
THE GEORGE WASHINGTON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

HANDBOOK FOR PH.D. STUDENTS IN COUNSELING

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Fall 2014 Revision

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON DC

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ACCREDITATION STATEMENT

The doctoral program in counseling is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This handbook contains information specific to students in the Counseling Doctoral Program. Students should also consult the GSEHD and CCAS Doctoral Student Handbooks which are available online:

<http://gsehd.gwu.edu/handbooks-forms>

<http://columbian.gwu.edu/graduate/graduatestudenthandbook>

The Ph.D. in the field of counseling is offered through Columbian College of Arts and Sciences in collaboration with the Graduate School of Education and Human Development.

I. PHILOSOPHY

Mission of the Counseling and Human Development Graduate Programs

The counseling and human development program develops informed and skilled leaders in counseling by engaging in scholarly inquiry, promoting leadership in the counseling profession, and enriching theory, policy, and practice of counseling across the lifespan. Counseling is defined as that professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Philosophy of Academic Programs in Counseling at The George Washington University:

The counseling faculty at The George Washington University affirms its commitment to counseling as an effective, viable means of assisting individuals through normal development in prevention and in coping effectively with personal and social problems. The goal of the counseling program is to prepare highly knowledgeable and skilled professional practitioners to work in a variety of settings -- schools, colleges and universities, community and rehabilitation agencies. The practice of counseling is based on theory and research, an understanding of ethical practices, and a set of professional and interpersonal skills. Concurrent and ongoing exposure to conceptual frameworks, research findings, and informed practice is the basic curriculum model employed.

The counseling faculty, while representing a range of views, is in agreement that individual beliefs and theoretical patterns must be fostered in graduate counseling students. Faculty members represent an array of research interest, counseling frameworks and theoretical approaches that they make available to students to help them clarify their own philosophical, theoretical, and practical positions.

An open atmosphere is recognized as necessary to allow students to fully explore professional issues and research topics. Additionally, an interdisciplinary approach is espoused in the education of doctoral level counselors. All the behavioral and social sciences are considered as important to the understanding of the complexity of human behavior. The counseling faculty draws from these bodies of knowledge from a range of disciplines.

The faculty is in agreement that the emphasis of the program must be on respecting the uniqueness of the individual. There must be caution to avoid molding people into the status quo. Typical stereotypes can lead to expectations that can detract from individual growth. Personal strengths must be brought into focus.

The faculty encourages individuals from a wide variety of personal, social and educational backgrounds to apply to the doctoral program. The doctoral program in counseling prepares students for leadership roles in counseling practice, research, and teaching. The degree requires completion of a minimum of 69 credit hours beyond the master's degree. Especially at the level of advanced graduate study and postgraduate practice, professional counselors are expected to possess substantial research capabilities and interests. At this advanced professional level, and particularly in connection with university counseling faculty, students are expected to

engage in sustained productive research and scholarship, appropriately disseminated among professional colleagues, for building the body of knowledge in counseling.

The doctoral program in counseling at The George Washington University is designed to build on knowledge and skills developed in a master's degree program similar in content and length to that offered at The George Washington University. Every year, we admit students who do not possess a master's degree in counseling. For those students whose master's preparation was not in counseling, the coursework and skills will be developed as the initial part of their doctoral program.

Philosophy statement first approved by the Counseling faculty on April 9, 1991.
Amended 2-22-2012

II. MISSIONS, GOALS, and OBJECTIVES

Mission

The mission of the doctoral program in counseling at George Washington University incorporates and builds on the Mission of the GW Graduate Programs in Counseling. Building on research, theory and practice of master's level counselors, the Ph.D. program in counseling prepares researchers, educators and leaders within the scholar-practitioner model.

The mission of GW's doctoral program represents a commitment to develop advanced knowledge, skills, and dedication especially in the areas of:

1. Supervision
2. Research and Scholarship
3. Teaching
4. Counseling
5. Leadership and Advocacy

Goals and Objectives

1. Supervision

Program Goal: In-depth understanding of a) theoretical models of counseling supervision; b) roles and functions of a clinical supervisor; c) the purpose and goals of clinical supervision; d) practical applications of counseling supervision theory; e) familiarity with current research and major issues in counseling supervision.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. provide clinical supervision for counselors and related personnel.
- b. provide clinical supervision in counseling education settings.

2. Teaching

Program Goal: Ability to develop course objectives, materials, and implementation strategies to effectively teach counseling and counseling-related courses in face-to-face, distance, and blended formats

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. teach courses in counseling and related subjects at undergraduate and graduate levels;
- b. direct theses and dissertations written by students in counseling and related areas of study.

3. Research and Scholarship

Program Goal: Ability to critically analyze and evaluate research (design, methodology and statistical analyses), formulate and implement research designs and methodologies, and to apply knowledge in advanced quantitative and qualitative analyses appropriate for doctoral-level research.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. engage in research related to counseling and similar activities;
- b. analyze, interpret, evaluate, and report research data (quantitative & qualitative)

4. Counseling

Program Goal: In-depth understanding of a) the counseling process as it relates to advanced clinical practice; b) advanced interview skills; c) applied counseling techniques used in clinical practice d) major issues and specialized information relating to the counseling of special populations; e) methods of crisis-intervention.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to have acquired the necessary advanced skills, knowledge, and experience to:

- a. counsel individuals and groups relative to personal and social problems, and educational and vocational objectives;
- b. provide individual and group counseling services in universities and colleges, schools, clinics, rehabilitation centers, hospitals, public and private sectors, and other settings, in order to assist individuals in achieving more effective personal, social, educational, and vocational adjustment;
- c. conduct counseling or therapeutic interviews to assist individuals from diverse cultural backgrounds to gain insight into personal problems, to define goals, and to plan actions which reflect their interests, abilities, and needs;
- d. provide occupational, educational, and social-personal information to enable individuals to formulate realistic educational, vocational, and personal plans.

5. Leadership and Advocacy

Program Goal: Ability to assume an effective leadership position as a professional counselor by taking responsibility in a wide variety of roles and settings, e. g., public speaking, public relations, publications, workshop development, political action, community involvement, and human service advocacy.

Program Objectives: By the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge, and experience to:

- a. publish research and scholarly articles in professional counseling journals and related areas;

- b. become involved in professional associations related to counseling by making content presentations at conventions, assuming significant organizational responsibilities, and engaging in other professional activities;
- c. knowledgeably and effectively address audiences on topics related to counseling theory, practice, and services

III. ADMISSION

The PhD program in counseling is jointly administered by the Department of Counseling and Human Development (CHD) and the Columbian College of Arts & Sciences. Applications are accepted once a year for fall semester entry. *Deadline for admission is December 15.* Admission is competitive and meeting minimum criteria does not ensure an interview for admission to the program, nor does an interview guarantee an offer of admission.

A. Admission Process and Standards

Prior to matriculation, the applicant must show evidence of an earned Master's Degree that is at least equivalent to a 48-semester hour degree program in counseling or related areas (e.g., human development, marriage and family, social work, psychology). Applicants who do not meet this requirement must fulfill it in the initial phase of the doctoral studies. This is done on a case by case basis upon a review of transcripts. Most likely the range would be 15-39 credits.

A student who will not have earned a master's degree prior to matriculation is not eligible for admission consideration.

In order for an application to be considered complete, students must submit an application and fee, transcripts from all institutions of higher education attended, GRE scores (no subject test is required), a statement of purpose, and three letters of recommendation. These items should be sent to the Columbian College of Arts and Sciences. Application for financial assistance (not student loans) occurs within the Graduate School of Education and Human Development. Deadline for GSEHD financial assistance is January 15th. Information on financial assistance is available at: <http://gsehd.gwu.edu/scholarships> .

Many applicants have three or more years of previous relevant experience, and all possess the personal attributes compatible with the mission of the program, and a demonstrated ability for scholarship and leadership in the counseling profession. Students who do not hold a CACREP accredited master's degree will be required to complete leveling coursework including two semesters of master's level internship.

Applicants must have a minimum master's GPA of 3.5 and a minimum undergraduate GPA of 3.0. We also require GRE scores that are in the 50th percentile or better for Verbal or Quantitative and Analytic Writing sections. Meeting these requirements does not guarantee admission or an interview for admission into the program.

Complete applications are screened by counseling faculty for compatibility with program goals and faculty research interests. In early January, top applicants are invited to interview with faculty on our main campus in Washington, DC. Students meet with 4-6 faculty and current students in the program and discuss their goals, interests, and reasons for wanting to attend GW. Decisions on admission status are made in mid to late February.

B. Interview Days

Applicants are invited to interview based on faculty evaluation of complete applications. Applicants will be invited to participate in an interview day in late January/early February. Interview days occur on Fridays and last from about 10AM until 4PM. Students interview individually with 4-6 program faculty and also spend time with students who are currently enrolled in the program. The purpose of the interview day is to assess the applicant's qualifications and fit with the program and to answer any questions the applicant may have about the program, our location, and other considerations. Some typical faculty questions might include:

- What is it that makes you want to pursue doctoral study at this time?
- What types of previous educational and work experiences have you had that have prepared you for doctoral study?
- Why are you interested in attending GW?
- What are your own career objectives upon graduating? Ten years later?
- What specific areas are you most interested in studying?
- What areas of research are you interested in?
- Which faculty member(s) are you interested in working with?

Each of the faculty interviewers submits a written recommendation regarding the applicant's suitability for doctoral study.

C. Decision Process

Following the interview days, students are informed of their status soon after the final interview day. Information is typically provided by the end of February. Three outcomes are possible: admission recommended, admission denied, and admission deferred (wait-list). Decisions are based on the complete application package: educational preparation, GRE scores, and interview day impressions.

D. Changing Programs

Counseling Ph.D. students who wish to change programs are strongly encouraged to inform their primary advisor of their intent to apply to a different program. A new application must be made to the new program and does not guarantee admission to the new program.

IV. PLAN OF STUDY

The total number of credits required for graduation (not including prerequisites or leveling courses for those who do not hold a master's degree in counseling) consists of a minimum of 69 hours of coursework beyond the master's degree. Students with master's level deficits should use forms included in Appendix A to determine which master's level courses need to be taken. This is done in consultation with the student's primary advisor. All courses are three semester hours unless otherwise indicated. Students are expected to submit their plan of study within their first three semesters of full-time enrollment. Students are also expected to consult with their primary advisor prior to registering for classes. The [Program Plan of Study](#) should be on file within the first 18 hours of the student's doctoral program (i.e. prior to the beginning of the second year of full time study).

A. Research Tool (15CR). All students are required to take a minimum of 15 semester hours of advanced quantitative analysis, qualitative analysis, and research design course work. Prerequisite statistics courses must be taken during the master's degree or must be completed prior to taking the following required advanced courses. For students who have not had an introductory statistics course, have not had one in a long time, or do not feel confident in their understanding and application of basic statistical techniques (i.e. through one way analysis of variance), EDUC 6116, Introduction to Educational Statistics, should be completed prior to enrolling in EDUC 8120.

EDUC 8120 Group Comparison Designs and Analyses
EDUC 8122 Qualitative Research Methods
EDUC 8171 Predictive Designs and Analyses
CNSL 8961 Seminar in Counseling

One additional course is required. This course is planned in consultation with your advisor and designed to fit your dissertation proposal. The course is selected from:

EDUC 8130 Survey Research Methods
EDUC 8131 Case Study Research Methods
EDUC 8140 Ethnographic Research Methods
EDUC 8142 Phenomenological Research Methods
EDUC 8144 Discourse Analysis
EDUC 8170 Educational Measurement
EDUC 8172 Multivariate Analysis
EDUC 8173 Structural Equation Modeling

B. Counseling Core (24CR). There are nine core courses required of all doctoral candidates in counseling, as follows:

CNSL 6173 Special Workshop: Diagnosis and Treatment Planning (if not taken as part of master's program, if taken, an advanced psychopathology course is taken in its place).
CNSL 8252 Advanced Leadership and Advocacy in Counseling (prior title: Organization and Administration of Counseling Services)

- CNSL 8254** Advanced Multicultural Counseling (prior course number: CNSL 8100)
- CNSL 8255** Advanced Supervision in Counseling (prior course number: CNSL 8100)
- CNSL 8257** Advanced Practicum in Teaching (prior title: Advanced Practicum in Counseling)
- CNSL 8258** Advanced Theories of Counseling
- CNSL 8259** Doctoral Internship in Counseling and Counselor Supervision I
- CNSL 8260** Doctoral Internship in Counseling and Counselor Supervision II

C. Human Development Emphasis (6CR). The doctoral candidate in counseling is required to take two doctoral level courses in human development (6 hours). Selection of appropriate courses is made with the assistance of the student's advisor and the human development faculty. It is expected that the candidate will have taken 6-9 semester hours at the master's level in human development, child development, adolescent development or adult development. If not, these must be included in the candidate's course of studies.

Among the courses the candidate may select are the following:

- HDEV 6129** Cultural Effects on Human Development
- HDEV 8241** Social Cognitive Development
- HDEV 8244** Adult Development and Aging
- HDEV 8253** Work, Identity, and Adult Development
- HDEV 8100** Issues and Special Topics in Human Development (topics vary and course can be repeated)

D. Area of Specialization (9 CR). This part of the program is designed by the student and the program advisor and is tailored to the student's career goals, objectives and individual background. It is an integrative approach in which the advisor helps the student plan a cognate or supporting field of study, typically 9 semester hours in length, depending on the interests, needs, and goals of the student.

E. Pre-Dissertation Seminar (3CR). All students are required to complete three to six hours of pre-dissertation seminar in preparation for dissertation. Completion of the Pre-Dissertation Seminar, CNSL 8998, is contingent upon the student obtaining approval for his/her dissertation proposal.

F. Dissertation Research (12CR). Students must register for a minimum of 12 hours of dissertation research (CNSL 8999).

V. ADVANCED PRACTICUM IN TEACHING AND DOCTORAL INTERNSHIP

A. Brief Description

The doctoral practicum and internship in counseling comprises a sequence of distinctly defined supervised clinical experiences designed to enable interns to (a) continue development of basic counseling and human development skills, (b) develop and refine advanced counseling and counselor supervision knowledge, skills, and techniques, and (c) facilitate continuing integration of professional knowledge and skills appropriate to doctoral level education in counseling.

Doctoral students who did not graduate from a CACREP or CORE accredited master's program must complete a master's level 100 hour practicum and a master's level 600 hour Internship prior to being cleared for doctoral level internship. Students should consult with their primary academic advisor to identify possible sites for their internship experience. These discussions should begin soon after entry into the program so that planning for the complex process of identifying goals for internship work, identifying potential sites that might meet those goals, and developing a memorandum of understanding (MOU) with the site should one not be in place. Students should note that obtaining an MOU can take several months to a year to complete.

The sequence of doctoral practicum and internship experiences is divided into three major components, each of which comprises a set of distinct supervised clinical experiences. The three major components are CNSL 8257 - Advanced Practicum in Teaching (3 semester hours), CNSL 8259 - Doctoral Internship in Counseling and Counselor Supervision I (3 semester hours), and CNSL 8260 - Doctoral Internship in Counseling and Counselor Supervision II (3 semester hours). Each of these components has a 300 clock hour requirement, for a total of 900 clock hours.

B. Planning for Doctoral Practicum and Internship

Students should carefully plan their practicum (offered fall and spring only), Advanced Supervision in Counseling (CNSL 8255 offered summer only) and internship classes (offered fall and spring in sequential semesters only) early in the program in collaboration with their faculty advisor.

Doctoral students should enroll in the Advanced Practicum in Teaching (CNSL 8257) soon after being accepted into the program. The syllabus for Doctoral Practicum should be reviewed prior to enrolling in CNSL 8257. If students need suggestions as to faculty members who need teaching assistants contact the faculty member who is teaching CNSL 8257.

Advanced Theory in Supervision class is a prerequisite to the doctoral internship (CNSL 8259). This class is offered once a year during the first summer session.

During the advanced doctoral practicum in teaching, students must spend a total of 300 hours in practicum experiences supervised by GW counseling faculty. Students receive a grade of IP (In Progress) until they complete all requirements for the practicum and submit their completed learning contract, log of activities and hours as well as journals (students obtain faculty supervisors' signatures on the learning contract prior to beginning the activity and on the log of activities at the end of the activity) to the faculty coordinator (faculty member teaching CNSL 8257 under which semester the course is taken).

A supervised two-semester doctoral level internship experience is required. Internship requirements include approximately 40 hours per week for doctoral students, of which approximately 20 hours per week are spent at the field site and 20 hours (depending on the number of master's level interns that are being supervised) in the Community Counseling Services Center (CCSC), the training clinic of the Department of Counseling and Human

Development. The minimal time requirement for doctoral internship is 600 hours, although the time spent is usually longer.

The annual deadline for submission of the application for doctoral internship is the Friday prior to spring break. The application is submitted to the Clinical Associate Professor responsible for the Community Counseling Services Center. The application is available in Appendix B of this document. Also due at this time is the choice of internship placement if the site requires the establishment of a memorandum of understanding (MOU). If this is not provided at this time it may delay the beginning of doctoral internship until the following year.

The doctoral level internship is oriented to general advanced counseling, with students emphasizing a specific area of practice or theory. Students seek placements in the community (mental health/human service) agencies, schools, or rehabilitation settings according to their programmatic concentration. Each student is required to be supervised by a licensed, doctoral level counselor or psychologist. Students are discouraged from placement in a private practice/group setting. **A setting such as this may prolong the student's placement because the required number of hours may not have been completed at the site.**

Reviews of past internship sites can be found at this link:

<http://b4.caspio.com/dp.asp?AppKey=e1702000479d08a4f08f44ebb663>

Username: gsehdounseling

Password: 2134gstreet

Search by: Type of experience, Organization, State

It is important to note that because the site is reviewed in the database does not mean that the site has an MOU. Prior to contacting any site confirm that a memorandum of understanding (MOU) exists for this site with the Clinical Assistant in the CCSC. If a site does not have an MOU with GWU then one must be written prior to acceptance at the internship site. This can be coordinated with CCSC Clinical Assistant.

Submit letters/e-mails of interest with an updated CV or resume to ten/twelve sites no later than January, depending on the site deadline for a Fall internship. Some sites require applications/interviews six/nine months prior to placement. After obtaining confirmation of the site placement site supervisors must complete the Field Site Supervisor Agreement (Appendix C) and return it to the CCSC Director.

In addition to their field site work, doctoral interns have requirements at The George Washington University Community Counseling Services Center (CCSC). The clinical experiences in both the field site and the CCSC run concurrent with an on-campus classroom seminar dealing with professional roles, ethical considerations, case management, agency functions, community resources, philosophical approaches, and counseling process and strategies and review of supervision DVDs.

Doctoral students who have met eligibility to begin doctoral internship are required to provide approximately **10** hours a week of direct supervision to master's level

practicum/internship students in the CCSC. An additional 12-14 hours of time is spent documenting supervision through progress notes, reviewing supervisees progress notes, counseling plans and signing off on them, reviewing supervisees recorded sessions, attending weekly staff meetings, attending weekly trainings, meeting with internship instructors to discuss progress (or lack of) of supervisees and evening and Friday staffing of the screening, clinical consultation to master's counselor interns seeing clients in the CCSC, and outreach activities to clients served by the CCSC. Case audits and written evaluations are completed at mid-term and at the end of each semester.

More detailed information about CCSC activities are provided during an all-day orientation session held at the beginning of the fall internship semester. All doctoral interns are required to attend three full days of orientation. This includes a full day of participation in orientation for doctoral interns (only) and assisting in two full days of orientation for the master's counselor interns.

VI. COMPREHENSIVE EXAMINATIONS

A. Introduction

Comprehensive examinations are scheduled at the end of the fall and spring semesters only. Candidates taking the examination must be registered for at least 1 credit hour in the semester it is to be taken and must complete the online [Comprehensive Exam Application](#) by the posted due date, available on the GSEHD website [here](#). All course work, including the research tool requirement, must be successfully completed prior to taking the Ph.D. comprehensive examination in counseling. All incompletes (with the exception of CNSL 8161, 8259, and CNSL 8260) must be cleared.

B. Content Areas

The comprehensive examination in counseling consists of four questions calling for an integration of knowledge in the following areas:

1. Professional Ethics and Identity

Accreditation, licensure, certification
Legal and ethical issues
Professional roles (supervision, administration, consultation)

2. Theory and Practice

Individual and group counseling
Counseling theories
Career counseling
Clinical Supervision
Human Development

3. Research

Assessment
Measurement
Research design and ethics
Data collection and analysis

4. Diagnosis and Treatment Planning

Clinical assessment
Case conceptualization
DSM 5 diagnosis
Treatment planning and implementation

C. Overall Scoring (Entire Exam)

Grading outcomes for questions are: Pass, Bare Pass, and Fail. In order to pass the entire exam, you must earn a grade of “bare pass” or pass on each question. Failure of the exam will occur when two or more questions earn a failing grade. When students fail one question, that question may be retaken.

D. Retake

Students may retake the exam, or parts of the examination as the case may be one time only. Students who fail the examination a second time, will be terminated from the program.

F. Scheduling of Examination

In accordance with the GW Bulletin, the comprehensive examination is a written 12-hour examination, six hours on each of two successive days. This means that the student will have three hours to respond to each of the four questions. There will be one three-hour question in the morning of the first day, and one three-hour question in the afternoon. This sequence will be repeated the second day. There is no set sequence of questions.

G. Upon successful completion of the comprehensive examination, students will enter the candidacy phase.

VII. DISSERTATION REQUIREMENTS AND STANDARDS

Dissertation Research Requirements

1. The prerequisite for dissertation research (CNSL 8999) is the Pre-dissertation seminar (CNSL 8998) and completion of all requirements of the pre-candidacy phase of doctoral work, including the comprehensive exam.

If you have not met these criteria and have no further course work to take, you must register for one (1) semester hour of Continuing Research (CNSL 0940). Once a topic approval form and other criteria are completed, you may drop the Examination Preparation from your registration at any time within that semester and add Dissertation Research credit.

2. Candidates are to begin enrollment in CNSL 8999 the first fall or spring semester after having completed all coursework, passed the comprehensive examination, and taken the pre-dissertation seminar (CNSL 8998). If the proposal has not been approved before beginning enrollment in CNSL 8999, it is expected that the proposal will be completed and approved soon after enrolling in CNSL 8999.

Enrollment in CNSL 8999 Dissertation Research

a. You must have completed all coursework, passed your comprehensive examination, and taken one semester of Predissertation Seminar (CNSL 8998) prior to enrolling in Dissertation Research (CNSL 8999).

b. Dissertation Research CNSL 8999 is to be taken at a rate of three to six credit hours each fall and spring semester, for a minimum of 12 credits and until you successfully defend your dissertation or until you have enrolled for a total of 24 credits. If you need substantial advising or feedback on drafts of your dissertation during the summer, you are also to register for CNSL 8999 during the summer. (Note that for most financial assistance, three credits of CNSL 8999 can constitute “at least half-time” enrollment once you begin your dissertation research, but this requires making good progress, certification by your advisor and the GSEHD Office of Doctoral Student Services, and approval by the source of the financial assistance. This assumes that you are making good progress on your dissertation.)

c. If you have not defended your dissertation after 24 credit hours of CNSL 8999, you are to register for one credit hour of Continuing Research (CNSL 0940) each fall and spring semester until you defend your dissertation or expiration of the eight (8) year doctoral program time line. A student who does not defend their dissertation within 8 years of matriculation will be dismissed from the program.

d. In order to defend your dissertation, you must have registered for a minimum of 12 credit hours of CNSL 8999 by the semester of the defense (oral examination). You also must be registered for at least three credits of CNSL 8999 in the semester of the defense, including the summer semester (these three credits can be part of the 12 credits), unless you meet one of the following two exceptions:

- You have already completed 24 hours of CNSL 8999 in which case you only have to register for one credit of Continuing Research (CNSL 0940).
- You have filed a completed Request for Completed Dissertation Oral Examination form and all other required materials in a semester in which you are enrolled in CNSL 8999 or CNSL 0940, but the defense cannot take place until the next semester. In this case, you should enroll in Continuing Research (CNSL 0940) during the semester in which you will defend.

Warning: You must be enrolled at least every fall and spring semester from the time you begin CNSL 8999 until the defense of your dissertation. If you have to stop work on your dissertation for a while, you can request a leave of absence up to one calendar year. During a leave of absence, **faculty members are not permitted** to help you with the dissertation. If you fail to meet requirements b or c above and have not been granted a leave of absence, you will “break enrollment” and then have to reapply to your program if you want to resume work on your dissertation and complete your degree requirements.

The Dissertation Proposal

The dissertation proposal consists of the first three chapters of the dissertation. The proposal is written in consultation with the dissertation chair (who may or may not be the student’s primary advisor) and the student’s core dissertation committee. Proposals are written after students have successfully passed comprehensive exams. Prior to, and during proposal writing, the dissertation committee is formed. This committee consists of four people: the student, the dissertation chair, a Columbian College faculty member, and another GW faculty member (typically a counseling faculty member). Forms, policies, and procedures for constituting the committee obtaining IRB approval of your study, and other matters are provided in the [GSEHD Doctoral Handbook](#) .

The Dissertation

Your dissertation may be the most important document you undertake in your educational and professional career. Dissertation research is not something to be entered into lightly. The following framework has been detailed to assist you with the development of your dissertation. It is highly recommended that you spend time reviewing and reading other GSEHD dissertations so that you will feel more comfortable with the format and expectations. In addition, there is invaluable information on dissertation format and process that can be gleaned from the GSEHD Doctoral Student Handbook (available at:

You may modify any of the standards below with approval of your full dissertation committee.

Dissertation candidates are required to use the American Psychological Association Style Manual format for their dissertation. Additionally:

1. Consistently correct usage of the selected manual of style is a minimal expectation.
2. Correct use of the English language is a minimal expectation. Consistent difficulties in English language usage will require that you hire an English language editor.
3. Please refer to the CCAS publication “Information Concerning Master’s Theses and Doctoral Dissertations” for further style and format issues.

As a faculty, the GSEHD is committed to working with you to assist you in developing and conducting the best possible research, and in writing the best possible dissertation. The process is by necessity one that requires you to work closely with your committee chairperson and the other faculty members on your committee. The time commitment on the part of all

concerned including yourself, is significant. Much is at stake for you as you work through this process and the GSEHD and CCAS faculty understand this. In order for you to receive the assistance you need, be certain that you keep in mind the complexity of this process. Plan ahead to meet deadlines and be aware that faculty have many deadlines and can not always help you meet your deadline when they are given short notice. Faculty will need time to read your work and meet with you. When you submit a copy for your committee to consider, be certain that it is the most recent draft of your document. Recognize that you will need to alter your personal and work schedules. GSEHD policy stipulates that faculty should have at least 10 business days to review drafts. Unlike your other projects in course work, the dissertation requires a sustained effort over many months. You **will** make many revisions to your document. Knowing this in advance should allow you to make the necessary adjustments in your obligations.

The Dissertation Oral Examination

Consult with the members of your dissertation committee in identifying three additional individuals (one of whom will preside over the defense) in order to form a Dissertation Examination Committee. Submit the **Outside Examiner Recommendation** form to the Office of the Associate Dean. Upon acceptance of your dissertation by your dissertation committee and the formation of your complete Dissertation Examination Committee, secure a copy of the **Request for Dissertation Oral Examination** from the Office of Student life.

Complete this form with your dissertation chairperson and secure the signatures of the chairperson and of your other dissertation committee members. Allow a minimum of twenty (20) working days from the date of submission of all materials to the date of the oral examination. The Associate Dean of Advanced Graduate Studies should be in receipt of all dissertation materials for those who plan to graduate in May early February. Check this deadline and the deadlines for other semesters with the Office of the Associate Dean.

VIII. GRADUATION

Ceremonies

Commencement ceremonies occur in May. Students who have completed their requirements in summer and fall are eligible for the May ceremony, when the University conducts its graduation ceremonies.

Doctoral Graduates

After receiving their diploma, doctoral graduates are eligible to register for any course in the University for non-credit without payment of tuition. Such graduates are required to pay a fee based on the prevailing credit-hour rate for one semester hour, as well as the University Center fee, in order to establish their active membership in the University. Special arrangements for privileges need to be made with the dean at least two months in advance. Doctoral graduates are also regularly invited to participate in the alumni association and special events.

IX. FREQUENTLY ASKED QUESTIONS

1. Can I do the program part-time?

Yes, the program can be done part-time or full-time. Full-time status is recognized as 9 semester hours during the academic year semesters.

2. When are courses typically offered?

Courses are typically offered in the late afternoon and evenings. The earliest classes start at 3:30 PM. If you are taking courses outside of GSEHD, it is likely that they will be offered during regular business hours. There are also some weekend courses offered.

3. Is your doctoral program offered online?

No. There are a few research courses that are offered online, but the program takes place at the Foggy Bottom Campus in Washington DC.

4. Are there scholarships available?

GSEHD offers a limited number of assistantships and tuition scholarships. Our students are often successful in obtaining these. In addition, some students work on faculty grants as research assistants, or in on-campus offices in a variety of roles. These provide some level of tuition support depending on the position.

5. What is the most important part of the application?

We are looking for bright, motivated students who want to be leaders in the field of counseling. The most important aspect of the application is match between what we do and what you want to do.

6. What do students do when they graduate from your program?

Students are employed in any number of settings including: academic positions, community mental health centers, hospitals, government agencies, and private practice. The job opportunities for our graduates are very good.

7. How long does it take to complete the program?

Students who complete the program do so in a variety of timelines. Some complete in as few as three years. The average is about 5 years.

8. Is there any set sequence for coursework?

Not really. Program plans are designed in consultation with your faculty advisor. Some courses are offered on a staggered schedule so it is best to take them when they are offered.

Other courses, such as advanced supervision must be taken prior to beginning doctoral internship. Master's leveling work should be completed prior to beginning doctoral level work.

9. What kind of electives are available for students to create their area of specialization?

We encourage students to think broadly when taking elective coursework. Within the University, students have taken courses in Psychology, Professional Psychology, Sociology, Public Health, Special Education, Higher Education Administration, Human and Organizational Learning, and Education Policy. Students are also able to take courses at other universities and colleges that are members of the Consortium of Universities of the Washington Metropolitan Area (<http://www.consortium.org/consortium/index.cfm>).

APPENDIX A

**DEPARTMENT OF COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

**COURSE PLANNING FORM INCOMING STUDENTS TO THE DOCTORAL
PROGRAM IN COUNSELING**

I. INTRODUCTION

Course work associated with the Doctoral Program in Counseling falls into three categories: prerequisite course work; pre-candidacy course work; and post comprehensive examination course work, if required.

II. PREREQUISITE COURSE WORK

A. In order to begin doctoral level coursework at student must demonstrate that they have the knowledge and experience of a master's degree that is at least equivalent, in content and length, to the entry level master's degree programs in counseling at The George Washington University. These master's degree programs require a minimum of 48-60 semester hours and include graduate course work in the following areas: foundations of counseling; individual assessment in counseling; career development and information; counseling skills development (experiential skills development course); human development; child, adolescent, or adult development; theories and techniques of counseling; group counseling; cross-cultural counseling; research procedures; practicum in counseling; and internship in counseling.

Applicants who satisfy the equivalent master's degree requirement in length and content are considered as meeting all prerequisite course requirements for admission to pre-candidacy into the doctoral program in counseling. Applicants who do not meet all the prerequisite course requirements must complete such requirements prior to admission to pre-candidacy or during pre-candidacy.

B. Course Work Check List. The following serves as a guide to the doctoral applicant and faculty advisor in determining the extent to which the applicant meets all prerequisite course work requirements. Supply all required information.

1. Master's degree (field: _____) Yes ___ No___

2. Total Number of all graduate semester hours

Completed: _____ semester hours.

3. Graduate course work completed in the following areas:

<u>Course Area</u>	<u>Yes</u>	<u>No</u>
a. Ethical orientation to counseling	___	___
b. Individual assessment in counseling	___	___
c. Career development and information	___	___
d. Counseling skills (experiential course)	___	___
e. Human development	___	___
f. Child development, adolescent development or adult development	___	___
g. Theories and techniques of counseling	___	___
h. Group counseling	___	___
i. Cross-cultural counseling	___	___
j. Psychosocial adjustment	___	___
k. Research procedures	___	___
l. Practicum in counseling	___	___
m. Internship in counseling	___	___

III. APPLICANT'S PREREQUISITE AND/OR PRE-CANDIDACY STATUS

Based on a review of the applicant's previous graduate course work, the applicant is required to complete the following prerequisite courses (or their equivalent at another university with prior approval of the faculty advisor) prior to entering precandidacy or during precandidacy (check applicable items):

None _____

- _____ CNSL 6151 Professional and Ethical Orientation to Counseling
- _____ CNSL 6153 Counseling Interview Skills
- _____ CNSL 6154 Theories and Techniques of Counseling
- _____ CNSL 6155 Career Counseling
- _____ CNSL 6157 Individual Assessment in Counseling
- _____ CNSL 6159 Psychosocial Adaptation
- _____ CNSL 6161 Group Counseling
- _____ CNSL 6163 Social and Cultural Dimensions of Counseling
- _____ CNSL 6268/6376/6466 Foundations of Counseling/Practicum in Counseling
- _____ CNSL 6185 Internship in Counseling I
- _____ CNSL 6186 Internship in Counseling II
- _____ HDEV 6108 Lifespan Human Development
- _____ HDEV 6109 Child Development **or**
- _____ HDEV 6110 Adolescent Development **or**
- _____ HDEV 8244 Adult Development
- _____ EDUC 6114 Introduction to Quantitative Research **or**
- _____ EDUC 6116 Introduction to Educational Statistics (recommended!)

It is understood that the courses checked above (or their equivalent as approved by the faculty advisor) will be completed prior to beginning coursework in the Doctoral Program in Counseling, or be listed as part of the applicant's pre-candidacy program. These prerequisite courses may not substitute for any other doctoral pre-candidacy or candidacy requirements.

Applicant's Signature

date

Faculty Advisor's Signature

date

APPENDIX B Doctoral Internship Application Form

This form is due by the Friday prior to spring break before the fall semester you will begin Internship. It is required to secure your spot in doctoral internship.

DOCTORAL INTERNSHIP IN COUNSELING CNSL 8259-8260

Doctoral Internship Application Form

All doctoral candidates in counseling must complete and submit this application along with the completed Field Site Supervisor Form to the CCSC Director, **on the Friday prior to spring break. Completing this application does not ensure a place in the class.** You must use this application form in connection with all the guidelines in the Counseling Practicum/Internship Information Handbook.

Attendance is required at an all-day orientation for doctoral student interns supervising in the Community Counseling Services Center (CCSC) and participation in the masters' students all day orientation held in August of each year.

Name _____

Phone(H) _____

(C) _____

Address _____

City/State/Zip _____

E-mail _____

I plan to enroll in CNSL 8259 and CNSL 8260 in (indicate the year) fall 20 _____

The following are prerequisite to CNSL 8259. Please indicate the completion date of each requirement:

On a separate sheet of paper provide a list of the prerequisite courses to the GW master's internship; include the names, course numbers, and dates as well as the name of the university in which you were enrolled at the time. The names of the master's courses that are prerequisite to the master's internship are:

Ethics, Counseling Interview Skills, Career Counseling, Individual Assessment in Counseling, Theories and Techniques of Counseling, Foundations of (one of these) Clinical Mental Health Counseling, Rehabilitation Counseling, or School Counseling. Include a copy of a student transcript from the university.

List the names, course numbers, and dates as well as the name of the university in which you were enrolled at the time of the two semesters of master's level practicum/internship that you completed. Include names of practicum/internship sites. Include a copy of a student transcript from that university.

List the name of the name of the university and the date in which you completed the master's degree requirements in counseling.

List the semester and date you completed the following three prerequisite courses in the GW doctoral program:

CNSL 6173 Diagnosis and Treatment Planning_____

CNSL 8258 Advanced Theories of Counseling_____

CNSL 8255 Advanced Supervision in Counseling_____

List courses you plan to take concurrently with CNSL 8259:

List courses you plan to take concurrently with CNSL 8260:

List any other doctoral-level courses you have already completed:

Sites you are considering or decided upon for your internship placement.

Return this form to the CCSC Director by the Friday before spring break

APPENDIX C: Field Site Supervisor Agreement Form

The following is the supervisory agreement that the student is responsible for providing to the site supervisor and returning to the Director of the Community Counseling Services Center.

Department of Counseling and Human Development
Graduate Programs in Counseling
FIELD SITE SUPERVISOR AGREEMENT FORM

I, _____, agree to provide _____
(Supervisor) (Student counselor trainee)

with ongoing supervision of her/his counseling and counseling-related activities according to GW's "Clinical Supervision Guidelines for Field Site Supervisors" for the duration of the required practicum/internship period.

Supervisor Name: _____

Supervisor Signature: _____

Supervisor Agency/School/Institution Title: _____

Supervisor Profession and Degree: _____

License/Certification Number and State:

Expiration Date:

Name of Agency/School/Institution: _____

Address:

City/State/Zip: _____

Phone: _____

E-mail:

Supervisor/Student agreed upon internship beginning date _____ end date* _____ *Student is expected to stay at the site at a minimum through the last week of internship class, usually the first week in May.

Date: _____

The counseling intern is responsible for returning the completed form to:
Director, Community Counseling Services Center
Department of Counseling/Human & Organizational Studies
Graduate School of Education and Human Development
The George Washington University
2134 G Street, NW, #314
Washington D.C. 20052