

An aerial, grayscale photograph of the Boston skyline, showing the city's buildings and streets. The word "BOSTON" is overlaid in large, black, sans-serif capital letters across the middle of the image.

BOSTON

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An electronic copy of this handbook is located on the Canvas site for the Counseling Psychology Doctoral Program and on the Doctoral Program's website.

USING THIS HANDBOOK

The Counseling Psychology Doctoral Student Handbook is an official publication of the Department of Counseling, Developmental, and Educational Psychology. It has been prepared to inform doctoral students about the requirements of their Program and to serve as a resource for students throughout their graduate studies. The handbook supplements information online (see <https://www.bc.edu/content/bc-web/schools/lynch-school/sites/audience-pages/current-students.html#tab-graduate>). The online doctoral information contains general information concerning graduate studies, the Lynch School of Education and Human Development (LSEHD) policies, and student life.

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KEEPING RECORDS: YOUR PROFESSIONAL ARCHIVES

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

Program Handbook for each year of graduate study

Course syllabi for each course taken

Official Program of Study with signatures

Records, logs, and other documentation pertaining to field work, practicums, and internship that you may need for future licensure or certification

MODEL AND GOALS OF THE PROGRAM

The Doctoral Program in Counseling
Psychology is accredited by the American
Psychological Association (APA; Office of
Program Consultation and Accreditation, 750
First Street, NE, Washington, DC 20002-4242;
202 336-5979;
<https://www.apa.org/ed/accreditation/about/coa/Sccreditation/about/coa/>

Aim #4:

Additionally, any student in the program can contact the DOT with concerns or questions throughout their time in the program.

The DOT also meets twice per semester with each cohort to discuss program issues and related matters.

A CDEP doctoral student affinity group for BIPOC students/students of color, *MOSAIC (Making Our School An Inclusive Community)* meets monthly and is facilitated by a faculty member. The primary aims of the group are:

- to create a space for BIPOC students/students of color to discuss and explore educational and career issues unique to being a person of color

- to explore the intersection of personal and professional identities for BIPOC students/students of color

- to provide a space for BIPOC students/students of color to process their experiences in graduate school (e.g., classroom experiences; campus experiences; practicum experiences; etc.)

- to foster connection and community amongst BIPOC students/students of color in the program

- to enhance mentorship between faculty and BIPOC students/students of color

To facilitate communication within the Program, we also maintain an active student/faculty listserv.

To promote quality and effective student learning experiences, and consistent with APA Ethical Principles (2017; <https://www.apa.org/ethics/code>), the Program works to promote interactions that are collegial

lead to exploitation or harm.”

In accordance with the spirit of this ethical principle, students must not act in a way that damages, or is likely to damage, individuals, the reputation of the program, or any other specific communities in which they work. To this end, the Ethical Principles and Code of Conduct apply at all times including when students are online.

Students who use social networking sites (e.g., Facebook, Twitter, LinkedIn, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, students, and other mental health professionals. Thus, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to “private,” recognizing that even so, social networking sites are public and permanent. Once you have posted something online, it remains traceable even if you later delete it. Thus, students should be cautious whenever posting information/photos and avoid using any language that could jeopardize their professional image. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training.

More specifically, students should:

Remember that social networking sites are public and permanent. Once you have posted something online, it remains traceable even if you later delete it.

Keep professional and personal life as separate as possible. This may be best achieved by having separate accounts. For example Facebook could be used for personal use and LinkedIn or Twitter used for professional purposes. If ‘friends’ requests are received from clients and service users, decline the

request via more formal means of communication.

Be mindful that whether or not you identify yourself as a psychologist-in-training or student of the Counseling Psychology Doctoral Program in your profile, you should act responsibly at all times and uphold the reputation of the program and the profession.

Protect your privacy. Consider the kinds of information that you want to be available about yourself and to whom. Ensure that you regularly check your privacy settings. Be aware that social networking sites may update their services and privacy settings can be reset to a default that deletes your personalized settings.

Remember that images posted online by family or friends, may be accessible as they may not set privacy settings as tightly as you do.

Be mindful that social networking sites can make it easier to engage (intentionally or unintentionally) in professional misconduct.

Report the misconduct of other members on such social networking sites to any relevant parties

Students should not:

Establish inappropriate relationships with clients, service users online, and students they instruct, as this constitutes an ethical violation of boundaries.

Discuss work-related issues online in any non-secure medium.

Publish pictures of clients or service users online, where they are classified as clinical records.

Use social networking sites for whistle-blowing or raising concerns.

Post defamatory comments about individuals or institutions. Defamation law can apply to any comments posted on the web, irrespective of whether they are made in a personal or professional capacity.

Conduct online searches on clients without their permission.

Engaging in these types of actions could result in the student being dismissed from the program.

DIVERSITY AND SOCIAL JUSTICE RESOURCES AND COMMITTEES

There are a number of opportunities for students to participate in social justice and diversity committees and communities or get support at BC. Below is a non-exhaustive list of such resources:

Thea Bowman AHANA and Intercultural Center (BAIC) - Located in Maloney Hall, Suite 455. This office supports the needs of all students, with a particular focus on AHANA, Multicultural and Multi-ethnic students. Whether it is meeting with a college counselor regarding your academic success or getting involved in leadership activities on campus, AHANA is available to support students. For more information see <https://www.bc.edu/content/bc-web/offices/student-affairs/sites/ahana.html>

GLBTQ Resources for Students - This page from the Dean of Students lists resources for Boston College students who may be questioning their sexual or gender identity, have questions arising from their sexual or gender identity, have general questions about the GLBTQ community, or just need someone to dialogue with about their personal lives and how to be their most authentic selves. For more information about these resources, see <https://www.bc.edu/content/bc-web/offices/student-affairs/sites/student-outreach-and-support-services/lgbtq-support.html>

GLBTQ Leadership Council (GLC) - This group is committed to bettering the quality of life for all students at Boston College especially those who identify as gay, lesbian, bisexual, transgender, queer or questioning.

Graduate Pride Alliance (GPA) - The Graduate

The assignment of a faculty advisor is usually permanent. However, a change in the program advisor may be initiated either by the student or advisor with the consent of the DOT. This may occur when the student no longer works with the original advisor, and has joined another program faculty member's lab in the 2nd year or beyond. If the new 2nd year research supervisor is outside of the program, the student may request co-advisors (original advisor, and new research supervisor).

All doors are always open for any student to discuss anything with a faculty member. If any student has a concern about their advising relationship that they do feel they cannot discuss directly with the advisor, they should talk with the DCT. If you are concerned about confidentiality, you are encouraged to ask about it before making a disclosure. We will try to balance your autonomy, agency, and privacy with the obligations to ensure professionalism, ethical conduct, and a connected community.

Early on, students should meet with advisors to discuss dissertation interests and procedures. However, the program advisor will not necessarily be the director of the student's doctoral dissertation. The chairperson of the student's dissertation committee will be determined by the needed relevant faculty expertise in the student's topic area and by faculty availability. The advisor will be able to direct the student to the appropriate faculty resources and the final doctoral dissertation committee will be established in consultation with the LSEHD Associate Dean. The following individuals may be of additional help to you in your Doctoral study:

Dr. Stanton Worthan
Dean, LSEHD

Dr. Ana Martinez-Aleman
Associate Dean, Faculty and Academics

Mr. Steven Viveiros
Associate Dean, Graduate Student

ACADEMIC HONESTY

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

For more information see: <https://www.bc.edu/bc-web/academics/sites/university-catalog/policies->

who is the parent of an adoptive child under the age of 13 newly placed in the home is eligible for an accommodation extending for a period of up to twelve consecutive weeks immediately following the placement of the child in the home. The accommodation must be taken within the 12-month period following birth or placement of the child. See here for more details:

<https://www.bc.edu/content/dam/bc1/schools/law/top-bar/current-students/Academics/documents/forms/Law-Student-Childbirth-Adoption-Accommodation-Policy.pdf>

ASSISTANTSHIPS AND FELLOWSHIPS

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

Types of Assistantships

In some years, the Diversity Fellowship is awarded to a few especially promising doctoral students. In addition to providing five years of guaranteed funding, it is designed to allow students more flexibility in terms of pursuing their research interests. Concretely, this means that

Diversity Fellows can choose their research advisor and are expected to contribute meaningfully to the advisor's research team. Research experiences can and should reflect the Diversity Fellow's own interests, as long as those align with faculty research. Regarding teaching, the Diversity Fellow is required to complete one year of Master's level lab supervision as part of the training. After that, the Fellow will be paid for any additional lab supervision. The Diversity Fellow can choose whether or not to teach undergraduate courses. The first course will be considered part of the Fellowship but subsequent undergraduate teaching will be considered work for which the Fellow will be paid.

Graduate research assistants are typically

involved in research ar/F4 12 Tf1 0 0 1 4-11(yfã0.00000912 0 612 792 reW*ñBT/F4 12 Tf1 0 0 1 46.8 289 244.13 13.

assistantships should be aware that *vacation days during the year follow the staff calendar not the student class calendar*. Graduate assistants need to negotiate their work schedule and vacation plans with their faculty supervisor.

Each faculty member will monitor and supervise their doctoral assistants in a way that best meets their needs and the demands of their assistantships. Some faculty will require that students keep a log of their hours in writing; students should review the accountability and documentation needs of their advisor at the outset of the academic year.

Graduate research assistantships are not generally available for the summer months. Students who are interested in summer funding are asked to indicate their interest and time availability when they submit their application for funding for the next academic year. However, summer funding is typically connected to faculty grants.

Assistantships usually carry a stipend and tuition remission for most of a student's coursework. Amounts vary somewhat depending upon the type of award.

Students who are awarded a graduate assistantship or a teaching fellowship must be enrolled as full-time doctoral students and may not carry any incomplete coursework for more than four months. Students accepting assistantships or fellowships may not accept any additional commitment of employment without prior consultation with and permission of their advisor, the DOT and the LSEHD Associate Dean for Graduate Student Services.

Selection and Assignment Process

Graduate assistantships fulfill several inter-related purposes within the program. The first is to meet the training needs of our doctoral students. The second is to meet the administrative and teaching needs of the department. The third purpose is to meet faculty research goals.

Related to the first, assistantships are assigned to help doctoral students obtain sequential exposure to experiences involving research, teaching and administration. Assignments are made in an effort to best meet all three sets of needs, within the constraints of available resources and opportunities. Keeping in mind these multiple needs, graduate assistantships are typically assigned in the following way.

First and second- year doctoral students are generally awarded 20-hour research assistantships.

Third year doctoral students are typically assigned teaching responsibilities for the Master's level Foundations of Counseling I (APSY 7440) and Foundations of Counseling II (APSY 7748) courses.

These teaching assignments are intended to provide doctoral students with experience in teaching and supervision under the guidance and supervision of faculty mentors.

Second, third, and fourth year students are also eligible to apply for research assistantships and other graduate assistantships. As described above, students who have passed their comprehensive exams may also be considered for undergraduate teaching in the Applied Psychology and Human Development Program. Fourth year students also

recommendations from the DOT, makes recommendations for undergraduate teaching.

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

The DOT and Coordinator of the Master's Program also review applications at this time to identify possible candidates for administrative assistantships based upon student inte

self-perceptions, and motivations that enable an individual to fully perform a task with a wide range of possible outcomes.

Process of Evaluation

Doctoral students in the Counseling Psychology Programs at Boston College are reviewed formally at the end of each academic year. Faculty, training staff, supervisors, and administrators provide input into this annual review process regarding academic performance, as well as professional fitness. These evaluations are conducted to ensure that students are making satisfactory progress toward their degree, as well as to identify potential problems a student may have toward meeting Program requirements.

In addition to this annual process of evaluation, the faculty may review the status of any student at any time during the year should there be reason to believe that the student is experiencing difficulty in the Program.

Sample Evaluation Criteria

Examples of the criteria on which students are evaluated include, but are not limited to:

- 1) Courses Completed: including grades, number of incompletes, learning experiences or personal products (Minimum level of achievement [MLA]: B- for all courses)
- 2) Qualifying paper (MLA: passed)
- 3) Comprehensive exam (MLA: passed)
- 2) Practica: including application of work in courses, progress towards readiness for internship on competencies, internship and experience with multicultural populations.
- 3) Research and Writing: including research team involvement, progress towards

action has been completed. These email

RESEARCH QUALIFYING PAPER

During their second year in the program, MA-Admit and Direct Admit students must complete a qualifying paper for a proposed quantitative research study of their choosing. It

Career development theory, intervention,
and research
Psychology of working
Professional standards, ethic, and legal
issues in Counseling Psychology

Note on format

If Student Fails Two Questions within One Section:

Student has failed that section of the exam
Student must retake that section in the Fall
(Year 4) and cannot complete revisions to be
exempt from this retake

If Student Fails Two Questions within Both Sections:

Student has failed the exam twice and will be
dismissed from program

**Results of Failure in Fall/Third Chance (Sept.
Year 4)**

Please refer to the process stipulated for

assistantship requirements. Specifically, 2 hours may be deducted from each 10 hour assistantship and 4 hours from a 20 hour assistantship. Students meet every other week as part of the APSY 9844 course to discuss the First Year Field Experience and to integrate this experience with relevant literature on social justice and community action work.

Students are evaluated in their First Year Field Experience by their supervisor at the field site, by their faculty advisor, and by the instructor for the APSY 9844 course. Students complete several reflection papers on their First Year Field Experience that are evaluated by the APSY 9844 instructor. These observations are integrated during the annual student evaluation process that takes place at the end of the spring semester.

CLINICAL TRAINING COORDINATION

The following section specifies by year: a) the responsibilities of doctoral students pertaining to doctoral clinical training and documentation, and b) the designated point persons students should work with to complete clinical tasks. Please note that the list of available sites is maintained by Dr. Trantham and is found in the program's Canvas site. In addition to this list, we urge students to use the resources of the Massachusetts Psychological Association (MPA) Training Collaborative. Our program is affiliated with the MPA Training Collaborative, which has clearly articulated policies about the match process, which we urge students to learn and adhere to. In addition, the MPA Practicum Training Collaborative (PTC) maintains their own list of sites (<https://massptc.org/>), which can be used for students to explore in their consideration of practicum sites.

For 1st year students:

- 1) In order to plan/strategize 1st year doctoral clinical placements, students will attend an informational meeting with Dr. Trantham and the Advanced Pre-Internship Counseling Practicum

- 6) For the First Year Experience (FYE) Placements, students should work with the Counseling in Context instructor who will negotiate and supervise this experience.

For 2nd year students:

- 1) In order to plan/strategize 2nd year clinical placements, students will attend an informational meeting with Dr. Trantham who will provide information on sites and related documents. Additionally, students should consult with their advisors as they plan their next clinical training placement.
- 2) Students are responsible for researching, applying to, and securing sites, and should refer to updated

2) Supervisors of Advanced Pre-Internship
Counseling Practicum Seminar

- 2) Predoctoral interns will receive at least one end of the year evaluation from the Internship Supervisor and this will be sent to the DOT. Copies of that evaluation and the Internship Supervisor's letter (to be filed in the student's program folder) confirming the completion of Internship will be filed in the student's program folder.

the development of the following important capacities: understanding of and commitment to professional and social responsibility as defined by statutes of the ethical code of the profession; the capability to conceptualize human problems; the capability to work with diverse populations, including the physically challenged; understanding of one's own personality and biases and of one's impact upon others in professional interactions;

ADVANCED PRACTICUM EXPERIENCES IN COUNSELING

Students are advised to ensure that practicum site requirements (e.g., required training or staff meetings) do not conflict with course meeting times for the year. Students should be in communication with sites early in the search process to determine times that sites require students to be on site. Then students should determine the meeting times of their courses for both fall and spring semesters. Time conflicts between clinical sites and required coursework will preclude the student from that clinical site. Students should begin reviewing potential practicum sites in the Fall semester (October and November). Please note that students need to review their sites and their application materials with their advisor for feedback and input. A sample cover letter and the CV should be submitted to faculty advisors at least 10 days prior to the first deadline. Students should expect that the application process will begin in December and continue through February. This timeline includes the application, interview, and placement.

The required Advanced Practicum placements need to be approved by Dr. Trantham. In addition, students may consider engaging in some time-limited clinical experience beyond the required practicums. Students' decisions about pursuing a third clinical placement should be made in consultation with their faculty advisors. All other employment must be approved by the DOT.

The Counseling Psychology Program intends that the advanced practicum training should facilitate

health counselor in addition to the licensed psychologist.

The APA standards require that each practicum student has at least one session per evaluation period (per semester) that involves direct supervision. According to the APA, direct supervision “includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording.”

Guidelines on Practicum Decisions

The above requirements need to be supplemented by thoughtful decision-making about how students envision their training and their future as counseling psychologists. We advise students to make strategic decisions about their practicum placements considering their career goals, training needs, and an honest assessment of how well they are developing the requisite competencies. Information about practicum sites can be obtained from two sources:

- Our program’s Practicum Site Spreadsheet.
- The Massachusetts Practicum Training Collaborative website (<https://massptc.org/>).

APPIC provides annual aggregate data on predoctoral internship applicants’ practicum hours each year, which we believe should be used to inform your decisions (please review the entire survey via this link:

<https://www.appic.org/Internships/Match/Match-Statistics/Applicant-Survey-2021-Part-1>. This survey includes important information about applying to APPIC internships amidst the pandemic, including students’ experiences with virtual interviews.)

Students should submit their requests for completion of the APPIC form to the DOT a minimum of five business days before they are needed. Prior to approving the student's APPIC form, students must have their application materials reviewed in depth by their advisor. If the student's advisor is not available, the DOT will review the application.

The advisor then needs to inform the DOT, in writing (via e-mail or letter), that the student's application has been reviewed and that it is ready to be submitted. The purpose of this review is to help students prepare compelling and informative application materials that accurately convey the students' training experience, goals, and theoretical perspectives.

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

All Boston College Counseling Psychology doctoral students are required to receive training in an APA-approved internship. If the DOT/Internship Coordinator has questions concerning the site (e.g., the number of licensed psychologists, specialization areas of supervisors, number of interns, and exposure to other professionals), they will consult with the faculty. The faculty will evaluate the internship site and approve or disapprove using general

Committee members are asked to complete the following evaluation prior to the dissertation defense:

Dissertation Assessment Form

Before the defense hearing, please complete this evaluation form based on the dissertation manuscript and provide scores to the Committee Chair as soon as possible.

Scores: Satisfactory v. Unsatisfactory

1. Originality and Significance. Score: _____
The dissertation presents novel research that

dissertation are made in collaboration with one's advisor.

As indicated earlier, the dissertation mentor may not be the student's advisor. Students are free to select a mentor from the faculty in the Counseling Psychology program. Typically, this decision is made in consultation with the student's advisor and DOT.

Once the pre-proposal is completed, students should begin to prepare their proposals, which consist of the first three chapters of the dissertation (Introduction; Literature Review;

YEAR 2 - Summer session (2026)

Master Admit	Direct Admit
APSY 8745 Biological Bases of Behavior	APSY 8745 Biological Bases of Behavior

YEAR 3 - Fall Semester (2026)

Master Admit	Direct Admit
APSY 9901 Doctoral Comprehensive Exam	APSY 9901 Doctoral Comprehensive Exam
APSY 9847 Advanced Pre-Internship Counseling Practicum	APSY 9847 Advanced Pre-Internship Counseling Practicum
APSY 8822 History of Psychology	APSY 8822 History of Psychology
APSY 9941 Dissertation Seminar in Counseling/Developmental Psychology	APSY 9941 Dissertation Seminar in Counseling/Developmental Psychology

YEAR 3 - Spring Semester (2027)

Master Admit	Direct Admit
APSY 9820 Advanced Topics: Social Psychology or equivalent	APSY 9820 Advanced Topics: Social Psychology or equivalent
APSY 9847 (Continued)	APSY 9847 (Continued)
Advanced course in statistics and research design	Advanced course in Statistics and Research Design
APSY 9941 (Continued)	APSY 9941 (Continued)

YEAR 4 - Fall Semester (2027)

Master Admit	Direct Admit
APSY 9848 Advanced Clinical Case Consultation	APSY 9848 Advanced Clinical Case Consultation
APSY 9988 Dissertation Direction	

YEAR 4 - Spring Semester (2028)

Master Admit	Direct Admit
APSY 9848 (Continued)	APSY 9848 (Continued)
APSY 8915 Critical Perspectives on the Psychology of Race, Class, and Gender	APSY 8915 Critical Perspectives on the Psychology of Race, Class, and Gender
Any Remaining Coursework	Any Remaining Coursework

YEAR 5 - Fall Semester (2028)

Master Admit	Direct Admit
APSY 9849 Doctoral Internship in Counseling Psychology	APSY 9988 Dissertation Direction

YEAR 5 - Spring Semester (2029)

Master of Arts	Direct Admit
APSY 9849 (Continued)	Remaining course work

YEAR 6 - Fall Semester (2029)

Master of Arts	Direct Admit
N/A	APSY 9849 Doctoral Internship in Counseling Psychology

YEAR 6 - Spring Semester (2030)

Master of Arts	Direct Admit
N/A	APSY 9849 (Continued)

Summer Semester: Second Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Coursework (1 class, if not offered prior year) Research Work (if available)	Summer Session I Ongoing

Fall Semester: Third Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Courses (1-2 classes, Dissertation & Prac Seminars) Research/Teaching Assistantship (20 hrs/week) Clinical Practicum (24 hrs/week)	Ongoing Ongoing Ongoing
<u>Complete this Semester</u>	
Doctoral Comprehensive Exams	September
<u>In Progress</u>	
N/A	
<u>Looking Ahead</u>	
Practicum Search Process for 4 th Year (if applying) Registration for Spring Coursework	November-December Mid-semester

Spring Semester: Third Year

<u>Weekly Responsibilities</u>	<u>Timeline</u>
Courses (1-2 classes, Dissertation & Prac Seminars) Research/Teaching Assistantship (20 hrs/week) Clinical Practicum (24 hrs/week)	Ongoing Ongoing Ongoing
<u>Complete this Semester</u>	
Practicum Applications Dissertation Pre-proposal	Due early January May
<u>In Progress</u>	
Practicum Interviews & Match Process (if applying)	January-February
<u>Looking Ahead</u>	
Registration for Summer/Fall Coursework Fourth-Year Assistantship Preferences	Mid-semester Mid-semester

Summer Semester: Third YearWeekly Responsibilities

Research Work/Dissertation (if available)

Timeline

Ongoing

Fall Semester: Fourth YearWeekly ResponsibilitiesCourses (if any remaining) & Dissertation Direction
Teaching/Admin Assistantship (20 hrs/week)TimelineOngoing
Ongoing

Summer Semester: Fourth Year

Weekly Responsibilities

N/A

Timeline

APPENDIX A

APA Standards of Accreditation for Health Service Psychology

1. Research:

- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communications and interpersonal skills

- Develop and maintain effective relationships with a wide range of individuals, including 9.9JETQq0 colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

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STUDENT ATTESTATION

With my signature, I am attesting to the fact that I have read the entire doctoral handbook for the Counseling Psychology Program in the LSEHD of Boston College. I also attest to the fact that I