

**COUNSELING PSYCHOLOGY DOCTORAL PROGRAM**

**STUDENT HANDBOOK**

**Texas Woman's University  
Denton, TX**

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**TABLE of CONTENTS**

<b>Overview</b>	<b>4</b>
	4
Purpose	4
Mission	5
CCTC Competencies Framework	
Statement on Feminism and Academic Rigor	6
Statement on Student Professional Competence Problems, Incompetence, Values, and Ethical Misconduct	7
Statement on Personal Therapy	12
Grievance Procedures	12
<b>Getting Started</b>	<b>13</b>
Coursework	13
Residence Requirements	14
Grade Requirements	14
Provisional Status	14
Time Limits	15
Advisory Committee (Core Faculty)	15
Registration	16
Transfer Credit	17
Policy for Waiver of One Practicum	17
<b>Throughout Your Program</b>	<b>18</b>
Summary of Doctoral Program Proficiencies	18
Annual Review	18
Professional Involvement	19
Listserv Use	19
Statement on Social Networking	19
Late Paperwork	20
Research Team	20
Graduate Assistantships	20
College Teaching Experience	21
<b>In Your First Two Years</b>	<b>21</b>
Degree Plan	21
Core Courses	22
Thesis Equivalency	22
60 Hour Rule	24
Professionalism Benchmark	24
<b>2nd Year to Internship</b>	<b>26</b>
Practicum	27
Guidelines	27

Policy Statement Regarding Unsupervised Independent Practice by Students in the Department of Psychology	29
Supervised Field Work	29
Legal Definitions	30
Clinical Jury	32
Dissertation	36
<b>Internship</b>	<b>42</b>
<b>Graduation</b>	<b>43</b>
<b>Professional Regulatory Information and Resources</b>	<b>43</b>
<b>Professional Organizations</b>	<b>46</b>
<b>Appendices</b>	<b>48</b>
A Sample Competency-Based Remediation	49
B Doctoral Curriculum	53
C Standard Remediation for Grade of "C"	55
D Annual Doctoral Student Evaluation Form	56
E Standard Remediation for Failure to Complete Thesis Equivalency within 60 hours	60
F Evaluation Form for Benchmarks Competency	61
G Evaluation Form for Clinical Jury	66

## OVERVIEW

### Purpose

The purpose of the Doctoral Student Handbook is to provide a central resource for you as you progress through the program. The Handbook is organized so that you will have an overview of the how the program is structured, followed by specific sections that address important milestones, policies, procedures, and related information that is key to your successful completion. Sections are presented in a chronological order that parallels your progress through the program.

The Handbook is a living document; that is, it changes over time as policies and procedures in the program change. These changes are usually announced over the program listserv prior to their placement in the Handbook, and if such changes affect you, you are responsible to abide by such changes. At a minimum, the Handbook is updated every summer, although more regular updates are often made.

### Mission

In September 1981, Department of Psychology and Philosophy at Texas Woman's University began to admit students to the Ph.D. program in Counseling Psychology. This program provides systematic training within a Practitioner-Scientist model (hereafter "the model") to prepare you for the practice of psychology in a wide range of professional mental health settings. The program is grounded in feminist multicultural philosophy and pedagogy. The program has a particular focus on developing clinicians with a strong understanding of individuals within their gendered and socio-cultural contexts. Particular attention is paid to human sexuality and family psychology. Graduates of the program are expected to be conversant with and competent in the diversity-sensitive applications of individual, systemic/family, and integrative theories. The model provides clear training in both practice and science, but emphasizes practice; practice that is informed by science.

The program draws from the primary theoretical underpinnings of traditional Counseling Psychology programs, as well as from feminist/multicultural models, and contextual/relational/systemic formulations. The model gives purpose, structure, and meaning to much of the coursework, research, and clinical supervision that comprise your doctoral educational experience. Accordingly, although you are expected to be conversant and competent in the use of strategies that stem from behavioral, psychodynamic, and humanistic formulations, conceptualization of the individual as operating within the larger system receives clear emphasis.

This particular program's philosophy, curriculum, faculty, and students, situated within the unique context of the TWU mission, attempt to create an atmosphere that is supportive, open, and flexible. Flexibility is evidenced by options in course sequencing, transfer credit, and your committee choices, but not a lack of academic rigor. The goal is to create a program which challenges without creating competition, promotes professionalism with a minimum of power hierarchy, incorporates and encourages your participation at high levels, and encompasses important emerging trends in the areas of gender, diversity, sexuality, and family psychology while remaining solidly rooted in the foundations of Counseling Psychology.

The program faculty makes a concerted effort to attend to you within a contextual framework, recognizing interpersonal, familial, institutional, and socio-cultural realities. Faculty strive to

create an inclusive, rather than exclusive environment, in which collaboration, self-direction, leadership, and respect for individual differences are promoted. Both you and the program faculty should attempt to maintain open communication and clarity of expectations. You should be aware that, as is typical of graduate training in professional psychology, part of your development as a psychologist entails personal growth in addition to academic learning. As such, you may be expected to share appropriate personal material in various classes and practicum situations. Examples include providing assessment data, participation in a process group, or the discussion of a genogram in a family psychology class.

The aim of the program is to produce highly-qualified competent psychologists who meet the APA accreditation standards and those set by Division 17 of the American Psychological Association and then those set by other relevant Divisions of the American Psychological Association (35, 43, 44, 45, 51). Because the present program emphasizes not only the traditional focus of Counseling Psychology, but also gender, diversity, sexuality, and family systems/ contextual psychology, the coursework required for completion may be somewhat more extensive than in many programs. Applicants who prefer a more traditional emphasis may wish to consider other programs.

### **CCTC (Council of Chairs of Training Councils) Competencies Framework**

CCTC is an umbrella group of representatives from APA-accredited programs who focus on training initiatives at the national level. This group is committed to promoting excellence in professional psychology education and training through best practices in defining and measuring competence. Recently, CCTC has created a Benchmarks Document that details core competencies for all professional psychologists in training. The TWU Counseling Psychology program has adopted these competencies as a framework for providing consistency and integration across multiple program functions, including annual evaluation, comprehensive exams, practicum evaluation, and remediation.

In brief, the 11 Competencies adopted include:

1. *Reflective Practice Self-Assessment*, including reflective practice, self-assessment and self-care, and professionalism.
2. *Scientific Knowledge-Methods*, including scientific mindedness, knowledge, and scientific foundations.
3. *Relationships*, including interpersonal relationships, affective skills, intradisciplinary relationships, and expressive skills.
4. *Individual-Cultural Diversity*, including self-awareness and applied knowledge.
5. *Legal-Ethical Standards-Policy*, including knowledge, awareness and application of ethical decision-making models, as well as ethical conduct.
6. *Interdisciplinary Systems*, including understanding the shared and distinctive contributions of other professions, as well as respectful and productive relationships with individuals from other professions.
7. *Assessment-Diagnosis-Case Conceptualization*, including all three of these elements and their integration.
8. *Intervention*, including knowledge of interventions, and intervention planning, implementation, progress evaluation and intervention skills.
9. *Consultation*, including addressing referral questions, knowledge and role knowledge.
10. *Research-evaluation*, including scientific approaches to knowledge generation and application of scientific methods to practice.

11. *Supervision-teaching*, including knowledge, skill development, awareness of factors affecting quality, participation in the supervisory process and legal/ethical issues related to supervision; teaching skills.

The complete, detailed Competencies document is available at:

<http://www.apa.org/ed/graduate/competency.html>

and

<http://www.apa.org/ed/resources/comp-benchmark.pdf>

You will be given a copy of the Benchmarks Document in the first semester of your program, and it will be discussed in your Professional Issues class.

### **Statement on Feminism and Academic Rigor**

Being in a program with a feminist philosophy brings many rewards and challenges. Our feminist perspective means that we promote flexibility, as evidenced by options in course sequencing, transfer credit, and in your committee choices. Flexibility does not mean a lack of academic rigor, nor does it mean that we grant all your requests. Feminist process encourages respect for context, voice, and diversity. This statement means that we hope that each of you will be a respectful, active, and collaborative member of the Counseling Psychology Program. We want to hear your perspectives regarding both coursework and in terms of programmatic issues.

Another tenet of feminism is an awareness of power relationships. In this program, as in any other, there is an inherent power difference between you and faculty. The faculty has the responsibility to oversee and execute the program, maintain rigorous training standards, ensure the high quality of your training and credentials, evaluate your academic and clinical skills, and serve as gatekeepers to our profession. This power difference means that a completely egalitarian environment is not possible. While recognizing this reality, the faculty strives to create a learning environment that is open, sensitive to individual differences and voice, inclusive and personal.

Both faculty and students in a feminist program must wrestle regularly with power and boundary issues. In programs that are more rigid and hierarchical, these are non-issues because there is often little negotiation. The very flexibility and collegiality that our feminist model promotes carries with it certain inherent difficulties, such as the potential for you mistaking a supportive and listening ear by a faculty member as a guarantee of a change in policy, a relaxing of standards, the granting of an exception, or other agreement. We would like to emphasize that we do, in fact, take your input into account in many of our decisions; however, input cannot be interpreted as a promise to accommodate all your requests. Moreover, most programmatic changes occur with the consensus of all counseling psychology core faculty members. Therefore, it is rare that programmatic decisions are made solely by one faculty member.

Thus, the core faculty believes it is important to state our perceptions and values and to promote an awareness of both the rewards and challenges of working in this feminist model. We believe the advantages of a feminist perspective far outweigh potential difficulties, and we remain committed to our feminist orientation.

Rigorous scholarship is a fundamental component of the Doctoral program in Counseling Psychology. It is the students' responsibility to maintain rigorous scholarship, as defined by the following four criteria:

1. Expectation of the highest academic standards of students' performance:
  - Taking responsibility for your own learning.
  - Mastery of both the skills and knowledge bases as specified in coursework, the program, department, university, and external standards.
  - Oral and written English communication skills at a professional level.
  - Professional involvement.
  - Critical integration and application of knowledge.
  
2. Receptivity to ongoing critique of academic and practice skills:
  - Maintaining an open and receptive attitude rewards both positive and negative critique and evaluation.
  - Openness and skills in self-evaluation and critique.
  - Ability and willingness to integrate critique into future work.
  
3. Active involvement in independent scholarship and research:
  - Projects (thesis equivalency, dissertation) will be on topics of your own selection, with guidance from your Chair.
  - The research process will be self-generated and self-motivated.
  
4. Respect for and compliance with deadlines:
  - You will complete tasks on time in courses, in the program, in the department, and at the university level.
  - It is your responsibility to be aware of deadlines in courses, the program, the department, and the university.

These criteria are fully compatible with the CCTC competencies and all other program policies and procedures.

**Statement on Student Professional Competence Problems, Incompetence, Values, and Ethical Misconduct**

This statement is given in hard copy to every student during your first semester in the program. It must be signed for you to continue in the program.

\*\*\*\*\*

I have read and fully comprehend the Statement on Student Professional Competence Problems, Incompetence, Values, and Ethical Misconduct.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Please photocopy this entire document for your files and return the signed original to the Director of Training of your program during your first Fall semester of enrollment.

### *Objective*

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing student professional competence problems and/or ethical violations that occur in the course of graduate education in Counseling Psychology.

### *Introduction*

As described in the Graduate Student Handbook(s), the overarching goal of the Counseling Psychology program is to prepare professionals in the practitioner-scientist model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, staff, and faculty; including confidentiality, honesty, appropriate professional attitudes and behavior, openness to differences, and academic integrity. Expected competencies are based on APA's Competencies Initiatives in Professional Psychology and CCTC's Competencies document, which have been adopted by the TWU Counseling Psychology program.

These competencies, while general, are applied to Counseling Psychology and to our program. Of particular note in the TWU Counseling Psychology program, the following are expected:

1. Knowledge of the practice and science of Counseling Psychology as a profession.
2. Commitment to an ongoing contribution to the profession of Counseling Psychology.
3. Respect for and compliance with legal/ethical guidelines, as well as all program, departmental, and university policies, procedures, and deadlines.
4. It is the student's responsibility to maintain appropriate communication with the program and department, including required participation on email listservs. Other forms of communication, such as mailboxes, bulletin boards, student representatives, and faculty advisors should be consulted regularly.
5. Develop an attitude for promoting social justice.

Students are expected to be familiar with their respective program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. These policies, in conjunction with the Graduate Student Handbook, describe the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.

### *Counseling Psychology Training Values*

The Counseling Psychology Program at the Texas Woman's University is a multicultural community of diverse racial, ethnic, and socioeconomic backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another. As members of the Counseling Psychology community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. The program expects that students will be respectful and supportive of all individuals; including, but not limited to clients, staff, peers, and faculty who are different from themselves in terms of age, gender, gender identity

and expression, race, ethnicity, culture, national origin, religion, faith and no faith, spirituality, sexual orientation, disability, language, and socioeconomic status. It is expected that students and faculty will work to create a climate of safety and trust for all concerned.

In order to support and maintain this atmosphere, bigotry, prejudice, and discrimination will not go unchallenged within this community. Members of the program community educate each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, ableism, and other forms of prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation, discrimination, or violence against persons or property, we will not tolerate such behavior, nor will we accept ignorance, joking, or substance use or abuse as an excuse, reason, or rationale for it. All who work, study, and teach in the Counseling Psychology community should be committed to these values as an integral part of the program's focus, goals, and mission.

As a profession, Counseling Psychologists not only disavow oppressive attitudes, beliefs, and behaviors, but actively work to advocate for social justice and against oppression. Indeed, because Counseling Psychologists often work with individuals who have been marginalized, we seek to train students who will advocate for and positively embrace all demographic diversity. Given the current socio-political climate, we feel it is important to state that we are a lesbian-, gay-, bisexual-, and transgender-affirming program. This statement is not meant to diminish, in any way, our commitment to the affirmation of other oppressed groups. Respect for diversity, in all its forms, is a central value of our program and the American Psychological Association and thus is expected of all students, faculty, and supervisors. In other words, respect for values different from one's own and the valuing of diversity, in general, is expected of all students who are accepted into the program.

The program recognizes that no individuals (whether they be faculty, students or staff) are completely free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the program is seen as a commitment to a respect for diversity and to the process of self-examination, so that such prejudices may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Indeed, both the American Psychological Association Ethical Principles for Psychologists and Code of Conduct and the Accreditation Guidelines and Principles specifically state that psychologists have an ethical mandate to be culturally-competent, which means that they develop the ability to work with diverse clients of all types. In addition, the APA Ethical Principles and Code of Conduct (APA, 2002) states that psychologists (including students in training) must both examine and try to eliminate the effects of biases from their work. We understand that students will not enter the program free from bias. Nevertheless, successful completion of the program requires a genuine desire to examine one's attitudes and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA, 2002, Principle E). Stated simply, being unwilling to examine the effects of one's attitudes and values on one's work is unacceptable.

Students are required to honor not only the Ethics Code of the American Psychological Association (APA, 2002), but also to be familiar with and to abide by the various Guidelines published by the APA which address issues of diversity including but not limited to the: *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*; the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*; and the *Guidelines for Psychological Practice with Older Adults*; and other

guidelines being developed for working with women, girls, men, boys, etc. These guidelines, which have already received APA approval can be found on the APA website ([www.apa.org](http://www.apa.org)). All written work must follow the guidance of the *APA Publication Manual* including the use of non-sexist language.

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling Psychology students must become very familiar and comfortable working with the process of individuals' self-disclosure and introspection. Therefore, it is an essential training component of the Counseling Psychology program to provide assignments and classroom experiences that call for our students (i.e., counseling psychologists in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such, the Counseling Psychology faculty is committed to providing and expecting an atmosphere of respect and confidentiality among our students.

The following is the APA statement regarding the ethics of requiring self-disclosure in an academic program: *Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others. (APA, 2002, 7.04).* Both items (1) and (2) above apply to our program.

In summary, we require that our students be willing to engage in self-examination (i.e., to disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as dissimilar from themselves, in terms of both demographic characteristics and values.

(This statement has been adapted from the following other Universities and/or Counseling Psychology Program Statements: University of Missouri-Columbia, Auburn University, Miami University, and the University of North Dakota, and was approved by the TWU Counseling Psychology Faculty on 5/6/05).

### *Definitions*

A student Professional Competence Problem is defined as interference in professional functioning that reflects a decline from previously adequate functioning, given the student's developmental level in training. Student Professional Competence Problems may be manifest in one or more of the following ways:

1. Difficulty in or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. Difficulty in acquiring professional skills and reaching an accepted level of competency; or
3. Difficulty in controlling personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

It is a professional judgment as to when a student's behavior becomes a Professional Competence Problem rather than a normal developmental concern. Normal developmental

concerns refer to a trainee's behaviors, attitudes, or characteristics which, while of note and perhaps requiring remediation, are not unexpected or excessive for professionals in training. Concerns typically become identified as Professional Competence Problems when they include one or more of the following characteristics:

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
3. The quality of services delivered by the student is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The student's behavior does not change as a function of feedback and/or time.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill or academic deficiency. These are cases in which adequate competence has never been achieved and may not be possible to achieve. Students who have failed remediation for a Professional Competence Problem are considered incompetent.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2002) are not followed. All Counseling Psychology graduate students are expected to adhere to this code. This code is intended to provide general principles to guide decision-making in situations encountered by psychological professionals in their activities. It has, as its primary goal, the welfare and protection of the individuals and groups with whom psychological professionals work. It is the individual responsibility of each psychological professional to aspire to the highest possible standards of conduct. Psychological professionals respect and protect human and civil rights and do not knowingly participate in or condone unfair discriminatory practices.

Students are expected to uphold all policies, standards, and legal/ethical regulations of relevant state licensing boards. Students who affiliate with the American Counseling Association (ACA) and/or the American Association of Marriage and Family Therapists (AAMFT) are likewise bound by their respective codes of ethics.

#### *Identification and Verification of Problems Requiring Remediation or Dismissal*

Student professional competence problems, incompetence, or ethical misconduct can be identified in a variety of ways. Formal evaluation of each student's progress takes place annually. Further, possible problems can be identified at any point in the student's academic career by a faculty member, staff member, supervisor, or by another student. Procedures for remediation and dismissal are detailed in the following sources:

1. Graduate Student Handbook(s) – Doctoral and Masters – within the Psychology Department.
2. Graduate Catalog – Published by Texas Woman's University and distributed via the Graduate School.
3. TWU Student Handbook – Published by the Texas Woman's University and distributed via the Office of Student Life.

A Sample Competency-Based Remediation Form is available in Appendix A of this Handbook.

NOTE: Failure to sign and return this policy in accordance with the deadline

will be considered grounds for dismissal from the program.

### **Statement on the Importance of Personal Therapy to the Development of Psychotherapists**

In addition to the didactic and skills training components of developing a professional therapist, there is one adjunct to training that needs to be mentioned. We believe that personal therapy can be an effective means of assisting the young professional in the process of becoming therapeutic. Perhaps more than for any other professional, it is vital that fully-functioning psychotherapists and supervisors know themselves well and be able to use themselves effectively as facilitators of the therapeutic change process. This view reflects the general thrust of this model which, instead of being aimed at training a therapist with a myriad of skills and techniques to do therapy, is aimed at helping the supervisee to become therapeutic with others.

Sometimes, an introspective nature, coupled with significant relationships with others, will eventually result in the maturity and personal depth necessary to be therapeutic with others. Often, this natural process is too slow or inadequate for some supervisees. In these cases, the process of personal therapy can eliminate some remedial blockages in this process for certain developing therapists and can significantly deepen and accelerate this process for others.

It is our belief that people who are really effective generally go through a process of letting go of the belief that everything is all right with them. In a study examining psychologists' perceptions about the role of personal therapy in their professional development, Grimmer and Tribe (2001) found that,

Personal therapy does lead to a range of outcomes...in terms of...professional development...Those outcomes include: developing reflexivity as a result of being in the role of client; socialization into a professional role through validation and normative experiences; emotional support during times of crisis; developed understanding of the impact of clinical techniques through the modeling of good and bad practice; and personal development that leads to an improved ability to distinguish between personal issues and those of the client (Grimmer & Tribe, 2001, p. 296).

Grimmer, A., & Tribe, R. (2001). Counselling psychologists' perceptions of the impact of mandatory personal therapy on professional development—an exploratory study. *Counselling Psychology Quarterly*, 14, 287-301.

The Core Faculty of the Counseling Psychology program of the Department of Psychology and Philosophy at Texas Woman's University strongly encourage all students in this program to make personal therapy an integral part of their graduate training experience. Moreover, if this therapy is undertaken, it should be with someone not associated with the student's academic program.

### **Grievance Procedures**

University policies, definitions, and appeal/grievance procedures regarding student conduct, academic dishonesty, non-discrimination, and sexual harassment are available in the TWU Student Handbook. Student responsibilities, academic review and appeals, and grade requirements are available in the Graduate Catalog. The 2010-2012 Graduate Catalog describes the University Academic Review and Appeal Procedures as follows:

The review procedures outlined below are those which regularly apply to all graduate students who seek review within the University. The Texas Woman's University has traditionally guaranteed students every opportunity for a fair, prompt, and thorough review of grievances. It is the intention of the University to provide adequate internal review. It is the expectation of the University that students will follow the appeal procedure to completion before seeking external consideration of complaints. Questions concerning academic achievement and progress are addressed for initial consideration to the student's current committee, either advisory or research.

Decisions of the student's committee may be reviewed by an *ad hoc* committee within the academic component and/or an *ad hoc* committee of the Graduate Faculty. If the student wishes to appeal the decision further, he/she should appeal in writing beginning with the chair, director, or associate dean level, followed by an appeal to the dean of college, if desired. A graduate student may seek review of a decision by submitting a written request to the Dean of the Graduate School. Appeals at each level must be made in writing no later than ten class days after the date of the decision of the previous level. The ten days for appeals at each level do not include weekends, holidays, or days between academic sessions. The Dean of the Graduate School may appoint an *ad hoc* committee to hear the appeal of the student and submit a report to her/him. If an *ad hoc* committee is formed, the student receives timely written notice of the appeal hearing and has the opportunity to appear before the committee and to make a statement.

If additional review is desired following the decision of the Dean of the Graduate School, the student, within 10 days, may request in writing a review by the Provost and Vice President for Academic Affairs. The decision of the Provost and Vice President for Academic Affairs is final.

## **GETTING STARTED**

The information in this section is provided to assist you in getting started in the doctoral program, including an overview of coursework and requirements that will affect you in an ongoing way. This section also provides information on your relationship with the Core Faculty and how the business of running the program gets done, including your role in that process.

### **Coursework**

See Appendix B for a complete list of required coursework for Ph.D. in Counseling Psychology. This information is also available on our website at:

For the Doctoral Curriculum:

<http://www.twu.edu/psychology-philosophy/counseling-psych-phd-curriculum%20.asp>

and for suggested course sequences, see the Sample Program under the "Current Students" heading at:

<http://www.twu.edu/psychology-philosophy/counseling-psych-phd.asp>

This information will be reviewed with you in your first semester, and then periodically as needed.

## Residence Requirements

At least one year of study toward the doctorate must be taken in residence at the Texas Woman's University to meet Graduate School requirements. Enrollment to meet the residence requirement shall consist of at least one of the following: (a) two consecutive long semesters of at least nine semester hours each, exclusive of dissertation, or (b) one long semester and two summer sessions of at least full-time enrollment, provided that these are consecutive. In order to satisfy the residence requirement, a student must be on campus in regular attendance. The Graduate School also requires that at least fifty percent of the work counted toward a doctoral degree must be composed of courses taken in residence at TWU.

Students in the counseling psychology doctoral program are required to be enrolled in full-time study (defined as 9 credit hours, minimum) each semester throughout their program of study until they reach clinical jury/internship application stage. Requests for course loads of less than full-time status during a fall or spring semester must receive prior approval by the Counseling Psychology Core Faculty. Leaves of absence may occasionally be granted after written request to the Counseling Psychology core faculty. Typical reasons for such requests have included illness, divorce, and family problems. *Except for official leaves of absence, doctoral students must be continuously enrolled for all fall and spring semesters from admissions to graduation.* If you fail to enroll in a fall or spring semester without requesting an official leave of absence, you will be required to attend a core faculty meeting and complete a remediation plan. If you fail to enroll a second time in a fall or spring semester without requesting an official leave of absence, you will be dismissed from the program.

## Grade Requirements

You must maintain a cumulative 3.5 grade point average on a 4.0 scale. If you do not maintain a 3.5 cumulative G.P.A., you will be placed on probation and will have one semester to raise the cumulative G.P.A. to 3.5. Failure to do so will result in dismissal from the program. In any circumstance, if a grade of C or less is earned in a course, you will be required to meet with the Core Faculty. In collaboration with you, the Core Faculty program committee shall determine appropriate steps for remediation. If you earn two C's or lower in six credit hours, you will automatically be dismissed from the doctoral program. Courses with the grade of C or lower will not count toward the Ph.D. requirements. Even if you have made up the first C, you will still be dismissed from the program if another C occurs.

The standard remediation for a first grade of "C" is available in Appendix C.

## Provisional Status

You are admitted provisionally for the first year. If you took courses as a non-degree seeking students (up to 12 hours) prior to entering the program, those hours do count toward the hours needed to achieve non-provisional status. Provisional status usually involves maintaining a 3.5 GPA in the first 21 hours of coursework. It may also include any remedial or prerequisite work designated at the time of admission.

The Core Faculty will meet at the end of your first year in the program to determine if you can advance from provisional to unconditional acceptance status. It is the responsibility of the Core Faculty to determine a change of status in the student's admission.

## Time Limits

Beginning with the year 2000 Graduate Catalog, *the time limit to complete the doctoral program is seven years* (exclusive of official leaves-of-absence).

You are encouraged to carry a 12-semester-hour course load; although, a 9-hour course load is acceptable if necessary due to student familial and/or work commitments. In the Fall of 1996, the faculty instituted the policy of negotiating a formal agreement with incoming students that they will attempt to complete the program in five calendar years. If you have not completed the program in five years, you will negotiate a written contract as you enter your sixth year with the full Core Faculty that will include a plan for completing the program.

- 1) Students not completing the Counseling Psychology program by the end of their sixth year (excluding any leave of absence) shall file a written plan for completion of the program with the Core Faculty through their faculty advisor. This plan will include both tasks and timeline for completion.
- 2) The Counseling Psychology Core Faculty will then review the plan. The plan will then be signed by the student and the Core Faculty.
- 3) Plans will be updated by the student and reviewed by the Core Faculty on a bi-annual basis. The faculty may request a meeting with any student who is not meeting the timelines in the approved plan.
- 4) In order to maintain satisfactory progress in the program, students must meet the timelines in the approved plan.
- 5) Students may request a leave of absence with appropriate reasons stated following the filing of their plan. During this time, they are not required to work toward completion of their degree. Usually, only one such leave will be approved by the faculty for each student.
- 6) Decisions regarding student progress will take into account program emphasis on respecting individual differences and varying student needs and balancing excellence in professional training and flexibility in student choices.

## Advisory Committee (Core Faculty)

Upon admission to the doctoral program, you will be appointed an advisory committee consisting of the members of the Core Faculty of the Counseling Psychology program. The Core Faculty is responsible for running the program, and assisting you with many aspects of program planning.

When you are first admitted, you are typically randomly assigned to one faculty member for academic planning. However, you are encouraged to seek out any faculty member for advising, career planning, and general concerns during your tenure in the program. There is no requirement that you stay with your initially assigned advisor.

The Core Faculty holds regular meetings in order to conduct program business. In these meetings, we discuss issues related to the program, curriculum, practicum, scheduling, policies,

and student requests. We attend to paperwork. We hear concerns and seek input from your student representatives (usually two, self-selected).

Core Faculty business meetings are open to any student, and you are free to attend. You may voice any concern or suggestion you have yourself, or through your student representatives. Many types of student requests are standard, and you may submit them without being present through the mechanism of a "Student Request Form." This form is on-line at:

[https://www.twu.edu/downloads/psychology-philosophy/Counseling\\_Student\\_Request\\_Form.doc](https://www.twu.edu/downloads/psychology-philosophy/Counseling_Student_Request_Form.doc)

Use this form to request a course substitution, transfer credit, exceptions to policy, leave of absence, a change in degree plan, practicum or dissertation issues, verification of your professional proficiency (research) requirement, a reduced course load or other request.

Most Core Faculty meetings take place on Fridays. Any request that you may wish to submit for consideration at a Core Faculty meeting should be sent to the faculty member responsible for the agenda by noon on the Tuesday prior to a Friday meeting. Request forms and supporting documentation should be delivered in hard copy to the faculty member's mailbox on her/his door or in the copy room where all faculty member mailboxes are located.

Core Faculty meetings include an Executive Session at the end of the business meeting to discuss issues that have confidential components, such as student competence concerns. Executive Sessions are not open to student representatives or other students, though you may be required to attend an Executive Session for the purposes of discussing your own competence or remediation should that become an issue.

Following a regular Core Faculty meeting, your student representatives will post a summary of the meeting to our listserv. It is important that you read these emails, as well as all other program correspondence, the vast majority of which comes in electronic format. As noted in earlier sections of this document, you are responsible for keeping up with program changes.

Throughout the year, the Core Faculty holds separate meetings for admissions work, annual evaluations, meetings with the TWU Counseling Center staff, Practicum student review, and similar functions. Students are not permitted to attend these meetings.

You should understand that your Core Faculty members can and will talk about your progress through the program amongst themselves, with you, and between any other necessary individuals who come in contact with you over the course of your training, such as training staff and supervisors on your practicum and internship sites, administrators, and other departmental and university faculty. Our goal in this process is to coordinate efforts and information in order to give you the best training possible.

## **Registration**

All registration is conducted on-line through the Pioneer Portal system. Prior to each new semester, you should consult your Schedule of Classes on-line, for a comprehensive description outlining registration procedures, deadlines, and fees. The on-line class schedule can be found at <http://www.twu.edu/academics/schedule.asp>. On-line schedules are available a number of weeks before registration opens each semester. For late-breaking changes in the schedule, check with the Departmental Administrative Assistant on the 7th floor of Classroom Faculty Office Building (CFO), Room 702.

Some courses require pre-registration and are usually listed with a special note in the Schedule of Classes. Practicum registration is done via an internal electronic bulletin board hosted by the Practicum Coordinator and then through your Pioneer Portal (see Practicum Guidelines/Practicum Handbook). Other registration questions can be addressed to your advisor.

### **Transfer Credit**

Transfer credit will be considered on a course-by-course basis by the Core Faculty. Careful documentation of the course(s) (e.g., course descriptions from graduate catalogues, syllabi, textbooks) for which students seek transfer credit must be submitted to the Core Faculty through the program. Generally, practicum credit will not be transferred. This can be reconsidered after two semesters of practicum at TWU. Courses that may have been taken at any one of a number of universities that are included in the North Texas Federation of universities (University of North Texas, Texas A&M-Commerce) generally transfer "automatically" but require completion of departmental forms and review by the program committee. The Graduate School allows up to 50% of a doctoral program's coursework to be transfer credit.

Students who enter the doctoral program with a master's or graduate non-degree coursework in Counseling Psychology from TWU will be given credit for all courses that overlap. As of Spring, 2011, the maximum number of practica taken during the master's program that will be accepted into the doctoral program is two, if and only if those semesters have been supervised by a licensed psychologist on site, not a master's level supervisor. Students with prior coursework and job-related experience in cognitive assessment or personality testing may choose to petition the Core Faculty and instructors of these respective courses to consider work completed instead of taking the course. The student will be required to demonstrate proficiency in test administration, scoring, and interpretation, as well as performing adequately on an exam representative of material covered in the courses.

Request for transfer consideration should be accompanied by a completed program Transfer Request Form:

[http://www.twu.edu/downloads/psychology-philosophy/Counseling\\_Transfer\\_Credit.pdf](http://www.twu.edu/downloads/psychology-philosophy/Counseling_Transfer_Credit.pdf)

Entering students should put together their requests for transfer credit as soon as it is feasible within their first semester in order to facilitate your overall program planning.

### **Policy for Waiver of One Practicum**

Some of our students enter their graduate training programs with extensive amounts of counseling experience. In these cases, it is possible that a student could have one semester of practicum waived. However, the following standards must be met:

1. The student must have at least 5 years of full-time (defined as a minimum of 35 hours per week) of counseling experience.
2. This experience must have been supervised by a licensed psychologist on a weekly basis, meeting individually for on-site, face-to-face supervision. The topic of supervision must have been primarily on therapy cases and related clinical issues.

3. The student must not have paid for the supervision.
4. The student should obtain a letter of support from the supervising psychologist to be submitted to the faculty.

If these criteria are met, the student may petition the Counseling Psychology Core Faculty. This petitioning should be done after the completion of at least the first practicum. The faculty may request further documentation of one's competencies by providing videotapes, etc. before approval will be considered. Similarly, a student with a master's degree containing extensive practicum experience may also petition to waive one practicum semester after the completion of at least the first practicum at TWU. It should be noted that no more than one of the required practicum can be waived.

### **THROUGHOUT YOUR PROGRAM**

This section details policies, procedures, and events that either occur every year you are in the program, occur in an ongoing manner once you begin the program, or may occur at different times during your program depending on your unique sequencing and situation.

#### **Summary of Program Professional Proficiencies**

The following areas comprise the TWU Counseling Psychology Doctoral Program Proficiencies:

- A. *Scholastic Proficiency in the Common Core*  
- Successful completion of the 10 APA Core Courses within first 2 years
- B. *Professionalism Benchmark Proficiency*  
-Successful completion by end of second year
- C. *Scholastic and Clinical Proficiency in Counseling Psychology*  
- Successful completion of all relevant coursework.  
- Successful completion of Clinical Jury
- D. *Professional Development Proficiency*  
-Completion of appropriate course work, dissertation, and documentation of one of the following:  
  
-Presentation at a peer-reviewed professional conference.  
OR  
-Submission of article to a peer-reviewed professional journal.

#### **Annual Review**

All doctoral student progress is formally reviewed by the Core Faculty at least once per year. The review process includes monitoring program progress check points and the quality of student work. Each student receives a copy of the Doctoral Program Tracking Form and a Student Evaluation/Feedback form via email to complete before meeting with the faculty. Students are encouraged to discuss feedback with their faculty advisor. The Core Faculty is also available to meet with students should they have questions.

A copy of Doctoral Tracking & Evaluation Form used for annual review is available in Appendix D.

### **Professional Involvement**

While you are a student in the doctoral program, you are *required* to maintain membership in at least one professional organization, preferably the student section of APA Division 17 (SAS - Student Affiliates of Seventeen) or the APA Graduate Student organization, APAGS. Contact information for both these organizations is presented in the section on Professional Organizations later in the Handbook.

### **Listserv Use**

The Counseling Psychology Graduate Listserv at TWU has been established to facilitate effective communication between the faculty, students, and alumni. Postings on the Listserv shall be limited to the following topic areas: (a) program, department, and university developments and information, (b) research and professional development opportunities, (c) job postings, and (d) organizational (i.e., APA, TPA, SWPA, etc.) information and updates. Other conditions of Listserv use include the following: (a) Do not use the list for illegal or unethical purposes; (b) Do not use the list for commercial purposes; (c) Do not show disrespect for the points of view of others; (d) Postings must be related to the aforementioned topic areas; and (e) The program, department, and university is not responsible for postings on the Listserv by students and alumni. Misuse of the Listserv will result in remediation.

Adapted from *APPIC E-Mail List Rules*. (n.d.). Retrieved January 19, 2009, from [http://www.appic.org/email/8\\_1\\_email\\_using.html](http://www.appic.org/email/8_1_email_using.html)

Collins, L. H. (2007). Practicing safer listserv use: Ethical use of an invaluable resource. *Professional Psychology: Research and Practice*, 38, 690-698.

### **Statement on Social Networking**

Students who use social networking sites (e.g., Facebook, MySpace, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they currently serve as an instructor or for whom they may serve as an instructor in the future) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in remediation and corrective action, up to and including the student’s dismissal from the program.

*Adopted (with minor modifications) with the permission of Dr. Micki Friedlander, University of Albany.*

## Late Paperwork

Late paperwork of any kind will be remediated in a three-step process. These steps are:

1. First time: A letter will be sent to the student documenting the specific late paperwork issue and reminding the student of her/his responsibilities for timeliness. A copy of the letter will be placed in the student's file.
2. Second time: The student will meet with a member of the Core Faculty in Counseling Psychology to discuss the specific late paperwork issue. The Core Faculty member will document the meeting and place such documentation in the student's file. The student will receive a copy of the documentation.
3. Third time: The student will be asked to meet with the Core Faculty in Counseling Psychology as a whole for a formal remediation plan.

These steps do not negate any other penalty that may be in place regarding late paperwork (e.g. students late with Practicum placement requests will not be placed).

## Research Team

During two semesters of the program a student is required to register for a research team (PSY 6961). The purpose of this activity is to involve the students on an ongoing basis in research activities, to acquaint the students with faculty members' research activities, and to learn basic research activities in more applied settings. Prior to registering for PSY 6961, it is helpful to contact individual faculty members to determine team availability and mutual fit. Sequential enrollment for the two semesters is not required.

## Graduate Assistantships

The University provides a limited number of teaching, research, and clinical assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Assistantships are competitive, and doctoral students typically have priority over master's students in this process.

Applications may be secured from the Department of Psychology-Philosophy or the Graduate School. Application and supporting documents, including official transcripts, verification of graduate status, and letters of reference, must be filed with the head of the academic component (the Department Chair of the Department of Psychology & Philosophy) for review and recommendation. All applications and recommendations from the head of the academic component should be on file with the Dean of the Graduate School no later than June 1 for the succeeding academic year.

A graduate student on scholastic probation may not hold an assistantship. A person with a full-time position may not hold a graduate teaching assistantship, but may hold a graduate research assistantship. Fulfillment of the requirements of a master's degree is generally necessary for consideration as a teaching assistant.

Graduate assistants must be enrolled for 9-12 hours each semester. A student holding an assistantship at TWU may not hold an assistantship at any other college or university concurrently.

Graduate teaching assistants generally teach undergraduate coursework. In the first semester that a student teaches, s/he is required to enroll in a one-hour teaching tutorial course (PSY 6981), typically conducted by the Director of the Undergraduate Program in Psychology.

Various types of media equipment are available to teaching assistants for instructional purposes. All equipment beyond what is regularly supplied in the classroom must be requested in writing before being obtained from Media Services.

In addition, tests can be typed in the department for those students who are graduate assistants. Tests must be turned in to the department secretary at least one week in advance. Computerized test batteries are available for most courses.

### **College Teaching Experience**

All students will register with a faculty member for PSY 6981, a one semester course in College Teaching to gain experience in university teaching at the undergraduate level. Those students who serve as teaching assistants in the department register for the course the first semester of their GA/GTA assignment, typically with the Director of the Undergraduate Program. Students who are not GA/GTAs work with a Core Faculty member when that faculty member is teaching an undergraduate course; the student registers for PSY 6981 with the supervising faculty member.

When working with a Core Faculty member, the student must teach a minimum of 3 full class periods, during which s/he may be observed. The supervising faculty member will provide feedback on teaching skills. The student is expected to participate fully in all other class activities, syllabus creation, grading, and participation in facilitating in-class exercises if relevant.

## **IN YOUR FIRST TWO YEARS**

There are certain required courses, paperwork, and research activities that must be completed within your first 60 hours (roughly two years) of doctoral enrollment. These are explained below.

### **Degree Plan**

Within the completion of the first year in the program, you should submit a degree plan to the core faculty. Your advisor or the Director of the Doctoral Program will meet with you to aid you in preparation of the degree plan. Then you will need to submit the degree plan to the Core Faculty for approval. After approval by the advisory committee, the degree plan is sent to the Dean of the College of Arts and Sciences and then to the Graduate School for final approval, after which a copy is placed in your file. *It is your responsibility to assure that your degree plan has been submitted and moved through the appropriate channels prior to deadlines set by the Core Faculty and graduate school.*

A template of the Doctoral degree can be found on our website at:

[https://www.twu.edu/downloads/psychology-philosophy/CPSY\\_DOC\\_Degree\\_Plan.rtf](https://www.twu.edu/downloads/psychology-philosophy/CPSY_DOC_Degree_Plan.rtf)

It is suggested that a student's official degree plan be filed as soon as possible so as to protect the student from changes in the degree requirements. The degree plan is the student's official



the Comprehensive Exam Professional Proficiency requirement of the program in a timely and efficient manner.

In accordance with purpose (3), the TE manuscript produced must be used as a springboard for either presentation at a state, regional, national or international, refereed conference presentation, or the submission of the manuscript to a high quality, peer-reviewed journal. Presentations must be accepted to meet this requirement. Manuscripts must be submitted; acceptance and consequent publication are highly desirable but not required. Documentation of either research product must be verified by the Core Faculty in Counseling Psychology.

To meet TE requirements, the student must be deeply involved in the conceptualization, design, implementation, analysis, and writing phases of a single research project. The student is expected to work closely with her/his TE chair (research advisor) during all phases of the research. The TE chair will be a member of the Core Faculty in Counseling Psychology.

### Major Steps in Completing the Thesis Equivalency

1. *By no later than the end of the second semester of graduate study*, the student meets with the TE chair and together they decide on an appropriate topic. The topic is most often to be based on the student's original ideas, although it may reflect mutual research interests of the student and faculty advisor. Progress will be tracked on the student's 1st year annual evaluation done at the end of Spring semester.

*Note: Registration for PSY 6913: Independent Study - Thesis Equivalency may begin as early as the second semester of graduate study. Typically, enrollment would start in Summer of the first year or Fall of the second year. Ongoing enrollment is required until the project is completed.*

2. The student develops the introduction, literature review, and method sections of the manuscript, which must be approved by the TE chair prior to the student submitting the study to the TWU IRB.

3. Following IRB approval, the student completes the research project under the supervision of her/his TE chair. Results and discussion sections are completed, culminating in a manuscript that is ready for further dissemination.

*Steps 1-3 must be completed prior to the completion of 60 hours in the doctoral program. Students who fail to meet this deadline will only be allowed to continue part-time in the program, and must enroll in PSY 6913: Independent Study-Thesis Equivalency and a maximum of one other course. If the TE is not completed within one year of completing 60 credit-hours of coursework, the student will be dismissed from the program.*

4. Together, the student and the TE Chair decide on either (1) a relevant, peer-reviewed journal for the work and tailor the manuscript to meet the specific requirements for the journal or (2) a relevant, peer-reviewed professional conference to which a proposal for presentation of the research will be submitted. Submission of the work is then carried out.

5. To verify completion of the Comprehensive Exam Professional Proficiency, appropriate documentation of conference or journal submission must be submitted to the Core Faculty in Counseling Psychology via the standard Student Request Form.

For those students who are additionally using the TE to meet requirements for the optional Master's degree along the way to the doctorate, a Certificate of Final Examination should be prepared by the student and the TE chair for review and signatures by the Core Faculty.

In all cases, a copy of the original manuscript is placed on file in the department.

### **60 Hour Rule**

*All counseling psychology doctoral students who are required to complete a thesis equivalent (TE) must do so within the first 60 hours of doctoral coursework.* In the event that a doctoral student does not complete her/his thesis equivalent within 60 hours of doctoral coursework (i.e., the end of the semester in which the 60<sup>th</sup> hour is accrued), the student will not be permitted to enroll for more than 6 hours of courses (3 of which are for the thesis/thesis equivalent) until this requirement is met. Students then have 1 year to finish or they will be dismissed from the program. The status of each doctoral student on her/his thesis/thesis equivalent progress will be reviewed as part of the annual doctoral student evaluation.

\*Doctoral students who enter at the Bachelors level will need to make a decision regarding thesis equivalent in a timely fashion.

\*Doctoral students who enter at the master's level from TWU will begin to accrue their first 60 hours from the point that they have been officially admitted to the doctoral program. These students have a choice of either (1) completing a full thesis and completing the terminal Master's degree or (2) completing a thesis equivalency which may be used to earn the Master's Degree for Doctoral Students if desired. In this case, the thesis equivalency is mandatory, however the degree is optional.

\*Doctoral students who enter at the master's level without a thesis from another university will be expected to complete their thesis equivalent within 60 hours at TWU.

\*A student may turn in the TE up until noon on the Friday before classes begin for the next semester. If the TE project is not complete by this day and time, the student must enroll for another semester of PSY 6913.

The standard remediation form for failure to complete the thesis/thesis equivalency is located in Appendix E.

### **Professionalism Benchmark**

The Professionalism Benchmark occurs in the Fall semester of the students' second year. The purpose of the Benchmark is to assess students for fundamental ethical, interpersonal, and self-awareness competencies that are needed to progress past the second year in the program. For those students who have no prior clinical experience, the Benchmark additionally serves to demonstrate readiness for Practicum.

Competencies are to be assessed at "Readiness for Practicum" Levels (approximately 1-1.5 years into the program). See Competencies Document: <http://www.apa.org/ed/resources/comp-benchmark.pdf>

I. *Professionalism*: Integrity, Department, Accountability, Concern for Welfare of Others, Professional Identity

II. *Reflective Practice/Self-Assessment/Self-Care*

IV. *Relationships*: Interpersonal Skills, Affective Skills, Expressive Skills

V. *Individual and Cultural Diversity*: Self, Others, and Interactions as Shaped by ICD; Applications based on ICD (all aspects of professional work to this point)

VI. *Ethical-Legal Standards and Policy*: Knowledge of standards and guidelines; awareness and application of ethical decision-making, ethical attitudes and values evident in conduct.

XI. *Research-Evaluation*: Scientific-mindedness and critical thinking.

*Overview*: The Professionalism Benchmark will consist of two parts, a Narrative and an Oral Evaluation. Students will have one chance to remediate problems with any part(s) of the Benchmark or be dismissed from the program, as these Competencies are considered absolutely foundational to any additional progress in the program and must be assessed prior to the timeline for first practicum placements so that students are not held back an extra year in remediation.

*Narratives*: Students will compose a self-assessment document based on their understanding of each of the competencies above. In this paper, students will need to describe specific examples from their own experience in their first year in the program. Narratives should flow as an integrated synthesis of each student's understanding of her/his professional development to this point, including strengths, weaknesses and plans for growth in each of the competency domains. Narratives should be supported with relevant professional literature and clearly written in APA style (6th edition), with a 20 page limit, exclusive of references.

The student will have completed the following key courses: Professional Issues, Ethics, and Cross-Cultural Psychology. Courses in Social Psychology and Advanced Developmental Psychology may also be useful.

*Evaluation*: Reading teams consist of equal or near-equal numbers of Core Faculty members on each team, with the number of papers distributed evenly for evaluation of the narrative section of the Benchmark exam. Reading teams will be picked randomly each year.

*Oral Evaluation*: All students involved in the Professionalism Benchmark evaluation for a particular year will participate in an oral evaluation. Each individual student will meet with his or her respective Core Faculty reading team. The oral evaluation is structured as a collaborative, collegial 60-minute-long conversation. Issues that have emerged in students' papers may be raised as topics of discussion; faculty or students may feel free to introduce new topics related to the Professionalism Benchmark competencies as well.

*Timeline for Oral Evaluation Administration*

Fall 1st Friday of October  
 Spring 1st Friday after Spring Break

*Evaluation:* After the 60-minute exercise, students are dismissed and Core Faculty members rate each student.

Students will receive a summary of their narrative and oral evaluations within a week of the oral component of their Professionalism Benchmark process.

*SEQUENCE and DECISION TABLE*

<i>Date/Time</i>	<i>Event</i>	<i>Summary</i>
August - Friday before classes	Competencies Self-Assessment Narratives due.	
October - 1st Friday	Faculty have Narratives evaluated. Students participate in the Oral Evaluation  Students who have successfully completed both the Narrative & Oral Evaluation are done and continue in good status in the program.  Students who do not successfully complete any part of their Narrative and/or Oral Evaluation are placed on individually-tailored remediation plans, which are due/resubmitted and evaluated in Spring.	Pass  Remediation
February 3rd Friday	Remediations due to faculty	
March First Friday after Spring Break	Faculty have remediations evaluated. Spring Oral Evaluation administration (remedial)  Students who are successful in their remediations and/or the Spring Oral Evaluation are done and continue in good status in the program.  Students who do not successfully complete remediations and/or the Spring Oral Evaluation are dismissed.	Pass  Dismissal

The evaluation form for both the Narrative and Oral sections of the Professionalism Benchmark are presented in Appendix F.

**2ND YEAR TO INTERNSHIP**

In the latter half of the student's program, but prior to internship, three major milestones occur. The first is Practicum. A minimum of four semesters of Practicum is taken, typically beginning in the Fall of the third year for students entering with a bachelor's degree or in Fall of the 2<sup>nd</sup> year

for students entering with an applied Master's degree. Most students' first placements are in a Counseling Center setting. Second, the Comprehensive Exam, in the form of Clinical Jury, is taken during this time frame. Third, the student's dissertation project is proposed, and ideally completed, prior to internship.

## **Practicum**

Detailed information about all aspects of Practicum is available on the Counseling Psychology website at:

[http://www.twu.edu/downloads/psychology-philosophy/PRACTICUM\\_MANUAL\\_2009-2010.pdf](http://www.twu.edu/downloads/psychology-philosophy/PRACTICUM_MANUAL_2009-2010.pdf)

It is the student's responsibility to become familiar with this document and to consult it as needed.

A practicum is designed with the intent of providing supervised training experiences for the student undertaking professional involvement in the field of counseling/therapy. It is imperative that, upon completion of graduate studies, students possess the basic knowledge and competencies necessary for effective counseling/therapy. For this reason, rigorous guidelines and evaluation criteria are established to provide maximum direction and evaluation of each student. This provides the opportunity for students to assess their skills and upgrade them accordingly. This also provides a means to organize and systematize practicum assignments and experiences, maximizing the benefits accrued from the practicum requirements. It is hoped that students completing graduate studies at TWU will enter the field of psychology as ethical, professional, competent, and contributing members.

## **Guidelines**

1. Students must submit appropriate materials to the Practicum Coordinator by the deadlines specified for each semester. The Practicum Coordinator holds mandatory orientations for new practicum students each semester. Check the Practicum Manual and check with the Practicum Coordinator for more information.
2. Students will be placed in facilities already approved by the Practicum Coordinator. Students may also present proposals for additional placement facilities to be investigated by the Coordinator and approved by the Core Faculty. Review and approval of prospective new sites generally takes at least one semester. Students must receive approval from the Coordinator of Practicum prior to placement at a specific facility.
3. Doctoral students generally spend their first two semesters of practicum at the TWU Counseling Center or other University Counseling Center site. Semesters three and four are typically completed in an agency that specializes in working with individuals, couples, families, groups, or a combination of these. A fifth semester may be in a specialized placement or in didactic and experiential work in supervision with the faculty member of the student's choice or at an agency specializing in assessment experiences. Enrollment in this optional fifth therapy/assessment practicum placement may only be considered after the student has completed the four required practicum placements.
4. Students are required to complete all requirements designated by their practicum instructor and agency supervisor.

5. Supervision provided to students enrolled in practicum is provided by the supervisor at the facility and by the TWU faculty member in charge of the practicum course.
6. Agencies are required to provide a minimum of two (2) hours of agency supervision per week. This must include one (1) hour of one-to-one supervision and one (1) hour of one-to-one or group supervision. This supervision is to be provided by qualified individuals approved by the Department of Psychology, TWU.
7. Students must complete a minimum of 175 clock hours per practicum enrollment. Many times, students will exceed 175 hours. This includes client contact, supervision, and other related practicum duties. At least 75 hours are expected to be direct service to clients. (The number may be reduced to 60 in a first practicum placement). If a student has failed to complete the minimum required time, a grade of Incomplete will be assigned and the student must initiate the requisite forms prior to final exam week.

It is strongly recommended that doctoral students aim for 250 clock-hours (125 direct service hours) per semester so as to gain a total of 1000 practicum hours and 500 direct service hours before applying for internships.

8. A student completing practicum requirements at a facility assumes the responsibilities and obligations expected of other members of that facility, including:
  - a. Abiding by the rules and regulations established at the facility.
  - b. Arranging schedules with the facility supervisor and adhering to that schedule.
  - c. Meeting all appointments at the times arranged with clients.
  - d. Keeping all required records as determined by the facility supervisor.
  - e. Participating in all meetings relating to the practicum as determined by facility supervisor.
9. Students may not apply clinically related hours accrued prior to the semester in which a practicum is taken towards the 175 hours required during that practicum unless this occurs in a semester break between two semesters of placement in the same agency.
10. Students will keep a Log Sheet of all activities related to the practicum placement. These logs are to be kept current and must be turned in at the completion of the practicum semester to be kept as part of the student's file. Log entries relating to duties at the practicum facility must correspond to records maintained at that facility. Log Sheets will be approved and signed by facility supervisors at the end of the semester placement. This Log Sheet will include client contacts, time spent with clients, administrative duties, supervision, staff meetings, etc. Blank forms are available in the Psychology Department. Students are advised to keep a copy of these sheets in their own permanent records. They will be useful later to document experience for professional credentials.
11. A written evaluation will be provided to each student at the end of each semester in which a practicum was completed. The feedback will be provided by the facility supervisor with regard to student involvement, dedication, counseling ability and all other relevant information required for making a proper assessment of the student's professional progress and competencies. Students will also complete a written evaluation of the practicum facility and supervision.

12. Professional liability insurance is purchased by the university and is automatically billed to students when they register for practicum. The Insurance Company will notify the appropriate practicum sites that TWU students have insurance coverage.

### **Policy Statement Regarding Unsupervised Independent Practice by Students in the Department of Psychology**

Once students enter the graduate programs in Counseling Psychology, they come under the jurisdiction of professional rules and regulations. Hence, even activities they may have once enjoyed on a volunteer basis may no longer be appropriate or legal to engage in independently.

The Texas licensing law for Psychologists restricts the practice of psychology to those who are licensed to perform psychological services and to students in psychology as part of their academic program. Likewise, the Texas licensing law for Professional Counselors restricts the practice of counseling to those who are licensed to perform counseling services and to students in counseling as part of their academic program. Both laws further specify that the student (or intern or trainee) can only engage in such services if “the activity or service is part of the person’s supervised course of study.”

*Hence, if students in either the Masters or Doctoral programs in Counseling Psychology engage in any activity, paid or voluntary, that may be construed as counseling or the practice of psychology that is not part of their regular training, they MUST be registered for PSY 6991 – Supervised Field Work or be in violation of Texas State law. Violation of Texas law will result in dismissal from graduate school.*

### **Supervised Field Work (PSY 6991) Registration Policy**

In general, registration for the provision of psychotherapy and/or counseling services will be with the Practicum Coordinator. If a student is conducting psychological assessment as any part of the Supervised Field Work experience, the student will register with the faculty member responsible for oversight of the assessment course sequence.

A student who holds a professional license may practice within that license’s purview without this registration. If a student is unclear about whether volunteer or paid activity falls under the practice of psychology or counseling, the student may contact the program training director for clarification.

No unlicensed student may engage in any activity that would be construed as the practice of psychology or counseling, including volunteer activity, prior to completion of two semesters of Supervised Practicum (PSY 5923/6923). Following two semesters of successfully completed Supervised Practicum, students may continue to see clients under the Supervised Field Work (PSY 6991) policy only at the Practicum site at which they were most recently enrolled.

Following the completion of all four semesters of Supervised Practicum, students may engage in paid or voluntary activity that could be construed as the practice of psychology or counseling at locations other than their practicum sites only if registered for Supervised Field Work (PSY 6991).

Unlicensed students engaged in other forms of volunteer activity as private citizens should not represent themselves in those capacities as TWU Counseling Psychology students, or in any other way imply that they have competence or expertise consistent with the practice of counseling or psychotherapy.

See the Practicum Handbook for further detailed information regarding Supervised Field Work.

## Legal Definitions

### *Practice of Psychology*

- (a) “*Psychological services*” means acts or behaviors that are included within the purview of the practice of psychology.
- (b) A person is engaged in the practice of psychology within the meaning of this chapter if the person:
  - (1) represents the person to the public by a title or description of services that includes the word “psychological,” “psychologist,” or “psychology.”
  - (2) provides or offers to provide psychological services to individuals, groups, organizations or to the public;
  - (3) is a psychologist or psychological associate employed as described by Section 501.004 (a)(1) who offers or provides psychological services, other than lecture services, to the public for consideration separate from the salary that person receives for performing the person’s regular duties; or
  - (4) is employed as a psychologist or psychological associate by an organization that sells psychological services, other than lecture services, to the public for consideration.
- (c) The practice of psychology:
  - (1) includes providing or offering to provide services to an individual or group, including providing computerized procedures, that include the application of established principles, methods and procedures or describing, explaining, and ameliorating behavior;
  - (2) addresses normal behavior and involves evaluating, preventing, and remediating psychological, emotional, mental, interpersonal, learning, and behavioral disorders of individuals or groups, as well as the psychological disorders that accompany medical problems, organizational structures, stress, and health;
  - (3) includes:
    - (A) using projective techniques, neuropsychological testing, counseling, career counseling, psychotherapy, hypnosis for health purposes, hypnotherapy, and biofeedback; and

(B) evaluating and treating mental or emotional disorders and disabilities by psychological techniques and procedures; and

(4) is based on:

(A) a systematic body of knowledge and principles acquired in an organized program of graduate study; and

(B) the standards of ethics established by the profession.

[Acts 1999, 76<sup>th</sup> Leg., ch. 388, § 1, eff. Sept. 1, 1999.]

[From: Texas Occupations Code, 501. Psychologists.]

*Practice of Professional Counseling*

(a) "Practice of professional counseling" means the application of mental health, psychotherapeutic, and human development principles to:

(1) facilitate human development and adjustment throughout life;

(2) prevent, assess, evaluate, and treat mental, emotional, or behavioral disorders and associated distresses that interfere with mental health;

(3) conduct assessments and evaluations to establish treatment goals and objectives; and

(4) plan, implement, and evaluate treatment plans using counseling treatment interventions that include:

(A) counseling;

(B) assessment;

(C) consulting; and

(D) referral.

(b) In this section:

(1) "*Assessment*" means the selection, administration, scoring, and interpretation of an instrument designed to assess an individual's aptitudes, attitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional and behavioral disorders, and the use of methods and techniques for understanding human behavior that may include the evaluation, assessment, and treatment by counseling methods, techniques, and procedures for mental and emotional disorders, alcoholism and abuse, and conduct disorders. The term does not include the use of standardized projective techniques or permit the diagnosis of a physical condition or disorder.

(2) "*Consulting*" means applying scientific principles and procedures in counseling and human development to assist in understanding and solving current or potential problems that the person seeking consultation may have with regard to another person, including an individual, group, or organization.

(3) "*Counseling*" means assisting a client through a therapeutic relationship, using a combination of mental health and human development principles, methods, and techniques, including the use of psychotherapy, to achieve the mental, emotional, physical, social, moral, educational, spiritual, or career-related development and adjustment of the client throughout the client's life.

(4) “*Counseling treatment intervention*” means the application of cognitive, affective, behavioral, psychodynamic, and systemic counseling strategies, including strategies for developmental, wellness, and psychological dysfunction that reflect a pluralistic society. The term does not permit or include the diagnosis or treatment of a physical condition or disorder. The term includes:

- (A) An intervention specifically implemented in the context of a professional counseling relationship;
- (B) individual group, or family counseling or psychotherapy;
- (C) the assessment, evaluation, and treatment of a person with a mental, emotional, or behavioral disorder;
- (D) guidance and consulting to facilitate normal growth and development, including educational and career development;
- (E) the use of functional assessment and counseling for a person requesting assistance in adjustment to a disability or handicapping condition;
- (F) research; and
- (G) referrals.

(5) “*Referral*” means:

- (A) evaluating and identifying the needs of a person being counseled to determine the advisability of referral to another specialist;
- (B) informing the person of that judgment; and
- (C) communicating to the person to whom the referral is made as requested by the person being counseled or as appropriate.

(c) The use of specific methods, techniques, or modalities within the practice of professional counseling is limited to professional counselors appropriately trained in the use of those methods, techniques, or modalities.

[Acts 1999, 76<sup>th</sup> Leg., ch. 388, § 1, eff. Sept. 1, 1999.]

[From: Texas Occupations Code, 503. Licensed Professional Counselors.]

## Clinical Jury

The clinical jury is an integrated paper and psychotherapy demonstration in which each student prepares a paper synthesizing her/his theoretical orientation, professional identity, assessment, and a recorded case presentation of her/his clinical work.

Students may take clinical jury after the completion of Phase I comps, the completion of all required practica or during the last required practicum placement. Also, to be eligible to sit for clinical jury, student must have completed all courses within the assessment sequence or be currently enrolled in the last course in the sequence (PSY 6553 Rorschach Administration and Interpretation.) The clinical jury must be completed within one year of the completion of the last required practicum and before internship application. If students do not meet the one-year post-practicum clinical jury deadline, they will not be allowed to enroll in courses and progress in the program will be stopped. The student must meet with the program committee to develop a remediation plan or be automatically dismissed.

Beginning with the Summer, 2011 administration and for each subsequent semester, students must turn in a completed hard copy of their Clinical Jury paper along with their letter of intent to the Clinical Jury Coordinator on or before the deadline for submitting the letter of intent (May 15 for Summer, August 15 for Fall, January 15 for Spring). Additional hard copies and evaluation forms are due to your committee members by noon one week prior to the oral component of the jury. Place a copy of your paper and the Clinical Jury Evaluation form in sealed envelopes in the mailboxes of the faculty members serving as your jury members. No changes may be made to the Clinical Jury paper once it has been submitted to the Clinical Jury Coordinator between the due date (May, August, or January 15) and the student's assigned jury presentation date and time.

Beginning with the Summer, 2011 administration and for each subsequent semester, the Counseling Psychology Core Faculty reserve the right to cancel the Clinical Jury presentation in the event that one or more of the committee members determine that the paper fails to meet minimum standards. In this case, both the paper and the oral exam will receive failing grades and the student will need to reapply to sit for their Clinical Jury in a subsequent semester.

#### A. General Guidelines for Clinical Jury

1. The work sample should be a well organized, cohesive, and professionally suitable paper. It must conform to APA (6<sup>th</sup> ed.) guidelines.
2. Submit the work sample typewritten, double-spaced, and not more than 30 numbered pages in length. Any tests and protocols used as the basis for your intervention shall be presented as appendices. Cover sheet, a table of contents, references, and appendices are not counted as part of the 30 page limitation.
3. Use only *original* resources and avoid the use of secondary citations/resources.
4. Be certain to include how multiculturalism / diversity influenced your conceptualization and interventions.
5. Address how your theoretical orientation is consistent with a counseling psychology identity, as this will be the ethical foundation for your professional practice.
6. Note that you will be selecting relevant information to write a focused sample of your work.

#### B. Maintaining confidentiality

1. Use a pseudonym, change the age somewhat or be general about the age (e.g., traditional age college student, 30ish, mid-40s), be general rather than specific about where the client is from (e.g., a metropolitan area in the same state as the agency; a small town near the agency), and do not name the agency where you saw the client.
2. Rather than giving precise dates, say something like: I saw the client during my second semester practicum for 10 sessions; or I saw the client during my first and second semester practicum for 20 sessions.

#### C. Specific Instructions and Sections

*Instructions*

1. Choose relevant information in writing your conceptualization, which links theory with the meaning of client's material. Notice that you do not need to repeat the intake report.
2. Most times, when you talk about client behavior, you will be providing examples of what you mean by your statements about interventions, your decisions, and how both relate to your theoretical approach. These examples will be from sessions or termination rather than from intake.
3. If the client was taking medication, simply include that information; you do not need to specify the drugs, unless they are somehow relevant to your focus.
4. Copy and attach assessment results if available. In your text, choose the relevant aspect of the assessment, that is, what was your analysis and how did you use it in conceptualizing and intervening with the client. Examples will illustrate your meaning.
5. The clinical jury is scheduled for 2 hours; 90 minutes are devoted to the student presentation and 30 minutes to the faculty's evaluation. Students are encouraged to prepare by timing their presentations. They should keep in mind that faculty members have read the paper and should highlight key points from each of the sections.
6. Segments of video/DVD or series of such recording must be presented to illustrate the application of your theory and your therapy skills with the client(s) in your case conceptualization. Approximately 30 minutes of tape should be prepared, covering more than one session of therapy. Please prepare transcripts of the sections of tape that you will be showing. Transcripts may be brought to the jury itself and do not need to be provided in advance.

*Required Sections*

1. Your personal worldview and values and how each fits with Counseling Psychology (i.e., vocational psychology, feminist perspective, systemic focus, attention to sexuality, and multiculturalism), along with client information (i.e., presenting concern, demographics, relevant history) and treatment conceptualization. The conceptualization should be directly tied to your theoretical orientation; in other words, explain how your theory informs your understanding of your client.
2. The theoretical orientation upon which you base your work, reasons for holding this orientation, and identify the strengths and weaknesses of your model.
3. The methods by which you assess client's needs including the particular effectiveness or limitations of your methods. Relate your methods to your theoretical perspective. If you have it, incorporate assessment data. Items such as a genogram or results of objective and/or projective testing can also be utilized.
4. The significant interventions (i.e., vocational, systemic) you make with the particular client, significant decisions that you made during the course of contact with the client which particularly altered or advanced the course of your work, the theoretical and/or practical reasons which led you to make these interventions and decision.

5. Discuss your experience of the case. Include various interventions implemented, methods of termination examined, referral resources considered, additional interventions needed.
6. Include relevant original research and theoretical literature that supports your treatment decisions for this client and supports the appropriateness of the methods employed.
7. Identify ethical issues raised by this case.
8. Explain your analysis of the effectiveness and/or appropriateness of services, procedures, or approaches involved in the case study.
9. Discuss your experience with feminism and multiculturalism / multicultural issues (i.e., differences between the therapist and client) while working with this case. Explore relevant guidelines for practice, current research, and theory.
10. Reflect on the role of supervision during your training and how it pertained to this case.

#### *Some Final Notes*

1. At the conclusion of your clinical jury presentation, the faculty meets independently to evaluate the paper and presentation. At the conclusion of the faculty meeting, students receive the results of their clinical jury, including feedback on each component as well as any information about corrections and/or remediation.
2. Signed, hard copies of Letters of Intent to Take Clinical Jury must be submitted to the Counseling Psychology Phase II Comprehensive Exams Coordinator by noon on:
  - a. AUGUST 15 for a FALL JURY
  - b. JANUARY 15 for a SPRING JURY
  - c. MAY 15 for a SUMMER JURY.

*Given faculty schedules, we are unable to honor specific requests for dates or particular times during the semester for juries.*
3. It is recommended that the clinical jury be taken the spring semester prior to internship applications. If the student opts for a fall jury during the semester of internship applications, it will be scheduled between the first day of the semester and October 15th. You may not withdraw from clinical jury after these deadlines except for reasons of documented illness, injury, or other emergency. Not taking clinical jury (without an excused reason) will result in failure of that jury.
4. At least a quorum of the core faculty in counseling psychology will be present for your jury. If all or part of a jury is failed, a remediation plan will be developed. If the remediation is failed, a second remediation will be determined. If the jury is not passed on the second remediation, the student shall be dismissed from the program.
5. Helpful Hints and Words of Advice:
  - We strongly advise that you use the Clinical Jury Evaluation Form (available in the Doctoral Student Handbook) as a checklist to ensure you have addressed each component on which you will be evaluated.

- Be sure to conduct a reference check, ensuring that each reference in-text appears in your References section at the end of the paper and that all references in your References section appear in-text.
- When selecting references for your paper, please be sure to include readings from your previous courses.

6. Finally, the form for the Evaluation of Clinical Jury is available in Appendix G.

Adapted from Purdue University's Work Sample requirements.

Purdue University Counseling Psychology Program (2009). *Work Sample*. Retrieved January 5, 2009, from Purdue University, Counseling Psychology Program Student Handbook Web site <http://www.edst.purdue.edu/CD/Psychology/CounPsyHandbook/PracticeWorkSample.html>

## Dissertation

### *General Overview*

All doctoral candidates must write a dissertation based upon research that makes an original contribution to the literature and research of the student's discipline. Quantitative experimental and correlational designs, qualitative designs, theoretical work, and use of archival data are all acceptable contingent upon Core Faculty approval. Students may not use archival data for both their thesis or thesis equivalent and dissertation. For the use of archival data to be approved, it is expected, except under exceptional circumstances, that the student will have some involvement in the data collection. It is expected that topics will be self-generated by students and that they will be self-motivated in working on their dissertation project. Students considering a collaborative dissertation project must meet with the entire Core Faculty to present their ideas. This will be considered a special request. In general, collaboration on design and data collection would be considered acceptable, but collaboration on research questions, analyses, and write-up would not be. Students must also have separate dissertation committees, proposal defenses, and final oral defenses. In the final form, the dissertation must be approved by the student's committee, the Chair of the Department of Psychology and Philosophy, and Dean of the Graduate School.

Students may not enroll for dissertation credit until all comprehensive exams are successfully completed and no more than 12 hours of required coursework remain to be completed. Students may, however, enroll for one semester of dissertation before this deadline if their project warrants an early start.

### *Selection of the Committee*

A graduate student's responsibility includes recommending the membership of the committee. Before first registration for dissertation, the student must choose a Director/Chair of her/his paper and gain permission of each faculty member who will serve on the dissertation committee.

At least four members are required for a dissertation. The committee consists of four voting members usually representing at least two disciplines with a minimum of two members of the committee representing the student's major discipline (in this case, at least two members must

be Counseling Psychology Core Faculty). Some faculty members require a statistics expert to be placed on the committee for quantitative research. If the student has an outside minor (not in special populations), one member of the committee may be a faculty member from the minor area. Counseling psychology adjunct faculty and clinical faculty may also serve on dissertation committees, as may appropriate outside professionals, if approved.

The Director/Chair of the dissertation committee will be a member of the Counseling Psychology Core Faculty because the dissertation Chair is viewed as the final mentor who is expected to model the integration of research and practice in Counseling Psychology. In the unusual case in which the student's research interests most closely parallel those of a departmental faculty member not on the Counseling Psychology Core Faculty, that outside faculty member may be chosen as the dissertation Chair. The dissertation also may be Co-Chaired by a Core Faculty member and a non-Core Faculty member. The student will then alternate dissertation registrations between the Co-Chairs. To finalize the choice of the dissertation Director/Chair(s) outside the Core Faculty, the student will meet with the Counseling Psychology Core Faculty to discuss her/his choice and rationale. Final approval of the dissertation Chair/Director rests with the Counseling Psychology Core Faculty.

The practice of representation by more than one component may be waived by the Dean of the Graduate School when unusual circumstances justify a waiver and the dean of the appropriate college requests it.

Only an officially-registered student may hold conferences with faculty concerning the preparation of a dissertation. This rule applies both to the student in actual residence and to the student not in residence who is receiving consultation through conferences or correspondence. This rule does not apply to preliminary conferences held before the dissertation subject has been selected. Registration for dissertation in one term is good for that term only and does not extend to the next term. From the second registration for dissertation credit, the student must be continuously enrolled (fall and spring) in three hours of dissertation credit until the dissertation is completed.

#### *Changes in Committee Appointment*

If necessary, changes in committee membership can be made. A request for a change in committee membership can be made by the student or the faculty on the committee. The request is submitted to the committee Chair and the change would be reflected on the proposal page if the change was made prior to the proposal or on the dissertation at the defense.

### *PROCEDURES AND OUTLINE FOR DISSERTATIONS AND THESES*

#### 1. Selection of a topic, a Chair, and a committee

A. The first step is to decide on a topic area. While you are not required to have the details finalized, a good working idea of a research question is essential.

B. Your Chair is the person with whom you will be working most closely. The Chair will guide your research efforts. In considering your choice of a Chair, examine the following: (1) Of primary importance, is the faculty member someone with whom you feel comfortable? (2) Is the faculty member someone who has expertise in your area of interest? (3) Is the faculty member available to chair your work? You will need to approach the faculty member who you wish to be your Chair and make a request to work

with that person. Since Counseling Psychology faculty members are limited in the number of students s/he can chair, this factor may be a consideration. Your Chair will work with you to develop and to refine your research ideas and will read and edit numerous drafts of your work. Your committee members are responsible to review your work at only two points in time: at your proposal defense and the final defense.

## 2. Typical sequence for dissertation and thesis work

A. You will work in collaboration with your Chair until your proposal is ready. The proposal consists of Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology) of the dissertation/thesis (see section 3 below). Students will need to obtain a copy of the Graduate School guidelines for preparation of dissertation/thesis from the webpage maintained by the TWU Graduate School. References and text citations will need to be in APA style.

B. When you and your Chair determine that you are ready, you will schedule a PROPOSAL DEFENSE with the entire committee. You are expected to be at your proposal meeting in person.

1. Defenses are scheduled for one hour.
2. All committee members must have a hard copy of your manuscript 14 days prior to the scheduled meeting, unless an electronic copy is requested by a committee member. If committee members do not have your manuscript 14 days before the scheduled defense, the meeting will be canceled.
3. You will need to prepare a 10 minute presentation of your proposed research. Be sure to time your presentation in advance. Distribution of a brief handout with an outline of your presentation is appreciated by committee members. The remaining 50 minutes of the meeting are devoted to questions from the committee members.
4. *Be sure to have the appropriate paperwork with you. A Prospectus Cover Sheet is required for the proposal defense and can be completed on-line on TWU's website, under Graduate School, Forms. Please complete the relevant portions of this document on-line, print the form, and bring it with you to your meeting. The link is: <http://www.twu.edu/gradschool/forms.asp>*

C. Following a successful proposal defense, you will submit an Institutional Review Board (IRB) application. This process is also done under the direction of your Chair, and is usually ready for submission at the same time as your proposal.

D. Once you have received approval from your committee, the Institutional Review Board (IRB), and the Graduate School, you may begin to collect data. You may not collect data until this point.

E. Collect, analyze, and write up your data in Chapters 4 (Results) and 5 (Discussion; see Step 3 below).

F. When you and your Chair determine that you are ready, schedule a FINAL DEFENSE with the entire committee. You are expected to be at your final defense in person.

1. Defenses are scheduled for 90 minutes.
2. All committee members must have a hard copy of your manuscript 14 days prior to the scheduled meeting, unless an electronic copy is requested by a committee member. If committee members do not have your manuscript 14 days before the scheduled defense, the meeting will be canceled.
3. You will need to prepare a presentation of your completed research. Time goes by quickly; please time your presentation in advance. Distribution of a brief handout with an outline of your presentation is appreciated by committee members. All final defenses for dissertations and theses will include a discussion of the findings of the student research. These discussions will involve a dialogue between faculty members and the student, which will focus on the meaningful implications, philosophical perspectives, and/or substantive contributions of the research. These discussions will fill approximately half of the scheduled time for the defense. The second portion of the defense will emphasize needed changes in Chapters 4 (Results) and 5 (Discussion). In a final defense, changes to Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology) will be limited to updates of the literature review on topics already covered and approved in the proposal defense, methodological changes that resulted while conducting the study, and required changes from the proposal defense that were not adequately made.
4. *Be sure to have the appropriate paperwork with you.* This includes the needed number of *signature pages* on bond paper and the *Certification of Final Exam*. Instructions for signature pages are in TWU's Guide for Preparation and Processing of Dissertations, Theses, and Professional Papers. Both documents can be found on TWU's website, under Graduate School, Forms. Please complete the relevant portions of these documents on-line, print the forms, and bring them with you to the defense:  
<http://www.twu.edu/gradschool/forms.asp>

G. Following a successful final defense, you will make any changes required by your committee. You will need to get final approval on these changes from your Chair. At this point, you will need to be sure that the document is the final for required by the Graduate School.

H. Students are encouraged to submit dissertation results for publication, if appropriate. It is expected that you prepare your research for publication and/or presentation in collaboration with your Chair. Your name will appear first on any publication/presentation generated from your research. As is standard in the field, your Chair's name will appear second on any publication/presentation generated from your research.

### 3. Outline of a dissertation or thesis

A. Chapter 1/Introduction: This chapter consists of an 8-12 (approximately) page overview of the proposed study. This chapter is where you make an argument explaining the need and purpose of your study. You may include definitions of terms, if appropriate.

B. Chapter 2/Literature Review: This chapter is a thorough, detailed, and comprehensive review of all relevant literature. This chapter is typically divided in numerous sections, as appropriate to the topic of inquiry, and concludes with a rational/purpose of your study and the hypothesis/research questions.

C. Chapter 3/Methodology: In this chapter, the methodological elements are described in the following order: Participants, Instrumentation, Procedure, and Statistical Analyses. These categories may be modified for qualitative work, mixed quantitative/qualitative studies, or for other idiosyncratic design considerations.

D. Chapter 4/Results: This chapter consists of descriptive/qualitative and/or statistical analyses of your data. First, a description of your sample, return rates, procedural problems, and tests of your assumptions for statistical analyses are presented. Second, analyses of your major hypotheses/research questions are presented. Third, exploratory analyses are presented. Results must be presented in an objective manner, without any interpretative comments. Alternative presentations are acceptable for qualitative projects.

E. Chapter 5/Discussion: This chapter answers the following questions: What do my results mean? Why are my results important? A careful integration of your findings with your literature is expected, as well as thoughtful discourse on alternative interpretations and possible limitations. A typical outline of a Discussion chapter would include: (1) A summary of substantive findings, (2) An integration of these findings with the existing research, (3) Implications for theory, (4) Implications for research, (5) Implications for practice, (6) Limitations, (7) Conclusions.

### 4. Additional Considerations

Students may not propose and defend in the same semester.

A. Some faculty members require that students have a statistics expert on their committee. Check with your Chair. This practice is generally recommended, even if it is not required. Similar considerations apply for qualitative studies. You are required to enroll in 1-credit of Independent Study for semesters in which you are conducting analysis with your statistics/qualitative consultant (PSY 6911).

B. Students will need to anticipate and to plan for turn around time on drafts of a minimum of 10-14 days.

C. The final draft of the document must be completed at least one month prior to the Graduate School deadline for graduation.

D. Students may not schedule their defense until the final draft of the document is approved by their Chair.

E. Some faculty members require that their students submit their work for publication or presentation as a component of completing the thesis/professional paper. Check with your Chair.

### *Filing Prospectus*

Following the oral defense of the proposal and obtaining the required signatures, the student should file a prospectus with the Dean of the Graduate School. The prospectus must be no longer than 10 pages, and should include the following:

- tentative title
- purpose and rationale for the study
- statement of the dissertation problem
- proposed procedures, and any other information deemed necessary by the committee

Information concerning appropriate prospectus and dissertation manuscript style is found by consulting the *APA Publication Manual* and the *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* which is published by the Graduate School and accessible at [www.twu.edu/o-grad/](http://www.twu.edu/o-grad/). Any conflicts in the recommended style should be discussed with the Graduate School, although generally the TWU guidelines supercede APA style. Ultimately, the Graduate School accepts or rejects the prepared manuscript.

### *Institutional Review Board (IRB)*

1. If human participants are used in your research, approval must be obtained from the IRB. You are required to submit the required number of the standard forms in accordance with IRB schedules. The IRB will send a notice of approval to the Graduate Office and your major professor. Your major professor will be notified if more information is needed before approval can be given. *Your proposal will not be accepted in the graduate office until this approval is received.*
2. When the proposal has been accepted by all your committee members and their signatures have been obtained, a summary of the proposal is sent to the Office of the Dean of the Graduate School.
3. Once the proposal and IRB approval are filed in the Graduate Office, work on the research may proceed.
4. All IRB information and forms can be found at their website:  
<http://www.twu.edu/research/irb.asp>

### *Securing Credit and Fee Reduction*

To secure credit for work done on the dissertation, the student must register for this work. Typically, resident students registered for dissertation credit only, in those instances where such

credit is the final credit hour requirement for the degree program, shall pay a sum proportionately less than the standard tuition rate. In terms of course load, when dissertation work is done during summer school, dissertation registration must span the entire 10 weeks of the summer semester.

### *Final Copies*

Three copies and the original of the approved dissertation, together with two copies of the abstract, must be delivered to the Graduate Office no later than the filing date listed in the University Calendar at the front of the catalog. Bound at the expense of the student, two copies are placed in the University Library, one in the department, and the fourth is a personal copy for the student.

All dissertations are microfilmed by University Microfilms and included in Dissertation Abstracts International. The student pays for this microfilming at the time of filing the dissertation and abstract in the Graduate School. Copyrighting, which remains optional, may be secured through University Microfilms for an additional fee. Details concerning the abstracts, microfilming, copyrighting, and their fees are available in the Graduate Office.

## **INTERNSHIP**

Preparation for internship placement should begin at least a year before the actual placement commences. *The deadline to inform the internship coordinator of intent to apply is noon on September 15.* Students are advised to consult the APPIC (Association of Psychology Postdoctoral and Internship Centers) directory on-line, the departmental internship coordinator, and other faculty members to plan their application strategy. The Internship Coordinator will conduct a series of group meetings and individual consultations in order to assist in internship preparation. To apply for internship, students must have

- Passed all Comprehensive Exams, including Clinical Jury by October 15.
- Completed all required coursework by December of the year of application (excluding Dissertation)
- Defended the Dissertation Proposal by November 1 (starting with entering class of 2008).

Failure to meet any of the above requirements will result in withdrawal from the Match process.

Please carefully note APPIC deadlines for applications and computer matching and any other acceptance policies. When students are not placed in Phase I of the Match, the APPIC and ACCTA Clearinghouses collect and distribute lists of remaining available internship sites to prospective, unmatched interns, who may then apply in Phase II of the Match. The entire Internship match process, including site descriptions, the application, letters of reference, transcripts, Director of Training verification, and site selection is now exclusively on-line. Complete information is available at: [www.appic.org](http://www.appic.org)

Students are expected to apply to APA-Accredited internship sites. Only with Director of Training approval, students may apply to selected APPIC membership sites.

Students are expected to give faculty members a minimum of two weeks notice if requesting reference letters to support internship applications.

A final note to the student: The choice of an internship setting is important. The consequences of that choice can affect professional and personal development for a lifetime; therefore, it is important that the choice be purposeful, deliberate, and that it be made only after the student has become thoroughly familiar with the regulations and guidelines.

Students are expected to be willing to leave the geographic area and to use APPIC for acquiring internship placement.

*Reminder:* During internship placement, the student will register for three consecutive semesters (one calendar year) of academic credit in PSY 6933 Internship in Psychology with the Internship Coordinator/Training Director.

## **GRADUATION**

Secure a copy of the *graduation deadlines* for the semester in which you intend to graduate and complete a graduation application. Information on deadlines and applications are available in the schedule of classes and on-line through the Office of the Registrar (Applications are completed through Pioneer Portal).

May and August applications become active online the first weekday of November.

December applications become active online the first weekday of April.

Applications must be received by the official Census Day of the semester that you plan to graduate. For August graduates this occurs the first week of June.

A candidate for graduation must pay fees for the diploma, academic regalia, and, if necessary, mailing of the diploma. The University will make every effort to keep these fees at a minimum, but they may vary from time to time. To replace a previously-issued diploma, a charge must be paid. Information may be obtained from the Office of Enrollment Management. Deadlines for graduation application are posted every semester.

General Graduation information is at: <http://www.twu.edu/registrar/graduation.htm>

Information and forms specific to Graduate Students are obtained at: <http://www.twu.edu/o%2Dgrad/forms.htm>

## **PROFESSIONAL REGULATORY INFORMATION AND RESOURCES**

### *TEXAS STATE BOARD OF EXAMINERS OF PSYCHOLOGISTS (TSBEP)*

Students obtaining a Ph.D. in the Department of Psychology at TWU are eligible for certification and licensure by TSBEP as Psychologists. The TSBEP website should be accessed regularly, as information printed here in the handbook may become out of date; the website is updated weekly.

<http://www.tsbep.state.tx.us/>

The general overview of requirements is as follows:

*The Texas State Board of Examiners of Psychologists* issues four types of licenses each of which has different requirements as set by the Act and rules. (Note: refer to the Psychologists' Licensing Act and rules for complete requirements for licensing.)

*A. Licensed Psychologist (Independent Practice)*

Requires prior licensure as a Provisionally Licensed Psychologist (see below)  
 Requires a doctorate degree in psychology  
 Requires the passage of the Oral Examination  
 Requires two years of supervised experience  
 Board rule 463.11 and 463.13

*B. Provisionally Licensed Psychologist (Supervision Required)*

Requires a doctoral degree in psychology  
 Requires passage of the Examination for Professional Practice in Psychology at the doctoral level at 70%  
 Requires passage of the Jurisprudence Examination at 90%  
 Board rule 463.10.

*C. Licensed Psychological Associate (Supervision Required)*

Requires a master's degree primarily psychological in nature  
 Requires passage of the Examination for Professional Practice in Psychology at the master's level at 55%  
 Requires passage of the Jurisprudence Examination at 80%  
 Board rule 463.8.

Full access to the licensing statutes and requirements are in the State of Texas Occupations Code under "Psychologists" (Chapter 501) at:

<http://www.statutes.legis.state.tx.us/Docs/OC/htm/OC.501.htm>

In this code, *Sections 501.251 - 501.259* contain specific information regarding License Required, Psychologist License Application, Provisional License, Provisional License Application, Provisional License Examination Qualifications, Examinations, Reexamination, and Notification of Examination Results.

*The Texas Administrative Code* contains additional information relevant to licensure and TSBEP:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac\\_view=3&ti=22&pt=21](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=3&ti=22&pt=21)

Click on *Chapter 463* for rules and details regarding academic and internship requirements for Psychologists, Provisional Psychologists, and Psychological Associates, as well as for the Specialty Certification as a Health Service Provider.

*NATIONAL REGISTER OF HEALTH SERVICE PROVIDERS in PSYCHOLOGY*

The Texas Woman's University doctoral program in Counseling Psychology is on the National Register of Health Service Providers in Psychology's list of designated psychology programs. Students graduating from this program are thereby eligible for Health Service Provider Status assuming their internship placement is carefully chosen. Health Service Provider Status can be a critical element in a number of your professional functions, including licensure mobility, credentials banking for health care organization or licensure board access and verification, maximizing referrals, and continuing education. Detailed information about the Register and relevant requirements can be found on their website at:

<http://www.nationalregister.org/>

#### *ASSOCIATION OF STATE AND PROVINCIAL PSYCHOLOGY BOARDS (ASPPB)*

The Association of State and Provincial Psychology Boards (ASPPB) is the alliance of state, provincial, and territorial agencies responsible for the licensure and certification of psychologists throughout the United States and Canada. ASPPB was formed in 1961 to serve psychology boards in the two countries. Much of the impetus for its founding related to mobility for practitioners. By consensus, the first step was to create and maintain a standardized written Examination for Professional Practice in Psychology (EPPP). ASPPB has done so since 1965.

Today, in addition to creating the EPPP, ASPPB coordinates cooperative efforts of boards, facilitates communication among boards, maintains a Disciplinary Data Bank, issues a Certificate of Professional Qualification in Psychology (CPQ), advocates for the advancement of mobility by encouraging board acceptance of the CPQ and the ASPPB Agreement of Reciprocity (AOR), maintains a Credentials Verification Program (CVP), and provides a Score Transfer Service. ASPPB acts as a voice for those responsible for the regulation of the practice of psychology. ASPPB has drafted a Model Act, Model Regulations, a Code of Conduct, and guidelines for the use and/or adoption by state and provincial psychology boards.

ASPPB also generates a number of publications to aid psychology students in preparing for licensure, as well as publications for practitioners. Several of ASPPB's publications have proven to be of great interest to individuals preparing to practice psychology, to licensed psychologists, and to academic and private institutions. One of ASPPB's most popular publications is Psychology Licensing Exam Scores by Doctoral Program (*includes pass rate data*).

<http://www.asppb.org/>

#### *AMERICAN BOARD of PROFESSIONAL PSYCHOLOGY (ABPP)*

After completing the doctoral degree in psychology, and following at least two years of licensed professional experience, TWU graduates may apply for the ABPP diploma in the area of Counseling Psychology. The ABPP diploma is generally seen as one of the most prestigious practice credentials available. As the Board states:

"Board certification by the American Board of Professional Psychology (ABPP) provides peer and public recognition of demonstrated competence in an approved specialty area in professional psychology. In addition, ABPP board certification provides the professional with increased opportunities for career growth, including employability, mobility, and financial compensation."

The ABPP website can be accessed at: <http://www.abpp.org/>

## PROFESSIONAL ORGANIZATIONS

REMINDER: *You are required to maintain professional organization membership throughout your program.*

### AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

American Psychological Association for Graduate Students

American Psychological Association

ATTN: Membership Records

750 First Street, NE

Washington, D.C. 20002-4242

[www.apa.org](http://www.apa.org)

APA Divisions usually have a link to their Student groups and organizations. Below are some of the divisions that may be of particular interest to students in our program, but many other special interests are represented within the APA Division structure. For a full list of divisions, go to: <http://www.apa.org/about/division/index.aspx>

Division 17 - Counseling Psychology

[www.div17.org](http://www.div17.org)

Division 29 – Psychotherapy

<http://www.divisionofpsychotherapy.org/>

Division 35 - Psychology of Women

[www.apa.org/divisions/div35/](http://www.apa.org/divisions/div35/)

Division 43 - Family Psychology

<http://www.division43apa.org/>

Division 44 - GLB(T) Issues

[www.apadivision44.org](http://www.apadivision44.org)

Division 45 - Ethnic Minority Issues

[www.apa.org/divisions/div45/](http://www.apa.org/divisions/div45/)

Division 51 of APA - Men & Masculinity

[www.apa.org/divisions/div51/](http://www.apa.org/divisions/div51/)

Division 56 of APA – Trauma

<http://www.apatraumadivision.org/>

### ASSOCIATION FOR WOMEN IN PSYCHOLOGY

[www.awpsych.org](http://www.awpsych.org)

ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION

<https://aapaonline.org>

ASSOCIATION OF BLACK PSYCHOLOGISTS

[www.abpsi.org/index.php/home](http://www.abpsi.org/index.php/home)

NATIONAL LATINA/O PSYCHOLOGICAL ASSOCIATION

[www.nlpa.ws](http://www.nlpa.ws)

SOCIETY OF INDIAN PSYCHOLOGISTS

[www.aiansip.org](http://www.aiansip.org)

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY

Currently, the doctoral program in Counseling Psychology provides skills in working with families and prepares students for AAMFT affiliate or student membership. Additional information regarding qualifications for membership may be obtained at:

[www.aamft.org](http://www.aamft.org)

SOUTHWESTERN PSYCHOLOGICAL ASSOCIATION (SWPA)

SWPA is a regional psychological association whose member states include Arizona, Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, Tennessee and Texas.

<http://www.swpsych.org/>

TEXAS PSYCHOLOGICAL ASSOCIATION (TPA)

Texas Psychological Association

1005 Congress, Suite 410

Austin, Texas 78701

[www.texaspsyc.org](http://www.texaspsyc.org)

DALLAS PSYCHOLOGICAL ASSOCIATION (DPA)

Dallas Psychological Association

P. O. Box 190584

Dallas, TX 75219

[www.dallaspsychologists.org](http://www.dallaspsychologists.org)

FORT WORTH AREA PSYCHOLOGICAL ASSOCIATION (FWAPA)

Fort Worth Area Psychological Association

P. O. Box 9221

Fort Worth, TX 76147

[www.fwapa.org](http://www.fwapa.org)

## **APPENDICES**

**APPENDIX A**

**SAMPLE COMPETENCY-BASED REMEDIATION PLAN  
Initial Information**

Date of Remediation Plan Meeting: \_\_\_\_\_

Name of Trainee: \_\_\_\_\_

Persons Present at the Meeting: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date for Follow-up Meeting(s): \_\_\_\_\_

**Check all competency domains in which the trainee's performance does not meet the benchmark:**

- |  |   |
|--|---|
| <input type="checkbox"/> Professionalism<br>Assessment/Self-Care | <input type="checkbox"/> Reflective Practice/Self-        |
| <input type="checkbox"/> Scientific Knowledge-Methods            | <input type="checkbox"/> Relationships                    |
| <input type="checkbox"/> Individual-Cultural Diversity           | <input type="checkbox"/> Ethical-Legal Standards & Policy |
| <input type="checkbox"/> Advocacy                                | <input type="checkbox"/> Assessment                       |
| <input type="checkbox"/> Intervention                            | <input type="checkbox"/> Consultation                     |
| <input type="checkbox"/> Research/Evaluation                     | <input type="checkbox"/> Supervision                      |
| <input type="checkbox"/> Teaching                                | <input type="checkbox"/> Other _____                      |

1. Description of the problem(s) in each competency domain checked above
2. Date(s) the problem(s) were brought to the trainee's attention and by whom
3. Steps already taken by the trainee to rectify the problem(s) that were identified
4. Steps already taken by the supervisor(s)/faculty to address these problems

### **Remediation Plan**

1. Competency/Domain Essential Components
  
2. Problem Behaviors
  
3. Expectations for Acceptable Performance
  
4. Trainee's Responsibilities/Actions
  
5. Supervisors'/Faculty Responsibilities/Actions
  
6. Timeframe for Acceptable Performance
  
7. Assessment Methods
  
8. Dates of Evaluation
  
9. Consequences for Unsuccessful Remediation



**Summative Evaluation of Remediation Plan**

Follow-up Meeting(s):  
 Date(s):  
 In Attendance:

1. Outcomes Related to Expected Benchmarks (met, partially met, did not meet)
  
2. Next Steps (Remediation concluded, remediation continued, plan modified, next stage in due process procedures)
  
3. Next Evaluation Date (If needed)

Summative Evaluation Signatures

I, \_\_\_\_\_, have reviewed the above summative evaluation of my remediation plan with my primary supervisor/advisor and/or additional supervisors/faculty and/or the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above description (circle one). My comments, if any, are below. *NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for the disagreement are required.*

Trainee Name	Date	Program Director	Date
--------------	------	------------------	------

Trainee Comments (Feel free to use additional pages):

## APPENDIX B

### Doctoral Curriculum

#### CORE COURSES

- PSY 5304 - Advanced Psychological Statistics I
- PSY 5353 - Research Design
- PSY 6103 - Human Learning and Cognition
- PSY 6774 - Foundations of Social Psychology and Personality
- PSY 6133 - Advanced Behavioral Neuroscience
- PSY 6204 - Advanced Psychological Statistics II
- PSY 6633 - Philosophical and Historical Foundations of Psychology
- PSY 6833 - Ethics in Psychology (also pre-practicum course or concurrent with first practicum)
- PSY 6383 - Cross Cultural Psychology
- PSY 6613 - Advanced Developmental Psychology

#### PRE-PRACTICUM COURSES

- PSY 5554 - Theory and Practice of Counseling and Psychotherapy
- PSY 5674 - Theory and Practice of Family Psychology
- PSY 5513 - Advanced Psychopathology

#### GENERAL CURRICULUM IN SPECIALTY

- PSY 5313 - Psychological Tests and Measurements
- PSY 5423 - Cognitive Assessment (must be taken with PSY 6931)
- PSY 6931 - Pre-practicum in Applied Psychology (must be taken with PSY 5423)
- PSY 6443 - Personality Assessment for Adults
- PSY 6553 - Rorschach Administration and Interpretation
- PSY 5163 - Psychology of Women
- PSY 6923 - Supervised Practicum
- PSY 6923 - Supervised Practicum
- PSY 6923 - Supervised Practicum
- PSY 6923 - Supervised Practicum
- PSY 6583 - Neuropsychopharmacology
- PSY 6981 - College Teaching (1 credit hour)
- PSY 6961 - Research Team (1 credit hour)
- PSY 6961 - Research Team (1 credit hour)
- PSY 6853 - Supervision and Consultation in Psychology
- PSY 6613 - Advanced Developmental Psychology
- PSY 6803 - Seminar in Vocational Psychology
- PSY 6363 - Research in Counseling and Family Psychology
- PSY 6683 - Professional Issues in Psychology, Counseling Psychology, and Family Psychology
- PSY 6933 - Internship in Psychology
- PSY 6933 - Internship in Psychology
- PSY 6933 - Internship in Psychology

- PSY 6983 - Dissertation
- PSY 6983 - Dissertation
- PSY 6993 - Dissertation
- PSY 6993 - Dissertation

### **ELECTIVES (Choose 1)**

- PSY 5523 - Clinical Therapeutic Group Processes
- PSY 5693 - Psychology of Human Sexuality
- PSY 5663 - Theory & Practice of Couple Psychology
- PSY 6923 - Supervised Practicum
- PSY 6863 - Qualitative Research Methods & Program Evaluation
- PSY 6903 - Special Topics: Advanced Psychodiagnostic Assessment
- PSY 6903 - Special Topics: Relational-Gestalt Therapy

### **MINOR IN SPECIAL POPULATIONS**

- PSY 5163 - Psychology of Women\*
- PSY 6383 - Cross Cultural Psychology\*  
(\*NOTE: If different minor is negotiated, these two courses must still be taken.)
- PSY 6393 - Psychology of Violence, Trauma, and Abuse

### **Plus one other diversity-oriented class such as:**

- FS 5443 - Multicultural Counseling
- SOCI 5643 - Racial and Ethnic Group in the United States
- SOCI 5443 - Race, Ethnicity, and Family
- WS 5253 - Transgressive Identities: Queer Theories & Critical Race Theories
- NURS 6213 - Multicultural Women's Health Research
- NURS 6223 - Threats to Women's Health
- NURS 6903 - Feminist Perspectives on Women and Health Care
- GOV 5903 - Law, Gender & Sexuality

*Any course relating to such topics on gender, multiculturalism, violence, substance abuse, sexual orientation, gerontology, handicap/ablism, etc. may be used with permission of the Counseling Psychology Core Faculty.*

### **RESEARCH TOOLS**

- PSY 5304 - Advanced Psychological Statistics I\*\*
- PSY 5353 - Research Techniques\*\*
- PSY 6204 - Advanced Psychological Statistics II\*\*  
(\*NOTE: Already part of core courses.)
- PSY 6363 - Research in Counseling Psychology\*\*\*  
(\*\*\*NOTE: Already part of specialty courses.)

**APPENDIX C**  
**Standard Remediation for Grade of "C"**

Student Name: \_\_\_\_\_ Student ID \_\_\_\_\_ Date \_\_\_\_\_

The grade of "C" was earned in PSY \_\_\_\_\_  
 (give course number and title)

Semester in which the grade was earned: Spring Summer Fall Maymester Year: \_\_\_\_  
 (circle semester)

Student Program: M.A. \_\_\_\_\_ Ph.D. \_\_\_\_\_

This letter is to document that you have earned a grade of "C" in the graduate-level course indicated. The standard remediation for this grade is to re-take the course at the next available opportunity. You must earn a grade of "A" or "B" upon retaking the class. A second grade of "C" or lower in this class or any other class will result in dismissal from your program.

Core Faculty in Counseling Psychology

\_\_\_\_\_  
 Sally D. Stabb, Ph.D.  
 Professor & Director, Doctoral Program

\_\_\_\_\_  
 Jeff Harris, Ph.D.  
 Associate Professor

\_\_\_\_\_  
 Linda J. Rubin, Ph.D.  
 Professor

\_\_\_\_\_  
 Jenelle Fitch, Ph.D.  
 Assistant Professor

\_\_\_\_\_  
 Debra Mollen, Ph.D.  
 Associate Professor & Director  
 Master's Program

**APPENDIX D  
Annual Doctoral Student Evaluation**

**Directions:** In the space provided, fill in the date you have completed the requirements found on the left-hand side of the form. For academic coursework, list the grade you received in the course. Leave blank those items not yet completed. Requirements labeled with asterisks will be completed by the core faculty.

Name of Student:  
 Current Address:  
 Current Email Address:  
 TWU Student ID Number:  
 Date of Evaluation:  
 Start Date in Program:

<b><u>Programmatic Events Completed</u></b>	<b><u>Date</u></b>
■ Residency Requirement (2 long semesters, continually enrolled, 9 hours each or 1 long semester & 2 summer sessions)	_____
■ Change from Provisional to Non-Provisional Status (3.5 in first 21 hours)	_____
■ Degree Plan (by end of first year)	_____
■ Competency Benchmark	_____
■ Comprehensive Exam: Clinical Jury	_____
■ Professional Proficiency Requirement	_____
■ College Teaching/GA/GTA	_____
■ Research Team (2 semesters)	_____

***To be completed by faculty only***

- Advancement to Candidacy\*\* \_\_\_\_\_
- 60 hours of doctoral coursework\*\* \_\_\_\_\_

<b><u>Academic Coursework</u></b>	<b><u>Date Completed</u></b>	<b><u>Grade</u></b>
<i>Core Courses</i>		
5304: Advanced Psychological Statistics I	_____	_____
5353: Research Design	_____	_____
6103: Human Learning & Cognition	_____	_____
6774: Foundations of Social Psychology & Personality	_____	_____
6133: Advanced Behavioral Neuroscience	_____	_____
6204: Advanced Psychological Statistics II	_____	_____
6633: Philosophical & Historical Foundations of Psych	_____	_____
6833: Ethics in Psychology (also Pre-Prac)	_____	_____
6383: Cross Cultural Psychology (also Special pops)	_____	_____
6613: Advanced Developmental Psychology	_____	_____

**Academic Coursework (cont)**

**Date Completed**      **Grade**

*Pre-Practicum Courses*

5554: Theory & Practice of Counseling & Psychotherapy	_____	_____
5674: Theory & Practice of Family Psychology	_____	_____
5513: Advanced Psychopathology	_____	_____

*General Curriculum in Specialty*

5313: Tests and Measurement	_____	_____
5423: Intellectual Assessment	_____	_____
6443: Personality Assessment of Adults	_____	_____
6553: Rorschach Administration and Interpretation	_____	_____
5163: Psychology of Women (also Special pops)	_____	_____
6583: Introduction to Psychopharmacology	_____	_____
6853: Supervision & Consultation in Psychology	_____	_____
6803: Seminar in Vocational Psychology	_____	_____
6363: Research in Counseling & Family Psychology	_____	_____
6683: Professional Issues in Psychology, Counseling Psychology, & Family Psychology	_____	_____

*Special Populations Minor*

6393: Psychology of Violence, Trauma, and Abuse	_____	_____
<i>Elective:</i> _____	_____	_____

*General Electives (list 1 or 2, as appropriate for your entering class)*

_____	_____	_____
_____	_____	_____

**Practicum** (*list sites*)

**Date Completed**

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

**Thesis or Thesis Equivalent**

**Date Completed**

Name of Chair Selected	_____
Proposal Defense (Thesis only)	_____
IRB Approval	_____
Final Defense/Approval	_____

**Dissertation**

**Date Completed**

Proposal Defense	_____
IRB Approval	_____
Final Defense	_____

**Internship**

Applications  
 Name of internship placement  
 Internship finished

**Date Completed**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**APA Annual Report Data**

For the following items, please provide the name of the organization, citation, or course name, as appropriate. *In the last year*, have you been:

1. A member of professional organization?
2. An author or co-author of presentation/poster/workshop?
3. An author or co-author of manuscript submitted and/or accepted for publication? (Specify current status: under review, in press, or publication date)
4. Involved in grant-support research?

**Annual Student Update**

**Diversity** (*list activities completed last academic year*)

**Service** (*list activities completed last academic year*)

**Research** (*list activities completed last academic year*)

**Professional Goals for Upcoming Year** (*besides completing coursework*)

**\*Faculty Summary/ Foundational Competencies** (*to be completed by faculty*)

**Professionalism**

**Reflective Practice/Self-Assessment/Self Care**

**Scientific/Research Knowledge and Methods**

**Interpersonal Relationships**

**Individual and Cultural Diversity**

**Ethical and Legal Standards and Policy**

**Assessment**

**Intervention**

**Advocacy**

**Faculty Initials**

Dr. Sally Stabb	_____
Dr. Linda Rubin	_____
Dr. Debra Mollen	_____
Dr. Jeff Harris	_____
Dr. Jenelle Fitch	_____

**APPENDIX E**

**Standard Remediation for Failure to Complete Thesis/Thesis Equivalency  
Within First 60 Hours**

**Remediation Plan for Failure to Complete Thesis/Thesis Equivalent within First 60 Hours**

Date: \_\_\_\_\_

\_\_\_\_\_, a doctoral student in counseling psychology, has failed to complete  
(Student's Name)  
his or her thesis or thesis equivalent within the first 60 hours of doctoral coursework.

Accordingly, the student is being stopped from enrolling in any courses except thesis  
(PSY 5983/5993) or thesis equivalent (PSY 6913). The thesis or thesis equivalent must be  
successfully completed by \_\_\_\_\_. Failure to successfully complete the thesis or thesis  
(Date)  
equivalent by this date will result in the student's dismissal from the program.

The student should attach to this form a detailed timeline indicating how and when he or she will  
complete the thesis or thesis equivalent.

The undersigned have read this form and the attached timeline and agree to the terms within.

\_\_\_\_\_  
Student Name

Core Faculty in Counseling Psychology

\_\_\_\_\_  
Sally D. Stabb, Ph.D.  
Professor & Director, Doctoral Program

\_\_\_\_\_  
Jeff Harris, Ph.D.  
Associate Professor

\_\_\_\_\_  
Linda J. Rubin, Ph.D.  
Professor

\_\_\_\_\_  
Jenelle Fitch, Ph.D.  
Assistant Professor

\_\_\_\_\_  
Debra Mollen, Ph.D.  
Associate Professor & Director  
Master's Program

**APPENDIX F**  
**Professionalism Benchmark Evaluation Form**  
**PROFESSIONALISM COMPETENCY BENCHMARK**  
**EVALUATION FORM (REVISED 4.23.2010)**

**Criteria for Evaluation:**

- 4: Excellent, outstanding**
- Nuanced understanding of own strengths and weaknesses in the domain
  - Concrete, specific, and relevant examples given that are clearly linked to the specific competency involved
  - Growth plan is attainable but challenging; contains specific and well-articulated ideas for future professional development
  - Writing/documentation is error-free in all regards
- 3: Good—competent, solid answers with basic information**
- Basic understanding of own strengths and weaknesses in the domain
  - Some specific and relevant examples that are related to the competency involved, but links are not articulated or examples lack specificity
  - Growth plan is attainable but vague; only general ideas for future professional development
  - Writing/documentation is predominantly error-free
- 2: Marginal—weak or low in quality**
- Understanding of own strengths and weaknesses appears limited. Unable to articulate what s/he does and does not do well across domains; undifferentiated.
  - Few relevant examples that are linked to the competency involved, and specifics are not articulated; examples may be inaccurately applied (failure to understand the domain)
  - Growth plan is not likely to be attained (grandiose) or demonstrates low expectations for professional development; few challenges or appears to be an attempt to get by with as little as possible
  - Writing/documentation has notable and repeated errors, poor organization
- 1: Unsatisfactory**
- Understanding of own strengths and weaknesses is inaccurate based on previous data obtained in the course of the student's program (e.g. annual evaluations, coursework, interpersonal interactions). Little or no evidence of self-awareness and limited capacity to self-assess.
  - Can not produce relevant examples to support domains and/or examples are inaccurately applied to domains, indicating a lack of understanding of the basic concepts involved.
  - Growth plan appears to be largely unrealistic and/or unarticulated.
  - Writing/documentation lacks overall coherence and readability to an extent that readers can not derive meaning from the work.

**Instructions for Reviewers:** Space is provided for comments that should be used to help ground ratings. Qualitative feedback will be provided by consensus. Students will not be supplied with individual faculty rating forms; rather one form will be generated by consensus from the reading team, composed of half the Core Faculty in Counseling Psychology for each student.

**SUMMARY of SCORES**

Student: \_\_\_\_\_

Faculty Reviewers: \_\_\_\_\_

**NARRATIVE (PAPER) SECTION**

Indicate overall score by calculating as follows:

- 1. \_\_\_\_\_ x (.80) = \_\_\_\_\_ Competencies
- 2. \_\_\_\_\_ x (.10) = \_\_\_\_\_ Integration
- 3. \_\_\_\_\_ x (.10) = \_\_\_\_\_ Documentation/ APA Style/Clarity/ Grammar/Organization

Weighted Average: \_\_\_\_\_

**ORAL SECTION**

Average: \_\_\_\_\_

**SUMMARY**

**Both sections must be passed with a 3.0 or higher. If either section is below 3.0, an individualized Competency-Based Remediation Plan will be created.**

- \_\_\_\_\_ Professionalism Benchmark Passed (1<sup>st</sup> time)
- \_\_\_\_\_ Professionalism Benchmark Failed (1<sup>st</sup> time) and student placed on Remediation
- \_\_\_\_\_ Professionalism Benchmark Passed (2nd time)
- \_\_\_\_\_ Professionalism Benchmark Failed (2nd time); student dismissed from program.

**NARRATIVE (PAPER) COMPETENCIES SUMMARY (80%)**

**Average: \_\_\_\_\_**

**Evaluate Student Description of Strengths, Weaknesses, Growth Plan, and Examples**

**Reflective Practice//Self-Care & Self Assessment//Professionalism**

**1 2 3 4**

-Integrity	- Concern for Others' Welfare	-Department	
-Accountability	-Professional Identity	-Able to self-assess	-Self Care

**Scientific Mindedness**

**1 2 3 4**

-able to think scientifically	-critical thinking.
-------------------------------	---------------------

**Interpersonal Skills // Affective Skills // Expressive Skills**

**1 2 3 4**

-Interpersonal Skills	-Affective Skills	-Expressive Skills
-----------------------	-------------------	--------------------

**ICD - Self Awareness // ICD Applied Knowledge**

**1 2 3 4**

-Self	-Others	-Interactions	- Applications
-------	---------	---------------	----------------

**Legal-Ethical Knowledge // Ethical Conduct**

**1 2 3 4**

- Knowledge of standards and guidelines
- Awareness and application of ethical decision-making models
- Ethical attitudes & values evident in conduct.

**ADDITIONAL NARRATIVE (PAPER) EVALUATION DIMENSIONS**

**\_\_\_\_\_ 2. Integration (10%)**

**1 2 3 4**

- Synthesis of competency areas
- Understanding of interaction between competency areas
- Answer integrated into a meaningful whole
- Inferences and conclusions are logical and reasonable

**\_\_\_\_\_ 3. Documentation, APA Style, Clarity, Grammar & Organization (10%)**

**1 2 3 4**

- Ability to document arguments/positions using relevant literature citations
- Reflect depth/breadth of understanding of critical research findings and theory
- APA formatting (i.e., using proper margins, page numbers/headers, citations)
- Ability to respond to question with a minimum of circularity or redundancy
- Overall organization
- APA Language Usage (i.e., non-heterosexist, non-sexist, diversity-affirmative)

**ORAL EVALUATION FORM**

**Average Score:**\_\_\_\_\_

**Name of Student:** \_\_\_\_\_ **Oral Team:** \_\_\_\_\_

Indicate to what extent the student demonstrated behaviors in the following domains. Space for comments is provided. The rating system is parallel to that of the narrative, minus the writing criteria. Students must obtain an average score of 3.0 or higher to pass the oral evaluation.

**Reflective Practice//Self-Care & Self Assessment//Professionalism** **1 2 3 4**

**Scientific Mindedness** **1 2 3 4**

**Interpersonal Skills // Affective Skills // Expressive Skills** **1 2 3 4**

**ICD - Self Awareness // ICD Applied Knowledge** **1 2 3 4**

**Legal-Ethical Knowledge // Ethical Conduct** **1 2 3 4**

**APPENDIX G - Evaluation Form for Clinical Jury**

**TEXAS WOMAN'S UNIVERSITY  
Counseling Psychology Doctoral Program  
Clinical Jury Evaluation Form**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Jury Members: \_\_\_\_\_

**Instructions:** Together, using the five (5) - point scale listed below, jury members will score the questions in each *Competency Area* for both the paper and presentation. A mean score will be calculated for the paper and presentation in each *Competency Area*; the mean scores for each *Competency Area* will be factored into the *Overall Mean Scores*. *Overall Mean Scores* of three, on both the paper and presentation<sup>1</sup>, are required to successfully pass clinical jury<sup>2</sup>. Students will receive a copy of this completed form, along with qualitative feedback from jury members<sup>3</sup>.

<b>1</b>	<b>Unsatisfactory</b>	Student's performance was unacceptable in all, or nearly all, areas. Work was not commensurate with one's current level of training.
<b>2</b>	<b>Marginal</b>	Student's performance was below average. Work showed marked deficits in one's ability to function as a professional psychologist.
<b>3</b>	<b>Satisfactory</b>	Student's performance was acceptable. Work demonstrated a basic understanding of most aspects of professional psychology.
<b>4</b>	<b>Very Good</b>	Student's performance was above average. Work showed an advanced understanding of all aspects of professional psychology.
<b>5</b>	<b>Outstanding</b>	Student performed at, or near, a professional level. Work was consistent with that of a competent licensed psychologist.

<b>Competency Areas:</b>	<b>Mean Scores</b>	
	<b>Paper</b>	<b>Presentation</b>
I. Reflective Practice/Self Assessment:	_____	_____
II. Scientific Mindedness:	_____	_____
III. Individual-Cultural Diversity (ICD):	_____	_____
IV. Assessment-Diagnosis-Case Conceptualization:	_____	_____
V. Intervention:	_____	_____
VI. Legal-Ethical Knowledge and Conduct:	_____	_____
VII. Professionalism & General Concerns:	_____	_____
<b>OVERALL MEAN SCORES:</b>	_____	_____

**Pass**  **Conditional Pass** (see page 4 for Remediation)  **Fail**

<sup>1</sup> The presentation includes both the clinical work sample, and interactions throughout the jury.

<sup>2</sup> Regardless of one's score(s), changes or revisions to one's paper may be required.

<sup>3</sup> Students will not receive individual faculty rating forms.

## COMPETENCY AREAS

### I. Reflective Practice/Self Assessment: \_\_\_\_\_

1. Recognize roles and functions of a professional psychologist as different from other mental health professionals.
2. Ability to integrate the unique aspects of Counseling Psychology into one's professional identity.
3. Willingness to consider one's own motives attitudes, and behaviors, and the impact they have on others.
4. Ability to recognize limitation in one's clinical work.
5. Ability to recognize theoretical limitations.
6. Ability to express an authentic personal perspective.

Comments:

### II. Scientific Mindedness: \_\_\_\_\_

1. Theoretical model consistent with or supportive of espoused identity/worldview.
2. Evidence and rationale provided for the use of one's theory and interventions.
3. Use of critical thinking and reasoning skills to guide clinical decisions and formulate conclusions.
4. Knowledge of subject matter and familiarity with own written position.

Comments:

### III. Individual-Cultural Diversity (ICD): \_\_\_\_\_

1. Ability to understand and monitor own cultural identity in relation to one's clients and clinical work.
2. Awareness of the effects of oppression and privilege.
3. Knowledge of ICD literature as relevant to the selected case.
4. Ability to address ICD issues with client.

Comments:

**IV. Assessment-Diagnosis-Case Conceptualization:** \_\_\_\_\_

1. Mechanisms of change addressed, including therapist's role in the change process.
2. Discussion of client's healthy functioning and development as well as any maladjustment or psychopathology.
3. Integration of ICD and other contextual variables in formulating case conceptualization.
4. Assessments used with due attention to ICD and other client variables (e.g., specific client populations).
5. Methods of assessment used with client.
6. Use of specific theoretical constructs to conceptualize client.
7. Knowledge and use of *DSM-IV-TR*.

Comments:

**V. Intervention:** \_\_\_\_\_

1. Use of specific theoretical constructs to conceptualize case.
2. Ability to integrate components of theoretical model.
3. Congruence between the theory and interventions used with client.
4. Description of the major theoretical elements guiding the use of interventions.
5. Ability to build rapport with the client.
6. Complexity of interventions administered.
7. Tolerance of affect and ambiguity in clinical work.
8. Verbal and nonverbal communication of one's ideas to the client.

Comments:

**VII. Legal-Ethical Knowledge and Conduct:** \_\_\_\_\_

1. Application of APA Ethics Code, relevant legal issues, and ethical decision making models (e.g., confidentiality, HIPPA).
2. Identification of potential legal and ethical issues.
3. Use of supervision and consultation.

Comments:

**VIII. Professionalism & Presentation Skills:** \_\_\_\_\_

1. Organization of oral defense including preparation of tapes/transcripts.
2. Choice of video segments.
3. Clarity of expression and articulation.
4. Appearance, composure, and overall professionalism.

Comments:

<b>GENERAL COMMENTS:</b>
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<b>REMEDATION</b> (if necessary):
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