



**The Graduate Certificate
Program in *Sexuality, Women,
and Gender in Psychology and
Education* at Teachers College
Columbia University in the
City of New York.**

WELCOME to the graduate certificate program in Sexuality, Women, and Gender in Psychology and Education at Teachers College, Columbia University! We are so pleased that you have decided to pursue and enhance your graduate studies with us.

This handbook will offer you information to facilitate a smooth entry into and through the completion of the certificate. Please refer to this handbook for course requirements, procedures, and other questions related to the certificate.

Remember to always double check information that is unclear with one of the core faculty members of the Sexuality, Women, and Gender (SWG) Project. Be sure to be alert to critical dates for the program and for Teachers College.

Please note that while this handbook serves as your guide, changes in the College may affect the availability of certain course offerings. Also, the handbook is subject to change at the discretion of the faculty, though we will do our best to inform you of these changes in a timely manner.

Thank you,

Drs. Athan, Brewster, and Sandil
Co-founders of the SWG Project

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TRAINING OBJECTIVES

Founded in 2012, The **Sexuality, Women, and Gender (SWG) Project** at Teachers College, Columbia University was created by three professors, Drs. Aurelie Athan, Melanie Brewster, and Riddhi Sandil. Their hope is to envision and implement the next wave of theories and practices to improve the well-being for LGBTQ individuals and women. Beginning Fall 2015, the SWG Project began offering the first New York State approved certificate program of its kind - a world-renowned training ground for the next generation of educators, researchers, practitioners, administrators, and activists. In 2017, the SWG project was granted the status of a Center at Teachers College.

With the recent movements in LGBTQ rights, ongoing efforts to better serve women in the workplace, and the World Health Organization declaring Violence Against Women to be epidemic, there is no better time than the present to graduate with the certificate in Sexuality, Women and Gender in Psychology and Education. Its mission is to promote learning through pedagogy; provide intensive research, mentorship and production; and apply gender and sexuality theories in practice. The **Sexuality, Women, and Gender in Psychology and Education Certificate** program will promote the trans-disciplinary dialogues needed to solve complex, real-world problems across all areas including Education, Counseling & Clinical Psychology, Public Health, Gender and Queer Studies, Reproductive Psychiatry, Sociology, and Law among others.

This specialized training will train future leaders in topics relevant to sexuality, women and gender; increase awareness and understanding of multiple oppressions experienced by these populations; provide research and clinical training to professionals interested in serving these marginalized populations and create liaisons between various professionals as they provide services to these underserved groups.

SWG Project is a part of the **Women's Gender, and Sexuality Studies (WGSS) Council** at Columbia University. The WGSS Council is a network of leaders of centers, institutes, and initiatives at Columbia University dedicated to women's, gender, and sexuality studies. The goal of the WGSS Council—established in 2013, with support from the Vice Provost for Academic Planning and the Vice Provost for Faculty Diversity and Inclusion, and with the co-sponsorship of the Dean of the School of International and Public Affairs (SIPA) and the Executive Vice President of Arts and Sciences—is to bring faculty and administrators from across the university together to share information and resources. The hope is that these conversations will foster fruitful collaborations in curriculum, research, and programming and highlight the breadth of gender and sexuality studies at Columbia.

SUGGESTED RESOURCES

The following journals, books, and websites will be helpful as you pursue a career in psychology or education, with a focus on women, gender, or sexuality.

Professional Journals

Feminist Studies

Feminism & Psychology

Gender & Development

Gender and Education

Gender & Society

GLQ: A Journal of Lesbian and Gay Studies

International Journal of Transgenderism

Journal of LGBT Issues in Counseling

Journal of Lesbian Studies

Journal of Gay & Lesbian Issues in Education

Journal of Gay & Lesbian Psychotherapy

Journal of GLBT Family Studies

Journal of Gender Studies

Journal of the History of Sexuality

Journal of Homosexuality

Women: A Cultural Review

Women's History Review

Women's Studies Quarterly

Journal of Women's History

Psychology of Women Quarterly

Psychology of Sexual Orientation and

Gender Diversity

Sexualities

Signs: Journal of Women in Culture and

Society

The Columbia Journal of Gender and Law

Books

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*
- Galvan, J.L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences*
- Goodson, P. (2013). *Becoming an academic writer*
- Graff, G. & Birkenstein, C. (2014). *They Say / I Say: The Moves That Matter in Academic Writing*
- Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (2008). *Research design in counseling*
- Machi, L., & McVoy, B. (2009). *The literature review: Six Steps to Success.*
- Silvia, P. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*
- Silvia, P. (2015). *Write It Up: Practical Strategies for Writing and Publishing Journal Articles*
- Strunk Jr., W., White, E. B., & Angell, R. (2000). *Elements of Style*
- Sword, H. (2012). *Stylish academic writing*
- Terrell, S.R. (2016). *Writing a proposal for your dissertation. Guidelines and examples.*

Helpful Websites

- *Society for the Psychology of Women*
<http://www.apa.org/divisions/div35/>
- *Society for the Psychological Study of Lesbian, Gay and Bisexual Issues*
<http://www.apadivision44.org/>
- *Society for the Psychological Study of Men and Masculinity*
<http://www.apa.org/divisions/div51/>
- *MIRCI*
<http://www.motherhoodinitiative.org>
- *Maternal Health Task Force*
<http://mhft.org>
- *Association of Maternal & Child Health Programs*
<http://amchp.org>

THE FACULTY

The Teachers College faculty and co-founders of the Sexuality, Women, and Gender Project who bear primary responsibility for the Certificate include the following, whose major interests are:

Aurélie Athan: (Spirituality Mind Body Institute MA Coordinator; Lecturer): Women's development across the lifespan and the transition to motherhood; subjective well-being in mothers, parenting satisfaction, and postpartum psychopathology; the history of funding for women's health research; qualitative methods; advocacy for creation of a new interdisciplinary field of study of Reproductive & Maternal Mental Health.

Website: www.maternalpsychology.org

Melanie Brewster: (Director of Training for the Counseling Psychology Doctoral Program; Associate Professor) Multicultural mental health correlates of heterosexism, sexism, racism and other forms of discrimination; intersections of personal identities (e.g., gender, race, religion and atheism, sexual orientation); social justice in the workplace; instrument development and psychometric evaluation.

Website: <http://melaniebrewster.com/>

Gregory Payton: (Lecturer): Risk and resiliency within LGBT populations, relationships between biopsychosocial characteristics and behavioral health outcomes, evidence-based treatment methods and mental health outcomes and identity development and resiliency within marginalized populations

Riddhi Sandil: (Ed.M. Counseling Psychology Program Director; Associate Professor of Practice): Counseling needs of international students; counseling expectations of South Asian populations; experience of Asian international queer populations in the US; minority stress and identity intersections; feminist psychology.

Faculty who teach courses for the Certificate or hold extensive expertise in sexuality, women, and gender at Teachers College include:

Laura Azzarito (Biobehavioral Sciences)

Kim Baranowski (Counseling and Clinical Psychology)

Charles Basch (Health Education)

Caryn J. Block (Organization and Leadership)

Sarah Brazaitis (Social-Organizational Psychology)

John Broughton (Cultural Studies)

Joseph Ciccolo (Applied Physiology)

Regina Cortina (International and Transcultural Studies)

Noah Drezner (Organization & Leadership)

David Greenan (Counseling and Clinical Psychology)

Sari Locker (Human Development)

Felicia Mensah (Science Education)

Marie Miville (Counseling and Clinical Psychology)

Nancy Nero (Counseling and Clinical Psychology)

Oren Pizmony-Levy (International & Transcultural Studies)

Sonali Rajan (Health Education)

Amra Sabic-El-Rayess (Education Policy and Social Analysis)

Sandra Schmidt (Social Studies)

Yolanda Sealey-Ruiz (English Education)

Gilbert Tunnell (Counseling and Clinical Psychology)

Brandon Velez (Counseling and Clinical Psychology)

Lena Verdeli (Counseling and Clinical Psychology)

Derald Wing Sue (Counseling and Clinical Psychology)

THE CERTIFICATE PROGRAM REQUIREMENTS

The certificate in Sexuality, Women, and Gender in Psychology and Education is granted after a successful completion of **12 Graduate Points** of planned, sequential study beyond the Bachelor's degree, all of which must be taken at Teachers College. In addition, candidates for the degree must complete and pass a semester long (~100 hour) **Volunteer/Service Experience** and a **Research Paper** (detailed later in this handbook).

It is important to note that the minimum grade in all classes is a "B-" to remain in good standing in the program. A grade of C or lower does not designate "failing" but alerts the faculty that a student should be discussed and monitored more carefully in the following semester. In some cases, a student may be placed on academic probation. Please also note that TC Policy does not allow more than 3 points of C- to count toward graduation.

Admissions Procedures

Applications are considered on a rolling basis, though most students begin their studies in the Fall. Candidates must permit evaluation of all prior undergraduate and graduate transcripts, personal statement, resume or CV, and two letters of recommendation. We require a completed Bachelor's degree and we prefer an undergraduate GPA of at least 3.0. Additionally, applicants must complete a Teachers College Advanced Certificate Application found at www.tc.edu/apply

While an undergraduate major in psychology or a related behavioral and social science is an advantage, it is not required. Preference is given to candidates whose transcripts, references and previous work experience suggest that they have the potential for academic excellence and sound professional practice. Applications are welcomed from older, mature adults with significant work experience and from persons with diverse cultural and ethnic backgrounds.

Advisement

Recognizing that both faculty and students have much to gain from more sustained contacts than are possible at registration time or even during office hours, students are assigned an Advisor at the beginning of their first semester in the program. It is essential that students contact their Advisors as soon as possible for accurate information regarding program requirements and planning their program of study as well as discussion of professional development goals. To make an appointment with SWG Project coordinators, please email swgproject@tc.columbia.edu

The certificate operates a Canvas site wherein we post announcements, news, and have a variety of resources. Students may also submit paperwork for their projects on this site. Students are automatically populated into this site when they are admitted to the program. You

may access the site once logged into the Teachers College system by visiting:
<https://tc.instructure.com/courses/10546>

In the event that students experience dissatisfaction of an academic nature, they should first consult with their instructor (if course related), Advisor, then if required, the Department Chair of Counseling and Clinical Psychology. As well, the Office of the Ombudsperson is available to facilitate resolution. Consultation with the Ombudsperson is confidential, and their hours are posted at the Information Desk. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College Community, provides details concerning due process procedures for handling grievances.

Registration

Before registering for classes, review the Schedule of Classes available online and check with the program office to make sure the schedule is accurate and current. Consult with your Advisor and Program materials if you have questions about which classes to take. Make sure you obtain special permission from the instructor of any course listed in the Schedule of Classes that requires instructor approval. Approval for all special permission courses must be entered into the computer system by the program before you can register via Touch-tone or web services. Information regarding registration may be obtained at the Office of the Registrar, by phone (212-678-3200), or online at <http://www.tc.columbia.edu/registrar/>.

THE CURRICULUM

Students must take **12 points** of specialized coursework, write a research paper, and complete a pre-approved ~100 hour volunteer/service experience.

There are **three tracks** of concentration available to enrolled students: (a) general, (b) reproductive and maternal well-being, and (c) LGBTQ issues.

- (a) General track: student completes courses relevant to both gender and sexuality, gaining the broadest education and access to a wide variety of courses.
- (b) Reproductive and maternal well-being track: student will complete a carefully curated selection of courses relevant to addressing the much-needed and complex questions arising from the changing procreative lives of 21st century women and families locally and globally.
- (c) LGBTQ issues track: students will complete coursework that centers on the unique experiences of sexual minority and gender diverse individuals – specifically examining topics such as minority stress, psychology, education, public health, and activism.

Required Coursework

(a) General track:

CCPJ 4180 LGBTQ Issues in Psychology and Education
CCPX 4125 Women and Mental Health

(b) Reproductive and maternal well-being track:

CCPX 4125 Women and Mental Health or CCPJ 4068 Counseling and Gender
CCPX 4126 Mother Child Matrix or CCPX 4132 Perinatal Mental Health

(c) LGBTQ issues track:

CCPJ 4180 LGBTQ Issues in Psychology and Education
CCPJ 4030 Reconstructing Gender: Exploring Transgender Experiences

For each of the three tracks specified above, the remaining six points (e.g., two classes) may come from graduate-level courses within and/or outside of the Teachers College, Columbia University community. There is no mandatory order in which to complete the coursework. However, be mindful of when courses are offered (i.e., only spring semester).

The following list is not comprehensive and continues to expand and grow each semester. Be sure to check the course catalogue for new possibilities and seek course approval from your Advisor prior to registration for classes that are not listed below.

CCPJ 4050	Microaggressions in Institutional Climates
CCPJ 4180	LGBT(Q) Issues in Psychology and Education
CCPJ 4030	Reconstructing Gender: Exploring Transgender Experiences
CCPJ 4165	Consultation in Community Agencies and Resources
CCPJ 5164	Multicultural Perspective in Counseling and Psychology
CCPJ 4068	Counseling and Gender
CCPX 4125	Women and Mental Health
CCPX 4126	The Mother-Child Matrix: Developmental and Clinical Implications
CCPX 4132	Perinatal Mental Health
CCPX 4036	Psychology of Human Intimacy
CCPX 4199	LGBT Psychology (special topics offering)
HUDK 5123	Psychological Development of Women
HBSS 4122	Women's Health
HBSS 4133	Human Sexuality Education
HBSV 4011	Women and weight, eating problems and body image
C&T 4032	Gender Difference and Curriculum
ITSF 5008	Gender, education and international development
A&HB 4140	Latina Narratives
A&HF 4130	Gender & Violence
A&HF 4199	Media & Gender

Students should register for zero points of independent study when they complete their semester long volunteer/service placement. Students must email Rebecca Shulevitz and cc' Dr. Athan for permission of instructor override and registration. Dr. Athan will then reply all with approval and Rebecca Shulevitz will grant access for you to register in the course.

CCPJ 4903-001	Independent Study: Sexuality, Women, Gender (Drs. Athan, Brewster, or Sandil – depending on topic of project)
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Volunteer/Service Experience

The certificate program in Sexuality, Women and Gender is strongly committed to social justice and multiculturalism as it pertains to issues of equity and access for sexual and gender minorities and women. In the spirit of this commitment, all candidates for certificate program will be expected to complete a semester long volunteer/service experience* in an agency that serves the aforementioned populations.

You are required to complete **one semester (or the equivalent of ~100 hours)** of an on-site volunteer/service placement. We recommend that you complete this internship in either the spring or summer semester after entering the certificate program. For an internship in the spring, we recommend that you to express interest, make connections, and/or apply to internship sites by **November 1**. For a volunteer/service placement in the summer, you may need to apply by **April 1** to secure a spot. You also need to receive approval from an SWG faculty advisor, as well as submit the internship form to your internship supervisor, prior to beginning your placement. Supervisors must complete paperwork in Appendix C to formalize the relationship and provide evaluation of student involvement at its conclusion.

Students are expected to establish contact with a site prior to the beginning of the semester when they would like to start volunteering. Contracts are available in Appendix C. Depending on the career goals of the student, service may take many different shapes – from providing crisis intervention services (e.g., working at a crisis hotline such as RAINN, The Trevor Project, or the NY Anti-Violence Project) to volunteering with underserved populations (e.g., serving food at a women’s shelter; providing math tutoring to immigrant women) to shadowing or assisting with administrative or research tasks for an organization (e.g., running statistics, managing projects, and conducting program administration for the Silvia Rivera Project). If students are employed in a position that is related to sexuality or gender, they may be able to use their position to meet this requirement of the certificate.

At the end of your volunteer/service experience, your supervisor will need to complete an electronic version of the form in Appendix F. You can obtain this form through emailing SWG advisors at swgproject@tc.columbia.edu

The following list of sites may be of interest, but is not exhaustive:

- Girls On The Run
- Girls Education and Mentoring Services (GEMS)
- The Anti-Violence Project
- Center for Anti-Violence Education
- New York City Domestic Violence Hotline
- Sanctuary for Families
- Safe Homes Project
- Center Lane
- Sexual Assault and Violence Intervention Program
- Cometfire

The Door
Camp Ten Trees
Long Island Gay and Lesbian Youth (LIGALY)
LGBT Community Center—Youth Enrichment Services (YES)
Audre Lorde Project
Gender Identity Project
CK Life
Cross Dressers International (CDI)
Identity House
LGBT Community Center
SAGE (Services and Advocacy for GLBT Elders)
PFLAG
GLAAD: Gay & Lesbian Alliance Against Defamation
Beth Israel Medical Center, LGBT Health Services
HEAT Program (Health and Education Alternatives for Teens)
Ackerman Institute for the Family
Rainbow Heights
St. Luke's Roosevelt—Child and Family Institute

**** EdM or PhD students in Psychology programs at Teachers College may concurrently meet this requirement by completing their required clinical training at a practicum or fieldwork site that specializes in sexuality or gender issues (e.g., an LGBTQ center or a domestic violence shelter) or provides substantial opportunities to work with populations of interest to the certificate.*

Independent Research Requirement

Students completing the certificate program are required to complete a research project that increases their knowledge and awareness of a chosen domain of interest (as it pertains to sexuality, women and gender).

Some examples of appropriate research project topics could include: understanding the relationship between minority stress and attachment satisfaction of sexual minorities; the impact of gender discrimination on career satisfaction of women in male dominated professions; understanding the link between first generation female college students and academic self-efficacy; understanding marginalization faced by partners of transgender individuals.

Independent research projects are typically literature reviews of 25-30 pages, not including a title page, abstract, or reference list. The literature review must include APA style formatting and citations. Students may also complete more formal IRB-approved research studies (i.e., data collection and analysis), but this is not expected. Topics must be approved by the student's Advisor and a faculty supervisor for the project must be identified and agree to evaluate the project (see Appendix D).

Papers are due two weeks prior to graduation from the student's academic degree program, or for non-degree seeking students, completion of the certificate coursework.

GREATER COLUMBIA UNIVERSITY COMMUNITY ORGANIZATIONS

As a part of the **Women's Gender, and Sexuality Studies (WGSS) Council** at Columbia University—a network of leaders of centers, institutes, and initiatives dedicated to women's, gender, and sexuality studies—promoting connections across campus is a core part of our mission. We encourage you to seek out events and trainings from fellow social-justice forward organizations (within and outside of the WGSS Council), listed below.

The Athena Center for Leadership studies was established at Barnard College, a pioneering force in undergraduate women's education since 1889, the Athena Center for Leadership Studies is dedicated to the advancement of inspired and courageous women leaders around the world -- <https://athenacenter.barnard.edu/>

The Barnard Center for Research on Women (BCRW) brings scholars and activists together through its working groups, public events, publications, and multimedia projects to advance intersectional social justice feminist analyses and to promote social transformation -- <http://bcrw.barnard.edu/>

The Center for Gender and Sexuality Law's mission is to formulate new approaches to complex issues facing gender and sexual justice movements -- <https://www.law.columbia.edu/gender-sexuality>

The Center for Justice at Columbia University is committed to reducing the nation's reliance on incarceration and advancing alternative approaches to safety and justice through education, research and policy -- <http://centerforjustice.columbia.edu/>

The Center for the Study of Social Difference is an interdisciplinary research center supporting collaborative projects that address gender, race, sexuality, and other forms of inequality to foster ethical and progressive social change -- <https://www.socialdifference.columbia.edu/>

The Center for the Study of Ethnicity and Race (CSER) is Columbia's main interdisciplinary space for the study of ethnicity and race and their implications for thinking about culture, power, hierarchy, social identities, and political communities. <https://www.cser.columbia.edu/>

The Human Rights Institute serves as the focal point of international human rights education, scholarship and practice at Columbia Law School - <https://www.law.columbia.edu/human-rights-institute>

ICAP is a global health leader since 2003, ICAP was founded at Columbia University Mailman School of Public Health with one overarching goal: to improve the health of families and communities - <https://icap.columbia.edu/>

Institute for Research on Women, Gender, and Sexuality: the Locus of Interdisciplinary Feminist Scholarship at Columbia University - <http://irwgs.columbia.edu/>

APPENDIX A: Standards, Policies, and Procedures

Procedures Regarding Student Progress: Overview

Students will be reviewed every semester regarding their progress in the certificate by the program coordinators. Individually and collectively, faculty members are responsible for evaluating student progress in the program and to provide students with feedback. Opportunities for feedback exist through course grades, internship evaluations, and advisor feedback. If satisfactory progress is not being made, the program will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offering assistance to the student in finding a field of study for which he or she is more suited.

In certain circumstances, if program faculty have serious concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. **Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training and the subsequently, the completion of the certificate.**

In the event that students experience dissatisfaction with regard to an academic situation, they should first consult with their instructor (if course related). Next, they can raise the issue with their advisor, then the program coordinator and, if required, the department chair. In addition, the Office of the Ombudsperson is available to facilitate resolution. Consultation with the ombudsperson is confidential. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College community, provides details concerning due process procedures for handling grievances.

Policies Relevant to Student Progress

The minimum grade to pass class in good standing is a B-. Students may have no more than two Cs in their certificate coursework.

Failing the Volunteer/Service Experience

An internship, **such as the Volunteer/Service Experience**, comprises components of the program that are substantively different from every other: students are actually practicing within the context of a working clinical, social advocacy, or school site as part of a professional staff. A successful internship experience, therefore, builds upon (but is different from) the skills required for classroom success, and occasionally a trainee who has demonstrated good classroom performance may experience difficulty in applying their classroom knowledge to work in a practical setting. Failing (or being asked to leave) an internship placement experience

has special significance regarding a trainee's readiness to be entrusted with the well-being of vulnerable clients, colleagues, or students, and may lead to extensive remediation or dismissal from the certificate program

When the SWG faculty becomes aware of concerns that exist onsite about a student's performance, they will communicate with the onsite supervisor and/or other relevant staff to determine the parameters of the issue. The supervisor will be asked to document his/her concerns. The SWG faculty and the student will meet to discuss the situation from the student's perspective. The advisor will create a memo documenting the meeting with a copy to the certificate program office for the student's file. All material resulting from the preceding meetings will be received and discussed by the SWG faculty, and the faculty will subsequently meet with the student to convey their decision regarding whether the student must retake volunteer/service experience and/or leave the certificate program.

Failing to Complete a Successful Independent Research Project

Students who fail to complete a thoughtful, thorough, and well-designed Independent Research Project will not receive a certificate. Guidelines for the Independent Research Project will be posted online and are also located in Appendix D.

APPENDIX B: Example Certificate Program Planner for General Track

NAME: _____

TWO REQUIRED GENERAL TRACK COURSES					
Course #	Course Title	Semester Taken	Points	Grade	Notes
CCPJ4180	- <i>LGBT(Q) Issues in Psychology and Education</i>	Spring 2019	3	A	
CCPX4125	- <i>Women and Mental Health</i>	Fall 2019	3	A	
TWO COURSES OUTSIDE OF COUNSELING AND CLINICAL PSYCHOLOGY					
Course #	Course Title	Semester Taken	Points	Grade	Notes
A&HF4199	- <i>Media and Gender</i>	Summer 2019	3	A	
HBSS4122	- <i>Women's Health</i>	Fall 2018	3	B+	

VOLUNTEER/SERVICE EXPERIENCE					
Course #	Course Title	Semester Taken	Points	Grade	Notes
CCPJ 4903	- <i>Independent Study: Sexuality, Women, Gender</i>	Spring 2020	0	Pass	Volunteered as phone crisis counselor for The Trevor Project, a hotline for suicidal LGBT youth. <i>Supervised by: Lacie Jones, LCSW</i>

INDEPENDENT RESEARCH PROJECT
<p>Title: Religious coping in the lives of LGB people</p> <p>Proposed scope of paper: Religiosity and spirituality have been linked to mental health (e.g. Hackney & Sanders, 2003). However, religious and spiritual beliefs have also been linked to psychological distress in samples of lesbian, gay, or bisexual (LGB) people (e.g., Schuck & Liddle, 2001). Minority stress theory (Meyer, 2003) posits coping styles may intervene in the relation of minority stressors such as discrimination with mental health among LGB people. The present literature review will build upon minority stress theory and Szymanski and Obiri's (2012) study by summarizing research about how religious coping styles to impact the link of minority stressors on mental health among LGB people.</p> <p><i>Supervised by: Brandon Velez, PhD</i></p>

APPENDIX C: Volunteer/Service Contract

Students must complete the following form once they have found a site and had it approved by SWG Faculty

1. General Information

Name: _____

Address: _____

Telephone #: (H) _____ (W) _____

Email Address: _____

2. Placement Information

Placement Name: _____

Address: _____

Contact Person: _____ Telephone: _____

Supervisor's Name: _____ Supervisor's Title: _____

Supervisor's Email: _____

3. Type of Placement

_____ Hospital or Rehabilitation

_____ Agency/ Mental Health

_____ College/University

_____ Institute

_____ Other

4. Population

5. Student's Role & Description of Duties _____

6. Semester Enrolled _____

Potential site supervisors will complete the following paperwork

1. Placement Information

Placement Name:

Address:

Telephone Number:

Contact Person:

Supervisor Name/Title:

Email Address:

Web Site:

2. Type of Placement

Hospital/Rehabilitation

Agency/Mental Health

College/University

Research Institute

Non-Profit Organization

Other: _____

3. Type of Population

4. Student's Role and Description of Duties

5. What kind of supervision is available to the student? Who supervises the students on-site?

6. How many students would you take per semester?

7. When is the best time for students to apply? When is your greatest need?

8. How many hours would the students be required to work? Are you flexible?

9. How enthusiastic is your site to receive additional students?

1 - very low

2 - low

3 - somewhat

4 - high

5 - very high

Other: _____

APPENDIX D: Independent Research Paper Overview & Guidelines

The final paper you submit must be 20-25 pages in length, NOT INCLUDING a cover page, abstract, and reference list. The paper must be free of typos, misspellings, and in correct APA formatting (e.g., 1 inch margins, double-spaced, 12 point Times New Roman font).

APPENDIX E: Research Supervisor Evaluation Form

Evaluation of the Integrative Project for the SWG in Psychology & Education Certificate

This form will be used to evaluate an MA student's performance on his or her Integrative Project within the SWG in Psychology & Education Certificate. Only the student's Sponsor may complete and turn in this form. The form asks the Sponsor to rate the Integrative Project on three dimensions: Critical Thinking, Originality, and Adequate Breadth. The Integrative Project must follow APA format. Please also nominate whether the student's Integrative Project is worthy of mention, to be showcased on our website and the TC community. AN EMAIL WILL BE SENT TO THE SPONSOR TO VERIFY ONCE COMPLETED.

* Required

Title of Integrative Project

Student's Last Name *

Student's First Name *

Name and title of Sponsor *

Degree of the Sponsor *

Sponsor must have a graduate level degree or at least 10 years of experience in the field

- 10 years of experience (if a B.A. or below)
- Masters
- Doctoral
- Other:

Sponsor's Affiliation *

Where does the Sponsor work (which department, facility, or organization)?

Sponsor's email address *

Rate the degree of CRITICAL THINKING: *

Rate the degree of CRITICAL THINKING: The Special Project should demonstrate the application of critical thinking to the question at hand. Critical thinking should be rated as how successfully the student has interpreted information using logical inquiry and reasoning skills (e.g., examined assumptions, discerned hidden values, evaluated evidence, etc.) to reach well-justified conclusions.

- The Least
- 2
- 3
- 4
- 5
- 6
- The Most

Rate the degree of ORIGINALITY: *

The Special Project may be based on primary research (collection of own data or analysis of pre-existing data) or secondary research (summary, review or synthesis of existing research). Originality should be rated as how successfully the student has produced new knowledge on the subject or re-interpreted existing understanding.

- The Least
- 2
- 3
- 4
- 5
- 6
- The Most

Rate the degree of ADEQUATE BREADTH: *

The Special Project should draw on an adequate breadth of source information within and beyond the field of study as reflected by the bibliographic references. Exclusive reliance on a delimited set of articles, authors, or theoretical expositions should be taken into consideration when rating how successfully the student has demonstrated breadth.

- The Least
- 2
- 3
- 4
- 5
- 6
- The Most

The Special Project can be best described as: *

This refers to the methodology.

o Analysis of pre-existing data

google.com/forms/d/16kMEi0UhsbKkj_8HKKD01YH_-TBIhkc1VM7OJoufoY/viewform

Evaluation of the Integrative Project for the SWG in Psychology & Education Certificate

o Analysis of data collected by student

o Literature Review

o Ethnographic, Case Study, etc.

o Action Research/Field Research

o Questionnaire Construction

o Structured Interview(s)

o Quantitative

o Qualitative

Other:

Did this Integrative Project meet the standards of APA style? *

Yes

No

Other:

Please write a few detailed comments about the project. *

A sentence or two of reflections would be appreciated.

****Please note that this is a Google Form and will be sent to you via email.*

APPENDIX F: Volunteer/Service Supervisor Evaluation Form

Semester (Fall, Spring, or Summer) and Year: _____

To The Supervisor:

Assessment of competencies as an on-going process is an integral part of the student's learning process. We would like the evaluation to confirm what a student has learned as well as guide their future developmental needs. Thank you for your time and attention.

To Be Completed By The Student/Extern:

Name of student/extern: _____

Name of supervisor and Title: _____

Placement Site: _____

Telephone Number: _____

Number of days/hours per week: _____

EVALUATION CRITERIA: Please complete the rating form by evaluating the student using the following rating scale. Expected competency should be referenced to training level checked above (e.g., Basic Practicum or Third Year Practicum).

1	2	3	4	5	N/A
Significantly Below Expected Competency	Below Expected Competency	Meets Expected Competency	Above Expected Competency	Significantly Above Expected Competency	Not Applicable

RELATIONSHIPS/INTERPERSONAL SKILLS

Ability to take a respectful, helpful professional approach clients.	1	2	3	4	5	N/A
Ability to form a working alliance with clients.	1	2	3	4	5	N/A
Ability to deal with conflict or differences with clients.	1	2	3	4	5	N/A
Ability to understand and maintain appropriate professional boundaries.	1	2	3	4	5	N/A
Ability to work collegially with fellow professionals.	1	2	3	4	5	N/A

SUPERVISION

Ability to work collaboratively with the supervisor.	1	2	3	4	5	N/A
Ability to prepare for supervision.	1	2	3	4	5	N/A
Ability to follow through on supervisory recommendations.	1	2	3	4	5	N/A
Ability to self-reflect and self-evaluate regarding skills and use of supervision, including using good judgment as to when supervisory input is necessary.	1	2	3	4	5	N/A
Effective use of supervision to implement and enhance skills.	1	2	3	4	5	N/A

ETHICS

Ability to recognize and analyze ethical and legal issues in workplace settings.	1	2	3	4	5	N/A
Ability to recognize and understand the ethical dimensions/features of her/his own attitudes and practice in the setting.	1	2	3	4	5	N/A
Ability to seek appropriate information and consultation when faced with ethical issues.	1	2	3	4	5	N/A

1	2	3	4	5	N/A
Significantly Below Expected Competency	Below Expected Competency	Meets Expected Competency	Above Expected Competency	Significantly Above Expected Competency	Not Applicable

PRACTICAL SKILLS TO MAINTAIN EFFECTIVE WORK

Timeliness: completing professional tasks in allotted/appropriate time	1	2	3	4	5	N/A
Developing an organized, disciplined approach to writing and maintaining notes and records.	1	2	3	4	5	N/A
Negotiating/managing fees and payments.	1	2	3	4	5	N/A
Organizing and presenting case material; preparing professional reports	1	2	3	4	5	N/A
How to self-identify personal distress, particularly as it relates to clinical work.	1	2	3	4	5	N/A
How to seek and use resources that support healthy functioning when experiencing personal distress.	1	2	3	4	5	N/A
Organizing one's day, including time for notes and records, rest and recovery etc.	1	2	3	4	5	N/A

PROFESSIONAL DEVELOPMENT COMPETENCIES

Critical thinking and analysis.	1	2	3	4	5	N/A
Using professional resources to promote effective practice .	1	2	3	4	5	N/A
Responsibility and accountability relative to one's level of training, and seeking consultation when needed.	1	2	3	4	5	N/A
Time management.	1	2	3	4	5	N/A
Self- awareness, understanding, and reflection.	1	2	3	4	5	N/A
Self-care.	1	2	3	4	5	N/A
Awareness of personal identity (e.g., relative to individual and cultural differences).	1	2	3	4	5	N/A
Awareness of one's own beliefs/ values as they relate to and impact professional practice.	1	2	3	4	5	N/A
Social intelligence; ability to interact collaboratively and respectfully with other colleagues.	1	2	3	4	5	N/A
Willingness to acknowledge and correct errors.	1	2	3	4	5	N/A
Ability to create and conduct an effective presentation.	1	2	3	4	5	N/A

MULTICULTURAL COMPETENCY

Developed knowledge base for working with diverse clientele between and within diverse racial, cultural, and linguistic groups	1	2	3	4	5	N/A
Demonstrated understanding of professional roles in social justice and advocacy.	1	2	3	4	5	N/A
Demonstrated cultural self-awareness of institutional and social barriers.	1	2	3	4	5	N/A
Demonstrated understanding the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination that are detrimental to client growth.	1	2	3	4	5	N/A
Become culturally aware of own values, biases and assumptions about human behavior and their impact on others.	1	2	3	4	5	N/A
Demonstrated understanding of theories of multicultural counseling, identity development, and multicultural competencies.	1	2	3	4	5	N/A
Demonstrated understanding of the importance of clinical assessment across diverse groups	1	2	3	4	5	N/A
Demonstrated implementation of culturally appropriate and effective intervention strategies in working with culturally different clients.	1	2	3	4	5	N/A
Developed skills toward analysis and intervention at the systems level.	1	2	3	4	5	N/A
Demonstrated understanding of ethical and legal considerations of multicultural counseling.	1	2	3	4	5	N/A
Demonstrated knowledge about the nature and impact of diversity in different clinical situations.	1	2	3	4	5	N/A
Demonstrated ability to work effectively with diverse clients.	1	2	3	4	5	N/A

Please give a clinical example that shows any difficulties, strengths, interpersonal style or personality traits of this student that show growth or the need for additional work:

Please comment on any ratings of '2' or below:

Other comments about strengths/areas of growth:

Please attach additional sheets of paper as needed.

THIS REPORT HAS BEEN READ BY THE TRAINEE AND WE HAVE DISCUSSED ITS CONTENTS.

Supervisor's Signature and Degree

Supervisee's Signature

Date

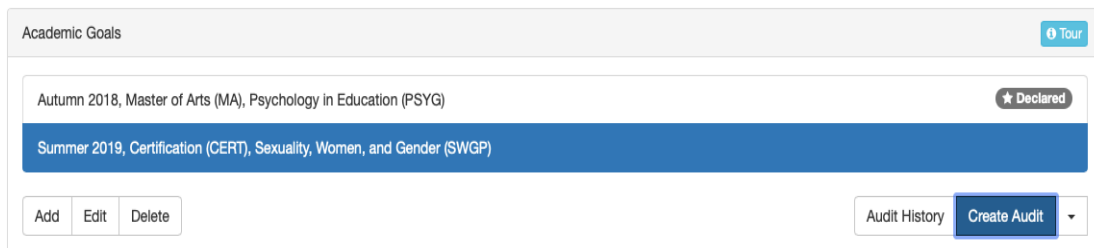
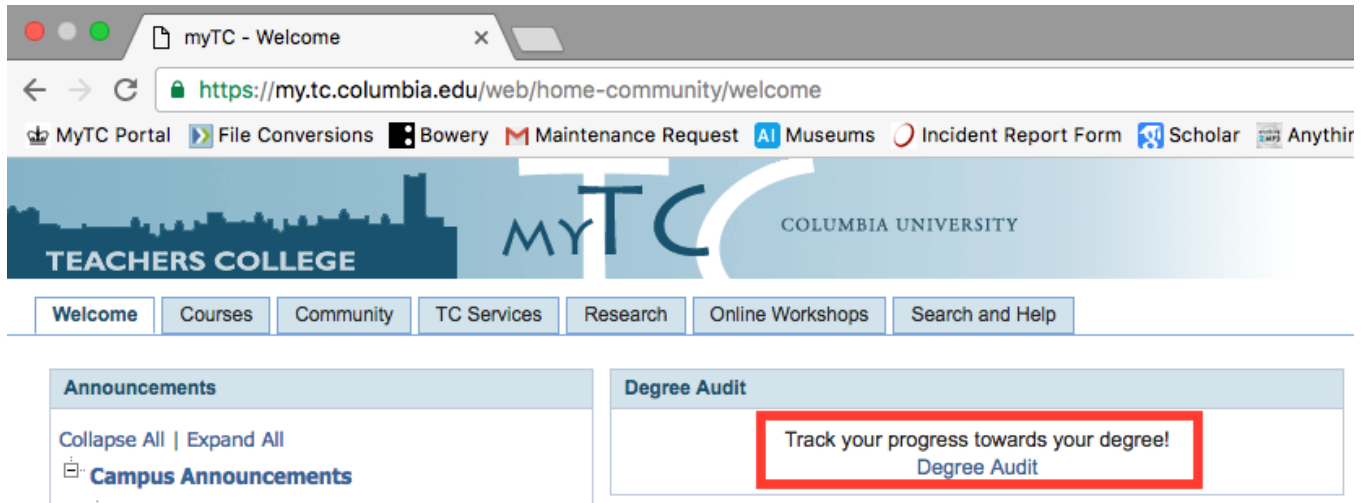
Date

Thank you for completing this evaluation, and for contribution to the professional development of our students.

APPENDIX G: Filing your Certificate Audit with the Registrar to Graduate

As explained earlier in the handbook, students graduate from the Certificate Program after completing a total of 12 credits and successful submission of Volunteer and Research Requirement evaluations. Once enrolled in your final courses for the certificate, you are eligible to apply for graduation. The Graduation Application “Degree Audit” demonstrates that you have completed the course work requirement of the certificate.

Step 1: Access and generate your most recent Degree Audit via the myTC Portal (please refer to screenshots below)



Step 2: Click On Create Audit and ensure that all requirements are marked as completed

Step 3: E-mail a PDF version of your Degree Audit to your SWG program advisor and cc

program email swgproject@tc.columbia.edu

Step 4: SWG program advisors will review your degree audit and submit to registrar on your behalf.

Degree Audit Filing Deadlines

Desired Month of Graduation	Application Due	Please Submit Audit To Program Advisor
May	February 1	Early January
October	August 1	Early July
February	November 1	Early October