files a formal grievance through the department chair.

Students should be aware that with very rare exception, the final decision on all grades rests with the professor. Insofar as grievances are concerned the Seton Hall University Student Handbook states that a student may file a grievance through the department only if the student believes the grade attained is capricious and arbitrary. Mere disagreement with the grade given does not constitute a basis for grievance. Moreover, it is unlikely that a grade of B- or better would be considered arbitrary and capricious.

Departmental Procedure

1. The student's first step in the event of a grade dispute is to confer directly with the professor in question.
2. If the student believes he or she has a grievance, that student must seek out the department chairperson who will initiate the departmental grievance procedures.
3. The matter will then be referred to the departmental grievance committee. The student will submit in writing to the committee the rationale for the grievance explaining in detail why the grade is arbitrary and capricious. The student will submit any supporting evidence to the claim being made within one year of the grade being given.
4. The departmental committee will review carefully the argument and data provided by the student and will proceed with any or all of the following steps:
   a. Based on the material submitted by the student, the committee may conclude there is insufficient evidence that an arbitrary and capricious evaluation has taken place. In this case, the student will be so notified by the committee chairperson in writing.
   b. The committee may confer with the professor in writing or verbally to attain that individual's views on the matter and an interpretation of the basis for the grade.
   c. The committee may also select to meet with the student directly and afford the student an opportunity to present his or her case in the matter.

5. Ultimate departmental committee outcomes:

    a. In the event the committee concludes that there is no compelling evidence to support a claim of arbitrary and capricious grading it will so inform the student. This action might occur at any point in the process at the committee level.

    b. In the event the committee believes there is some evidence but not particularly compelling, it will request that the professor in question re-evaluate the student's work and ultimate grade. In this situation, the decision on the grade will rest entirely with the professor.

    c. In the event the committee concludes that compelling evidence does exist that a grade was arbitrary and capricious, it will request that the professor adjust the grade accordingly.

It is the department's position that a professor cannot be forced at the departmental level to change a grade.

The strongest action that could be taken at the departmental level is a recommendation to a professor that a grade be changed.

Should the student be dissatisfied with the departmental actions and the professor's ultimate decision, the aggrieved party must then present a written complaint to the Dean of the College of Education and Human Services who then will initiate subsequent grievance procedures as specified in the most recent edition of the Seton Hall University Student Handbook.

It is strongly recommended that any student who is considering filing a grievance attain a current copy of the Seton Hall University Student Handbook and follow steps as prescribed for the grievance process. The handbook may be obtained through the Division of Student Affairs located in the Student Center.

Academic Grievance Procedure for Other Than Grades

The procedure for resolving academic conflicts can be found in the most recent edition of the Seton Hall University Student Handbook. This policy is also stated at the following web page: http://www.shu.edu/student-life/academic-professional-integrity.cfm
What follows extends the Academic Grievance Procedure Statement to the Program level. This modification is not intended to limit a student's ability or right to pursue resolution of an academic conflict.

Program process. Any individual student in the Program who feels that he/she has cause for a grievance against another member of the Program must confer directly with that individual in an attempt to resolve the dispute to the satisfaction of both parties. Should this action fail to resolve the dispute, the aggrieved student is advised to consult with his or her student and/or faculty mentor in order to generate and evaluate additional approaches to resolving the dispute. If, after conferring with the student and/or faculty mentor, the student is still unable to bring the dispute to resolution, the aggrieved student should consult with the Director of Training. If the dispute involves the Director of Training, the Director of Training will refer the student to the Department Chair. At this point in the process, the Academic Grievance Procedure Statement in the Seton Hall University

Student Handbook should be followed (https://www.shu.edu/student-life/academic-professional-integrity.cfm).

Independent Study Policy

The following is the policy on Independent Study classes, which applies to all courses in the Department of Professional Psychology and Family Therapy.

1. The professor teaching an Independent Study course/project will typically be a full-time faculty member.
2. Adjunct faculty, who have taught for the department in the past and are recommended by student's Training/Program Director, may teach an Independent Study.
3. STUDENTS should initiate requests for an Independent Study to the faculty member with the expertise in the content area, after consulting with their advisor/mentor and Training/Program Director.
4. Under no circumstances will an Independent Study/Project be offered in a semester, in which a section of the course is running, UNLESS the enrollment numbers are such that the course is not jeopardized, or full/pro-rated summer pay is not reduced for the professor teaching the regular section.
5. Similarly, an Independent Study will not be offered in the semester/summer before the regular offering of a course, UNLESS, as in 4 above, enrollment numbers are not a concern, since the course typically has strong (over 13) enrollments.
6. The decision to offer an Independent Study is a voluntary choice to be made by the individual faculty member.
7. Students will know from the start that a grade of INCOMPLETE will only be approved in the event of serious unforeseen events.
8. The Chair will review the application for an Independent Study.
9. Training/Program Directors, indicating that the proposed course/project is in accord with items through 6 above.

Assessment Materials Management Policy

The assessment materials that you will use in the Program come with certain restrictions. These restrictions follow from ownership, copyright laws, and ethical guidelines. The Department of Professional Psychology and Family Therapy owns all the assessment materials. The assessment materials were purchased at a substantially reduced price with the publisher's restriction that the materials would be used for academic purposes only. Because all the assessment materials are copyright protected, nothing, including assessment protocols, is to be photocopied. Additionally, each student must be supervised by a doctoral-level professional when using any assessment material.

Assessment materials are checked out only to PPFT faculty and course instructors for instruction or research, and are not to be used for other purposes by students, faculty, adjuncts, or as yet unnamed individuals. A graduate assistant (GA) will manage the assessment library and will sign out all

assessment materials. Overdue and missing materials will be brought to the attention of the Department Chair for resolution.

Testing kits are to be issued to students only through a course instructor who assumes responsibility, both financially and ethically, for the kits. Make sure that an Assessment Voucher, see next page of this Doctoral Student Handbook, has been completed when you are issued assessment materials. Also, you should receive, and if not request, a memo of understanding from your course instructor regarding course policy on using assessment materials.

Assessment Voucher

Semester: Fall   Spring   Summer

Name of Student:

Course Title and #:

Name of Faculty:

_____

Student's Signature _____   Date:_

Faculty Approval Signature   Date:_ Tests Issued:

_____

_____

_____

_____

Checkout Date _____
Return Date_____

_____

Admission to the Program

General Information

The Counseling Psychology Ph.D. Program admits students at both the post-bachelor's and post-master's levels. Admission to the Program is competitive. Each year the Program receives approximately 100 applications from which 6-8 students are admitted. Students are admitted once a year for the fall semester, with an application deadline of December 1st. Each applicant must submit the following material to the Graduate Admissions Office:

1. A complete graduate application form (completed online).
2. Official copies of all previous undergraduate and graduate transcripts.
3. Official scores from the Graduate Record Examination, which must have been taken within the past 5 years of the admissions application deadline; Psychology GRE scores are not required.
4. A fully completed graduate application form.
5. Three letters of reference from former teachers, professional colleagues, or supervisors at work.
6. A personal statement conveying applicant's career goals and research interests.
7. (Optional) A sample of work that demonstrates your ability to perform at the doctoral level. This may be, for example, a research project, publication from a professional journal, or a case report on a client you have worked with. Applicants who believe that their standardized test scores are not representative of their true potential are particularly encouraged to submit work samples.
8. $75 application fee

Admissions decisions consider all of the above, in addition to a personal interview for a small group of applicants. Beyond determining academic potential, the Program is particularly concerned that its students have demonstrated interests in both research and practice. Further, because of the highly interactive nature of the classroom and practicum experiences, students in the Program learn from each other as well as from their professors and supervisors. Therefore, the Program seeks to admit students who bring both well-developed interpersonal skills and a variety of personal backgrounds, perspectives, and life experiences that may serve to enhance the professional and personal development of their peers. In keeping with the mission of the University, the Program in Counseling Psychology affirms the value of racial and ethnic diversity and welcomes students of all groups, cultures, and religious traditions. Further, the Program is committed to equal treatment and opportunity in every aspect of its relations with faculty, students and staff members, without regard to gender, sexual orientation, marital or parental status, race, color, religion, national origin, age, or disability.

Additional information, including an admissions checklist and deadlines, is available from the Admissions: Ph.D., Counseling Psychology web site, at the following url: https://www.shu.edu/professional-psychology-family-therapy/admissions-phd-counseling-psychology.cfm

Admission Requirements for International Students

International students who are admitted into the Counseling Psychology Program are required to obtain a Certificate of Eligibility (Form I-20 AB) from the Seton Hall University Office of International Programs in order to enter and/or remain in the U.S. in the F-1 student visa status. This applies whether you are a new student, a transfer student from another U.S. university, or a student transferring from any other university.

In order to be issued an I-20 AB, you must show sufficient funding for at least the first year of study. You must also show that, barring unforeseen circumstances, adequate funds will be provided each year thereafter from the same and other financially reliable sources. Applicants must bear in mind that financial aid is not available for international students. Students who are interested in applying for a graduate assistantship, teaching assistantship, or athletic scholarships must request that the appropriate department forward a copy of the award notice to the Office of International Programs at Seton Hall.

To request a Certificate of Eligibility (I-20 AB), at least one of the following supporting documents is required when you return your application for admission:

1. Bank Statement: Indicating the date the account was opened, the total deposits for the past year and the current balance of the account.

2.   Employment Letter: Indicates the sponsor's position, length of service and annual salary on the company letterhead.

3. Guarantee Letter: If you are sponsored by your government or another agency, please send a letter from that sponsor indicating the source, amount, and length of sponsorship. Seton Hall University Graduate Award Notices are accepted as guarantee letters.

International students are also required to submit original copies of the GRE scores, as well as TOEFL (Test of English as a Foreign Language) scores with their application.

Additional information, including an admissions checklist and deadlines, is available from the International Admissions web site, at the following url:
https://www.shu.edu/graduate-affairs/international-graduate-applicants.cfm

Offers and Acceptances Policy

The paper screening of applications for the Counseling Psychology Program is completed by February. Applicants who are not accepted into the Program based on the paper screening are notified by letter in the first week of March. The remaining applicants are scheduled for an on-campus interview in February or March. Letters of acceptance or rejection are emailed generally within two weeks after the interview date, but those on the waiting list may not receive a letter until April. What follows are the rules and regulations we have adopted regarding offers and acceptances.

The Counseling Psychology Program has adapted the Council of Counseling Psychology Training Programs' (CCPTP) Graduate School Offers and Acceptances Policy, which appears to have been borrowed from the Counsel of University Directors of Clinical Psychology. The parts of the policy adopted by this Program appear below:

These principles are designed to spell out the expectations of the Counseling Psychology Program and applicants to that Program during this stressful and often difficult time. These principles are especially important to applicants, who often have no other way of knowing what acceptable behavior is. The policies listed here apply to all applicants for the Counseling Psychology Program.

1. To facilitate decision making for students, the Counseling Psychology Program will inform students as soon as possible if they have been excluded from consideration for admission.
2. Offers of admission to the Counseling Psychology Program may be made at any time after the on-site interview, typically in mid-February to early March. Regardless of when the offer is made, students are not required to respond to the offer before April 15 (or the first Monday after April 15, if April 15 falls on a weekend), except as specified in Section 5 below.
   a. Offers will first be made via phone. A formal offer in writing will be sent thereafter.
   b. Students should acknowledge the receipt of the offer with either a phone call (973-761-9451) or brief note to the Director of Training for the Counseling Psychology Program, Dr. Minsun Lee, and the faculty who made the offer, regardless of whether or not the student plans to accept the offer.
   c. Once you inform the Director of Training that you accept the offer and plan to enroll by 4:00 pm on April 15 (or the first Monday after April 15, if April 15 falls on a weekend). You will receive an official acceptance letter from Diana Minakakis, Director of Graduate Admissions, and must complete the intent to enroll form (link in the letter) as a formal acceptance.
3. The Director of Training for the Counseling Psychology Program will make every effort to inform students on the alternate list of their status as soon as possible.
   a. The procedure of designating all students who have not been offered immediate admission as alternates is inappropriate. The Counseling Psychology Program has a procedure for identifying those students who clearly will not be offered admissions.
   b. A reasonable designation of the student's position on the alternate list will be made (e.g., high, middle, or low). The operational definition of "high on the alternate list" is that, in a normal year, the student would receive an offer of admission, but not necessarily prior to the April 15 deadline.
4. Students should never hold more offers than they are seriously considering. This is a complex principle operationalized in the points below.
   a. In no case should a student be holding more than two offers after April 1 for a period exceeding 72 hours. If students have three or more offers in hand, it is their responsibility to decide what are the least desirable offers and inform those training programs that they will not be accepting their offer of admission.
   b. Whenever possible the student applicant should inform training programs by phone of a decision, following up within 24 hours with a written confirmation.
   c. Once a student has accepted an offer of admission to a training program, the student must inform all programs in which they are currently under consideration that they

are either declining outstanding offers of admission or no longer wish to be considered for admission. Students should contact by phone those programs that have offered admission or have the student high on the alternate list. These phone calls should be followed up within 24 hours by a written confirmation. For programs for which the student is on the alternate list but not high on the alternate list, a letter withdrawing their application mailed within 48 hours is sufficient notification.

5. It is the responsibility of the Director of Training to keep students informed of changes in their status. Ideally, the student will be informed immediately by phone and with a follow-up letter. Offers of admission made over the phone will be followed-up with a letter mailed within one week. The offer is not considered official until the student receives written confirmation, except during the last five days of the student admission process (generally between April 11 and April 15), or two business days after April 15 in the case of notifying alternates. During this time period, a verbal offer over the phone is considered official but will still be followed-up immediately by a written confirmation.

6. Once a student has accepted an offer, the student is committed to that offer.
    a. The student must notify all other universities immediately that he or she has accepted another offer.
    b. The student may not accept any other offers. The Program in Counseling Psychology will rescind offers made to students who violate this principle.
    c. Except in very unusual situations (e.g., serious illness or major personal problems), a student who accepts an offer of admissions is expected to start the graduate Program the following fall unless other arrangements have been made with the Director of Training. The Counseling Psychology Program is not required to hold the line open for the next year for a student who wants to delay entrance.

The On-Campus Interview Schedule

As mentioned, a selected group (usually 15-25) of applicants for admission into the Counseling Psychology Program will be invited to come to Seton Hall for a full day of interview, which is generally on a Friday in February or March. Candidates will have the opportunity to meet the Program faculty and students will be interviewed both individually and in groups. The candidates will also be given a tour of the campus by student representatives of the Counseling Psychology Student Association.

Getting in the Loop

All incoming doctoral students are assigned a doctoral student mentor. The goals of the mentoring program are to help new students (1) become oriented to the doctoral Program, (2) avoid common pitfalls, (3) ease the transition into the doctoral Program by providing social support, (4) become actively involved in Program activities, and (5) develop professionally.

Over the summer months, you will be contacted by the President of the Counseling Psychology Student Association with your assigned mentor. During the last week in August or the first week of September, new doctoral students will meet their mentors. All incoming students will meet with the Director of Training in the Spring/Summer to finalize and register for fall classes and in the fall semester to finalize Program plans.

Student mentors are viewed as an extension of the faculty mentoring relationship and serve as an additional resource. The faculty mentoring relationship ensures that a clear set of expectations is communicated to students and that students participate to the fullest extent in all areas of the doctoral Program, including research/scientific activity and practicum/internship training. The mentoring relationship also ensures that students' progress through the Program in a timely fashion.

Graduate Assistantships

A Graduate Assistantship is an on-campus, part-time job for which the compensation is tuition remission and a small stipend, with the requirement that the student work either 20 hours or 10 hours per week. The number of available graduate assistantships varies by year, but the number has decreased in recent years, and applicants should not assume that these placements will be available to all students. Among the jobs available are teaching, research, and administrative/office jobs available, in departments and offices throughout the University.

Students who have been accepted into a degree program are eligible to work as Graduate Assistants. Graduate Assistantships are not available to non-matriculated students or to students in certificate programs.

For more information on the application process, visit the following web page:
https://www.shu.edu/graduate-affairs/graduate-assistantships.cfm

Statement on Technology Skills

In addition to professional skills in the practice of counseling/therapy and research, technology skills are essential and form part of the foundation for advanced graduate studies. Technology skills provide a means to pursue excellence in classroom learning, research, and some aspects of clinical practice. They supplement, but do not replace, developing learning capacities such as critical thinking. In order to adequately engage in the Counseling Psychology Program, certain minimal levels of expertise in using technology are expected. Keyboarding skills are basic and must be mastered before the beginning of a student's first semester.

Further, to facilitate positive, timely, effective, and efficient communication the Counseling Psychology Program requires that specific software be used for all work while enrolled in the Program. This includes at minimum SPSS, Microsoft Word, and PowerPoint. Students may access the university wireless network from numerous locations throughout the campus. Students' email accounts may also be accessed off campus through the Internet. Note that because all program correspondence is done through Seton Hall email accounts, students are responsible for checking their Seton Hall email regularly even if they have other accounts.

What Should I Be Doing Once I've Been Accepted
(Other Than Memorizing This Handbook)?

Deadline   Activity

April 15   Accept admissions offer in accordance with Offers and Acceptances Policy

April 15   As soon as you accept our offer of admission, and no later than April 15, begin
                applying for graduate assistant positions online.

May 15   Register for summer session courses if, after consulting with Dr. Lee you are
                expected to take a course(s) prior to your entry into the Program.

July 15   1) Join the American Psychological Association (APA) and APA Division 17 as a
                graduate student member.

                You'll need your APA member number to apply for insurance (see below).

                American Psychological Association
                750 First Street NE Washington, DC 20002-4242 (202) 336-5500
                http://www.apa.org/membership/student/index.aspx
                http://www.div17.org/about-scp/membership/

                2) Join the New Jersey Psychological Association (NJPA) as a student member. You
                may instead choose to join NJABPsi, LPANJ, or, if you live in New York, you may
                choose to join NYSPA instead.

                New Jersey Psychological Association
                354 Eisenhower Parkway
                Plaza I, Suite 1150
                Livingston, NJ 07039 (973) 243-9800
                www.psychologynj.org

Aug. 15   Apply for professional liability insurance ($1,000,000; $3,000,000) with the American
                Professional Agency Inc. through APA or Trust Insurance (premium is about
                $40/year).

                American Professional Agency, Inc.
                Mail applications and payments to:
                American Professional Agency, Inc.
                95 Broadway
                Amityville, NY 11701
                https://www.americanprofessional.com/covered-professions/student/

                OR

                Trust Risk Management Services, Inc. (TRMS)
                Mail applications and payments to:
                Trust Risk Management Services, Inc.

1791 Paysphere Circle
Chicago, IL 60674
https://www.trustinsurance.com/Insurance-Programs/Student-Liability

August 15   A program plan draft will be completed during the summer months with the
               Training Director.

Sept. 1   Purchase a parking permit, if needed. You need your car registration and driver's
               license. An all year parking permit will cost you approximately $362.00 (plus tax)
               and will be sent to your Bursar account for payment. Parking permits can be
               purchased online through your PirateNet Portal – NuPark. If you have any questions
               contact Parking Services located in Duffy Hall, Room 63. You must be registered for
               fall courses to buy a permit.

Sept 1-5   Get your student ID. ID pictures are taken at Duffy Hall, next to the Parking
               Office. Your ID will allow you access to the library and provide you with discounts
               at various stores. It is important to have a student ID.

Sept. 5   Join Seton Hall's Counseling Psychology Student Association (CPSA)

               The CPSA membership fee is $40 per year. Doctoral students are expected to
               maintain a high level of involvement in the Program and to take their professional
               development seriously, which includes required attendance at CPSA meetings and
               CPSA sponsored professional development seminars.
               Contact: Ryan Sliwak, CPSA Treasurer, ryan.sliwak@student.shu.edu

Sept. 5   Submit Health Forms, as described below.

Sept. 5   Photocopy, sign, and return (to Director of Training) the form in this
               Doctoral Student Handbook called "Policy on the Retention and Remediation of
               Students" and the "Policy on Academic Integrity." You will receive copies of both at
               orientation.

December 1   A final signed copy of your program plan should be provided to the Training
               Director to be placed in your student folder.

Health Forms

The required health forms for all incoming matriculated students can be submitted electronically through the Student Health Portal via your PirateNet Credentials. Submission of the Health History, TB Risk Assessment, Immunization History, and Meningitis Information Sheet is required by all full-time and part-time undergraduate, graduate and law students. Immunization History can be submitted uploaded, mailed, or faxed to Health Services. Further instructions will be provided within the portal.

The only matriculated students who are not required to complete and submit health forms are those students in programs that are completely online. Additionally, Immunization History is not required for those students who are 31 years of age or older. However, as may hospital-based training sites require it, all students are encouraged to submit this information anyway or have it available on request of a site.

The University is requiring every member of the Seton Hall community to be fully vaccinated prior to the start of the fall 2023 semester, subject to exemptions for religious beliefs, pre-existing health conditions, or personal reason while COVID-19 vaccines are authorized on an emergency-use basis.

Health Insurance: All full-time students (excluding those in online programs) are automatically enrolled in the student health insurance plan and billed via their student Bursar account. If you are covered under another plan and would like to request an exemption, you must electronically submit a waiver form within the set deadline.

If you have questions, please call Health Services at (973)761-9175 or visit the Health Services website at https://www.shu.edu/health-services/index.cfm.

Other Critical Dates During Your First Year as a Doctoral Student

(Refer also to the 2023-24 Audit Sheet section in this Doctoral Student Handbook)

Dec. 1   Doctoral Student Program Plan approved

Jan. 15   Begin working with Department Clinical Coordinator to initiate placement
                    Process (see Guide to Practicum Training)

Apr/May   First year portfolio reviews will be scheduled during these months

The Program Plan and Advisement

Program plans are completed within the first semester of study in consultation with the Director of Training. This initial advisement is concerned with approving the course of study for the first year, indicating general course work requirements, and developing a tentative calendar of progress through the Program. All Program advisement, registration, and Program plan modifications will be made in consultation with the student's mentor and Director of Training beginning with the

second year in the Program. Changes must be indicated on the student's Official Program Plan and should be approved by the Director of Training.

** Curriculum requirements are subject to change over the course of your program completion, subject to changing legislation, professional standards, and regulations. It is understood that your program plan is subject to these changes, and you will be required to complete any such additional requirements prior to completion of the degree.

Program plans vary as a function of such variables as individual interests, course sequences, previous experience, and previous graduate work. The Ph.D. in Counseling Psychology is designed so that it may be completed in five years. Students are encouraged to defend their dissertations at the end of their fourth year, prior to going on internship in the fifth year.

Residency Requirement

The residency requirement, which is a period of year-long full-time study, is met in the student's first year. Throughout the program, students attend classes in the fall semester, spring semester, and May intersession, as well as at least one summer session. In the fall and spring semesters, students will generally enroll in 10-11 credits, 1 credit in the May intersession, and 3 credits in one or two summer sessions. Therefore, in the first year of study, students will complete from 24 to 29 credits. More importantly, however, these credits are spread over a calendar year, allowing students the opportunity to be present on campus for a full year with sufficient time in each semester to interact with faculty and fellow students, while still making substantial academic progress.

It is assumed that all full-time students will approach their doctoral study as a full-time job. Therefore, as discussed under "Work/Non-Program Commitments," students should not expect to be excused from Program commitments because of their outside work schedules. Students who must continue to work outside the university should discuss part-time program options with the Training Director prior to enrolling.

Transfer Credit

A minimum of 45 graduate credits toward the Ph.D. in Counseling Psychology must be earned at Seton Hall, following acceptance to the Program. Further, NJ Licensure requires that no more than one-third of the total credits have been transferred from another university. However, it is unusual to approve transfer or advanced standing requests greater than 9 credits. Note that courses that have been taken as part of a prior degree are not formally transferred, but they will be considered for advanced standing. For transfer credit or advanced standing to be considered, a student must have received a grade of B or better in the particular course, and the course must be equivalent in subject matter, scope, depth, and level to a particular course offered in this Program. Only those courses that contribute directly, significantly, and substantially to the sound preparation of a counseling psychologist can be considered. Note that under no circumstances will credit be given for previous work experience, such as research assistantships or clinical work.

All transferred courses must have been taken within the last 5 years and students must provide documentation from that course following admission but preceding first enrollment (e.g. course

syllabus, course text). Courses for advanced standing that are older than 5 years can be considered on a case-by-case basis. However, if there is a significant update or change in professional standards since then course was completed, either the request will not be granted, or if the change was minor, the student may be asked to demonstrate competence (e.g., read a current text in ethics or complete a refresher course with the latest revision of a psychological instrument).

The applicability of previously earned graduate credits to this Program is determined by the Director of Training, whose written signature is required before any credit can be accepted as part of a student's Official Program Plan. If your decision to enroll in this Program is based upon a certain number of transfer credits being approved, be sure to have such courses evaluated in advance, following admission and preceding enrollment.

As discussed above under "Time Limits," the Program requires that students complete all requirements for the Ph.D. degree within eight years of the date of admission, which is the first day of the fall semester of the student's first year in the doctoral Program. For students entering in the fall semester of 2023 except in cases in which the student has been granted a leave of absence, the Ph.D. degree in Counseling Psychology must be granted prior to the fall semester of 2031, or else the student will be dropped from the Program.

Dissertation

The doctoral dissertation will be a piece of original, independent research in an area of counseling psychology. It will reflect the student's knowledge and understanding of the related literature and of the research methodology appropriate to the investigation. The dissertation in the form of an organized and competently written study should represent a contribution to the knowledge base in the area of counseling psychology.

Dissertation Proposal Defense Deadline and Procedure

The dissertation proposal is written under the primary advisement of the student's mentor, with committee members taking on a consultative role. The student should confer with their mentor regarding the selection of members of their dissertation committee. At least one other committee member, besides the dissertation mentor (who is also the chair) should be a department faculty. Once potential committee members have been identified in consultation with the mentor, the student should reach out to potential members individually with a brief (1-3 page) document, pre-approved by the mentor, that includes an abbreviated statement of the problem and research questions. This document can help the potential member to make an informed decision about serving on the student's committee.

Once the dissertation mentor/chair approves the student's proposal as ready to defend, the student can distribute the proposal document to all committee members and request to set a date for the proposal defense. The committee must be provided with a minimum of 14 days to read the proposal document prior to the proposal defense. Thus, students should be prepared to send the committee the document well in advance of the week in which they would like to defend their proposal to ensure that all committee members are available and have the full 14 days to read the document. The dissertation proposal must be successfully defended by October 31st to be eligible to apply for internship that academic year.

The committee may provide feedback to the student at any time prior to the defense or during the defense. However, the student is not required to make revisions to their proposal until after the defense.

Dissertation Defense
Students are encouraged to complete and defend their dissertations at the end of their fourth year in the Program, prior to beginning an internship.

The dissertation defense in the Department of Professional Psychology and Family Therapy is divided into two parts. The first part is a convention style presentation by the defending student to the community at large. The community at large is defined as any interested party, including family members, who wish to participate in this public dissemination of scholarly information. The public presentation will last no more than 10 minutes during which time the student will orally present on their dissertation. Immediately following the public presentation, the defending student will attend a closed dissertation defense with his/her dissertation committee. No individuals other than the defending student and the dissertation committee are allowed to attend the closed portion of the dissertation defense. The closed portion of the defense will last approximately 45 minutes. There is also a comprehensive list of all dissertations completed by Counseling Psychology PhD Program students below.

The institutional repository is located at the following url: https://scholarship.shu.edu/

To view dissertations and theses, please view "Dissertations and Theses" or by dept:

DEPARTMENT OF PROFESSIONAL PSYCHOLOGY AND FAMILY THERAPY DISSERTATIONS
http://scholarship.shu.edu/professional-psychology-dissertations/

Information about Dissertations and Theses Services is located under "Using the library"
http://library.shu.edu/etd-services

Comprehensive Exams

The Foundations of Professional Practice in Psychology (FPPP) exam and the annual portfolio review have taken the place of comprehensive examinations in the Counseling Psychology Program.

Practicum/Externship

The practica (also referred to as externships) in Counseling Psychology at Seton Hall University are designed to help develop interviewing, diagnostic, assessment, and therapeutic skills in a sequentially graded set of experiences. In addition, students gain hands on experience in other aspects of the professional practice of psychology, such as staff meetings, case conferences, and report writing. The development of the core professional skills is viewed in the broadest way and includes acquisition of specific intervention skills, understanding of and ability to use conceptual

skills, personal growth as it relates to awareness of and appropriate handling of emotional reactions to clients, awareness and appreciation of human diversity, and the development of mature, ethical professionalism.

Eligibility for practicum placement is determined in consultation with the Practicum Coordinator. The final decision with regard to eligibility, however, rests with the Program faculty. Program faculty will evaluate each student's therapeutic and interpersonal skills as demonstrated in the practicum courses and supervisor evaluations before an off-campus practicum placement is approved. In addition, students should anticipate having one or more criminal background checks in order to go to practicum.

Design of the practicum training component of the Program, as well as the policies and procedures to administer them, has been done with close attention to helping students to attain the aims of the Counseling Psychology Program, and to preparing students for internship.

Below are the Externship Match guidelines for the 2024-25 practicum application process. They will be updated in Fall, 2024. Note that "DCT" refers to the training director.

NYNJADOT- PSYDNYS EXTERNSHIP GUIDELINES FOR 2024-2025

REGISTRATION FOR THE NYNJADOT/PSYDNYS EXTERNSHIP PROCESS IS OPEN TO DOCTORAL STUDENTS IN NYNJADOT-MEMBER DOCTORAL PROGRAMS, APA ACCREDITED PROGRAMS AND PCSAS ACCREDITED PROGRAMS.

All Externship sites are expected to adhere to these minimally acceptable standards for externship:

a. 16 hrs/ week – in no more than two days (if modified, permission of Program Director/DCT required). The portal listing for each site must state whether services will be offered in-person, via telehealth, or a combination of the two.

b. Direct observation at least once during each semester (**APA's Implementing Regulation C-14-D (IR C-14-D)).**

c. Live supervision in the form of at least one hour of face to face, **individual** one-on-one dyadic supervision per week by a doctoral level psychologist and another hour of "other" types of supervision. Programs may require oversight of supervision by a licensed psychologist. Sites should use their portal entry to inform students about the supervision they offer to students. Supervision may be offered virtually, as needed, due to safety or health reasons. The portal listing for each site **must state** whether they will be providing supervision in-person or via tele-supervision.

d. Externship must have a stated didactic component to the training – specifics are not

mandated.

e. Sites should update their information on the portal prior to December 4, 2023. Any sites that will not be offering externship slots for 2024-2025 must suspend their listing by November 17, 2023. Sites not able to update their listing by December 4, 2023 that still plan to offer externship slots for the 2024-2025 match must clearly state that the information on the portal will be updated as soon as possible and place this at the top of their listing. Sites should include number of positions that are offered by the placement and number of hours required. **The URL for the APA Portal is: nynjadot.apa.org. This is also the portal for first-time registrants.**

f. Students' documents will be uploaded into one PDF file. Consequently, sites must specify the type of documents they want students to upload. It may be helpful if the site also specifies the order in which the documents are to be uploaded. For example: eligibility letter, cover letter, CV, assessment report or case summary, letters of recommendation, unofficial transcript, etc.

GENERAL INFORMATION:

1. The Portal will open on January 8, 2024 at 9:00AM. Not all sites will use the Portal. If a site does not use the Portal, they should stipulate the process for receiving student materials.

2. Students can upload their materials from January 8, 2024 through January 15, 2024. Students are reminded that the portal is not "first come, first served" and that they need not upload right when the portal opens. **All student materials should be uploaded into one PDF – each site will determine the specific materials required.**

3. Students will receive feedback **FROM THE PORTAL** that all their materials have been uploaded to the portal.

4. OFFERS FOR INTERVIEWS CAN BEGIN TO BE <u>SCHEDULED</u> ON JANUARY 17, 2024. HOWEVER, THE EARLIEST DATE ON WHICH INTERVIEWS CAN OCCUR IS JANUARY 24, 2024. INTERVIEWS WILL OCCUR BETWEEN JANUARY 24, 2024 AND FEBRUARY 29, 2024.

5. Sites need to post on their portal entries whether interviews will be in-person, remote, or some combination of the two. Sites are strongly encouraged to engage in equitable and fair decision-making regarding students who choose the remote option, should this be available.

6. Students can upload additional applications, with their DCT's approval, on or after February 6, 2024. By this date students will have a fair sense of the number of interviews that will be offered to them.

7. The Match will occur on **Monday, March 4, 2024.** (See below for details).

8. Students should check the Portal for information about openings during the MATCH DAY. Sites will be able to "suspend" their site when they have filled all of their positions. The "suspension" will **temporarily** remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

9. Phase 2: New applications can be sent at 9:00AM on March 5, 2024.

10. PLEASE USE THE FOLLOWING EMAIL ADDRESS TO CONTACT THE COORDINATORS OF THE EXTERNSHIP PROCESS AND MATCH: **nynjadot@gmail.com**

11. There is a joint NYNJADOT-PSYDNYS committee that will hear complaints or concerns related to the NYNJADOT-PSYDNYS match. To convene this committee, please reach out to David Brandwein at dbrandwe@kean.edu.

STANDARDS_UNDERLINE STUDENTS:

Students will be permitted to Register and search the Externship Directory at any time with the understanding that many sites may not yet have updated their information. Students must register with their program/university email address, not their personal email address. Any students who register with their personal email addresses will have their registration deleted. Students will NOT be permitted to upload any documents prior to 9:00AM on January 8, 2024. Students who upload their materials prior to that date will be acting in an unprofessional manner and will be treated as such by their programs.

Students who registered for the 2023-2024 externship process do not need to re-register, but need to upload required documents for the 2024-2025 match.

1. Students should insert their DCT's name, email address and phone numbers on their CVs. **It is advisable for students to indicate the days of the week that they are available for externship and the day/s that they are not able to attend.**

2. <u>Students must confirm receipt of any interview offer by emailing the Externship Coordinator at the site and their DCT.</u>

3. Once a student accepts an externship offer, on March 4, 2024 or after, they should inform their DCTs of their decision, and then must immediately email all sites *where they were granted interviews* to withdraw from consideration from these sites. These emails should be cc'd to the program DCT.

4. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.

5. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.

6. No Thank You Notes: Students are not to send "Thank you" notes to their interviewers or to other professionals at the externship site.

7. As of February 6, 2024, applicants can contact sites (via email) and inquire if they are still being considered for an interview. Students should consult their DCTs before they send the email.

8. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, on their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their website and the portal site.

9. Students from APA and/or PCSAS-accredited programs outside of New York and New Jersey who wish to apply to sites in the NYNJADOT match must have a letter of support from their DCT indicating they have the program's permission to complete a 16-20 hour per week externship in New York or New Jersey. This letter of support needs to be submitted to nynjadot@gmail.com and with all application materials uploaded to the site. Students who register for the match without this letter of support from their DCT will not be considered for positions in the match.

10. Students are responsible for asking externship sites how supervision will be provided and how that corresponds to local laws for licensing psychologists.

EXTERNSHIP COORDINATORS:

All interview offers must be made via email. All offers for externship positions must be made via email.

1. Each site should determine how it wants to receive letters of recommendation (through portal, separate email from recommender or otherwise). Some recommenders will not permit students to see their letters of recommendation. In such cases, please specify if site prefers to receive the letters via regular mail or email. In which case, please provide address, contact person's name and email address.

2. **Every site MUST designate at least one person who will serve as the contact person for the site. Insert an email address for the contact person, on the site's web pages**.

3. It is recommended that Externship Coordinators provide information on their Directory page as to whether attending the externship will reduce, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.

4. Externship Coordinators should state, on their webpage and portal site, whether the site is willing to interview students who are concurrently applying for internship.

5. Externship Coordinators need to cc (via email only) DCTs on all interview offers, acceptances, and rejections.

6. Externship Coordinators are strongly encouraged to post their interviewing time frame.

7. **On February 6th, 2024, it is recommended that Externship Coordinators indicate whether they are accepting additional applications from those students who have permission from their DCTs to submit additional applications.** This information must be posted on the site's Portal page. Of course, you will be able to change the date as is warranted.

8. If sites are aware of fees they will be passing on to applicants for on-boarding of externs, they should indicate these in their portal entries. If the sites are aware of any processes that will disqualify accepted externs during the on-boarding process, they should indicate these in their portal entries (e.g., drug testing, COVID vaccination documentation).

9. Please note that neither students accepted through the NYNJADOT match nor their training programs will pay any administrative or training fees for acceptance to any site in the NYNJADOT match.

10. Managing onboarding paperwork (i.e. background checks, fingerprinting, vaccinations, etc.) is the responsibility of each individual externship site.

DCTs:

1. DCTs should affirm their students' rankings prior to Match day.

2. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.

3. **DCTs will provide Letters of Eligibility that specify the number of hours and number of days/week that students can attend externship.**

4. Number of hours that students are permitted to complete on externship:
   Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Without express permission from the student's DCT, students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.

5. DCTs will oversee their students' compliance with all the guidelines – and

specifically, adherence to the policies concerning acceptance and rejection of offers.

6. **Limiting the number of student applications:**
   a. DCTs are to place **limits on the number of applications** that students can initially submit **(from January 8, 2024- January 15, 2024).** Students applying for a clinical externship for the <u>first time</u> are permitted to apply to no more than ten sites. Students applying for their 2nd clin<u>cal externship</u> can apply to no more than eight sites; students applying for their 3rd externship ar<u>e permitted to </u>apply to no more than eight sites.
   b. **After February 6, 2024,** DCTs will discuss the usefulness of additional submissions with their students (second wave of applications).

7. DCT's should inform students that successful matching at an externship site is contingent on the execution of an affiliation agreement. This may be a requirement at the site and/or the university level.

THE MATCH:

The Match will begin at 9:00AM on March 4, 2024. All offers must be made by e-mail.

If an offer is made on Monday, March 4, 2024 between 9 am and 4 pm, the student must make a decision about the offer within 2 hours of receiving it. Students should be excused from all externship-related responsibilities and monitor their email from 9:00AM to 12:00PM on March 4, 2024. NYNJADOT member programs are encouraged to reduce or eliminate program-related responsibilities from 9:00AM-12:00PM. Students must either accept or decline the offer within two hours, using the following language:

"Thank you for your offer. I would like to hold this offer and will reply to this offer by _____ (insert 2 hours from the timestamp when the email was SENT by the site)."

After holding an offer for 1 hour, students may email their top remaining choice to see if they are still under consideration at that site. Students should be told if they are or are not under consideration at the site. If the student receives an offer from the preferred site as a result of this inquiry, they must immediately accept it and notify the other sites where they interviewed that they have withdrawn from the match.

If an offer is received after 4pm on Match day the student has until 9am on Tuesday morning to accept or decline the offer.

A student may only hold on to one offer at a time. A decision about a second offer must be made immediately upon receiving it.

The rules will be suspended after 9am on Tuesday, March 5, 2023. New offers can be made until 5pm on any day.

SITES are strongly advised to "suspend" their site when they have filled all of their positions. The "suspension" will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

Internship

Doctoral students usually spend their fifth year in the Program at an APA accredited pre-doctoral internship program, where they are expected to gain preliminary professional experience under close supervision, with increasing responsibility. The internship may be served in a college counseling center, hospital, industrial setting, social service agency, or a combination of these. Following the successful completion of the FPPP exam, a successful dissertation proposal defense, completion of all course work, and approval of the Director of Training, students are permitted to apply for a full-time internship. Occasionally the internship may be distributed over a two year period on a half-time basis.

Under no circumstances can a student complete an internship at a non-APA accredited site, their place of employment or at a site where they have been employed in the past.

The Research Component

The faculty of the Counseling Psychology Program are committed to a scientist/practitioner training model which dictates research becoming an integral component of the training Program from the initial stages of the student's doctoral experience with the aim of producing practitioners who are engaged in scholarly inquiry. The scientist/practitioner model integrates a science base with practical application leading to research that is relevant to practice.   Regardless of the work setting or specific professional responsibilities, the practitioner is committed to the exercise of scientific inquiry along systematic lines culminating in periodic convention presentations and/or publications of scientific merit. The practitioner is one who not only integrates scientific thinking with counseling practice but who holds scientific activity in high esteem, both in words and action. The outcome objective is for students to make from 1-2 presentations at state, regional, or national conventions and publish 1-2 refereed journal articles before completing the Ph.D. degree.

The research component begins with a year-long independent study under the direction of a faculty member who serves as your project advisor.

Before beginning the Research Competence Project, students should thoroughly research the proposed topic, and create a written proposal, which must be approved and submitted through Safe Assign by the student's advisor. The written proposal should be approximately 10-12 pages (excluding cover page and references). Elements of the proposal should include the following and must be completed and placed in the students' portfolio before the IRB application is submitted:
1. Cover sheet (student's name, advisor's name, working title)

2. Written literature review including statement of what is missing from the current literature.

3. Research question(s) and hypotheses (if quantitative)

4. Proposed research paradigm and methodology, including data analysis.

Following the completion of the project, it is required to be submitted to a professional conference and/or an academic journal. Following are guidelines for project completion:

If the paper is submitted to a journal, the submitted draft should be placed in the student's portfolio, with evidence of submission (e.g., acknowledgment from the journal editor).

If the draft was submitted for presentation, the completed project should be placed in the student's portfolio, including the following elements:

1.   Edited original proposal (e.g., changing future to past tense, and any change to methods)

2.   Results and discussion section, including theoretical and clinical implications, limitations, and directions for future research.

3.   Evidence of submission (e.g., copy of submitted abstract along with a conference acknowledgement.

4.   Copy of poster or slides, if accepted and presented.

In the 2nd-4th years of your doctoral Program you will be working under the direction of your dissertation mentor. The best way to define the research interests that are supported by our program faculty is to examine the list of presentations of faculty and students. Following this list is a description of the four-year research component.

In addition to familiarizing themselves with the Program's research competency requirements, students should review the requirements of the Seton Hall University Institutional Review Board (IRB), which are available on the web at the following url: https://www.shu.edu/institutional-review-board/required-materials.cfm Also, students should be aware that all research proposals require a pre-IRB review to ensure scientific merit of the study. For dissertation research, each student's dissertation committee will review the proposal and attest to its scientific merit. The Department Chair will certify the scientific merit for non-dissertation student research and for faculty research. Content area specialists will be enlisted to assist the Chair as needed. See the Guide to Research Training for further information.

Student/Faculty Presentations and Publications Since 2005
(Updated as of 8/21/2023)

Presentations:

Abraham-Cook, S., Palmer, L. K., Springer, C. & Misurell, J. (2010, August). *Exploring the Impact of Sexual Abuse on the Self-Esteem and Social Skills of Children.* A poster presented at the American Psychological Association Convention. San Diego, CA.

Ackerman, S. R. (2007, August). Breaking Stereotypes: Being a Jewish Athlete. In L. Z. Schlosser (Chair), *The Lost Tribe: American Jews and Multicultural Psychology*. Symposium conducted at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.

Ackerman, S. R., Adisy, R., Shapiro, R., & Schlosser, L. Z. (2009, February). *Creating a multicultural model of Jewish Identity: An exploration.* Roundtable discussion conducted at the 26th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Ackerman, S. R. & Schlosser, L. Z. (2009, August). *Mental Health Counseling and The College Athlete: A Coaching Perspective.* Poster presented at the 117 Association, Toronto, Canada. Annual Convention of the American Psychological.

Adisy, R., Ackerman, S. R., Shapiro, R., & Schlosser, L. Z. (2010, February). Two Jews, Three Opinions: Bringing Diverse Jewish Communities Together. Roundtable discussion conducted at the 27th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Adisy Suson, R., Ackerman, S. R., Safran, R. S., & Schlosser, L. Z. (2010, February). *Two Jews Three Opinions: Bringing Diverse Jewish Communities Togethe*r. Roundtable discussion led at the 26th Annual Winter Roundtable Conference on Cultural Psychology and Education, New York, NY.

Adisy-Suson, R. & Schlosser, L. Z., (2009, August). American Jewish Identity and Stress during the High Holy- days. In L. Z. Schlosser (Chair). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Albana, H., & Brady-Amoon, P. (2019, April). *Graduate students' experiences with mentoring and advisement*. Presentation for the Petersheim Expo., Seton Hall University.

Alston, W. A. (2005, March). *Birth order: A qualitative analysis on the effects of First Born*. Poster presentation at the 2005 Petersheim Academic Exposition, South Orange, NJ.

Amorello, B., Leon, P., Tsang, W., Thomopoulos, E. (2019, August). *Uniting Mental Health & Physical Health: A Psychologist's Role in Primary Care/Outpatient Hospital Settings*. Symposium submitted for the American Psychological Association's Annual Conference, Chicago, IL.

Amorello, B. N. & Palmer, L. K. (2014, August). *Assessing the impact of masculinity and religious commitment on acceptance of the LGBT community among heterosexual males.* Poster presented at the American Psychological Association Annual Convention, Washington, D.C.

Amorello, B. N. & Wadwhani, S. (2014, February). *Multiple identities in collision: The impact of race, ethnicity, and religion on the coming out process.* Symposium presented at Columbia University's Winter Roundtable, New York City, NY.

Ancis, J., & Datchi, C. (2017, September). *Building Inclusiveness in Justice Settings: Translating Science into Actual Practice*. Invited paper presented at the Georgia Institute of Technology 9th Annual Diversity Symposium, Atlanta, GA.

Anton, B. M. (2019, November). *An exploration of pediatricians' personal value on mental health: Experience with integrated healthcare and its impact on physicians' lives*. Poster presentation accepted at the 2019 Fall NJPA Conference, East Hanover, NJ.

Anton, B. M., Ingraham, M. E., Bhattacharjee, C., & Reynolds, J. D. (2018, August). *Tridimensional acculturation and adaption: Ethnic identity among Korean-born adoptees.* Poster presentation accepted at the 126th Annual APA Convention, San Francisco, CA.

Awad, M., Farrelly, M. J., & Brady-Amoon, P. (2013, April). *Mental health and firearms: Implications for duty to warn.* Poster presentation to the New Jersey Counseling Association Annual Conference, Lincroft, NJ.

Awad, M., Farrelly, M. J., Brady-Amoon, P., Datchi, C., Camlibel, A., & Thompson, C. M. (2014, April). *The relationship between mental illness & violence: A panel discussion to reduce stigma, dispel myths, and increase mental health awareness in response to mass shootings in the United States.* Presentation for the annual Petersheim Academic Exposition, Seton Hall University, South Orange, NJ.

Azeb, S., Hosbey, J., Salim, K. & Webb, T. (2023, May). Past: Race, history, trauma. Panel discussion conducted at the Black Studies & Palestinian Studies: Convergences and Divergences Conference, Emory University. Atlanta, GA.

Baez, G., Lee, M., & Merise, J. (2023, August). The experience of racial trauma during the evolution of the Black Lives Matter Movement Poster Presentation]. American Psychological Association Annual Conference. Washington D.C., United States.

Beaumont, C. G. & Schlosser, L. Z. (2010, February). *Exploring the relationship between Academic Self Efficacy and Racelessness.* Poster presented at the 27th Annual Winter Roundtable on Cultural Psychology and convention of the American Psychological Association, Washington, DC. Education, New York, NY.

Beitin, B. (2012). Interview and Sampling: How many and whom. In Gubrium, J., Holstein, J., Marvasti, A., & McKinney, K. (Eds.), *The Sage Handbook of Interview Research: The complexity of the Craft,* 2nd edition, Thousand Oaks, CA: Sage.

Berhe, Z. (2013, February). The impact of bicultural ethnic identity on acculturative stress among African Americans. Presented at Teachers College Winter Roundtable on Cultural Psychology and Education, Student Scholarship Poster Session, Columbia University, New York, NY.

Berk, E. & Foley, P. (2011, August). *Coping with a family member's disability in the Orthodox Jewish Community.* Poster presented at the Conference of the American Psychological Association, Washington: DC.

Berhe, Z., & Stokes, J. (2007, March) *Race socialization and African American college women's attitudes toward intimate partner violence.* Presented at McNair Scholars Undergraduate Research Conference. University of Maryland, College Park, Maryland, MD.

Bhattacharjee, C., Anton, B. M., Ingraham, M. E., & Reynolds, J. D. (2018, August). *Resilience: Exploring the journey of name reclamation for Korean adoptees.* Poster presentation accepted at the 126th Annual APA Convention, San Francisco, CA.

Blau, C., Nick, G., Kamin, D., Lekas, H.M., & Lewis, C. (2020, August). *Exploring Attitudes towards Crisis Intervention Team Training for Law Enforcement.* Presented at APA 2020 (Division 41), Washington, D.C.

Blau, C. & Lee, S. (2020, August). *Psychologists in Correctional Settings: Considering the Ethical Issues and Stigma.* Presented at APA 2020 (Division 18), Washington, D.C.

Blau, C. & Lee, S. (2020, February). *Focus on Mental Health, Stigma, and Ethics: Working with Inmates in Correctional Settings.* Presented at the 37th Annual Teachers College Winter Roundtable, New York, NY.

Blau, C. & Lee, S. (2020, August). *Psychologists in Correctional Settings: Considering the Ethical Issues*

and Stigma. Presented at the 128th Annual APA Convention, Washington, DC.

Blau, C., Lekas, H.M., Lee-Tauler, S.Y., Carter, S., Kwon, S., & Lewis, C. (2021, August) Intersectional Stigma as a Barrier to Services Among Korean Americans. Presented at APA 2021 (Division 45), Virtual.

Blau, C. The Mother-Child Experience and Alternatives to Incarceration. (2021, August). Presented at the Association for Psychological Sciences (APS) Virtual Convention.

Blau, C. & Jayashankar, S. (2022, March). The Boy's Club Isn't Big Enough for the Both of Us: Addressing the Role of Competition Among Women in Academia. Structured Discussion presented at the 47th Annual Conference of the Association for Women in Psychology, Chicago, IL.

Blau, C., Martino, D., Jean-Baptiste, J., Lekas, HM., & Lewis, C. (2022, August). Addressing the Intersectional and Invisible Identities of the Under-Represented Homeless Population. Symposium to be presented at the annual meeting of the American Psychological Association, Washington D.C., United States of America.

Bolling, P., Lennon, A., Murray, M., & Thompson, C. M. (2017, November). *Domestic violence and power dynamics: The psychologist's role.* Presentation for the Committee of Diversity and Inclusion Town Hall at The New Jersey Psychological Association 2017 Conference, Iselin, NJ.

Brady-Amoon, P. (Chair). (2022, August). Real DEI: Giving all students opportunities to succeed. [Symposium converted to poster]. American Psychological Association 130th Annual Convention, virtual.

Brady-Amoon, P. (2009, October). *Transitioning for college success: New perspectives on an old problem.* Presentation to the New Jersey School Counselor Association Fall Conference, Long Branch, NJ.

Brady-Amoon, P. (2010, February). *Counseling the offender pays.* Panel participant representing Counseling and Counseling Psychology in J. Paitakes, Chair. Public Service Month presentation, Seton Hall University.

Brady-Amoon, P. (2010, April). *Social justice in counseling: Return to our roots, 5th force, or both?* In combined session with Nell T. Jackson, The past, present and future of counselors: An exploration of professional identity and of social justice in counseling. Presentation to the New Jersey Counseling Association, Lincroft, NJ.

Brady-Amoon, P. (2010, May). Children of immigrants: Living between two (or more) worlds. In G. Stutman, Chair, *American Immigrants: Crises and Opportunity.* Presentation to the New York Psychological Association, Fairport, NY.

Brady-Amoon, P. (2010, August). *Psychology, counseling psychology, and professional counseling: Shared roots, different professions?* Poster session presented at the 118th Annual Convention of the American Psychological Association, San Diego, CA.

Brady-Amoon, P. (2010, November). *School-based behavioral research: Opportunities and challenges.* (Panel Chair and presenter). Presentation to the 22nd annual New York Conference on Behavioral Research, Touro/Lander College, New York, NY.

Brady-Amoon, P. (2011, August). Adjustment and school success. In K. Keefe-Cooperman & P. Brady-Amoon (Symposium Co-chairs). *Putting the pieces together: Foundational elements of cognitive readiness and school performance in children and adolescents.* Presentation to the 119th Annual Convention of the American Psychological Association, Washington, DC.

Brady-Amoon, P. (2011, August). *Beyond expectations: At-risk college students graduating at higher rates than their more advantaged peers. Implications for psychology public policy.*

Poster session presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Brady-Amoon, P. (2011, July). Policing in a time of budget cuts: Immigration and community relations. *Society for the Psychological Study of Social Issues (SPSSI) Immigration and Policing Policy Briefing,* Rayburn Building, Washington, DC.

Brady-Amoon, P. (2012, August). *Emerging trends in diversity education.* (Chair). Symposium presented at the 120th Annual Convention of the American Psychological Association, Orlando, FL.

Brady-Amoon, P. (2012, August). Implications of the CACREP-only movement: Lessons from the NJ challenge. In F. G. Giordano, Chair, *Master's level training programs in counseling and psychology: Challenges and opportunities.* Presentation to the 120th Annual Convention of the American Psychological Association, Orlando, FL.

Brady-Amoon, P. (2014, March). Girls in the legal system: Recognizing and responding to trauma. In J. R. Ancis (Chair), *Girls and women in the legal system.* Presentation to the Society for Counseling Psychology Conference, Atlanta, GA.

Brady-Amoon, P. (Chair). (2014, August). *Transforming the curriculum through the infusion of social justice and international competencies.* Symposium presented at the 122nd Annual Convention of the American Psychological Association, Washington, DC.

Brady-Amoon, P. (2015, August). Teaching with social justice: Challenging and supporting student development. In K. Keefe-Cooperman (Chair), *Transforming students in the classroom: Increasing diversity awareness.* Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Canada.

Brady-Amoon, P. (2017, August). Experiential learning to promote social class awareness: A case study. In K. Keefe-Cooperman & T. Ling (Chairs), *Lost in translation: A roadmap for developing multicultural competence in the real world.* Symposium presented at the 125th Annual Convention of the American Psychological Association, Washington DC.

Brady-Amoon, P. (2018, August). Infusing social justice in graduate education: Inspiring action *in M. Scheel (Chair), Preparing psychology students for action as social justice advocates.* Symposium presented at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Brady-Amoon, P. (2018, August). Respecting ourselves and others: Facilitating empathic listening and reflexivity. In T. Ling & K. Keefe-Cooperman (Chairs), *Diversity in the classroom is closer than it appears: Using pivotal moments to advance competence.* Symposium presented at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Brady-Amoon, P. (2020, April 2-5). *The Master's issue: Social justice advocacy and action.* [Roundtable]. 2020 Society of Counseling Psychology Conference, New Orleans, LA, United States. (Conference canceled).

Brady-Amoon, P. (2020, August 6-9). *Social justice action: Promoting and extending counseling psychology values.* [Division 17 Fellow presentation]. American Psychological Association 128th Annual Convention, Washington, DC, United States.

Brady-Amoon, P. (Chair). (2022, August 4-6). Real DEI: Giving all students opportunities to succeed. [Symposium converted to poster]. American Psychological Association 130th Annual Convention, virtual.

Brady-Amoon, P., Salim, K., Robinson, S., Casey, B., Perron, G., & Dwyer, A. (2022, August 4-6). Ten years later: A follow-up study of diverse low-SES middle school students' self-beliefs.

[Poster presentation]. American Psychological Association 130th Annual Convention, Minneapolis, MN, USA.

Brady-Amoon, P., & Awad, M. (Co-chairs). (2014, August). *Mental illness and violence – Towards research-informed policies and practice.* Symposium presented at the 122nd Annual Convention of the American Psychological Association, Washington, DC.

Brady-Amoon, Brahmbhatt, S., Brown, T. C., Dambra, C. M., Sansbury, T. C., & Williams, D. A. (2013, April). *Defying the odds: Supporting at-risk students' beliefs, hopes, adjustment, and academic performance.* Presentation for the Petersheim Expo., Seton Hall University.

Brady-Amoon, P., & Farrelly, M. J. (2010, March). *Using counseling theory, research, and skills to foster academic honesty in a diverse, technologically-advanced society.* Presentation to the American Counseling Association, Pittsburgh, PA

Brady-Amoon, P., & Farrelly, M. J. (2012, October). *Academic honesty: An examination of graduate students' and faculty knowledge and perceptions.* Presentation to the 24th Annual New York Conference on Behavioral Research, Fordham University, NY.

Brady-Amoon, P., Farrelly, M. J., Cannedy, E. N., & Callahan, D. D. (2012, April). *Applying social justice principles to bullying prevention and intervention*. Presentation for the Petersheim Expo., Seton Hall University.

Brady-Amoon, P., Farrelly, M. J., Mahoney, D., Gaddy, H., Jean-Baptiste, J., & Ramsperger, N. (2012, March). *Social justice and advocacy in action: Focus on the NJ licensing challenge.* Presentation to the Social Justice Leadership Development Project, American Counseling Association Annual Conference, San Francisco, CA.

Brady-Amoon, P., Fedora, P., McFadden, L., Massarelli, T., Tienken C., & students. (2013, April). *Facilitating communication among school-based professionals.* Panel presentation for the Petersheim Expo., Seton Hall University.

Brady-Amoon, P., & Fleischman, F. F. (2011, April). *Existential-Humanistic counseling: Past, present, and future.* Presentation to the New Jersey Counseling Association Annual Conference, Lincroft, NJ.

Brady-Amoon, P., & Fuertes, J. N. (2009, August). *The association between self-efficacy, self-rated abilities, adjustment, and academic performance*. Poster session presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Brady-Amoon, P., Gillespie, K., Grasso, A., Hershkowitz, L., Holmes, K., Horwitz, J., Kowalik, M., Krause, K., & Mastellone, L. (2010, April). *School counselors: Partners in educational and career planning*. Presentations for the Petersheim Academic Exposition, Seton Hall.

Brady-Amoon, P., & Hammond, M. S. (2014, July). Women's midlife career transitions: Barriers, risks, and opportunities. In V. E. Sojo (Convener), *Risk factors for working women's wellbeing, functioning and growth: What we know and what we can do.* Presentation to the 28th International Congress of Applied Psychology, Paris, France.

Brady-Amoon, P., & Hammond, M. S. (2022, May). Best practices for engaging diverse college students in career development. Career Convergence. https://associationdatabase.com/aws/NCDA/pt/sd/news_article/436070/_PARENT/CC_layout_details/true

Brady-Amoon, P., & Hammond, M. S. (2019, August). *Where are all the non-traditional women? Gender, age, social class and capital in women's careers.* Presentation to the 127th Annual Convention of the American Psychological Association, Chicago, IL.

Brady-Amoon, P. & Hammond, M. S. (2020, April 2-5). *Differential academic career trajectories: The effect of age, institutional status, gender, race/ethnicity, and personal/family status.*

[Poster presentation]. 2020 Society of Counseling Psychology Conference, New Orleans, LA, United States. (Conference canceled).

Brady-Amoon, P. & Hammond, M. S. (2020, August 6-9). Promoting cultural competence and ally development through teaching, advisement, and mentoring. In T. Ling (Chair), *Liberating diversity in teaching: Using identity to change the invisible landscape* [Symposium]. American Psychological Association 128th Annual Convention, Washington, DC, United States.

Brady-Amoon, P., & Hammond, M. S. (2021, August 12-15). Leveraging psychology faculty's scientific foundation: Using data to promote social justice. In K. Keefe-Cooperman (Chair), *Teaching diversity: Using data to promote social justice* [Symposium]. American Psychological Association 129th Annual Convention, virtual.

Brady-Amoon, P., & Johnson, D. S. (2010, August). *Clergy attitudes towards psychology.* Poster session presented at the 118th Annual Convention of the American Psychological Association, San Diego, CA.

Brady-Amoon, P., & Keefe-Cooperman, K. (2012, April). *Becoming a (more) diversity competent counselor.* Presentation to the Annual Conference of the New Jersey Counseling Association, Lincroft, NJ.

Brady-Amoon, P., & Keefe-Cooperman, K. (2014, July). Preventing girls' juvenile delinquency: Strengthening school- and community-based supports. In J. Ancis (Chair*), Improving the well-being of women and girls in justice settings: Evidence-based principles for prevention and intervention.* Presentation to the 28th International Congress of Applied Psychology, Paris, France.

Brady-Amoon, P., & Keefe-Cooperman, K. (2014, August). From at-risk to at-promise: Keeping girls out of jail. In J. Ancis (Chair), *Women's and girl's increasing presence in multiple arenas of the justice system- Psychologists' roles.* Presentation to the 122nd Annual Convention of the American Psychological Association, Washington, DC.

Brady-Amoon, P., Keefe-Cooperman, K., Bowman, S., & Brahmbhatt, S. (2013, March). *Defying the odds: Supporting at-risk students' beliefs, hopes, adjustment, and academic performance.* Paper presentation to the 84th Annual Meeting of the Eastern Psychological Association, New York, NY.

Brady-Amoon, P., Keefe-Cooperman, K., Bowman, S., Brahmbhatt, S., Brown, T. C., Dambra, C. M., Sansbury, T. C., & Williams, D. A. (2013, August). *Self-beliefs, hope, and adjustment: Supporting "at-risk" middle school boys' academic performance.* Poster session presented at the 121st Annual Convention of the American Psychological Association, Honolulu, HI.

Brady-Amoon, P., & Ortiz, V. C. (2016, August). Taking it to the next level: Multiculturalism and Social justice in educational contexts. In T. Ling & K. Keefe-Cooperman (Chairs), *From micro to macro: Enhancing multicultural competence through the application of faculty research.* Symposium presented at the 124th Annual Convention of the American Psychological Association, Denver, Colorado.

Brady-Amoon, P., Farrelly, M. J., & Campon, R. R. (2015, August). Faculty perspectives on engaging master's students in advocacy and research. In P. Brady-Amoon (Chair), *Promoting master's students' active engagement, advocacy, and research competencies.* Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Canada.

Brady-Amoon, P., Sansbury, T. C., Brown, T. C., Thompson, C. M., Colgary, C., Rukaj, J., Ortiz, V. C., & Paulino, M. S. (2014, April). *At-risk middle school students' beliefs, hopes,*

adjustment, and academic performance. Presentation for the annual Petersheim Academic
   Exposition, Seton Hall University, South Orange, NJ.

Brady-Amoon, P., Smith, J. E., & Maiorella, R. (2010, March). *Developing and sustaining online
   counselor education programs: Administration, content delivery, and student support.*
   Presentation to the American Counseling Association, Pittsburgh, PA.

Brady-Amoon, P., & Thompson, C. M. (2014, August). Learning with each other: Dialogue with at-
   risk boys. In J. Schwartz & C. Datchi (Co-chairs), *Difficult dialogues in clinical practice
   with boys and men – Masculinity, gender, and social justice.* Presentation to the 122nd
   Annual Convention of the American Psychological Association, Washington, DC.

Brady-Amoon, P., Thompson, C. M., Sansbury; T. C., Colgary, C., Paulino; M. S., & Rukaj, J.
   (2015, February). *Preventing violence and victimization among at-risk middle school
   students.* Roundtable presentation to the Winter Roundtable, Teachers College, New York,
   NY.

Brock-Murray, R. D. & Schlosser, L. Z. (2007, August). *Assessing the Multicultural Climate of a
   Graduate Psychology Training Environment.* Poster presented at the 115th Annual
   Convention of the American Psychological Association, San Francisco, CA.

Brown, B. & D'Andrea, W. (2011, November). *Linguistic correlates of PTSD in survivors of a
   technological disaster versus a natural disaster*. Poster presented at The International
   Society for Traumatic Stress Studies Annual Meeting, Baltimore, Maryland.

Brown, B. & Palmer, L. (2014, August). *Attitudes towards women in the military: The effects of age
   and gender.* Poster presented at the American Psychology Association Annual Convention,
   Washington, D.C.

Buque, M & Lee, S. (2012, August). *Social media and the ethical implications of digital disclosure.*
   Poster presented at the convention of the American Psychological Association, Orlando:
   FL.

Cannedy, E. N., Farrelly, M. J., & Brady-Amoon, P. (2011, April). *Counseling students preparing
   for licensure in New Jersey.* Poster Presentation to the New Jersey Counseling Association
   Annual Conference, Lincroft, NJ.

Carr, A. G., Hofsess, C., & Tirpak, D. M. (2007, August). *How to obtain effective supervision
   during your practicum/internship experience.* Roundtable discussion presented at the 115th
   Annual Convention of the American Psychological Association; San Francisco, CA.

Carrero, M. & Thompson, C. M. (2018, November). *Trauma and resiliency: A multicultural
   framework for working with survivors of natural disasters.* Poster presentation to the New
   Jersey Psychological Association 2018 Conference, Iselin, NJ.

Carver, K., Lee, J-Y., Romano, J., Cleary, S., Straughn, L., & Gregerson, M. (2013, August).
   *Couples and Family Intervention in Counseling Psychology: Prevention in Diverse Cultural
   Contexts.* Symposium presented at the annual American Psychological Association
   Convention, Honolulu, Hawaii.

Casey, B., Perron, G., Dwyer, A., Robinson, S., Salim, K., & Brady-Amoon, P. (2022, August 4-6).
   Closing the opportunity gap: A critical conversation to redefine "at-risk" and rethink
   success. [Critical conversation]. American Psychological Association 130th Annual
   Convention, virtual.

Castano, M., (2010, August). *Understanding the Motherhood Experience for Women with Multiple
   Sclerosis (MS).* Poster presentation at the annual convention of the American Psychological
   Association, San Diego, CA.

Castano, M. C., Lytle, M. C., & Cotter, E. W. (2009, August). Current trends in retirement. In P.
   Foley & E. W. Cotter (Co-Chairs). *Regrouping and Reinventing: career Management as a*

Life-Long Process. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Castillo, K., Elliott, J. L., Halligan, C. S., Sliwak, R. M., & Reynolds, J. D. (2020, June). *Dealing with loss: A qualitative exploration of counseling psychology students' experiences in losing their advisor.* Poster presentation accepted at the Society for Qualitative Inquiry in Psychology (SQIP) 7th Annual Conference, Cambridge, MA. (Conference cancelled)

Castillo, K., & Lee, M. (2018). *How does internalized oppression affect the identity development of biracial Black-Asian Americans?* Poster session presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Castillo, K., Lee, M., & Reynolds, J.D. (2019). *How does internalized oppression affect the identity development of biracial Black-Asian Americans?* Poster session presented at the annual meeting of the Asian-American Psychological Association, San Diego, CA.

Castillo, K. (2022). *A Qualitative Study on Experiences of Hypersexualization Among Biracial Black-East Asian Women.* Poster presentation at the Teacher's College Winter Roundtable, New York, NY.

Chae, M. H., Foley, P. F. , Ona, R., Williams, A., & Jenkins, A-M. (2006, August). *Quality of life and universality— diversity orientation as predictors of racial climate among college students.* Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Chafos, V., Cruz, D., & Economou, P. (2016, August). *Understanding the Link Between Psychological Skills Training, Mindfulness, and Sports Related Injuries.* Presented poster at American Psychological Association's Annual Conference, Denver, Colorado.

Chang, T. K., Thind, N., Fuertes, J. N., & Brady-Amoon, P. (2014, August). *The therapy relationship in multicultural counseling.* Roundtable discussion conducted at the 122nd Annual Convention of the American Psychological Association, Washington, DC.

Cole, B. P., Davidson, M. M., Duke, A., Lozano, N. M., & Liskov, A. (March, 2011). *Impact of self-objectification on positive functioning.* Poster presented at the annual meeting of the American Men's Studies Association, Kansas City, MO.

Cole, B. P., Davidson, M. M., Lozano, N. M., Gervais, S. J., & Gundel, B. E. (August, 2012). *Associations between sexual violence and forgiveness among college women.* Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.

Cole, B. P., Davidson, M. M., Lozano, N. M., Gundel, B. E., & Gervais, S. J. (August, 2011). *Subjective and psychological well-being of IPV survivor*s. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Cole, B. P. & Hinojos, B. (August, 2010). *An overview of the current status of strength oriented therapy*. Symposium session presented at the annual meeting of the American Psychological Association, San Diego, CA.

Cole, B. P., Larson, A., Seely, M., & Shult, E. (August, 2008). *Technology and logistics of online curriculum-based interventions.* Symposium session presented at the annual meeting of the American Psychological Association, Boston, MA.

Cole, B. P. & Rettew, J. (August, 2008). *Impact of a positive social-media intervention on academic success.* Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.

Cook, S. W., Wiese, D. L., Vacha-Hasse, T., Sherry, P., Farrar-Anton, A. R., Priester, P. E., Schlosser, L. Z., & Hage, S. M. (2008, March). *Find Out More About SCP Special Interest Groups.* Roundtable discussion led at the 2008 International Counseling Psychology Conference, Chicago, IL.

Cooper, M.A., Khshaiboon, S.H. (2012, October). *Violence against gay and lesbian Arabs in the Middle East.* Paper presented at the Boston College Diversity Challenge, Boston, M.A.

Cooper, M.A., Khshaiboon, S.H. (2013, October). *Intersections of race, culture, and mental health among Christian Arab Americans.* Structured discussion conducted at the Boston College Diversity Challenge, Boston, M.A.

Cooper, M., Berhe, Z., & Palmer, L. (2011, October). *Ageism and the intersections of race within lesbian, gay, and bisexual individuals.* A discussion hour presented at the Boston 2011 Diversity Challenge, Boston, MA

Cooperman, J., & Brady-Amoon, P. (2018, August). *Discrepancies in access to preschooler therapeutic services based on race and socioeconomic status.* Poster presented at the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Cox, D. W., Krieshok, T. S., & Cole, B. P. (August, 2008). *Validation of the Occupational Engagement Scale: Student.* Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

D'Andrea, M. J., Daniels, J., Parham, T. A., Toporek, R., Kim, B. S. K., Lin, G., Schlosser, L. Z., & Wang, Y. (2005, January). *Building a National Movement to Promote Multicultural Competence and Social Justice: A Difficult Dialogue.* Difficult Dialogue conducted at the 2005 National Multicultural Conference and Summit, Hollywood, CA.

Datchi, C. (2009, June). *Functional Family Therapy: Une thérapie familiale au service des mineurs et de la justice.* Paper presented at the meeting of Société Française de Psychologie, Congrès National, Toulouse, France.

Datchi, C. (2012, August). *Women in the justice system: Legal, social, and clinical challenges.* Interdivisional roundtable conducted at the annual convention of the American Psychological Association, Orlando, FL.

Datchi, C. (2014, August). Substance-using women in the courtroom: Stories of marginalization, fear, and resistance. In C. Datchi & J. Ancis (Co-Chairs), *Women and girls in the justice system: What role for counseling psychology?* Symposium conducted at the annual convention of the American Psychological Association, Washington, DC.

Datchi, C. (2014, August). Undoing hyper-masculinity in prison settings: Dialogues with incarcerated fathers. In C. Datchi and J. Schwartz, *Difficult dialogues in psychological practice with boys and men: Masculinity, gender, and social justice.* Symposium conducted at the annual convention of the American Psychological Association, Washington, DC.

Datchi, C. (2014, July). *Women, addiction, and therapeutic jurisprudence: Best psychological practice in adult drug courts.* Symposium conducted at the 28th International Congress of Applied Psychology, Paris, France.

Datchi, C. (2015, August). Incarceration, racial disparities, and families: Systemic principles for humane justice. In C. Datchi, *Reducing disparities in Justice: Interdisciplinary perspectives.* Symposium conducted at the annual convention of the American Psychological Association, Toronto, Canada.

Datchi, C. (2015, August). *The joys and struggles of family psychology in criminal justice systems.* Fellow talk presented at the annual convention of the American Psychological Association, Toronto, Canada.

Datchi, C. (2016, August). Masculinities as structured action: The role of gender performativity. In C. Datchi & B. Cole, *Interdisciplinary variations in the study of men and masculinities.* Conversation hour conducted at the annual convention of the American Psychological Association, Denver, CO.

Datchi, C. (2016, August). Researcher identities and research agendas: Negotiation and reflection. Symposium conducted at the annual convention of the American Psychological Association, Denver, CO.

Datchi, C. (2017, August). Love me, love me not: A case example of Integrative Behavioral Couple Therapy at midlife. In P. Pitta (Chair), Three integrative treatments to treat midlife and older adult dilemmas. Symposium conducted at the annual convention of the American Psychological Association, Washington, DC.

Datchi. C. (2017, August). Mothers behind bars: The paradox of female incarceration in the U.S. In J. Ancis (Chair), *The justice system's response to women: The influence of socioeconomic status, race and gender*. Symposium conducted at the annual convention of the American Psychological Association, Washington, DC.

Datchi, C. (2018, August). Addiction, anxiety, and self-harm: Functional Family Therapy with a couple in distress. In P. Pitta (Chair), *Love, Infertility, and Addiction: Assimilative approaches to Couple Therapy*. Symposium conducted at the annual convention of the American Psychological Association, San Francisco, CA.

Datchi, C. (2018, August). Power, surveillance, and redemption: A qualitative study of social discourse in a rural drug court. In C. Datchi (Chair), *Psychological research with criminal justice populations: Critical theory and qualitative inquiry*. Symposium conducted at the annual convention of the American Psychological Association, San Francisco, CA.

Datchi, C. (2019, August). Concluding remarks on psychotherapy integration. In P. Pitta (Chair), *Complex relationships at mid-life and beyond: Assimilative family therapy models*. Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.

Datchi, C. (2019, August). Introduction: Relational trauma. In C. Datchi (Chair), *Immigration, incarceration and couple violence: Systemic treatment of relational trauma*. Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.

Datchi, C. (2019, August). Youth mentoring in the US. In C. Datchi (Chair), *Mentoring at-risk youth in urban schools and juvenile justice systems: Three examples*. Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.

Datchi, C & Ancis, J. (2012, August). *Women and girls in the justice system: What role for counseling psychology?* Paper presented at the annual meeting of the American Psychological Association Convention, Orlando, FL.

Datchi, C., Brady-Amoon, P., & Cole, B. (2014, February). *Counseling boys and men for social justice: Practice, research, and future directions*. Roundtable discussion conducted at the Teachers' College Winter Roundtable, New York, NY.

Datchi, C., Brady-Amoon, P., & Horback, S. (2013, February). Multicultural organizational competence in institutions of higher education: How can counselors, psychologists, and educators promote diversity-focused best practices? Roundtable discussion conducted at the Teachers' College Winter Roundtable, New York, NY.

Datchi, C., Carrizales, S., Voils-Levenda, A., & Watson, L. (2011, August). *Feminism and privilege: Personal stories for a social justice agenda*. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Datchi, C., & Ochoa, T. (2019, August). Integrating natural mentoring relationships into formal mentoring for justice-involved youth. In C. Datchi (Chair), *Mentoring at-risk youth in urban schools and juvenile justice systems: Three examples*. Symposium conducted at the annual convention of the American Psychological Association, Chicago, IL.

Datchi, C & Sexton, T. (2011, August). *Families Support Adult Offender Rehabilitation: A Pilot Study of Functional Family Therapy for Adult Behavioral Problems*, American Psychological Association Convention, August, Washington: D.C.

Datchi, C., Sinan, B., Yoo, J. (2015, May). Performativity in qualitative inquiry: Advancing the study of gender in psychological research. In C. Datchi (Chair), *Critical theories, qualitative inquiry, and the study of psychological diversity*. Symposium conducted at the meeting of the Society for Qualitative Inquiry in Psychology, New York, NY.

Dator, J., Dixit, V., Makhija, N., & Brady-Amoon, P. (2011, July). *Social Justice: Pushing past boundaries in graduate training.* Presentation to the annual conference of Psychologists for Social Responsibility, Brookline, MA.

Davidson, M. M., Gervais, S. J., Canivez, G. L., & Cole, B. P. (August, 2013). *A psychometric examination of the Interpersonal Sexual Objectification Scale among college men*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Dettle, K.L., Berhe, Z.B., Jean Baptiste, J., Cooper, M.A., Berk, E.T. & Khshaiboon, S. (2011, August). Facilitating a cognitive stimulation group for residents of an assisted living community. Poster presented at the meeting of the American Psychological Association, Washington DC.

Dettle, K. L. & Schlosser, L.Z. (2011, August). *Self care among psychology doctoral students.* Poster presentated at the meeting of the American Psychological Association, Washington DC.

Dewey, J & Schlosser, L. (2011). *Expanding the dialogue: Including religious diversity and religious minority issues in the multicultural training curriculum.*, NYSPA, June, New York: NY.

Dewey, J. J. H. & Schlosser, L. Z. (2011, June). Expanding the dialogue: Including religious diversity and religious minority issues in the multicultural training curriculum. Paper presented at the 74th Annual Convention of the New York State Psychological Association, New York, NY.

Dewey, J. J. H. & Schlosser, L. Z. (2008, February/March). *Examining Christian Privilege: Implications for Christians and non-Christians*. Symposium conducted at the 6th Annual Mid-Year Conference on Religion and Spirituality, Columbia, MD.

Dewey, J. J. H., Schlosser, L. Z., Gibson, D. B., & Ali, S. R. (2009, August). Muslim College Students' Experiences on a Catholic Campus. In L. Z. Schlosser (Chair). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Diamond, B. J. & Dettle, K. L. (2008, March). *Processing speed, age, visual-spatial organization and memory, and verbal fluency in children.* Poster presented at the meeting of the Eastern Psychological Association, Massachusetts.

Dixit, V., Makhija, N., (2011). *What does it mean to be Asian Indian?* Poster presented at the 28th Annual Winter Roundtable. Teacher College, Columbia University, February 25-26.

Dixit, V. & Schlosser, L. Z. (2011, February). *Acculturation and Mental Health among Asian Indians in America*. Poster presented at the 28th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Duffy, R. D., Torrey, C., Bott, E., Allan, B. A., & Schlosser, L. Z. (2011, August). *Best of the Best: A Qualitative Study of Highly Productive Counseling Psychologists*. Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Dunn, A., Palmer, L., Worthy, K., Chafos, V., Sinan, B., Fallucca, B., Yoo, J. (2015, August.)

Geropsychology in Practice and Training. (2015, August). Presented a symposium at American Psychological Association, Toronto, Canada.

Dunn, A., Sinan, B., Yoo, J., & Chafos, V. (2015, Feb.). *Taking the "Anti" out of Bullying: Developing Interventions Using a Positive Lens.* Symposium presented at Columbia Round table, NY, NY.

Economou, P., & Chafos, V. (2015, April). *Balancing our Emotion Regulation Systems with Compassionate Attention.* Symposium presented at New Jersey Counseling Association Annual Conference, Lincroft, NJ.

Economou, P., Farfan, M., Idarraga, A., & Chafos, V. (2014, April.) *Atencion: Cultivating Multicultural Awareness with the Spanish-Speaking Population.* Symposium presented at New Jersey Counseling Association Annual Conference, Lincroft, NJ.

Economou, P., Farfan, M., Idarraga, A., & Chafos, V. (2015, March). *Modismos: Mindfulness and the Importance of Language with Latin American Clients.* Symposium presented at the American Counseling Association, Orlando, Florida.

Economou, P. & Palmer, L (2010, August). *Lymin' and learning: International clinical training experience in Trinidad and Tobago,* Conversation Hour; San Diego, CA

Economou, P (2010, August). LGBT psychology 2025: The cultural mental health needs of LGBT communities LGBT psychology 2025: *The cultural mental health needs of LGBT communities.* Conversation Hour; San Diego, CA

Elimelech, N. T., Miller, S. P., Reynolds, J. D., Ingraham, M. E., Anton, B. M., & Bhattacharjee, C. (2019, August). *Exploring dissonance in ethnic identity: Transracial socialization of Chinese American adoptees.* Poster presented at the 127th Annual APA Convention, Chicago, IL.

Elimelech, N.T., & Reynolds, J. D. (2020, September). *Research on bisexual+ Middle Eastern and North African women: Recruitment challenges and reflections.* Paper presented at the Inaugural American Arab, Middle Eastern, and North African Psychological Association Conference, Virtual.

Elliott, J. & Reynolds, J. (April 2020). *And Still I Rise: Protective Factors for Black Counseling Psychology Doctoral Students.* Poster presentation at the Counseling Psychology Conference 2020, New Orleans, LA. (Conference cancelled)

Elliott, J. L. & Reynolds, J. D. (2021, August). *The Impact of Racial and Ethnic Socialization on Young Black Women's Role in Interpersonal and Romantic Relationships: A Qualitative Study.* Poster presentation accepted at the 129th Annual APA Convention, Virtual Event

Elliott, J., Rodriguez, Y. & Molfetto, K. (February 2019). *Surviving Grad Programs as Students of Color: Barriers, Resources and Resiliency.* Presented at the 36th Annual Winter Roundtable Conference in Psychology and Education, New York, NY.

Elliott, J. L., Sliwak, R. M., Halligan, C. S., Castillo, K., & Reynolds, J. D. (2020, May). *The experiences of counseling psychology doctoral students who lost their advisor: Training and program implications.* Poster presentation accepted at the 32nd APS Annual Convention, Chicago, IL. (Conference cancelled)

Elliott, J. L., Sliwak, R. M., Halligan, C. S., Castillo, K., & Reynolds, J. D. (2020, June-September). The experiences of counseling psychology doctoral students who lost their advisor: Training and program implications. Poster presentation at the APS Poster Showcase.

Elliott, J. L., Sliwak, R. M., Halligan, C. S., Castillo, K., & Reynolds, J. D. (2020, August). *I lost my advisor, now what? Experiences of counseling psychology students who lost their*

advisor. Poster presentation accepted at the 128th Annual APA Convention, Washington, DC.

Elyukin, N. (2020, August). Bicultural Identity and Help-Seeking Attitudes Among First- and Second-Generation Immigrants Poster presentation]. American Psychological Association Annual Convention, Washington, DC, United States.

Farrell, J., Lee, H. C., Lee, M. (2018, February). *Empowering female students of color through mentorship*. Roundtable conducted at Teacher's College Winter Roundtable, New York, NY.

Farrelly, M. J., Awad, M., & Brady-Amoon, P. (2014, August). Perceptions of mental illness and violence among psychologists and legislators. In P. Brady-Amoon & M. Awad (Co-chairs), *Mental illness and violence – Towards research-informed policies and practice.* Presentation to the 122nd Annual Convention of the American Psychological Association, Washington, DC.

Farrelly, M. J., Awad, M., Brady-Amoon, P., & Filiaci, M. (2015, February). *Mental illness and violence: A call for integrative action among mental health professionals and legislators.* Roundtable presentation to the Winter Roundtable, Teachers College, New York, NY.

Farrelly, M. J., Awad, M., Filiaci, M., & Brady-Amoon, P. (2015, August). Mental illness and violence prevention: Psychology and legal policy collaboration. In M. J. Farrelly and *M. Awad (Co-Chairs), *Mental health, violence, and policy: Realities and recommendations.* Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Canada.

Fallucca, B., Catanzariti, D., Blevins, Young, M., Petrillo, L., Goulding, G., Wesbecher, K., Bennett, D. (2014, August). *Trauma: Gender-based considerations for treatment following manmade terrorism and natural disasters*. Poster presented at the American Psychological Association Annual Convention, Washington, D.C.

Falconer, E. (2023, August). The Impact of Middle School Social Aggression on Emerging Adult Women: A Phenomenological Study [Poster Presentation]. American Psychological Association Annual Conference. Washington D.C., United States.

Filiaci, M., Foley, P.F. (2019, August). *The Relationship Between Athletic Identity and Attitudes Toward Seeking Help in College Students*. Poster presented at the APA Annual Convention, Chicago, IL., American Psychological Association, Chicago, IL.

Finkelstein, K. R., & Brady-Amoon, P. (2021, March 5-7). *Female young adult sexual assault survivors' nondisclosure to family members: An exploration of barriers.* [Poster presentation]. Association for Women in Psychology Annual Conference. https://awpsych.org/

Finkelstein, K. R. & Knight, R. (2019, November). *The influence of the dark triad and gender on sexual coercion strategies of a subclinical sample*. Poster presented at the 2019 New Jersey Psychological Association Conference, Livingston, NJ.

Finkelstein K. R. & Re, S. (2020, February). *Sexual harassment in supervision: A roundtable discussion.* Presented at the 2020 Winter Roundtable Conference, Teachers College, Colombia University, New York City, NY.

Fiorito, M & Tagliareni (2005, August). *Cross-cultural implications: Exploring body image, eating disturbances and self-perception in counseling.* Poster presented at the 114th Annual Convention of the American Psychological Association, Washington, D.C.

Fisher, P. H., Nolan, S. A., Brady-Amoon, P., Rust, J. P., & Schlosser, L. Z. (2012, February). *Cultural and psychosocial variables related to college adjustment*. Roundtable discussion

conducted at the 29th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Foley, P. F. (2005). *White client racism as a barrier to effective treatment*. Symposium presented at the 2005 Teachers College Winter Roundtable, New York, NY.

Foley, P. F. (2005, February). *The impact of aversive racism in a white client.* In P. Foley (Chair), White client racism as a barrier to effective treatment. Symposium presented at the 2005 Teachers College Winter Roundtable, New York, NY.

Foley, P. F. (2005, April). The promise, pitfalls, and potential of participating in the National Tour to promote multicultural competence and social justice at Seton Hall University. In M. D'Andrea (Chair), *Building beloved communities: Reporting on the results of a national tour to promote multicultural competence and social justice.* Education session presented at the Annual Convention of the American Counseling Association, Atlanta, GA.

Foley, P. F. (2005, August). Why counseling psychologists should get religion. In L.Z. Schlosser (Chair), *Tikkun Olam: Bringing (and keeping) religion in the multicultural family.* Symposium accepted for presentation at the Annual Convention of the American Psychological Association, Washington, DC.

Foley, P. F. (2006, August). Ableism as a social justice issue for psychologists. In J. Daniels (Chair), The psychologist's role in building a sane and just society. Symposium presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Foley, P. F. (2016, August). Multicultural math? Infusing cultural issues into statistics education*.* In T. J. Ling (Chair), *From micro to macro: Enhancing multicultural competence through the application of faculty research.* Symposium presented at the Annual Convention of the American Psychological Association, Denver, CO.

Foley, P. F. (2018, March). *Supporting the cultural competence of clinical supervisors*. Roundtable discussion presented at the annual conference of the Council of Counseling Psychology Training Programs, San Antonio, TX.

Foley, P.F. (2019, February). *Disability Issues in Psychology Training Programs.* Workshop presented at the CCPTP Annual Mid-Winter Conference, Santa Ana Pueblo, NM.

Foley, P. F., Cotter, E. W., Co-Chairs (2009, August), *Regrouping and Reinventing: Career Management as a Life- Long Process.* Symposium Presented at the Annual Convention of the American Psychological Association, Toronto, Ontario.

Foley, P.F., & Ford, A. C. (2009, August). Redirected development: Downsizing and sudden disability. In P. F. Foley and E.W. Cotter (Chairs), Regrouping and Reinventing: Career Management as a Life-Long Process. Symposium Presented at the Annual Convention of the American Psychological Association, Toronto, Ontario.

Foley, P.F., & Gayle, S. (2019, July). *Psychology and Healthcare.* Invited talk at the SOM MINDS Program, Seton Hall University School of Medicine, IHS Campus, Nutley, NJ.

Foley, P. F., & Guarneri, C. (2005, March). Reasons for choosing a police career: A 20-year followup. Poster presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

Foley, P. F., Hanna Collins, M., Blau, C., Jayashankar, S., Merise, J., & Schlosser, L. Z. (2023, August). Against the odds: Career narratives of Black police chiefs [Poster presentation]. American Psychological Association Annual Convention, Washington, DC, United States.

Foley, P.F., Hinic, K., Daly, J., (2019, January). *Water and Health: The Science and Civics of Clean Water Access*. Lecture presented at the Seton Hall University Lovelette Series, Seton Hall University, South Orange. (January 31, 2019).

Foley, P. F., Leming, A., & Sweeney, J. B. (2005, August). Initial development and validation of a scale measuring workplace incivility. Poster presented at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Foley, P., Leonardo, V., Bressler, R., Mary, K., Jayashankar, S., Gayle, S., Jones, J., & Re, S. (2020, August). *Comparative Review of VR Platforms for Treatment of Specific Phobias.* [Poster Session Cancelled]. Poster session was to be presented at the annual meeting of the American Psychological Association, Washington D.C., United States of America

Foley, P. F. & Palmer, L. (2005, March). Well you're in a bad mood today: Female anger vs. feminine stereotypes. Workshop presented at the Seton Hall University Women's Conference, South, Orange, NJ.

Foley, P.F. & Palmer, L.K. (2006. August). Working women's anger: The siren, the bitch, and the boardroom. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Foley, P. F. & Palmer, L. (2006). *Working Women's Anger: the Siren, the Bitch, and the Boardroom.* A poster presentation at the 114th Annual Convention of the American Psychological Association.

Foley, P. F. & Shapiro, E. (2011, August). *An exploration of religion and occupation.* Poster presented at the annual convention of the American Psychological Association, Washington: DC.

Fuentes, M., Acosta, V., O'Conner, C., & Cruz, D. (2008). *Self-perceived discrimination as a function of skin color.* Presented at the annual conference of the American Psychological Association, Boston, MA.

Gibson, D. D. (2005, January). *College adjustment of international students: Displacement, guilt, and attachment.* Paper presented at the New Jersey Chapter Association of Black Psychologists, New Brunswick, NJ.

Gibson, D. D. (2005, February). *College adjustment of international students: Displacement, guilt, and attachment.* Poster presented at the 22nd Annual Winter Roundtable on Cultural Psychology and Education, Teachers College, Columbia University, New York, NY.

Gibson, D.D., Schlosser, L. Z., & Brock-Murray, R. (2006, August). *Identity management strategies among lesbians of African ancestry.* Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Granader, Y., Bender, H. A., Freshman, A., Zemon, V., Whitman, L., Welsh, A., & MacAllister, W. S. (2011, February). *Correlations between seizure variables and measures of executive functioning in children and adolescents with epilepsy.* Poster presented at the Annual Meeting of the International Neuropsychological Society, Boston, MA

Gundel, B. E., Davidson, M. M., Cole, B. P., Lozano, N. M., & Gervais, S. J. (August, 2011). *The relationships between hope, well-being, and forgiveness.* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Halligan, C. Lee, M. & Pieterse, A. L. (2022, August). White people developing an anti-racist stance towards anti-Black racism. Poster presentation presented at the 130th Annual APA Convention, Minneapolis, MN.

Hamilton, T., & Gibson, D. D. (2006, August). *Media as a barrier to social justice and empowerment.* Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Hammond, M. S., & Brady-Amoon, P. (2014, March). *Midlife career changers: Are we neglecting age?* Roundtable presentation to the Society for Counseling Psychology Conference, Atlanta, GA.

Hammond, M. S., & Brady-Amoon, P. (2014, July). *Intersectionality and multidimensionality of identity: Implications for well-being and development in women.* Presentation to the 28th International Congress of Applied Psychology, Paris, France.

Hammond, M. S., & Brady-Amoon, P. (2019, August). Dominant contexts, institutional cultures, and individual differences. In K. Keefe-Cooperman (Chair), *From lip service to action---A systems approach to transcending resistance in teaching diversity.* Symposium presented at the 127th Annual Convention of the American Psychological Association, Chicago, IL.

Hammond, M. S., Brady-Amoon, P., & Greene, R. L. (2021, October 14-16). *Best practices for engaging diverse students in career development in psychology* [Symposium]. Society for the Teaching of Psychology's 20th Annual Conference on Teaching, Louisville, KY USA.

Hammond, M. S., & Brady-Amoon, P. (2023, January). Best practices for increasing retention of diverse students in psychology through career development. [Continuing education program]. American Psychological Association. https://apa.content.online/catalog/product.xhtml?eid=41905

Hanna Collins, M.A., Foley, P., & Lee, M. (2022, August 4-6). *Women law enforcement officers' experience of work and family stressors* [Poster Session]. Annual Convention of the American Psychological Association, Minneapolis, Minnesota.

Hill, C. E., Sullivan, C., Knox, S., & Schlosser, L. Z. (2005, October). *Becoming a Therapist: The Experiences of Novice Therapists.* Paper presented at the Mid-Atlantic Regional Group Meeting of the Society for Psychotherapy Research, St. Mary's College, St. Mary's, MD.

Hinojos, B., Kantamneni, N., & Cole, B. P. (August, 2011). *Miss Latina: Academic and career perceptions of adolescent Latinas in an after-school support group*. Poster presented at the annual meeting of the   American Psychological Association, Washington, DC.

Hwang, B-J., Lee, J-Y., Shim, H-S., & Obana. M. (2013, January). *Professional Identity Development Among Asian International Psychologists.* Symposium presented at the National Multicultural Summit and Conference, Houston, TX.

Ingraham, M. E., & Reynolds, J. D. (2020, April). *'I'm still just as Christian as you': Resilience factors for lesbian and bisexual women with Christian faith.* Poster presentation accepted at the 2020 Counseling Psychology Conference, New Orleans, LA (Conference cancelled).

Ingraham, M. E., Bhattacharjee, C., Anton, B. M., & Reynolds, J. D. (2018, April) Factors of Resilience and Tridimensional Acculturation for Transracial Korean Adoptees. Poster session presented at Petersheim Academic Exposition, Seton Hall University, South Orange, NJ.

Ingraham, M. E., Anton, B. M., Bhattacharjee, C., & Reynolds, J. D. (2020, August). *The work of a revolutionary: A psychobiography and careerography of Angela Davis.* Poster presentation accepted at the 128th Annual APA Convention, Washington, DC.

Inman, A. G., Ladany, N., Schlosser, L. Z., Boyd, D., Howard, E. E., Altman, A. N., & Poltrock, E. S. (2008, June). Nondisclosures in Advising Relationships: Advisee and Advisor Perspectives. In A. G. Inman (Moderator), *Advisor-Advisee Relationships*. Paper presented at the 39th International Meeting of the Society for Psychotherapy Research, Barcelona, Spain.

Inman, A. G., Mobley, M., Heesacker, M., Spokane, A., Nilsson, J., & Brady-Amoon, P. (2015, February). *Master training and state level advocacy.* Presentation at the mid-year meeting of the Council for Counseling Psychology Training Programs (CCPTP), San Diego, CA.

Inman, A. G., Schlosser, L. Z, Ladany, N., Boyd, D. L., Howard, E. E., Altman, A. N., & Poltrock, E. S. (2008, August). *Non-disclosures in advising relationships: Advisee Perspectives.* Poster presented at the 116th Annual Convention of the American Psychological Association, Boston, MA.

Jayashankar, S., Jones, J., & Blau, C. (2020, February). *"Painting the Ivory Tower": Empowering Students of Color Towards a Career in Academia.* Presented at the 37th Annual Teachers College Winter Roundtable, New York, NY.

Jayashankar, S., Miller, S. P., & Re, S. (February, 2021). *Paving a Path to Healing: Exploring the Impact of Intergenerational Trauma on Academic Mentorship Between People of Color.* Round table presentation accepted at the 38th Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.

Jayashankar, S., Blau, C., Jones, J. (2021, February). *To help and to heal: Conversations on graduate student and faculty experiences during the COVID-19 pandemic.* Roundtable Discussion at the Teacher's College, Columbia University, New York, N.Y.

Jayashankar, S., & Hanna Collins, M. (2022, February 24-26). Unseen but not invisible: Addressing epistemological exclusion in minority research [Presentation & Roundtable Discussion]. 39th Annual Winter Roundtable Conference, Teachers College, Columbia University, New York, NY.

Jayashankar, S., Blau, C., Hao, Y. & Foley, P. (to be presented August 2022). The COVID-19 Experience: Understanding the Effects of a Global Pandemic on the Needs and Challenges Faced by Southeast and East Asian International Graduate Students in the United States. Poster to be presented at the annual meeting of the American Psychological Association, Washington D.C.

Jean Baptiste, J., DuHamel K. N., Li, Y., & Jandorf, L. (2011). *Randomized clinical trial to increase colonoscopy screening among African Americans in an urban setting: Preliminary results.* Poster presented at the Multinational Association of Supportive Care in Cancer Annual Conference, Athens, Greece.

Jean Baptiste, J. (2010, May). *Quality of Memory in Asylum Seekers: Impact on the Refugee Determination Process.* Paper presented at the Third Annual New School for Social Research Interdisciplinary Memory Conference, New York, New York.

Jean Baptiste, J., Palmer, L. (2012, August). *Quality of Memory in Asylum Seekers and the Refugee Determination Process.* Paper presented at the American Psychological Association Annual Convention, Orlando, FL.

Jean Baptiste, J., Palmer, L., Berhe, Z., Worthy, K., Winograd, M., Straytner, A., Amorello, B., Brown, B., Petronzi, G. (2013, August). *Critical Incidents Across the Doctoral Training Process: Anticipatory Guidance.* Symposium presented at the American Psychological Association Annual Convention, Honolulu, HI.

Jean Baptiste, J., Palmer, L., Makhija, N., Berhe, Z., Cooper, M. (2011, August). The experience of compassion fatigue in therapist trainees. Symposium presented at the 2011 American Psychological Association Annual Convention, Washington, DC.

Jiwon, Y., Sinan, B., Thompson, C. M., Kim-Martin, K., Molfetto, K., & Thomopoulos, E. (2017). *International buddies: building multicultural competence through cross-cultural connections.* Poster presentation to the New Jersey Psychological Association 2017 Conference, Iselin, NJ.

Johnson, E. L., & Brady-Amoon, P. (2016, February). *Education and Advocacy within CMCTP.* Presentation to the 2nd annual meeting of the Council for Masters in Counseling Training Programs (CMCTP). Asheville, NC.

Johnson, L., Palmer, L.K., Cook-Morales, V.J. & Heppner, P. P. (2010). *Developing a study abroad program: How to get started*. Roundtable discussion to be presented at the American Psychological Association 2010 Convention, San Diego, CA.

Jones, J., Foley, P. (2022, October). *Examining the effects of perceived coach-athlete race and gender matching on Black female collegiate basketball players*. Poster Presentation at the Fort Worth Convention Center, Fort Worth, T.X.

Jones, J., Foley, P. (2022, August). *Examining the perceived effects of race and gender matching on Black female collegiate athletes*. Poster Presentation at the Minneapolis Convention Center, Minneapolis, M.N.

Jones, J., (2022, March). *Improving financial knowledge amongst collegiate student-athletes.* Symposium at the California Baptist University, Riverside, C.A.

Kahn, J. H. & Schlosser, L. Z. (2005, August). The Graduate Advising Relationship: Do Advisors and Advisees Agree? In L. Z. Schlosser (Chair), *Advising relationships in psychology doctoral training: What students want to know.* Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Kahn, J. H., & Schlosser, L. Z. (2009, June). *Research training environments and educational/vocational outcomes: A program-level analysis*. Poster presented at the Society for Vocational Psychology's 9th Biennial Conference, St. Louis, MO.

Kahn, J. H., Schlosser, L. Z., & Catlin, M. L. (2009, June). *Faculty job satisfaction and the doctoral research training environment.* Poster presented at the Society for Vocational Psychology's 9th Biennial Conference, St. Louis, MO.

Kamin, D., Nick, G., Blau, C., & Lewis, C. (2020, October). *New York's State-Wide Crisis Intervention Team (CIT) Program is Making a Difference.* Presented at 2020 Law Enforcement Symposium, Albany, NY.

Keefe-Cooperman, K., & Brady-Amoon, P. (2011, August). *Reported sleep patterns in preschool children: A focus on variations according to race, adaptive difficulties, and changes over time.* Poster session presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Keefe-Cooperman, K., & Brady-Amoon, P. (2012, March). *Breaking bad news: The PEWTER counseling model*. Presentation to the American Counseling Association Annual Conference, San Francisco, CA.

Kelly, M. E. (2006, October). *I didn't ask to come here: The experiences of the adolescent children of European immigrants.* Poster presented at the 6th Annual Diversity Challenge, Boston College, Chestnut Hill, MA.

Kelly, M. & Foley, P. F. (2009, August). *Social-Cognitive Career Theory and the School-to-Work Transition.* Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Kelly, M. E., & Lee, S. S. (2005, March). Values in conflict: The role of the clinician's core beliefs in working with suicidal clients. In M. E. Kelly (Chair), *Clinical interventions.* Paper presented at the Annual Conference of the Eastern Psychological Association, Boston, MA.

Kelly, M. E., & Pepen, S. (2006, March). *Feminism 101.* Workshop presented at the Annual Women's Conference, Seton Hall University, South Orange, NJ.

Kelly, M. E., Tagliareni, L. J., & Foley, P. F. (2007, August). *Generational and cohort differences in attitudes toward feminism.* Poster presented at the 115th Annual Conference of the American Psychological Association, San Francisco, CA.

Khshaiboon, S & Foley, P. (2011, August). *The impact of acculturation on depression in first-generation Arab American adolescents*, Poster presented at the Annual Conference of of the American Psychological Association, Washington, DC.

Khshaiboon, S.H. & Foley, P. F. (2011, August). *The relationship between the level of acculturation and the level of depression among second generation Christian Arab American adolescents*. Poster presented at the American Psychological Association Annual Convention, Washington, D.C.

Khshaiboon, S.H., & Foley, P. F. (2012, October). *Second generation Christian Arab Americans: Risks and challenges in the field of mental health*. Structured discussion conducted at the Boston College Diversity Challenge, Boston, M.A.

Kinney, R., Schlosser, L. Z., Lytle, M. C. & Dewey, J. J. H. (2011, August). *Christian Perspectives on Christian Privilege: A consensual qualitative study*. Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Kim-Martin, K., Rodriguez, Y., Thomopoulos, E., & Noelany, P. (2018, February). *Spirituality, Gender, and the Pursuit of Social Justice: Phenomenological Narratives of Doctoral Psychology Trainees*. Symposium presented at the 35th Annual Winter Roundtable, New York, NY.

Knox, S., Burkard, A. W., Edwards, L. M., Smith, J., & Schlosser, L. Z. (2007, June). Supervisor self-disclosure in supervision. In S. Knox (Chair), *Therapist, supervisor, and supervisee self-disclosure: Empirical findings and implications.* Panel discussion conducted at the 38th Annual Meeting of the Society for Psychotherapy Research, Madison, WI

Knox, S., Burkard, A. W., Edwards, L. M., Smith, J. & Schlosser, L. Z. (2007, August). *Supervisor self-disclosure in supervision.* Poster presented at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.

Knox, S & Hill, L. (2011). Writing the CQR Manuscript: Challenges and Recommendations. In Clara E. Hill (Eds.), *Consensual qualitative research: A practical resource for investigating social science phenomena.,* Washington, DC: APA.

Larmony, A, Douglas, A & Lee, S. (2011, March). Ethical Issues and Use of Appropriate Touch with Children. Poster presented at the National Association of School Psychologists, San Francisco, CA.

Larmony, A., Douglas, A., Massarelli, T., Lee, S. (2012, February). *Appropriate touch: Students with severe disabilities and autism*. Poster presentation conducted at the National Association of School Psychologist Annual Convention, Philadelphia, PA.

Leach, M. M., Jacobs, S. C., Dagley, J. C., Bobele, M., Bowman, S. L., Gerstein, L. H. & Palmer, L. K. (2006). *Tough Lessons from Katrina: Toward Better Disaster Preparedness*. A symposium presented at the 114th Annual Convention of the American Psychological Association.

Lee, H. C., Lee, M., & Farrell, J. A. (2019, February). *"At least you are not black": Interracial dynamics in the U.S. and the impact on training of counseling and psychology students*. Roundtable conducted at Teacher's College Winter Roundtable, New York, NY.

Lee, J-Y (2012, August). *International Student barriers to group counseling*. Poster presented at the annual American Psychological Association Convention, Orlando, FL.

Lee, J-Y (2012, August). *Predict the teachers' referral of ADHD students using the theory of planned behavior.* Poster presented at the annual American Psychological Association Convention, Orlando, FL.

Lee, J-Y (2013, January). *Elders' attachment and care-giving situations, and implications for mental health.* Poster presented at the National Multicultural Summit and Conference, Houston, TX.

Lee, J., Budge, S., Wilson, J., & Roper, J. (2011, February). *The Korean Conundrum: Gossip and Social Support in International Student Communities.* Symposium presented at the annual Big 10 Conference, Minneapolis, MN.

Lee, J., & Ciftci, A. (2007, August). *Asian students' adjustment: Influence of personality, gender roles, academic self- efficacy.* Poster presented at the Annual American Psychological Association Convention, San Francisco, CA.

Lee, J., & Pistole, M. C. (2008, March). *Place attachment, adjustment, and functions of gossip as predictors of international college students tendency to gossip.* Poster presented at the International Counseling Psychology Conference, Chicago, IL.

Lee, J-Y., & Pistole, M. C. (2011, August). *Attachment, self-disclosure, gossip, and idealization as predictors of satisfaction in geographically close and long distance romantic relationships.* Poster presented at the annual American Psychological Association Convention, Washington, DC.

Lee, J., Shih, J., & Hu, A. (2011, February). *Three Generations of Asian Counselors: The Role of Ethnic and Cultural Identity in Counseling Supervision*. Symposium presented at the annual Big 10 Conference, Minneapolis, MN.

Lee, M. (2016, August). Researcher identities, status, and power: How is reality constructed in qualitative research? In C. Datchi (Chair), *Researcher identities and research agendas: negotiation and reflection*. Symposium conducted at the meeting of the American Psychological Association, Denver, CO.

Lee, M. (2017, October). "That doesn't work here…": Liberating psychoanalysis from the couch. In R. Ruth (Chair), *Psychoanalytic clinicians and systems of care: voices of engagement, critique, and resistance*. Symposium conducted at the meeting of the Association for the Psychoanalysis of Culture and Society, New Brunswick, NJ.

Lee, M. (2022, August). Therapists' experiences of addressing clients' racism: Challenges and lessons learned. In L. Comas-Diaz (Chair), Addressing microaggressions and racist comments in psychotherapy. Symposium conducted at the meeting of the American Psychological Association, Minneapolis, MN.

Lee, M., Molfetto, K., Kim-Martin, K., Thompson, C. M., Elliott, J. L., & Castillo, K. (2021, August). *Resolution of bicultural conflict in multicultural counseling: A task analysis.* Poster session presented at the meeting of the American Psychological Association.

Lee, M., Sinan, B., Bennett, D., & Yoo, J. (2016, August). Researcher identities, status, and power: How is reality constructed in qualitative research? In C. Datchi (Chair), *Researcher 'identities and research agendas: negotiation and reflection*. Symposium conducted at the meeting of the American Psychological Association, Denver, CO.

Lee, M., Tran, N., Strom, J., Hu, Y., Du, R., & Hammer, C. (2023, August). Let's Talk about Race: The Experiences of Race Talk for Asian American Clients with White Therapists [Poster presentation]. American Psychological Association Annual Convention, Washington, DC, United States.

Lee, M., Lee, H. C., Farrell, J. (2017, February). *Supervisor, supervisee, and clients with oppressed status: Processing recent community traumas across supervisory and therapy dyads*. Roundtable conducted at Teacher's College Winter Roundtable, New York, NY.

Leming, A. L., Butler-Sweeney, J., & Foley, P. F. (2006, August). *Personality changes in the college student population over two decades.* Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Lloyd, M. E., Kelling, A. S., Quillen, C. A., Leder-Elder, S., Brady-Amoon, P., Dulabaum, N. L., Matthews, A. L., Zengaro, S., & Kreiner, D. S. (2021, October 14-16). *Making mid-career more magical than maddening: Revitalizing, resurrecting, and/or revamping roles* [Symposium]. Society for the Teaching of Psychology's 20th Annual Conference on Teaching, Louisville, KY USA.

Lozano, N. M., Davidson, M. M., Cole, B. P., Gervais, S. J., & Gundel, B. E. (August, 2012). *Relations between women's experiences of intimate partner violence and forgiveness.* Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.

Lytle, M.C. (2007, November). *Please let me cry.* Presented at the New Jersey Hospice and Palliative Care Organization Annual Conference, Eatontown, NJ.

Lytle, M.C. (2008, March). *Implications for working with grieving children and adolescents*. Poster presented at the International Counseling Psychology Conference, Chicago, IL.

Lytle, M. C. & Foley, P. (2009, August). *Impact of Religion on Parent-Child Relationship: Children of GLB Parents.* Poster present at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Makhija, N. (2011, August). *Examining the Male Perspective of Intimate Partner Violence in the U.S. Indian Immigrant Community*. Poster presented at the 119th Annual American Psychological Association Convention, Washington, D.C.

Makhija, N., Palmer, L., Berhe, Z., Cooper, M., Jean-Baptiste, J. (2011, August). *The Experience of Compassion Fatigue in Therapy Trainees*. 119th Annual American Psychological Association Convention, Washington,D.C.

Maleh, N. T., & Reynolds, J. D., (2021, August). *Mental health in the neonatal intensive care unit: Parents' experiences of challenge and resiliency.* Poster presented at the 129th Annual APA Convention, Virtual.

Maley, L. & Palmer, L. (2012, August). *The Crazy Cat lady: Investigating the Effect of Internalized Stereotype on Women with Multiple Cats.* A poster presented at the American Psychological Association Convention. Orlando, FL.

Manning, N. N., Foley, P. F., & Mercedes, E. (2006, August). *Culture-fair testing: An impossible dream?* Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Marcus-Mendoza, S., Blau, C., & Quina, K. (2020, March). *Engaging Transformative Power for Incarcerated Women.* Presented at the Association for Women in Psychology 2020 Conference, Austin, TX.

Massarelli, T. (2011, November). *Mental health issues in the schools – What educators need to know – Part II*. Workshop presentation conducted at the New Jersey Education Association Annual Convention, Atlantic City, NJ.

Massarelli, T. & Conners, B. (2021, February). *Public policy update on restraint and seclusion in schools*. Poster presentation conducted (virtually) at the National Association of School Psychologists Convention, Salt Lake City, Utah.

Mastroianni, C., & Brady-Amoon, P. (2021, March 5-6). *Psychologists' understanding of college students' use of new communication technologies.* [Poster presentation]. Eastern Psychological Association 92nd Annual Conference. https://www.easternpsychological.org/i4a/pages/index.cfm?pageid=1

Maurice, W. F., Kelly, M. E., Alston, W., & Foley, P. F. (2005, August). *The road less traveled: Nontraditional age students in doctoral programs.* Poster presented at the 114th Annual Convention of the American Psychological Association, Washington, DC.

McCorkle, M. (2021, August). *Transgender, non-binary, and gender-expansive individuals and experiences of abortion.* Poster presentation accepted at the 130th Annual Convention of the American Psychological Association, Division 17, Section for Advocacy of Sexual Orientation and Gender Diversity Student Poster Session, San Diego, CA.

McCorkle, M. & Lee, S. (2021, August). *Social justice advocacy: The dual relationship and ethical concerns in correctional mental health.* Poster presentation accepted at the 130th Annual Convention of the American Psychological Association, San Diego, CA.

McCorkle, M. (2022, August). Individuals in an alternative sentencing program and employment experiences. Poster presentation accepted at the 131st Annual Convention of the American Psychological Association, Division 18, Psychologists in Public Service, Minneapolis, MN.

McCorkle, M., Lee, M., & Simpkins, D. (2023, August). Through the lens of structural violence: Abortion experiences and moral Injury. Poster presentation accepted at the 132nd Annual Convention of the American Psychological Association, Division 35, Society for the Psychology of Women, Washington, D.C.

McGuire, K., Castano, M. & Strober, L. (2011, June). *Evaluation of the Millon Behavioral Medicine Diagnostic with a Multiple Sclerosis Population.* Poster presentation at the annual meeting of the Consortium of Multiple Sclerosis Centers, Montreal, Canada.

McGuire, K., Younes, M. Welsh, A, & Castano, M. (2011, June). *Effectiveness of a psychoeducational wellness group for individuals with multiple sclerosis.* Poster session presented at the Annual Meeting of The Consortium of Multiple Sclerosis Centers, Montreal, Canada.

McGuire, K. & Castano, M. (2011, June). *Utility of the Millon Behavioral Medicine Diagnostic with a Multiple Sclerosis Population.* Poster presentation at the annual meeting of the Consortium of Multiple Sclerosis Centers, Montreal, Canada.

McLennon, S. & Palmer, L. (2009). *College Students' Attitudes Regarding Sexual Intimacy and HIV/STD Prevention for Females with Developmental Disabilities.* A poster presented at   the 2009 Annual Convention of American Psychological Association, Toronto, CA.

McPleasant, T., Sumerlin, J., & Datchi, C. (2013, February). A family systems approach to parent education about lesbian, gay and transgender issues. Workshop conducted at the Teachers' College Winter Roundtable, New York, NY.

Mercedes, E., Foley, P. F., Chae, M. F., Hernandez, E. F, & Manning, N. N. (2006, August). *Within-group cultural differences as a social and therapeutic issue.* Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Miller, S. P., Elimelech, N. T., & Reynolds, J. D. (2020, August). *Being and becoming: A psychobiography and careerography of James Baldwin.* Poster presentation presented at the 128th Annual APA Convention, Virtual.

Miller, S. P. & Reynolds, J. D. (August, 2021). Understanding Divergent Relationship Between Self-Efficacy and Ethnicity in Black College Students. Poster presentation accepted at the 129th Annual APA Convention, San Diego, CA.

Molfetto, K., & Brady-Amoon, P. (2017, August). *Work Family Enrichment and Critical Consciousness within the social justice movement.* Poster presented at the 125th Annual Convention of the American Psychological Association, Washington DC.

Molfetto, K., & Lee, M. (2017, August). *Preadoption adversity, social support, and racial and ethnic identity among adult Korean transracial adoptees*. Poster session presented at the meeting of the American Psychological Association, Washington D. C.

Molenda-Kostanski, Z., & Foley, P. (2012, August). *Acculturation and Father-Child Relationships among Eastern European Immigrants*. Annual Convention of the American Psychological Association, Orlando, FL.

Ngoubene-Atioky, A., Walinsky, D., Cregg-Wedmore, M., Welsh, A., & Cruza-Guet, C. (2010, August). *Division Student Representative Network Business Meeting: Promoting Student Membership and Involvement.* Panel session presented at the Annual Meeting of the American Psychological Association, San Diego, CA.

Nick, G., Williams, S., Lekas, H. M., Kamin, D., Blau, C., Lewis, C., & Tate, S. (2020, October). Crisis intervention team (CIT) training: Evidence of stigma reduction among law enforcement in NYS (2019-2020). In APHA's 2020 VIRTUAL Annual   Meeting and Expo (Oct. 24-28). APHA.

Noda, M., & Moran, S., Massarelli, T. (2012, February). *Promoting multimedia teaching strategies among English language learners*. Poster presentation conducted at the National Association of School Psychologists Annual Convention, Philadelphia, PA.Nolan, S. A., & Safran, R. S. (2009, March). Charting a course in international psychology. In *The Internationalization of the Undergraduate Psychology Major* (Buckner, J. P., & Nolan, S. A., Chairs). Symposium presented at the 80th Annual Meeting of the Eastern Psychological Association, Pittsburgh.

Ochoa, T., Datchi, C., & Weller, N. (2019, July). *Improving transition from juvenile incarceration through mentoring for youth and families*. Focused discussion presented at the 14th International Conference on Interdisciplinary Social Sciences, Common Ground Research Network, Mexico City, Mexico.

Okozi, I.; & Lee, S. (2006, August). *Integrating spirituality into counseling: Assessment of client spirituality.* Poster presented at the 114th Annual Convent ion of the American Psychological Association, New Orleans, LA.

Okozi, I. (2009, August). *Got Funding? Financial opportunities for minority students*. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Okozi, I. (2009, August). *The impact of the current economic crisis on university students.* Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Palmer, L., Amorello, B., Petronzi, G., Brown, B., Winograd, M., Stratyner, A., Molenda-Kostanski, Z., Young, M., Petrillo, L., Catanzaretti, D., Bennett, D. (2014, March). *Fatherhood in marginalized communities: Supporting successful navigation of uncharted waters.* Symposium conducted at the Counseling Psychology Conference, Atlanta, GA.

Palmer, L., Brown, B., Petronzi, G., Amorello, B., Winograd, M., Jean-Baptiste, J., Worthy, K. Stratyner, A. (2013, August). *Critical incidents occurring across the doctoral training experience.* Symposium conducted at the American Psychological Association Annual Convention, Honolulu, HI.

Palmer, L., Jean Baptiste, J., Berhe, Z. (2012, August). *For colored girls who have considered suicide when the rainbow is enuf: Attending to narrative.* Poster presented at the American Psychological Association Annual Convention, Orlando, FL.

Palmer, L., Brown, B., Cooper, M., Amorello, B., Dator, J., & Maley, L. (2013, August). *Suicidality across the lifespan: A minority perspective.* Symposium presented at American Psychological Association Annual Convention, Orlando, FL.

Palmer, L & Duer, J. (2011, March). CACREP and Counseling Psychology: A precarious balance, Chairs of Graduate Departments of Psychology Annual Meeting, Charleston, SC.

Palmer, L. K., Huntington, J., Lytle, M. & Economou, P. J. (2010, August). *Lymin' and Learning-- International Clinical Training Experience in Trinidad and Tobago*. A discussion hour presented at the American Psychological Association Convention. San Diego, CA.

Palmer, L. K., Huntington, J., Welsh, T.J. & Maley, L. (2010, Auguts). *Benefit of Animal-Assisted Programs With At-Risk Urban Youth*. A discussion hour presented at the American Psychological Association 2010 Convention. San Diego, CA.

Palmer, L.K., Maley, L., Pomerantz, S., Dator, J. W., McLennon, S., Maris, M.A., Welsh, T. J. & Huntington, J. (2010, August). *Women and Disabilities Across the Life Span.* A symposium presented at the American Psychological Association 2010 Convention. San Diego.

Palmer, L., Manning, N., Kinney, R. & Pomerantz, S. (2009, August). *Factors That Promote and Impede Optimal Aging in Women: A Bio-Psycho-Socio-Cultural Perspective.* A poster presented at the Annual Convention of American Psychological Association, Toronto, CA.

Palmer, L. Pomerantz, S., McLennon, S. Maris, M., Makhija, N. (2009, August). *Disabilities Across the Life Span---A Review of the Range of Psychological and Psychosocial Impact of acquired or Developmental Disabilities.* A poster presented at the Annual Convention of American Psychological Association, Toronto, CA.

Palmer, L., Cruz, D., Fiorito, M., Economou, P., Huntington, J., McLennon, S., McKay-Cook, S. & Maris, M (2008, August). *The relationship between fatigue, emotional functioning, neurocognitive functions, and learning disabilities in college students.* A poster presented at the Annual Convention of American Psychological Association, Boston, MA.

Palmer, L. (2005, August). Psychological and neuropsychological assessment with older adults. In Michael Duffy (Chair), *Psychological Practice with Older Adults: Opportunities and Skills.* Discussion conducted at the 114th Annual Convention of the American Psychological Association, Washington, D.C.

Palmer, L., Bernstein, J., Fiorito, M., Tagliareni, L. (2006). *Developing an International Training Experience – A Multicultural, Multidisciplinary, Multifaceted Design.* A conversation hour presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Palmer, L., Cruz, D., Fiorito, M., Economou, P., Huntington, J., McLennon, S., McKay-Cook, S. & Maris, M. (2008, August). *The relationship between fatigue, emotional functioning, neurocognitive functions, and learning disabilities in college students.* A poster presented at the 2008 Annual Convention of American Psychological Association, Boston, MA.

Palmer, L., Bernstein, J., Fiorito, M., Tagliareni, L. (2006). *Developing an International Training Experience – A Multicultural, Multidisciplinary, Multifaceted Design.* A conversation hour presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Palmer, L., Haydu, T., Bronk, D., & Fiorito. (2005). *The Investigation of the Relationship Between Learning Disabilities, Emotional Functioning, and Fatigue in School-Aged Children.* A poster presentation at the 114th Annual Convention of the American Psychological Association, Washington, D.C.

Palmer, L. (2005, August). Psychological and neuropsychological assessment with older adults. In Michael Duffy (Chair), *Psychological Practice with Older Adults: Opportunities and Skills.* Discussion conducted at the 114th Annual Convention of the American Psychological Association, Washington, D.C.

Palmer, L. & Mulrooney, K. (2005, April). *The Touchpoints Model: Implications for Practice.* Workshop presented at the biannual conference of the New Jersey Psychological Association, Iselin, NJ.

Palmer, L., Haydu, T., Bronk, D., & Fiorito. (2005). *The Investigation of the Relationship Between Learning Disabilities, Emotional Functioning, and Fatigue in School-Aged Children.* A poster presentation at the 114th Annual Convention of the American Psychological Association, Washington, D.C.

Palmer, L. K., Manning, N. N., Kinney, R., & Pomerantz, S. (2009, August). *Factors That Promote and Impede Optimal Aging in Women: A Bio-Psycho-Socio-Cultural Perspective.* Poster conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Palmer, L., Maley, L. & Dator, J. (2010, November). *La Malinche, La Llorona, and La Virgin de Guadalupe: A Discussion on Mexican-American Female Archetypes in Film and the Telenovela.* Roundtable Discussion presented at the National Latina/o Psychological Association conference, San Antonio, TX.

Palmer, L., Maley, L., Huntington, J. & Welsh, T. (2010, August). *Benefits of Animal -Assisted Programs With At- Risk Urban Youth.* Symposium presented at the 118th annual American Psychological Association conference, San Diego, CA.

Palmer, L & Maley, L., Pomerantz, S., Dator, J., McLennon, S., Maris, M. & Welsh, T. (2010, August). *Women and Disabilities Across the Life Span.* Symposium presented at the 118th annual American Psychological Association conference, San Diego, CA.

Palmer, L. & Mulrooney, K. (2005, April). *The Touchpoints Model: Implications for Practice.* Workshop presented at the biannual conference of the New Jersey Psychological Association, Iselin, NJ of the American Psychological Association, Toronto, Canada.

Palmer, L., Pomerantz, S., Maris, M., McLennon, S., & Makhija, N. (2009, August). *Disabilities across the life span: A review of the range of psychological and psychosocial impact of acquired or developmental disabilities.* Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Palmer, L., Makhija, N., Baptiste, J. J., Berhe, Z., & Cooper, M. (2011, August). *The Experience of Compassion Fatigue in Therapist Trainees.* A symposium presented at the American Psychological Association 2011 Convention. Washington, D.C.

Palmer, L. (2011, October). *An introduction to sandtray therapy: the transformative power of Temenos, sand, & symbolism.* A workshop presented at the New Jersey Psychological Association 2011 Fall Conference. Iselin, NJ.

Palmer, L. (2011). *The inherent responsibility of privilege.* Society of Counseling Psychology 2010 Fellows Address. American Psychological Association 2011 Convention. Washington, D.C.

Petronzi, G., & Lee, S. (2012). *Ethical Considerations and Boundary Issues Raised by Technology.* Poster presented at the 120th Annual Convention of the American Psychological Association, Orlando, FL.

Petronzi, G., & Masciale, J. (2013). *Who is the right therapist for you? The role of personality, mindfulness, and attachment in psychotherapeutic preference.* Poster presented at the 5th Annual Conference on Self-Determination Theory, Rochester, NY.

Petronzi, G & Lee, S. (2012, August). *Social media and the ethical implications of digital disclosure,* American Psychological Association, Orlando,FL.

Poltrock, E., Fiorito, M., & Haydu, T. (2005, March). *Understanding work addiction and perfectionism across cultures: A socio-cultural review of the effects of work addiction on*

the family system, diagnostic information, treatment options, and implications for future research. Poster presented at the Petersheim Academic Exposition, South Orange, NJ.

Poltrock, E. S., Schlosser, L. Z., Foley, P. F., & Holmwood, J. R. (2005, August). A Content Analysis of 10 Years of Counseling Psychology Research. In L. Z. Schlosser (Chair), *Tikkun Olam: Bringing and keeping religion in the multicultural family*. Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Pomerantz, S. & Palmer, L. (2011, August). *Attachment as a Predictor of Physical Health in Middle and Older Adult Women*. A poster presented at the American Psychological Association 2011 Convention. Washington, D.C.

Pruitt, N., Knox, S., Schlosser, L. Z., & Hill, C. E. (2005, August). Graduate advising relationships: The advisor's perspective. In L. Z. Schlosser (Chair), *Advising relationships in psychology doctoral training: What students want to know.* Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Re, S., & Finkelstein, K. (2020, February). *Sexual harassment in supervision.* Roundtable presented at the annual Winter Roundtable Conference at Teachers' College, Columbia University, New York.

Re, S., & Foley, P. (2020, August). *Immigrants' attitudes toward immigration.* Poster session presented at the 128th Annual Convention of the American Psychological Association, Washington, D.C.

Re, S., Jayashankar, S., and Miller, S. (2021, February). *Paving a Path to Healing: Exploring the Impact of Intergenerational Trauma on Academic Mentorship Between People of Color.* Roundtable accepted for a presentation at the annual Winter Roundtable Conference at Teachers' College, Columbia University, New York.

Reynolds, J. D. (2019, July). Names, identity, and transracial socialization for transracial Korean and Chinese adoptees. Panel discussion presentation at the 2019 International Symposium for Korean Adoption Studies (ISKAS) at the International Korean Adoptee Association Gathering (IKAA), Seoul, Korea.

Reynolds, J. D., Ingraham, M. E., Elimelech, N. T., Bhattacharjee, C., Anton, B. M., & Miller, S. P. (2020, August). *Reclaiming narratives: Centering LGBTQ+ people of color in psychobiographical work.* Roundtable presentation accepted for the 128th Annual APA Convention, Virtual.

Rigney, T., & Brady-Amoon, P. (2019, October). *Creating an infant safe haven curriculum.* Presentation to the New Jersey School Counselor Association Conference. Edison, NJ.

Robinson-Parker, S., Salim, K. (2023, August). Examining the Impact of the Dual Pandemics on the Experience of Racialized Mass and Vicarious Trauma Among International Students of Color (ISOC) [Poster presentation]. American Psychological Association Annual Convention, Washington, DC, United States.

Rodriguez, Y., Datchi, C., Pelc, N., & Abbott, D. (2018, February). *Advancing women's careers in academia: Gender, power, and privilege*. Roundtable discussion conducted at Teachers' College Winter Roundtable, New York, NY.

Rodriguez, Y. & Thompson, C. M. (2017, August). *Career construction through spoken-word narratives with incarcerated adults*. Presentation to the 125th Annual Convention of the American Psychological Association, Washington, DC.

Safran, R. S. & Schlosser, L. Z. (2010, November). *Perceptions of Psychotherapy and Associated Stigma Among American Jews.* Paper presented at the 22nd Greater New York Conference on Behavioral Research, New York, NY.

Safran, R. S. & Schlosser, L. Z. (2010, August). Perceptions of Psychotherapy and Associated
        Stigma Among American Jews [Field note data summary and slide presentation]. In L. Z.
        Schlosser, Chair, *American Jews--Current Directions in Empirical Research*. Symposium
        conducted at the 118th APA Annual Convention, San Diego.

Salim, K., Robinson-Parker, S. (2023, August). Psychological refusal: A resistance tactic among
        post-incarcerated Palestinian political prisoners [Poster presentation]. American
        Psychological Association Annual Convention, Washington, DC, United States.

Salusky, I., Monjaras-Gaytan, L., Ulerio, G., Forbes, N., Perron, G. & Reposa, E. (2022, June 24-
        26). The development of on-campus social belonging for first-generation college students. In
        I. Salusky (Chair), Creating an inclusive climate for first-generation college students
        [Symposium]. Accepted to the Annual Conference of the Society for the Psychological
        Study of Social Issues (SPSSI), San Juan, Puerto Rico.

Sbaratta, C. A. (2012, August). Male Psychology Doctoral Students: The Influence of GRC on
        Training. In C. Z. Oren & A. Smiler (Co-Chairs). *Understanding Male Psychology Students:
        Implications for Training and Supervision*. Symposium conducted at the 120th Annual
        Convention of the American Psychological Association, Orlando, FL.

Sbaratta, C. A., Beaumont, C., Tirpak, D. M., & Schlosser, L. Z. (2008, February). *The Male- Male
        Advising Relationship in Psychology*. Symposium conducted at the Columbia University,
        25th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Sbaratta, C. A., Beaumont, C. G., Tirpak, D. M., & Schlosser, L. Z. (2009, August). The Male-
        Male Advising Relationship in Psychology. In C. Z. Oren & D. C. Oren (Co-Chairs). *Male
        Psychology Doctoral Students*. Symposium conducted at the 117th Annual Convention of
        the American Psychological Association, Toronto, Canada.

Sbaratta, C. A., Maris, M.A., & Economou, P. (2009, August). *Not Quite White: Therapeutic
        Implications for Greek Americans*. Poster presentation at the 117th Annual Convention of
        the American Psychological Association, Toronto, Canada.

Sbaratta, C. A., Schlosser, L. Z., & Safran, D. A. (2008, March). *Reasons for Choosing a
        Correction Officer Career*. Poster presentation at the 2008 International Counseling
        Psychology Conference, Chicago, IL.

Sbaratta, C. A., & Schlosser, L. Z. (2009, August). *An Examination of the Relationships between
        UDO, Religiosity and Spirituality*. Poster presentation at the 117th Annual Convention of
        the American Psychological Association, Toronto, Canada.

Sbaratta, C. A., Schlosser, L. Z., & Safran, D. A. (2008, March). *Reasons for Choosing a
        Correction Officer Career*. Poster presentation at the 2008 International Counseling
        Psychology Conference, Chicago, IL.

Sbaratta, C. A., Tirpak, D. M., Beaumont, C., & Schlosser, L. Z. (2009, August). *The Male-Male
        Advising Relationship in Psychology*. Symposium conducted at the Columbia University,
        25th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z. (2005, February). Addressing antisemitism in psychotherapy: A clinical case
        example. In P. F. Foley (Chair) *White Client Racism as a Barrier to Effective Treatment*.
        Symposium conducted at the 22nd Annual Winter Roundtable on Cultural Psychology and
        Education, New York, NY.

Schlosser, L. Z. (2005, August). *Advising relationships in psychology doctoral training: What
        students want to know*. Symposium conducted at the 114th Annual Convention of the
        American Psychological Association, Washington, DC.

Schlosser, L. Z. (2005, August). *Tikkun Olam: Bringing and keeping religion in the multicultural family.* Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Schlosser, L. Z. (2005, August). Why counseling psychologists have excluded religion. In L.Z. Schlosser (Chair), *Tikkun Olam: Bringing and keeping religion in the multicultural family.* Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Schlosser, L. Z. (2006, August). Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs: Toward a Multicultural Theory. Symposium conducted at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Schlosser, L. Z. (2007, February). *Affirmative Psychotherapy for American Jews*. Paper presented at the 24th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z. (2007, August). Affirmative Psychotherapy for American Jews. In L. Z. Schlosser (Chair), *The Lost Tribe: American Jews and Multicultural Psychology.* Symposium conducted at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.

Schlosser, L. Z. (2007, August). *The Lost Tribe: American Jews and Multicultural Psychology.* Symposium chaired at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.

Schlosser, L. Z. (2007, October). *Why does counseling psychology exclude religion? A content analysis and methodological critique.* Paper presented at the New Jersey Psychological Association's Fall Conference, Iselin, NJ.

Schlosser, L. Z. (2008, March). Christian Privilege. In T. Israel (Chair), *The many faces of privilege: Strategies for research, practice, training, and advocacy.* Symposium conducted at the 2008 International Counseling Psychology Conference, Chicago, IL.

Schlosser, L. Z. (2008, March). Counseling Psychology in the Department of Correction. In Y. B. Chung (Chair), *Nontraditional Career Options for Counseling Psychologists.* Symposium conducted at the 2008 International Counseling Psychology Conference, Chicago, IL.

Schlosser, L. Z. (2008, October). *Microaggressions in Everyday Life: The American Jewish Experience.* Paper presented at the 8th Annual Diversity Challenge Conference, Chestnut Hill, MA.

Schlosser, L. Z. (2008, October). *Multicultural Student-Faculty Relationships in Graduate Education.* Plenary address given at the 1st Annual University of New Mexico Mentoring Conference, Albuquerque, NM.

Schlosser, L. Z., (2009, August). An Introduction to Christian Privilege and Religious Discrimination. In L. Z. Schlosser (Chair). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations.* Symposium conducted at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Schlosser, L. Z. (2009, August). *Christian Privilege and Religious Discrimination: Empirical Manifestations and Conceptual Considerations*. Symposium chaired at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Schlosser, L. Z. (2009, October). *A Multidimensional Model of American Jewish Identity*. Invited panel presentation given at the 9th Annual Diversity Challenge Conference, Chestnut Hill, MA.

Schlosser, L. Z. (2009, October). *Religious Identity, Cultural Competence, Homophobia, and Sexism in the Counseling Profession.* Paper presented at the 2009 Association for Counselor Education and Supervision (ACES) Conference, San Diego, CA

Schlosser, L. Z. (2011, August). Affirmative psychotherapy for American Jews. In M. R. McMinn (Chair). *Religion and Spirituality as Diversity: Training Issues in Professional Psychology.* Symposium conducted at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Schlosser, L. Z., Ackerman, S. R., & Adisy, R. (2008, February). *Privileged and Oppressed: White Jews in Dialogues about Race and Skin Color*. Roundtable discussion conducted at the 25th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z. & Ali, S. R. (2008, March). Muslims and Jews: Christian Privilege and Identity Issues. In P. E. Priester (Chair), *Social Justice Perspectives on the Integration of Religious Issues in Counseling Psychology.* Symposium conducted at the 2008 International Counseling Psychology Conference, Chicago, IL.

Schlosser, L. Z., Chapman, A. D., Chung, R. C., Bemak, F., Lewis, J., & Parham, T. A. (2007, February). Promoting Multicultural Competence during a Regressive Political Climate: A Town Hall Meeting. Workshop conducted at the 24th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z. & Gelso, C. J. (2005, August). The Advisory Working Alliance Inventory –Advisor Version. In L. Z. Schlosser (Chair), Advising relationships in psychology doctoral training: What students want to know. Symposium conducted at the 114th Annual Convention of the American Psychological Association, Washington, DC.

Schlosser, L. Z., Gibson, D. D., & Tagliareni, L. J. (2005, October). *What exactly is the "holiday season"? Christian Privilege and Religious Diversity in the Workplace*. Workshop conducted at the 5th Annual Diversity Challenge Conference, Chestnut Hill, MA

Schlosser, L. Z., Lyons, H. Z., Talleyrand, R. M., & Strain, J. D. (2007, February). *Advisor-Advisee Relationships in Counseling Psychology Doctoral Programs: A Multiculturally-Infused Model.* Workshop conducted at the 24th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z. & Foley, P. F. (2011, August). *Exploring Privilege: A Didactic-Experiential Approach.* Symposium co-chaired at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Schlosser, L. Z., Matsui, W. T., Beitin, B. K., & Brock-Murray, R. D. (2006, February). *Pearl Harbor, the Maafa, the Shoah, and 9-11: Tracing discrimination, resilience, and social action among 4 cultural groups.* Workshop conducted at the 23rd Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z., Parham, T. A., Wang, Y., Foley, P. F., Suyemoto, K., Hernandez, E. F., Kelly, M., & Deneen, C. C. (2005, February). *Promoting Racial-Cultural Competence and Social Justice in Psychology and Education.* Invited workshop conducted at the 22nd Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

Schlosser, L. Z., Poltrock, E. P., & Lytle, M. C. (2007, August). Jewish Contributions to Psychology. In L. Z. Schlosser (Chair), *The Lost Tribe: American Jews and Multicultural Psychology.* Symposium conducted at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.

Schlosser, L. Z., Poltrock, E.S., & Schlosser, K. (2005, January). *Counseling and Psychotherapy with Jewish Americans.* Poster presented at the 2005 National Multicultural Conference and Summit, Hollywood, CA.

Schlosser, L. Z., Safran, D. A., Sbaratta, C. A., Abraham-Cook, S. R., Ackerman, S. R., & Adisy Suson, R. (2011, March). *The Pre-Employment Testing Battery: Moving Past the MMPI-2.* Paper presented at the 2011 Annual Meeting of the Society for Personality Assessment, Cambridge, MA.

Schlosser, L. Z., Safran, D. A., Sbaratta, C. A., Abraham-Cook, S. R., Adisy Suson, R., & Petrosky, E. M. (2011, March). *What might this be? Using the Rorschach in Pre-Employment Psychological Assessment.* Paper presented at the 2011 Annual Meeting of the Society for Personality Assessment, Cambridge, MA.

Schlosser, L. Z., Safran, D. A., Sbaratta, C. A., Abraham-Cook, S. R., & Adisy Suson, R. (2011, March). *An Integrated Approach to Candidate Screening: The Intersection of Psychology and Character.* Paper presented at the 2011 Annual Meeting of the Society for Personality Assessment, Cambridge, MA.

Schowengerdt, I., Blau, C., & Richmond, K. (2021, March). Teaching in and about prisons as anti-racist feminist activism (symposium). Presented at the Association for Women in Psychology, virtual.

Sigal, J. A., Nolan, S. A., Perrino, C. S., Niu, W., Lee, J-Y., & Barros D. (2013). *Methodological, Practical, Cultural and Funding Issues in Cross-Cultural Research.* Symposium presented at the annual Eastern Psychological Association Convention, New York, NY.

Sinan, B., & Lee, M. (2016, August). *Language brokering, bicultural identity, and well-being in Turkish American college students*. Poster session presented at the meeting of the American Psychological Association, Denver, CO.

Sinan, B., & Lee, M. (2017, August). *Exploring race, ethnicity and attraction within interracial couples: A review*. Poster session presented at the meeting of the American Psychological Association, Washington D. C.

Simpkins, D., Lee, M., & McCorkle, M. (2023, August). The impact of hegemonic masculinity on the relational dynamics of same-sex male couple members [Poster Presentation]. American Psychological Association Annual Conference. Washington D.C., United States.

Skowron, E. A. & Schlosser, L. Z. (2007, August). *Passing the Baton – A Tribute to Mentoring Excellence in Counseling Psychology.* Symposium co-chaired at the 115th Annual Convention of the American Psychological Association, San Francisco, CA.

Sliwak, R.M., & Hanna Collins, M.A. (2022, August 4-6). *Life after combat: A narrative exploration of how spirituality influences combat veterans' identity development as they transition to civilian life* [Poster Session]. Annual Convention of the American Psychological Association, Minneapolis, Minnesota.

Soheilian, S. S., Forehand, E., & Tirpak, D. M. (2012, April). *So you took a multicultural class: Now what? Continuing your multicultural development during your doctoral internship.* Poster presented at the 5th Biennial Cultural Competency Conference, Atlanta, GA.

Straytner, A., Brown, B., Brown, D., Straytner, H., & Farelley, M. (2014, March). Not far from the tree: The second-generation psychologist phenomenon as a context for training. Symposium conducted at the Counseling Psychology Conference, Atlanta, GA.

Stutman, G., & Brady-Amoon, P. (2012, June). *Representational variations in House – Tree-Person drawings done by children of undocumented immigrants from Ecuador.* Presentation to the 75th Annual Convention of the New York Psychological Association, Saratoga, NY.

Stutman, G., & Brady-Amoon, P. (2013, October). *Immigration reform: Listening to the voices of children of undocumented immigrants to the U.S.* Roundtable discussion conducted at the NYC conference of Psychologists for Social Responsibility, New York, NY.

Stutman, G., & Brady-Amoon, P. (2015, August). The effects of second class citizenship on U.S. citizen daughters of undocumented immigrants. In O. M. Espin (Chair), *Gendered journeys: Women, migration, and feminist multicultural psychology.* Symposium presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Canada.

Tagliareni, L.J. Kelly, M.E. & Foley, P.F. (2006, August). Continuing struggle for gender equality: Challenges for feminists—womanists. Poster presented at the 114th Annual Convention of the American Psychological Association, New Orleans, LA.

Templeman, A., & Foley, P.F. (2019, August). *Parent Satisfaction with Family Professional Partnerships and Services for Children With ASD.* Poster presented at the APA Annual Convention, Chicago, IL., American Psychological Association, Chicago, IL.

Thomopoulos, E., & Foley, P. F. (2019, August). *Spirituality and Mindfulness as Protective Factors Against Burnout for Physicians.* Poster presented at the APA Annual Convention, Chicago, IL., American Psychological Association, Chicago, IL.

Thomopoulos, E. & Kim-Martin, K. (2017, August). *Applying SCCT principles to promote the life and career development of working parents.* Poster presented at the American Psychological Association's Annual Conference, Washington, DC.

Thompson, C. M. (2018, August). Psychological research with criminal justice populations: Critical theory and qualitative inquiry. In C. Datchi (Chair), *Attending to researcher positionality in qualitative research with criminal justice populations.* Presentation to the 126th Annual Convention of the American Psychological Association, San Francisco, CA.

Thompson, C. M. & Bhattacharjee, C. (2019, August). Psychologists' Role in Promoting Resiliency and Undoing Relational Trauma among Justice-Involved Families. In C. Datchi (Chair), *Immigration, incarceration, and couple violence: Systemic treatment of relational trauma.* Presentation to the 127th Annual Convention of the American Psychological Association, Chicago, IL.

Thompson, C. M. & Burkard, N. (2017, October). *Expanding community member support for ex-offenders: An alternative to zero-tolerance policing.* Poster presentation at the Diversity Challenge Conference: Race, Culture, & Criminal Justice throughout the Lifespan, Boston, PA.

Thompson, C. M., Burkard, N., & Eure, L. (2018, February). *Trauma-informed approaches to fostering resiliency among community members engaged in violence prevention work.* Presentation to the 35th Annual Winter Roundtable Conference, Columbia University (Teachers College), New York, NY.

Thompson, C. M. & Lee, M. (2017, February). *Rhymes to Recovery: A hip-hop based consciousness raising group for incarcerated males.* Poster presentation to the 34th Annual Winter Roundtable Conference, Columbia University (Teachers College), New York, NY.

Thompson, C. M., Lee, M., & Eure, L. (2018, August). *Reclaiming public safety: Community-led solutions to preventing violence and victimization.* Poster presentation to the 126th Annual Convention of the American Psychological Association. San Francisco, CA.

Thompson, C. M., Molfetto, K., Kim-Martin, K., & Rodriguez, Y. (2017, February). *Critical consciousness of shared identities: Fostering collective healing and social action in "Trump's America".* Presentation to the 34th Annual Winter Roundtable Conference, Columbia University (Teachers College), New York, NY.

Tirpak, D. M. (2007, October). *The influence of emotional intelligence and gender on the practicum performance of master's students in counseling psychology.* Poster presented at the 2007 Mid-Atlantic Regional Group Meeting of the Society for Psychotherapy Research; New York, NY.

Tirpak, D. M., Soheilian, S. S., & Isenberg, D. (2008, August). *Nonverbal behavior across cultures: Implications for counseling.* Conversation hour presented at the 116th Annual Convention of the American Psychological Association; Boston, MA.

Tirpak, D. M., & Lee, S. S. (2010, August). *Navigating multiple relationships as a doctoral student in a university.* Poster presented at the 118th Annual Convention of the American Psychological Association, San Diego, CA.

Tirpak, D. M. & Schlosser, L. Z. (2009, August). Career Decision and Coping Self-Efficacy: Counseling Implications. Poster presented at the 117th Annual Convention of the American Psychological Association, Toronto, Canada.

Tirpak, D. M., & Schlosser, L. Z. (2011, August). *Evaluating FOCUS-2's effectiveness in enhancing first-year college students' social cognitive career development.* Poster presented at the 119th Annual Convention of the American Psychological Association, Washington, DC.

Tirpak, D. M., & Soheilian, S. S. (2013, January). *Navigating the APPIC internship couple's match: An inter-cultural couple's perspective.* Roundtable conversation presented at the National Multicultural Conference and Summit 2013, Houston, TX.

Welsh, A. J. (2010). Social/emotional functioning in adolescent girls with acquired disability. In L. K. Palmer (Chair). *Women and disabilities across the lifespan.* Symposium conducted at the Annual Meeting of the American Psychological Association, San Diego, CA.

Welsh, T. J. & Palmer, L. K. (2010, August). *Giving a Leg-Up: Efficacy of Equine-Assisted Psychotherapy in Children.* A poster presented at the American Psychological Association 2010 Convention. San Diego.

Welsh, T. & Huntington, J. (2009, August). *Animals healing humans: Therapy through our furry friends.* Poster presented at the 117th Annual Convent ion of the American Psychological Association, Toronto, Canada.

Welsh, A. J. (2010, August). Healing hooves. In L. K. Palmer (Chair), *The benefit of animal assisted programs with at-risk urban youth.* Symposium conducted at the Annual Meeting of the American Psychological Association, San Diego, CA.

Welsh, A. J. & Huntington, J. (2009, August). *Animals healing humans: Therapy through our furry friends.* Poster presented at the Annual Meeting of the American Psychological Association, Toronto, Canada.

Welsh, A. J. & Palmer, L. K. (2010, August). *Giving a leg-up: Efficacy of equine assisted psychotherapy in children.* Poster presented at the Annual Meeting of the American Psychological Association, San Diego, CA

Welsh, A. J., Whitman, L., Bender, H. A., Granader, Y., and MacAllister, W. S. (2011, February). *Examining Suboptimal Effort with Reliable Digit Span and the TOMM in Children and Adolescents with Epilepsy.* Poster presented at the Annual Meeting of the International Neuropsychological Society, Boston, MA.

Wernerspach, K., Lee, S., Sliwak, R., Thompson, C. M. (2018, February). *Sexual exploitation in sport: Dilemmas for the sport psychologist.* Presentation to the 35th Annual Winter Roundtable Conference, Columbia University (Teachers College), New York, NY.

Williamson J. R., Heaton K .J., Lammert A. C., Finkelstein K., Sturim D., Smalt C., Ciccarelli G., Quatieri T. F. (2020, July). *Audio, visual, and electrodermal arousal signals as predictors of mental fatigue following sustained cognitive work.* 42nd Annual International Conference of the IEEE Engineering in Medicine and Biology Society (EMBC), Montréal, Canada.

Wing, H. M., Park-Taylor, J., Holman, A. R., & Reynolds, J. D. (2019, February). Understanding the transracial adoptee experience: Clinical and educational considerations. Roundtable discussion presentation at the 2019 Teachers College Winter Roundtable, New York, NY.

Yankouski, B., & Massarelli, T. (2012, February). *Developing comprehensive policies on restrain and seclusion.* Mini-skills workshop conducted at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

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Year 1 of the Research Component

Fall Semester: CPSY 8001JA: Supervised Research in Counseling Psychology (1 credit) Course Objectives

1. To become familiar with the professional literature in your project advisor's area of interest/expertise.
2. To develop a working relationship with your project advisor. This could be described as the role of a research assistant.
3. To begin considering research questions for your own first-authored research competence project that are refined under the mentoring of your project advisor.
4. To meet once a week with advisor's research team, as well as individual meetings with your project advisor as needed.
5. To spend 3-5 hours a week carrying out the responsibilities of a research assistant for your project advisor.
6. Any publication resulting from the students' work in support of the faculty member's research in the first semester would acknowledge the research assistant's contribution as appropriate. Before the semester begins, both the project advisor and student should refer to the authorship guidelines in the 2017 Ethics Code (APA), and to Fine, M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist, 48*, 1141-1147.

Grading: Grades will be assigned from A (met all requirements) to F (unsatisfactory).

Spring Semester: CPSY 8002JA: Supervised Research in Counseling Psychology (1 credit) Course Objectives (Spring Semester)

1. To remain current with the professional literature in your project advisor's area of interest/expertise.
2. To develop a working relationship with your project advisor in the second semester that could be described as the role of a research associate.
3. To meet once a week with advisor's research team, as well as individual meetings with your project advisor as needed.
4. To spend 3-5 hours a week carrying out the responsibilities of a research associate for your project advisor.

5. Any publications resulting from the students' work in support of the faculty member's research in the second semester or beyond would acknowledge the research associate's contribution as a co-author, if appropriate. Refer again to sources above re: authorship.
6. Complete a proposal for your Research Competence Project, as described below.

Grading: Grades will be assigned from A (met all requirements) to F (unsatisfactory).

Research Competence Project Proposal

The Research Competence Proposal is created in the first year of the program, with the support of the student's advisor, in an area the student's own interest. The project is generally completed in the second year, with the faculty member providing support at the level of second author. Before beginning the Research Competence Project, students should thoroughly research the proposed topic, and create a written proposal, which must be approved and submitted through Safe Assign by the student's advisor. The written proposal should be approximately 10-12 pages (excluding cover page and references). Elements of the proposal should include the following and must be completed and placed in the students' portfolio before the IRB application is submitted:
1. Cover sheet (student's name, advisor's name, working title)
2. Written literature review including statement of what is missing from the   current literature.
3. Research question(s) and hypotheses (if quantitative)
4. Proposed research paradigm and methodology, including data analysis.

Following the completion of the project, students must revise their proposal document to include results and discussion sections and submit the finished project to a professional conference and/or an academic journal. Completed projects should also be placed in the student's portfolio.

Year 2 of the Research Component

Fall Semester: Submit Research Competence Project to IRB
Spring Semester: Complete Research Competence Project, as described above.
1. To develop a sense of professional identity within the content area of interest of your dissertation mentor.
2.   To develop a working relationship with your dissertation mentor in year 2 that could be described as the role of a peer.
3. To conduct a study, analyze the data, write-up the results, and submit the manuscript for presentation at a convention and for publication to a referred journal (academic journal submission required). Depending on the extent of the role played in this process by the mentor, the student could be first or second author.
4. To meet once a week for 30-60 minutes with your mentor.
5. To spend 3-5 hours a week carrying out the responsibilities of a professional peer with your advisor.
6. Begin formulating testable hypotheses for a dissertation under the direction of your mentor.

Year 3 of the Research Component

Fall Semester: Enrollment is optional in CPSY9993: Dissertation Advisement III
Spring Semester: Enrollment is optional in CPSY9994: Dissertation Advisement IV Course
Objectives
1. To become a content area expert in the area of specialization of your mentor.
2. To develop a working relationship with your dissertation committee in year three that could be described as collaborative and collegial.
3. To spend 5-10 hours a week working on your dissertation proposal.
4. To formalize your dissertation by having a successful dissertation proposal defense in the spring.
5. To meet once a week for 30-60 minutes with your mentor and as necessary with members of your dissertation committee.
6. Any convention presentations or publications resulting from a continuing line of inquiry established from the mentoring relationship would be joint authorship.

Year 4 of the Research Component

Fall Semester: Enrollment is optional in CPSY9995: Dissertation Advisement V
Spring Semester: Enrollment is optional in CPSY9996: Dissertation Advisement VI Course
Objectives
1. To conduct the dissertation, write chapter 4 and 5, and successfully defend the completed dissertation.
2. To meet with your mentor and the dissertation committee as needed.
3. To submit a proposal for a convention presentation and a manuscript for publication to a refereed journal based on your dissertation with your mentor as second author acknowledging the work of the dissertation committee in a footnote.

Year 5 of the Research Component

Fall Semester: Enroll in CPSY9788: Internship (no credit, but registration fees are applicable) OR CPSY 9781 (3 CREDITS)* (for reasons of continuing financial aid if necessary)

Spring Semester: Enroll in CPSY9789: Internship (no credit, but registration fees are applicable) OR CPSY 9782 (3 CREDITS)* (for reasons of continuing financial aid if necessary)

**Students who have not completed their dissertation during or before the internship will be required to enroll for dissertation advisement (3 credits) each semester until the successful completion of the dissertation or termination of their program status.

Remember: Counseling psychology is a broadly-based applied specialty within the science of psychology. As psychologists, we are committed to the generation and application of psychological knowledge based on scientific views of the world. As counseling psychologists, we are engaged in the pursuit and application of psychological knowledge to promote optimal development for individuals, groups, and systems, and to provide remedies for psychological difficulty.

This Counseling Psychology training Program is committed to the integration of a science base with practice application and the development of research that is relevant to practice. Our ideal is that each scientist would be a practitioner in some field and that each practitioner would be engaged in

scholarly inquiry. All counseling psychologists are expected to develop critical thinking skills and be sufficiently skeptical regardless of professional goals. We believe that an attitude of scholarly inquiry is critical to all activities of those educated as counseling psychologists.

Recruitment of Seton Hall Students for Research Projects

University students are often viewed as an easily accessed participant pool for psychological research, and in fact students may be encouraged by their own departments to participate in research projects. However, it is essential that recruitment of students in departments outside of Professional Psychology & Family Therapy be conducted in a way that respects the needs and preferences of the faculty and students in these departments. In particular, doctoral students should not assume that class time or extra credit would necessarily be provided for their research. The undergraduate Psychology Department has defined a specific policy and procedure for recruitment of research participants, which is outlined below. Students who wish to recruit participants from other departments should clarify the relevant policy in advance. Any questions about the policy related to an outside department should be resolved with the assistance of the student's mentor and/or the Director of Training. Note that when students from the Arts & Sciences Psychology Department participate in research, it is important to keep accurate records of this and to notify their instructors.

Undergraduate Psychology Department Policy on Human Research Participation

An important component of an introduction to psychology is first-hand experience in contemporary psychological research. To provide this experience, part of the grade in Introduction to Psychology (or Psychology for Business Majors) is based on participation in psychological surveys and experiments conducted through the Psychology Department. Each student is required to earn two participation credits, with one credit awarded per hour (or partial hour) of participation. At their discretion, instructors may offer extra credit for participating beyond the two-credit requirement.

Introductory psychology classes will be recruited at various times during the semester by Psychology faculty or approved student researchers.* Recruiting researchers should briefly describe the purpose and procedure of their studies and clearly explain how appointments are to be scheduled. (A form is provided on the next page of this Handbook for that purpose.)

If a scheduled appointment must be canceled or postponed by the student, the researcher must be contacted 24 hours in advance. Failing to show up for a scheduled appointment without canceling it will result in a deduction of one credit, and a student will not be eligible for earning extra credit once the two-credit course requirement has been satisfied.

The policy of the American Psychological Association, fully endorsed by the Psychology Department, is that students should be offered an alternative way to earn their participation credit if they object to taking part in human subjects research personally. Instructors should inform their students of this alternative. Also note that APA (and departmental) policy is that any person may decline to take part in a particular study without penalty. Additionally, a person who decides after a study has begun that he or she does not wish to continue participation may withdraw from that study without penalty: Because the appointment was honored, credit will be awarded. Each study must

have a consent form that spells out these rights. In the event that an experimenter fails to keep an appointment, credit should be awarded to participants who have waited 15 minutes.

Instructors should explicitly inform their students of this participation requirement, and of the cancellation and penalty policies. A student should contact either the researcher or the Psychology Department's research participant coordinator to cancel appointments, providing 24 hours advance notice.

The Psychology Department's research participant coordinator is Dr. Susan Teague.

* Approved student researchers are undergraduate students working as assistants to Psychology faculty, Honors Research students, or graduate students from Professional Psychology and Family Therapy (PPFT) who have completed an application to the Research Participant coordinator and have received approval from the Human Research committee in the Psychology department. Applications are available from Dr. Teague in 354 Jubilee Hall, and an application follows this page in the Handbook.

Application for Psychology Department Research Participant Pool

Title of Project:

Researcher's Name:

Program Affiliation: Counseling Psychology Ph.D. Program

Adviser/Mentor:

Estimated Number of Participants:

Number of Participation Sessions:

Estimated Time Required to Participate:

Approval by the Seton Hall Institutional Review Board is required. Please attach a copy of your IRB approval letter.

What is the purpose of your study? Please state your basic research questions and hypotheses.

Briefly describe your methodology, including the procedure and instruments to be used:

The Curriculum

The curriculum for the Counseling Psychology Program covers the areas of Discipline-Specific Knowledge and Profession-Wide competencies as set forth by the Standards of Accreditation (SOA) of the American Psychological Association. While there are specific courses reflecting the Program's emphasis on establishing a sound theoretical foundation, research skills, and practical

applications, all of the courses offered in the specialization systematically attend to the cornerstones of counseling psychology: theory, research, and practice conducted within an ethical and culturally sensitive context. Each course emphasizes an understanding and application of ethical principles that should guide research and practice. By providing an awareness of the ethical standards of the profession, and by revealing how they apply to specific situations in specific courses, students will be able to respond appropriately to complex ethical problems and, with appropriate consultation, make the best possible professional judgment. Each course also emphasizes the knowledge base for cultural diversity which includes: identifying where the knowledge base for culturally responsive counseling psychology can be found and what its status is with respect to having a research base; and, translating the knowledge base for culturally responsive counseling psychology into research and direct service. Research that has been conducted in the specific content area of the course is ordinarily reviewed and literature searches are often conducted as an integral part of the course offering. Students are involved with faculty in ongoing research from the beginning of their enrollment, whereby a foundation is laid for the eventual undertaking of their doctoral dissertations.

A special strength of the Program is the preparation of students for work in a variety of settings with diverse clientele. This is in part made possible by our practicum sequence that is designed to meet the individual training needs of our students, and in part made possible by the University being located in the New York metropolitan area, which provides many training opportunities for our students. The practicum sequence provides our students with an excellent foundation for what they will undertake during their residential internship year away from campus.

Prerequisite Courses

Students who enter the Ph.D. Program in Counseling Psychology at the post-bachelor's level, and perhaps at the post-master's level, must take five courses that are not part of the doctoral curriculum. These courses must be taken at the graduate level and appear on the student's transcript. These prerequisite courses and the times at which they must be taken are:

CPSY6003: Counseling Skills. This course may be taken concurrently with CPSY9774: Theories and Techniques of Counseling and Psychotherapy in Counseling.

CPSY6001: Tests and Measurements. This course must be taken before a student's first assessment course.

CPSY6103: Abnormal Psychology. This course must be taken before CPSY8520: Seminar in Psychopathology or CPSY8519: Seminar in Child and Adolescent Psychopathology.

CPSY6316: Group Counseling. This course must be taken before CPSY8701: Techniques of Group Counseling or CPSY8550: Group Psychotherapy with Children and Adolescents.

CPSY 7005: Statistics and Computer Applications I

M.A. in Counseling Psychology

Students entering the Ph.D. Program in Counseling Psychology at the post-bachelor's level may apply for a M.A. in Counseling Psychology once the 36 credit M.A. in Counseling Psychology curriculum is completed. Students interested in being awarded the M.A. in Counseling Psychology

must complete the curriculum listed below in the "Curriculum Check List for a M.A. in Counseling Psychology" section. In the semester that the courses below are completed, students must apply for the degree using an "Application for Graduate Degree" form available on the university web site.

Curriculum Check List for the M.A. in Counseling Psychology

(36 total credits)

CPSY 7005: Statistical Theory and Computer Applications I

May be waived (initials of faculty member):   yes, this course was waived.

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 7006: Statistical Theory and Computer Applications II

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY: 6105: Biological Bases of Behavior

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY: 6014 Theories of Learning, Cognition and Affect

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 7515: Social Psychology

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 6103: Abnormal Psychology

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 8010: Seminar: Ethical and Legal Issues in Professional Psychology

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 7100: History and Systems of Psychology

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 6102: Psychology of Human Development
or
CPSY 8102: Seminar: Child and Adolescent Development in Context
or
CPSY 8702: Adult Development and Aging
or
CPSY 8103: Seminar: Adult Development and Aging in Context

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 9774: Theories and Techniques of Counseling and Psychotherapy in Counseling

Psychology

SHU semester   Year   SHU grade

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 8001-8002: Supervised Research in Counseling Psychology (1 credit for each course)

SHU semester   Year   SHU grade for 8001

SHU semester   Year   SHU grade for 8002

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

CPSY 8563/9563: Practicum in Counseling Psychology I

SHU semester   Year   SHU grade_

Equivalent Course Number

Equivalent Course Title

Equivalent Course Taken: Semester   Year   Grade

Name of Institution:

<div align="center">

Seton Hall University
M.A. in Counseling Psychology Program

</div>

Name of Student:

Semester and Year Admitted:

Name of Director of Training:

Date:

Signatures Indicate Successful Completion of the Requirements for the
M.A. in Counseling Psychology

_____   _____

Student   Date

_____   _____

Director of Training, Counseling Psychology   Date

Curriculum at a Glance - Counseling Psychology Ph.D. Degree

(94 credit hours)

Part 1: Discipline-Specific Knowledge

History and Systems of Psychology (3 credits)

CPSY 7100: History and Systems of Psychology

Basic Content Areas and Advanced Integrative Knowledge (15 credits)

CPSY 6104: Theories of Learning, Cognition and Affect
CPSY 6105: Biological Bases of Behavior
CPSY 6102: Psychology of Human Development
CPSY 7515: Social Psychology
CPSY 6601: Couple and Family Dynamics – Systemic Perspectives

Research Methods, Statistical Analysis (12 credits)

CPSY 7006: Statistical Theory and Computer Applications II
CPSY 9001: Univariate Experimental Design
CPSY 9002: Applied Multivariate Statistics
CPSY 9004: Seminar in Qualitative Research Methods

Part II: Profession-Wide Competencies

Research (9 credits)

CPSY 8001-8002: Supervised Research in Counseling Psychology (1 credit for each course)
CPSY 9991-9992: Dissertation Advisement I-II (3 credits for each course)

The six credit hours for dissertation advisement are counted in the calculation of the 97 total credit hours in the curriculum for the Counseling Psychology Ph.D. Program. Dissertation advisement may begin the Fall semester of the student's second year and continue for a minimum of two semesters (CPSY 9991-9992). Enrolling for additional dissertation advisement credits will be determined in consultation with the student's mentor. In addition, in order to stay continuously enrolled in the University after all courses and the Internship are completed, students must enroll in Dissertation Advisement (CPSY 9993-9999) until the dissertation is completed. Students who have competed all courses and the Internship may, at the discretion of their mentor, register for THCN 8999: Thesis Continuation for one semester. Only registration fees are assessed for THCN 8999. Students who have successfully defended their dissertation but are not eligible for their degree until the subsequent semester must register for RGCN 8000 for that semester. Proposals for the dissertation must be defended by July 15th of Year Three in order to be eligible for Internship.

Ethical and Legal Standards (3 credits)

CPSY 8010: Seminar: Ethical and Legal Issues in Professional Psychology

Individual and Cultural Diversity (4 credits)

CPSY 8106: Special Topics: Multicultural Competency (1 credit in each of 4 years)

Note: CPSY 8106 is offered at least once every year, usually in the summer. Students are required to attend ad complete all assignments for this course whenever it is offered during their first 4 years in the Program. Because this course reflects current multicultural issues, no student will be excused, regardless of previous courses taken with similar content. However, students may have registration and fees waived for prior coursework, at the discretion of the Training Director.

Assessment (15 credits)

CPSY 8520: Seminar in Psychopathology
or
CPSY 8519: Seminar in Child and Adolescent Psychopathology
CPSY 7502: Individual Cognitive Assessment
CPSY 8502: Individual Cognitive Assessment Lab (1 credit)
CPSY 8706: Seminar in Clinical Assessment Techniques
CPSY 9706: Seminar in Clinical Assessment Techniques Lab (1 credit)
CPSY 7203: Practicum: Aptitude, Interest, and Personality Testing
CPSY 8203: Practicum: Aptitude, Interest, and Personality Testing Lab (1 credit)

Intervention and Prevention, including Professional Values and Attitudes (22 credits)

CPSY 9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology
CPSY 8701: Techniques of Group Counseling
CPSY 8703: Seminar in Vocational Psychology (also addresses vocational research)
CPSY 8705: Psychoeducational Programming and Consultation
CPSY 8563: Practicum in Counseling Psychology I
CPSY 9563: Practicum in Counseling Psychology I Lab (1 credit)
CPSY 8564: Practicum in Counseling Psychology II
CPSY 8565: Practicum in Counseling Psychology III

Intervention and Supervision (6 credits)

CPSY 8566: Practicum in Counseling Psychology IV
CPSY 8568: Practicum in Counseling Psychology V
CPSY 9788-9789: Internship (no credit, but student fees will be assessed)

Electives (4 credits)

Elective courses provide an opportunity for students to choose an area of either practice or research specialization, beyond the required coursework for the program. Students may count prior course work toward their elective requirement, within the transfer credit policy.

Elective I: _____

Elective II: _____

Seton Hall University
Counseling Psychology Ph.D. Program
Doctoral Student Program Plan

Name of Student:

Semester and Year Admitted:

Name of Director of Training:

Date:

Signatures

_____	_____
Student	Date

_____   _____

Director of Training, Counseling Psychology   Date

Record of Critical Events

Foundations of Professional Practice in Psychology Exam   Date Passed

Date Portfolio Review Held in Year 1   Date

Comments:

Date Portfolio Review Held in Year 2   Date

Comments:

Location of Practicum I:

Supervisor:

Date Portfolio Review Held in Year 3   Date

Comments:
Location of Practicum II:

Supervisor:

Date Portfolio Review Held in Year 4   Date

Comments:

Successful Dissertation Proposal Defense   Date

Comments:

Successful Dissertation Defense   Date

Completion of Internship   Date

Location of Internship

Curriculum for the Counseling Psychology Ph.D. Degree

(94 credit hours)

Part 1: Discipline-Specific Knowledge

History and Systems of Psychology (3 credits)

CPSY 7100: History and Systems of Psychology

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

Basic Content Areas and Advanced Integrative Knowledge (15 credits)

CPSY 6104: Theories of Learning, Cognition and Affect

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 6105: Biological Bases of Behavior

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 6102: Psychology of Human Development

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 7515: Social Psychology

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 6601: Couple and Family Dynamics – Systemic Perspectives

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

Research Methods, Statistical Analysis (12 credits)

CPSY 7006: Statistical Theory and Computer Applications II

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 9001: Univariate Experimental Design

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 9002: Applied Multivariate Statistics

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 9004: Seminar in Qualitative Research Methods

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

Part II: Profession-Wide Competencies

Research (9 credits)

CPSY 8001-8002: Supervised Research in Counseling Psychology (1 credit for each course)
CPSY 9991-9992: Dissertation Advisement I-II (3 credits for each course)

Ethical and Legal Standards (3 credits)

CPSY 8010: Seminar: Ethical and Legal Issues in Professional Psychology

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

Individual and Cultural Diversity (4 credits)

CPSY 8106: Special Topics: Multicultural Competency (1 credit in each of 4 years)

Note: CPSY 8106 is offered at least once every year, usually in the summer. Students are required to attend ad complete all assignments for this course whenever it is offered during their first 4 years in the Program. Because this course reflects current multicultural issues, no student will be excused, regardless of previous courses taken with similar content. However, students may have registration and fees waived for prior coursework, at the discretion of

the Training Director.

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

Assessment (15 credits)

CPSY 8520: Seminar in Psychopathology
or
CPSY 8519: Seminar in Child and Adolescent Psychopathology

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

CPSY 7502: Individual Cognitive Assessment
CPSY 8502: Individual Cognitive Assessment Lab (1 credit)

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

CPSY 8706: Seminar in Clinical Assessment Techniques
CPSY 9706: Seminar in Clinical Assessment Techniques Lab (1 credit)

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

CPSY 7203: Practicum: Aptitude, Interest, and Personality Testing
CPSY 8203: Practicum: Aptitude, Interest, and Personality Testing Lab (1 credit)

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

SHU Semester_____Year_____SHU Grade_____

Intervention and Prevention, including Professional Values and Attitudes (22 credits)

CPSY 9774: Theories and Techniques of Counseling and Psychotherapy in Counseling Psychology

SHU Semester_____Year_____SHU Grade_____ (No substitutions)

CPSY 8701: Techniques of Group Counseling

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 8703: Seminar in Vocational Psychology (addresses vocational research)

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 8705: Psychoeducational Programming and Consultation

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

CPSY 8563: Practicum in Counseling Psychology I

SHU Semester_____Year_____SHU Grade_____

CPSY 9563: Practicum in Counseling Psychology I Lab (1 credit)

SHU Semester_____Year_____SHU Grade_____

CPSY 8564: Practicum in Counseling Psychology II

SHU Semester_____Year_____SHU Grade_____

CPSY 8565: Practicum in Counseling Psychology III

SHU Semester_____Year_____SHU Grade_____

Intervention and Supervision (6 credits)

CPSY 8566: Practicum in Counseling Psychology IV

SHU Semester_____Year_____SHU Grade_____

CPSY 8568: Practicum in Counseling Psychology V

SHU Semester_____Year_____SHU Grade_____

CPSY 9788-9789: Internship (no credit, but student fees will be assessed)

SHU Semester_____Year_____SHU Grade_____
SHU Semester_____Year_____SHU Grade_____

Electives (4 credits)

Elective courses provide an opportunity for students to choose an area of either practice or research specialization, beyond the required coursework for the program. Students may count prior course work toward their elective requirement, within the transfer credit policy.

Elective I: _____

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

Elective II: _____

SHU Semester_____Year_____SHU Grade_____

Equivalent Course Number_____

Equivalent Course Title_____

Equivalent Course Taken: Semester_____Year_____Grade_____

Name of Institution_____

**College of Education & Human Services Department of
Professional Psychology & Family Therapy
Plagiarism/Academic
Integrity Policy**

<u>Academic Integrity</u>

Academic Integrity is an important basic responsibility that is taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. According to the ethical standards of all the professions represented by the Department, a breach of academic integrity constitutes a serious offense. Members of the University community are obliged to report all cases to the appropriate faculty, including the Department Chairperson.

A copy of this policy is available to all students by visiting the Seton Hall University website at https://www.shu.edu/professional-psychology-family-therapy/plagiarism-academic-integrity-policy.cfm. A reference to this policy is provided on every course syllabus within the department.

All full-time faculty members have the opportunity to provide input to the Academic Integrity Policy. As mentioned above, information pertaining to academic integrity is provided on all course syllabi for both online and on-campus courses. Faculty are encouraged to express both orally and in written form the importance of academic integrity and to give the students clear guidelines and expectations of what is acceptable behavior regarding the use of someone else's work.

Students must also take on the responsibility of academic integrity by promoting work that is original in content and properly referenced. The latest edition of the *Publication Manual of the American Psychological Association* is an excellent resource for additional information on academic integrity and guidance to properly cite another author's work and to reference sources that do not come from the student directly.

Violations of academic integrity include, but are not limited to, cheating and plagiarism of academic assignments (e.g., research papers, critiques, presentations, and book/journal reviews). Cheating on exams is also a serious violation and is in violation of this policy. Faculty members who suspect academic dishonesty are expected to report violations to the Department Chairperson within 5 calendar days of the occurrence.

This policy in hand provides the student with a fair procedure for due process if a charge is brought to a student's attention from a faculty member.

I. Professional Standards

All the professional organizations represented in our department include statements on plagiarism. Plagiarism is defined as the use of someone else's work and claiming it as your own. In the American Association for Marriage and Family Therapists, *AAMFT Code of Ethics* (2015), Section 5.8 reads "Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit

for original ideas or work is due." The American Counseling Association's *Code of Ethics* (2014), section G.5.b, reads, "Counselors do not plagiarize; that is, they do not present another person's work as their own work" and section G.5.c. reads "In publications and presentations, counselors acknowledge and give recognition to previous work on the topic by others or self". Similarly, according to the American Psychological Association's, *Ethical Principles of Psychologists and Code of Conduct* (2017), "Psychologists do not represent portions of another's work or data as their own, even if the other work or data source is cited occasionally" (8.11). In the *Principles for Professional Ethics of the National Association of School Psychologists* (2010), Standard IV.5.8 Plagiarism, reads **"When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted."**

I. Breach of Academic Integrity

Listed below are typical violations of academic integrity. The examples are provided as illustrations. These violations are merely examples and do not cover the entire spectrum of offenses. The procedures for referring a suspected breach of academic integrity and determining a violation are described in Part III of this document.

1-A   - Cheating – Cheating is defined as use of inappropriate and unacknowledged use of materials, information, study aids, or any written or verbal material that has not been authorized by the author or faculty member for use. This includes students using another person's work (or part of their work) and claiming it as their own. Cheating can take the form of use of cell phones or other electronic devices to convey information via text messaging, picture taking, or conversing electronically while taking tests or exams. These acts are prohibited and are considered in violation of this document. Students must also have written permission to use another person's work or provide proper reference notation citing the original author(s).

1-B   – Fabrication – Fabrication is the falsification of information. Fabrication also involves the invention of information without the permission of the author. This may take on the form of creating information without the use of an author's work. For example, if a student uses a quotation from a book or journal, all relevant reference information should be made available to the reader at the end of the work.

1-C   - Facilitating Academic Dishonesty – Students who allow their work to be used by other students either knowingly or out of negligence are also in violation of the academic integrity policy. Students should make every attempt to keep their work secure so as not to allow others to use their work in any fashion or form.

1-D   - Plagiarism – As a graduate student, soon to be entering the fields of counseling, marriage and family therapy, school counseling, and/or psychology, plagiarism is a serious offense. In order to prevent plagiarism, every direct quotation must be properly identified and cited in the paper with full reference to the author. Very close paraphrases should also be avoided. Appropriate paraphrases should cite the original author in the text and be referenced at the end of the student's paper. Self-plagiarism, including submitting the same or essentially the same work for more than one assignment or more than one course (including a repeated course) without advance permission of

the instructor, constitutes a violation of academic integrity. See additional information about proper referencing, including electronic media, in the current edition of the APA Publication Manual. References for all citations should be included in all written manuscripts.

1-E   - Denying access to information – Denying any student access to information is another violation of the academic integrity policy. This violation occurs when a student gives misinformation about the sources of a reference or destroys written or electronic information that would hamper another student's progress within a class.

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Violations at Seton Hall University are classified by severity according to the nature of the offense. For each level of offense, a corresponding set of sanctions is recommended. Sanctioning bodies are not bound by these illustrations, which are intended as general guidelines. Examples are cited below for each level of offense. These examples, too, are illustrations and are not to be considered all-inclusive.

Low Level - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These infringements are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment. The following are some examples:

* Working with another student on an assignment unless the instructor explicitly authorizes such work.
* Failure to properly cite, reference, or otherwise give proper acknowledgment in an extremely limited section of an assignment (e.g., using very close paraphrases or unattributed direct quotations with citations).

Recommended sanctions for low level offenses are listed below; one or more of these may be chosen in each case:

* Required attendance in a non-credit workshop or seminar on ethics or related subjects.
* An assigned paper or research project on a relevant topic.
* A make-up assignment at a more difficult level than the original assignment.
* A recommendation to the instructor that no credit be given for the original assignment.

Records of students who commit low level offenses will be maintained in the respective Chairperson's office until graduation. One year after the student graduates, all paper/electronic records of low-level offenses will be destroyed.

Medium Level – These violations are those characterized by dishonesty of a more serious nature or which affect a more significant aspect or portion of the course work.

The following are some examples:

* Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
* Submitting the same work or major portions thereof to satisfy the requirements of more than one course, including repeated courses, without permission from the instructor.

- Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data and/or to writing the report must be acknowledged.
- Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project.

The recommended sanction for medium level offenses is one year of *academic probation*. The student will receive an F on the work and be graded normally for the rest of the course.

Notation of academic probation will be placed on the student's transcript and will remain for the period in which the sanction is in force. Records of students who commit medium level offenses will be maintained in the respective Chairperson's office until graduation.

High Level – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements and/or involves premeditation or is preceded by one or more violations at low and medium levels. Examples include:

- Copying another student's work on examinations.
- Acting to facilitate copying during an exam.
- Using generally prohibited materials (e.g., books, notes, or calculators) during an examination without direct advance permission from the instructor.
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.
- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Plagiarizing major portions of a written assignment.
- Presenting the work of another as one's own.
- Using a purchased term paper or other materials.
- Removing posted or reserved material or otherwise preventing other students from having access to it.
- Fabricating data or inventing or deliberately altering material (for example, citing sources that do not exist).
- Using unethical or improper means of acquiring data.

The normal sanction to be sought for all high-level offenses or repeated violations of low or medium offenses is a minimum of a *one semester suspension from the University and a failing grade for the course.* The Academic Standard Committee may also consider expulsion from the program.

Severe Level – These offenses represent the most serious breaches of intellectual honesty.

Examples of serious level offenses include:

- All academic integrity infractions committed after return from suspension for a previous

academic integrity violation.

- Infractions of academic integrity resembling to criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript).
- Having a substitute take an examination or taking an examination for someone else.
- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one's own as a graduate student.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Willful violation of a canon of the ethical code of the profession (AAMFT, ACA, APA, ASCA, NASP, etc.) for which a graduate student is preparing.

The normal sanction for all severe level offenses and a repeat infraction at high level offenses is permanent expulsion from the University. Notation of expulsion will be placed on a student's transcript and remain permanently.

II. Consequences of Violating the Academic Integrity Policy

Students committing acts of academic dishonesty not only face university censure but run a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student's transcript and which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, University faculty and administrators who know of academic dishonesty infractions are ethically bound to report such incidents. In all cases in which a grade of "F" is assigned for disciplinary reasons, the "F" will remain on the student's transcript, even if the course is retaken and a passing grade is achieved.

III. Administration of the Academic Integrity Policy

If the instructor suspects evidence of a violation of a low level offense, the instructor will meet with the student and the instructor will determine the appropriate sanction. The instructor will report the incident to the Chairperson, who will keep a record until one year following the student's graduation. If the instructor suspects evidence of a violation of a medium level offense or higher, the student will be notified and the case and all supporting documents will be sent to the Department Chairperson and Academic Standards Committee. The instructor will write a report documenting the nature of the violation and provide supporting documentation. The committee will meet within 10 days to review the allegations. The Committee reserves the right to call in the student and instructor for follow up information. The decision of the Committee will be final. However, the student reserves the right to appeal, the process of which is described in the Student Handbook. Responsibility for administering the Policy on Academic Integrity rests with the Chairperson and the Academic Standards Committee of the Department. The above sanctions are general recommendations. The Academic Standards committee will consider each case in context looking at all factors. The committee reserves the right to suspend

or expel a student at any level of offense if the committee deems that consequence appropriate.

Evidence of academic dishonesty should initially be brought to the attention of the instructor. Any member of the academic community may present evidence of academic dishonesty to the instructor. If a student reports a breach of the policy, the instructor of the course is expected to cooperate in the investigation. If a student reports a violation by another student, the student making the allegation is expected to cooperate fully and submit any evidence or written report to the committee. The identity of the student making the allegation will remain anonymous throughout the process except to the faculty on the Academic Standards Committee.

Students may continue to participate in a course or research activities until the case has been adjudicated. Under no circumstances should a student be offered a choice of either dropping a course or facing disciplinary action. A grade of I (Incomplete) should be assigned, pending resolution of this matter, and no penalties should be imposed until this complaint is resolved.

All disciplinary proceedings are confidential. Faculty members and students are cautioned not to discuss cases of academic dishonesty outside of the proceedings prescribed by the policy.

IV. Amendments to the Integrity Code

Suggested changes to this policy may be recommended by any member of the faculty. Changes shall be approved by Department vote upon review.

Portions of this policy adapted from Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students, 2004.

References

American Association of Marriage and Family Therapists. (2015). *Code of ethics.*
        https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx
American Counseling Association. (2014). *Code of ethics*.
        http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx
American Psychological Association. (2017). *Ethical principles of psychologists and code of
        conduct.*
American Psychological Association. (2020). *Publication manual of the American Psychological
        Association* (7th ed.).
National Association of School Psychologists. (2010). *Principles for professional ethics.*

2023-24 Audit Sheet

Note: The information below, listed by the date when it is due, is required to be in a student's file at the time of their annual portfolio review. If any of the information is missing a remediation plan, following the Policy on the Retention and Remediation of Students, will be written. If information is missing at the time of a second annual portfolio review, the student will be dismissed from the program.

Year 1— General Information Due and Practicum Information Due

1. Policy on the Retention and Remediation of Students; Due: September
2. Proof of Insurance; Due: September
3. Proof of Immunizations; Due: September (Health Services)
4. Program Plan; Due: December
5. On-Site Supervisor's Pre-Practicum Evaluation Form (Appendix E); Due: December
6. On-Site Supervisor's Pre-Practicum Evaluation Form (Appendix E); Due: May
7. Monthly Clinical Hour Logs: Due to Practicum Instructor at the end of each month (see template in Student Practicum Handbook)
8. Prepracticum Hour Logs; Due: May
9. Practicum in Counseling Psychology Supervision Agreement Year 2(Appendix C); Due: May
10. Student Evaluation of Practicum Placement (Appendix F); Due: May

Year 2 — Practicum II/III Information Due:

1. Proof of Insurance; Due: September
2. Practicum Contract for the Ph.D. Program in Counseling Psychology; (Appendix B); Due: Prior to start of Practicum
3. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: December
4. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: May
5. Monthly Clinical Hour Logs: Due to Practicum Instructor at the end of each month (see template in Student Practicum Handbook)
6. Practicum Hours Summary Ph.D. Program in Counseling Psychology; Due: May
7. Practicum in Counseling Psychology Supervision Agreement Year 3 (Appendix C); Due: May
8. Student Evaluation of Practicum Placement (Appendix F); Due: May

Year 3 — Practicum IV/V Information Due:

1. Proof of Insurance; Due: September
2. Practicum Contract for the Ph.D. Program in Counseling Psychology (Appendix B); Due: Prior to the start of Practicum
3. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: December
4. On-Site Supervisor Evaluation of Practicum Trainee (Appendix E); Due: May
5. Monthly Clinical Hour Logs: Due to Practicum Instructor at the end of each month (see template in Student Practicum Handbook)
6. Practicum Hours Summary Ph.D. Program in Counseling Psychology; Due: May
7. Practicum Verification Ph.D. Program in Counseling Psychology; Due: May
8. Student Evaluation of Practicum Placement (Appendix H); Due: May
9. On-Site Supervisor Evaluation: Due: May
10. APPIC Doctoral Practicum Documentation Form; Due: May

Year 5 — Internship Information Due

1. Proof of Insurance; Due: September
2. Practicum/Internship Placement Information; Due: September
3. Internship Contract for the Ph.D. Program in Counseling Psychology; Due: Prior to start of Internship
4. On-Site Supervisor Evaluation of Practicum/Internship Trainee Ph.D. Program in Counseling Psychology; Due: December
5. On-Site Supervisor Evaluation of Practicum/Internship Trainee Ph.D. Program in Counseling Psychology; Due: May
6. On-Site Supervisor Evaluation Ph.D. Program in Counseling Psychology; Due May

STUDENT RECORDS

The following describes the location and storage of records related to admission and progress through the program:

- Admissions records, including original transcripts and application essays are maintained in the university Banner system and are password protected. These records are available only to admissions staff, the Training Director, and the Department Secretaries.
- Student records relating to immunization and other health information is stored by the university office of Health Services. Students are notified on admission that this information must be provided. The information collected and stored per HIPAA requirements by Health Services is defined here: https://www.shu.edu/health-services/requirements.cfm
- Records relating to student progress in the program are maintained in the office of the Training Director, and in portfolios maintained by the students and uploaded annually for review.
    - The information in the student folder includes initial program plans, courses waived or transferred on admission (with supporting syllabi), records relating to FPPP exam attempts, practicum and internship placements, APPI, correspondence with internship sites, dissertation proposal and final oral defense dates, final degree application records, and any records of remediation. The Training Director's office is locked at all times, except when the Training Director is physically in the office. Although the Program Graduate Assistant prepares the initial file folders, the Graduate Assistant will not continue to access the files once any material is added.
    - The student portfolios, including updated program plans, work samples, and practicum evaluation forms completed by site supervisors, are uploaded to private folders accessible by the individual students and program faculty. Portfolios are reviewed annually through meetings with each student and program faculty during the student's first three years in the program.

- Records are maintained for 7 years following graduation and then are archived. Students are encouraged to keep their own copies of records they may need for future purposes, such as licensure or board certification.