

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

STUDENT HANDBOOK

Program APA-Accredited since June, 1995

For information on accreditation, please visit the [APA website](#).

Or contact them at:

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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

The mission of the TWU Doctoral Program in Counseling Psychology is to prepare highly competent, diversity sensitive professional psychologists.

Philosophy

Practitioner-Scientist Model

The Ph.D. program in Counseling Psychology provides systematic training within a Practitioner-Scientist model to prepare students for the practice of psychology in a wide range of professional mental health settings. The model provides clear training in both practice and science, emphasizes practice informed by science, and prepares students to be both producers and consumers of research.

Feminist Multicultural Model

The program is grounded in feminist multicultural philosophy and pedagogy and has a focus on developing practitioners with a strong understanding of individuals within their gendered and sociocultural contexts. Social justice and advocacy are highly valued and practiced. Graduates of the program are expected to embrace strong multicultural values, and to be conversant with and competent in the diversity-sensitive applications of theory, practice, research, and other professional functions.

The program is situated within the unique context of TWU, focusing primarily on the educational advancement of women, and creates an atmosphere that is inclusive, supportive, and flexible, while maintaining strong academic rigor. The programmatic goals are to create a climate that challenges without competition, promotes professionalism while minimizing the power hierarchy, and incorporates student participation at high levels. The program faculty makes a concerted effort to attend to students' training needs within a contextual framework and to create an environment in which collaboration, self-direction, community, and respect for individual differences are promoted. Students and faculty make every effort to maintain open communication and clear expectations.

Advanced Assessment and Psychotherapy Skills

Given the Practitioner-Scientist model, advanced training in psychotherapy and psychological assessment are central foci. Students are expected to develop sophisticated theoretical understandings through exposure to multiple perspectives and to develop substantive therapeutic skills. Training in psychological assessment builds a foundation for mastery of cognitive, vocational, objective and projective psychological measures. Academic program coursework as well as practicum training are designed to support these strengths.

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. 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 9 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. *Assessment-Diagnosis-Case Conceptualization*, including all three of these elements and their integration.
7. *Intervention*, including knowledge of interventions, and intervention planning, implementation, progress evaluation and intervention skills.
8. *Research-evaluation*, including scientific approaches to knowledge generation and application of scientific methods to practice.
9. *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.

A complete overview of the Competency Benchmarks can be found at:

Fouad, N.A. , Grus, C.L., Hatcher, R.L....& Crossman, R.E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology, Vol 3*(4, Suppl), S5-S26.

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 classes.

Program Aims and Objectives

In keeping with the Competencies noted above, the Doctoral Program in Counseling Psychology is rooted in the following aims and objectives. Most program activities and evaluations are linked to these fundamental items.

Aim #1: To prepare competent practitioners of professional psychology
<p>Objectives for Aim #1: 1A: To prepare professional psychologists who are reflective and self-aware about their practice, including appropriate use of supervision. 1B: To prepare professional psychologists who have effective interpersonal relationships across a range of professional constituencies. 1C: To prepare professional psychologists who practice within legal and ethical bounds. 1 D: To prepare professional psychologists who can assess, conceptualize, and intervene appropriately with their clients.</p>
Aim #2: To prepare diversity-sensitive professional psychologists
<p>Objectives for Aim #2: 2A: To prepare professional psychologists who understand themselves and others as cultural beings. 2B: To prepare professional psychologists who can effectively apply their knowledge of diversity across a range of practice and research domains.</p>
Aim #3: To prepare professional psychologists who are competent consumers and/or producers of research
<p>Objectives for Aim #3: 3A: To prepare professional psychologists who use evidence-based information as a foundation for practice. 3B: To prepare professional psychologists who participate in the creation and dissemination of new knowledge.</p>
Aim #4: To prepare professional psychologists who understand and embrace the identity of a Counseling Psychologist
<p>Objectives for Aim #4: 4A: To prepare professional psychologists who can articulate the foundational emphases of Counseling Psychology. 4B: To prepare professional psychologists who can integrate the core tenets of Counseling Psychology into relevant aspects of their work.</p>

Statement on Disclosure of Personal Information

Students should be aware that, as is typical of graduate training in Counseling Psychology, part of their professional development as psychologists will entail personal growth in addition to academic learning. Per the American Psychological Association’s Commission on Accreditation requirements, students are informed that they will be expected to share appropriate personal material in classes and practicum situations. Examples include providing psychological assessment data, participating in process-oriented groups, and/or creating family genograms.

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.

Informed Consent Regarding Program Responsibilities, Values and Internship Match; Statement on Student Professional Competence Problems, Incompetence, and Ethical Misconduct

This statement is given in hard copy to every student during your admission process. It must be signed for you to continue in the program. Please read this statement carefully and completely. Consult with program Core Faculty members if you have questions or concerns.

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

Objective

The purpose of this policy is two-fold. One purpose is to document your responsibilities while in the program and to inform you about the program's values and the internship match. The second purpose 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.

Responsibilities & Values

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; body types and sizes; 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, body type and size; 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, sizism, 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..." (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). 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).* As is evident, (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).

Internship Match

All APA-accredited applied psychology programs require a full-time, year-long internship at the end of their training programs, and TWU doctoral students in Counseling Psychology participate in this training process. Internship positions are national and competitive, and you should know that there is an internship match imbalance, meaning that there are more students applying for internships than there are slots. Internship positions are not under the control of the Core Faculty in the Counseling Psychology Program, or of TWU as an institution. While we will do everything in our power to prepare you to be maximally competitive in the internship match process, you should be informed that we cannot guarantee you an internship position. Our internship match rates are posted on our website, as required by APA accreditation standards. All APA-accredited programs post this information so that you may compare programs and make informed choices about whether or not you wish to pursue this program or another. While the training community is making sustained efforts to eliminate this imbalance, and the situation is improving, it remains a reality for the foreseeable future. While the vast majority of our students have been successful in securing an internship, you should make your decision about accepting an offer of doctoral admission with the understanding that there is some risk of delayed time to graduation, or in the worst case, an incomplete degree and no possibility for licensure, should an internship position not be obtained.

Professional Competence Problems, Incompetence, and Ethical Misconduct

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 the Counseling Psychology Doctoral Student Handbook.

NOTE: Failure to sign and return this policy in accordance with the deadline will be considered grounds for dismissal from the program.

I have read and fully comprehend the Statement on Program Responsibilities, Values, and Internship Match; Student Professional Competence Problems, Incompetence, Values, and Ethical Misconduct.

Signature of Student: _____ Date: _____

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

In addition to the didactic and skills training components of developing as a professional therapist, we believe that personal therapy can be an effective means of assisting the professional-in-training 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: <http://www.twu.edu/student-life-office/student-handbook.asp>

The University Academic Review of Complaints and Appeals, including Grade Appeals, is as follows:

Texas Woman's University is committed to the fair treatment of all students who have academic/administrative complaints and appeals. The University has traditionally guaranteed students every opportunity for a fair, prompt, and thorough review of complaints and appeals.

The specific review [procedures for each type of complaint or appeal](#) are outlined on the [Academic Affairs website](#) where the form for complaints and appeals is also found. A *complaint* is a dispute concerning some aspect of the student's academic status arising from an administrative or faculty decision that the student regards as incorrect or unjust.

An *appeal* is a request to a person or authority for a decision to resolve a complaint. Complaints or appeals at each level must be made in writing no later than ten class days after the date of the decision at the previous level unless otherwise stipulated in state or federal law. The ten days for appeals at each level do not include weekends, holidays, or days between academic sessions. The faculty member or administrator receiving the complaint or appeal will respond (acknowledging receipt of complaint or appeal) within ten class days not including weekends, holidays, or days between academic sessions. The review and decision may require a longer period of time. Administrators may appoint an *ad hoc* committee to hear the appeal of the student and submit a report to the administrator.

Grade appeals utilize the same process and forms as other complaints and appeals. Appeals must begin with the faculty no later than 10 class days after the grade is awarded. If the student wishes to appeal further, the [appeal procedures](#) will guide the process. All grade changes must be made through the Office of the Registrar within one year of the original grade assignment.

It is the intention of the University to provide students who have complaints and appeals with adequate internal review and to begin resolving them promptly at the level at which the complaint or appeal originated. Students should follow university procedures and deadlines to advance a complaint or appeal as needed. The University expects students

to initiate complaint or appeal procedures with the appropriate individual or office and follow university procedures to completion before seeking external consideration. Procedures designate the office which makes the final decision on each type of academic complaint or appeal.

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.

Please note that these are residence requirements for our program, and are not equivalent to establishing "Residency" for the purposes of determining tuition or other regulatory issues. Information about what constitutes Residency in terms of these other issues can be found at: <http://www.twu.edu/registrar/texas-residency.asp> .

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.

During annual evaluation each year, the Core Faculty will 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).

In the past, many students were admitted at undergraduate level and took over 7 years to complete the program. Loose program sequencing and lack of structure lead to many of these students taking 7-9 years to graduate. Over the last several years, the Counseling Psychology Doctoral program has taken many steps to ensure more timely completion of the program. These include giving admission preference to students with completed Master's degrees, shortening the number of hours in the program, requiring the comprehensive exam earlier in the program sequence, and requiring the completion of the dissertation proposal prior to internship applications. We are just now starting to see the impact of these changes.

In order for you to complete the program in a timely manner, 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 assigned to be advised by the Training Director. However, you are encouraged to seek out any faculty member for advising, career planning, and general concerns during your tenure in the program.

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

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. Preference is for request forms and supporting documentation to be delivered in hard copy to the faculty member's mailbox on her/his door or in the CFO 7th floor workroom where all faculty member mailboxes are located; in extenuating circumstances (e.g. geographically outside the DFW area) requests may be submitted electronically.

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

<https://webadvisor.twu.edu/WebAdvisor/WebAdvisor?TOKENIDX=8315630795&type=M&constituency=WBST&pid=CORE-WBST>

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 codes are sent out on the Counseling Psychology student

listserv by the Practicum Coordinator and then can be used through your Pioneer Portal (see Practicum Guidelines/Practicum Handbook). Course codes for Independent Study, Research Team, Internship, and Dissertation are also provided through the departmental administrative assistants, posted on the listserv, and available through your advisor. These items may require "Express Registration." 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 degree 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

Entering students should put together their requests for transfer credit as soon as it is feasible prior to or within their first semester in order to facilitate your overall program planning. *All requests for transfer credit, including those that involve testing out of any required program course, must be completed by the end of the student's first semester of matriculation in their graduate program.*

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 Discipline Specific Knowledge (DSK)*
- Successful completion of the APA DSK Courses and Integrated Knowledge Requirement*
- 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 a manuscript to a peer-reviewed professional journal.

The Professional Development Proficiency must be completed by Sept. 1 of the year in which the student applies for internship. In other words, it is a pre-requisite for internship application.

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. Students receive a copy of the Doctoral Program Tracking & Evaluation form via email to complete before meeting with the faculty, updating their activities for the year. Faculty then check the form, complete feedback, and send a copy of the completed, signed form back to each student; copies of the annual evaluation are also placed in student files. 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 are 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

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.

Policies and Procedures for the Transferring of Electronic Recordings

As a part of your practicum experience, you will audio- or video-record some of your sessions with clients and present select portions of them in Supervised Practicum (PSY 5923/6923) class as well as in individual supervision appointments. This requirement requires you to transport recordings from your practicum site to the TWU campus which creates a potential risk to confidentiality since while you are in possession of a recording (e.g., a DVD) or the device on which it is stored (e.g., a thumb drive), the recording and/or the device may be lost or stolen. In order to protect client confidentiality, you should take precautions to minimize the potential for exposure. Precautions include not transporting confidential files unnecessarily and removing them from recording or storage devices as soon as possible once you have utilized them in supervision. Whenever possible, you should password-protect your recordings.

Any long-term storage of digital recordings should be on a password-protected computer as opposed to a thumb drive or a smart phone. Any long-term storage of video tapes or disks should be locked in a secure location.

If you use a thumb drive to transport a recording from your practicum site to your home computer and/or to a TWU classroom, the recording should be stored on the thumb drive only for the purpose of transportation and erased within 24 hours. For example, if you download a video from your practicum site on Thursday to present in class the following Tuesday, you should not keep the video file on your thumb drive for five days while transporting it everywhere you take your backpack or purse.

We discourage the use of smart phones for transportation or storage of digital files. If you use your phone to record therapy sessions, you should download the file onto your home computer and erase it from your phone as soon as possible rather than transporting the file everywhere you take your phone.

When transporting a video or storage device, you should keep it with you at all times and not leave it in your car.

When transferring video files from one device to another, you should use a wire/port transfer rather than emailing the file. Electronic mail is not a secure method of transfer.

File names should not include identifying information about clients.

Policy Statement on Access to Educational Records

This statement has been derived from both the Federal FERPA Guidelines and the TWU Student Handbook: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
<http://www.twu.edu/student-life-office/student-handbook.asp>

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. As a student over age 18, you have a right to review your own educational records that are maintained by the program and other entities at TWU. We are not required to provide copies of records unless, for reasons such as great distance, it is impossible for you to review the records. Schools may charge a fee for copies.

Definition of Student Records

Student records are defined as “Education records are any record maintained in any way, including, but not limited to: handwriting, computer media, print, video or audio tape, film, microfilm and Microfiche, e-mail. etc.” (TWU Student Handbook)

Viewing Your Records

“Students may inspect, review, and receive a copy of their education records upon request and upon completion of a form supplied by the component maintaining the records in question. Access is given to a student within a reasonable period of time, not to exceed 45 days. Personal/protected information about other students or university personnel will be redacted from the documents prior to release to the student. For review of documents, an appropriate administrative official or member of the faculty will be present.” (TWU Student Handbook)

In practical terms, this means:

A staff person or faculty member must be present and monitor your viewing of a file so nothing is removed or added without our knowledge. You are not allowed to remove your file from the Psychology & Philosophy department.

If you have waived your rights to see information that is considered confidential, such as letters of recommendation for admissions, these letters will be removed prior to your viewing of your file.

Amending Your Records

- You have the right to request that a school correct records which you believe to be inaccurate or misleading. If the school decides not to amend the record, you have the right to a formal hearing. After the hearing, if the school still decides not to amend the record, you have the right to place a statement with the record setting forth your view about the contested information. (FERPA)

TWU's Student Handbook sets out more Specific Procedures for the Process of Amending Your Educational Records:

“A student who believes that information contained in education records is inaccurate or misleading may request that the record(s) be amended. The student should first meet with the administrative or faculty official responsible for the record. If such a meeting is not sufficient to resolve the difference, the matter should be reviewed by the appropriate dean. If the differences remain unresolved, the student should submit a written request for a hearing to the appropriate Vice President. The student will be informed well in advance of the date, place, and time of the hearing. Opportunity will be afforded the student to present evidence related to the issue in question. A decision in writing will be provided to the student within a reasonable period of time after the conclusion of the hearing. A request to amend a grade, or a hearing to contest the assignment of a grade, is not allowed under this procedure. However, one may contest whether or not the grade was recorded accurately. The procedure indicated above does not apply to placement credentials. For additional information, contact the Career Services office.”

Release of Your Records

- Generally, schools must have written permission from you in order to release any information from your education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest
 - Other schools to which you are transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with your financial aid
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies

Your TWU Student Handbook contains additional information about your access to records and the protections afforded to your information, such as transcripts and what can go in the campus directory.

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 one semester 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.

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 Graduate School. See:

<http://www.twu.edu/gradschool/graduate-assistants/>

Applications and supporting documents, including official transcripts, verification of graduate status, and letters of reference, must be filed with the 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 administrative assistant at least one week in advance. Computerized test batteries are available for most courses.

Rules Governing Graduate Assistantship Positions

- From TWU Website see: <http://www.twu.edu/gradschool/graduate-assistants.asp>

A graduate assistant is both a student and a faculty member. As a student, the assistant is expected to maintain high academic standards to retain the assistantship. As a faculty member, the assistant is expected to complete teaching and research responsibilities in a timely and efficient manner.

Reappointment to an assistantship is contingent upon prior performance, departmental research and teaching needs, and available funds.

A graduate teaching assistant has the right of access to all course outlines, support teaching aids, and professional guidelines (accreditation) applicable to the teaching assignment. It is the responsibility of a graduate teaching assistant to maintain accurate daily records of attendance, grades, and correspondence pertaining to students within the class.

A graduate teaching assistant has the right to be notified of complaints made by students to the supervising professor and/or department administrator. The resolution of any complaints would ordinarily follow standard teacher-student channels, i.e., the student initiates the complaint with the teacher; the question moves through channels as needed.

A graduate teaching assistant is expected to participate in graduate teaching assistant meetings and departmental faculty meetings as appropriate. The assistant may be called upon to assist with registration and/or special activities planned by the department. It is expected that the assistant will abide by all university regulations and departmental policies.

- From the Psychology Department/Counseling Psychology Program

Performance, as stated above, is defined in this department/program as including:

- Written student evaluations
- Faculty observations of teaching
- Successful completion of PSY 6981: Seminar in College Teaching
- Ability to work collaboratively as a team
- Positive and constructive feedback (verbal or written) from
 - students
 - peers who co-teach or assist instructors of record
 - faculty members who are instructors of record for the course in which you are assisting or who have other administrative oversight regarding your teaching (e.g., Director of the Undergraduate Program).

Aspects of evaluation may include course content, structure, management, delivery, and interpersonal skills and demeanor with all relevant constituencies. GA/GTAs who display ongoing difficulties with the academic demands and/or interpersonal aspects of functioning on the job are unlikely to have assistantships renewed. Decisions about hiring GA/GTAs ultimately rest with the Chair of the Department of Psychology & Philosophy. The Chair routinely consults with the Undergraduate Program Director, Doctoral Program Director, and other relevant faculty members in making these decisions.

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 under “Current Students” via the “Doctoral Degree Plan Form” tab.

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

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 binding document, not the catalog under which you were accepted; therefore, all coursework is determined by the degree plan and not by the catalogs. After acceptance, a degree plan may be changed by submitting requests on the Change in Degree Program form:

<http://www.twu.edu/gradschool/forms.asp>

Look under “For Current Graduate Students” for the link to “Change in Degree Plan.”

Core Courses for Discipline-Specific Knowledge

All doctoral students in psychology are required to take eleven courses (i.e., core courses) which cover the Discipline Specific Knowledge (DSK) and Profession-Wide Competencies (PWC) of psychology as required by the American Psychological Association Commission on Accreditation. These courses include:

PSY 5304 Advanced Psychological Statistics I
PSY 5353 Research Design

PSY 6103	Cognition and Emotion
PSY 6113	Measurement & Psychometric Theory
PSY 6133	Advanced Behavioral Neuroscience
PSY 6204	Advanced Psychological Statistics II
PSY 6613	Advanced Developmental Psychology
PSY 6633	Philosophical and Historical Foundations of Psychology
PSY 6774	Foundations of Social Psychology and Personality

Core Courses for Profession-Wide Competencies

PSY 6833	Ethics in Psychology
PSY 6383	Cross Cultural Psychology

Students are expected to complete all core courses by the end of their second academic year in the program if possible. The Core Faculty recognizes that some variations in this sequencing may be necessary due to the unique issues generated by an individual student's transfer credits and limited availability of some classes (e.g. only offered once per year).

Additional coursework related to Profession-Wide Competencies are sequenced later in the program as appropriate.

Thesis Equivalency

All doctoral students must complete an independent research project exclusive of the dissertation. For students entering the program with a master's degree, the research thesis will meet this requirement. Students entering with a bachelor's degree or a master's degree that did not require a thesis will be required to take a minimum of 3 hours of PSY 6913 (Independent Study) with a chosen faculty member to conduct an original investigation. The report of this investigation must be approved by the Core Faculty before this research requirement is met. The hours of research taken to meet the above requirement may not be counted toward the total number of hours required for the doctorate. Enrollment in PSY 6913 must continue until the thesis equivalency is completed.

THESIS EQUIVALENCY GUIDELINES

Purpose and Overview

The purpose of the Thesis Equivalency (TE) is three-fold. These three purposes are (1) to promote a high level of student involvement in original, meaningful research in Counseling Psychology through the completion of a required research project prior to the dissertation, (2) to allow those students who wish to earn a Master's degree in Counseling Psychology along the way to the Ph.D. to meet Graduate School requirements for the completion of such a degree, and (3) to produce a research product in the form of a manuscript to meet the Professional Development Proficiency requirement (see p. 18, this document) 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, students complete the research project under the supervision of their 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 Professional Development 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/2nd Year Rule

Starting with the incoming class of 2012, 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 or by the Friday before classes in August of their second year of enrollment, whichever comes first. 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 60th 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 the second 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).

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 are taken, typically beginning in the Fall of the third year for students entering with a bachelor's degree or in Fall of the 2nd 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_2014.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 are required to spend their first two semesters of practicum at the TWU Counseling Center or other University Counseling Center site, unless such placements are unavailable due to supply and demand issues. If a student is unable to complete a first placement at a Counseling Center, the student may be required to obtain a Counseling Center site for the second placement (semesters 3 and 4 of Practicum). If in the usual sequence, semesters three and four are typically completed in an agency setting in the community 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. 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. The required log sheet is available in Excel format on-line at: <http://www.twu.edu/psychology-philosophy/counseling-psych-phd.asp> (Practicum Log.xls)
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. Faculty Practicum supervisors are ultimately responsible for evaluating your Practica; the forms used for these evaluations are available in Appendix H of this handbook.

12. Professional liability insurance is purchased by the university and is automatically billed to students when they register for practicum. The Practicum Coordinator retains a copy of the Memorandum of Insurance (MOI) that is made available to students whose sites may require proof of coverage.

5th Practicum

While 4 semesters of Practicum are required for the program, students may elect to take a 5th Practicum as an elective. Students who are seeking an additional Practicum placement (5th semester or beyond) after the required four will not have a chance to interview at sites until all TWU students are placed into required Practicum. We want to ensure that students taking extra Practica do not take spaces away from those students fulfilling the required four-semester requirement. Participation in additional semesters of Practicum is also dependent on availability of slots in the Supervised Practicum classes (PSY 6923) and must be approved on a case-by-case basis by the Practicum Coordinator.

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 unlicensed 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. Students who are fully and independently licensed, for example have the LPC credential in Texas, are allowed to practice under that license without registration for PSY 6991.

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.

Assessment-Based Supervised Practicum & Assessment-Based Supervised Field Work

Two mechanisms exist by which students may obtain a placement for assessment-based Supervised Practicum and/or assessment-based Supervised Field Work. Interested students will choose one of the two following mechanisms for assessment placement.

1. Students may arrange their own placements for the purpose of conducting psychological testing batteries under the following conditions.
 - A. Students who wish to conduct assessments at a placement site where they have previously been placed for regular Supervised Practicum.
 - B. Students who wish to gain assessment experience with a private practitioner, who is qualified to supervise psychological assessment, and is located in the area.

On these occasions, students will make their own arrangements with the sites/practitioners, and will inform the assessment-based Supervised Practicum instructor about these arrangements. Students must inform the instructor of their placement site prior to the first day of the semester during which the assessment-based Supervised Practicum course will be taken. In these instances, regular Supervised Practicum procedures and deadlines do not apply.

2. Students may utilize the regular TWU Counseling Psychology placement procedures and deadlines, as indicated in the Counseling Psychology Practicum Handbook, and work in collaboration with the Practicum Coordinator, when they wish to enroll in assessment-based Supervised Practicum under the following conditions.
 - A. Students who wish to be placed at the Federal Bureau of Prisons Medical Center in Carswell, Texas.
 - B. Student who wish to conduct assessments in another existing Practicum site at which the student had not previously been placed.

Students, who elect to acquire assessment experience by enrolling for Supervised Field Work, rather than enrolling in the Supervised Practicum course, will register for Supervised Field Work credit with the assessment-based Practicum instructor. See below and the Supervised Field Work section of this Counseling Psychology Doctoral Handbook for further details on the relevant requirements.

The Distinction between Practicum and Field Work (Revised Oct 2013)

Sign up for Supervised Practicum (5923/6923) if:

The student is participating in an unpaid, organized practicum and fulfilling the normal four-semester practicum requirement: (1) 175 hours on site, of which 75 are direct service hours (60 hours for first semester practicum students); and (2) two hours of supervision per week on site, one of which must be individual supervision.

Sign up for Supervised Field Work (PSY 6991) if:

1. The student has completed the four semester requirement for Supervised Practicum and wants to accrue additional pre-professional supervised clinical experience. For doctoral students, this experience may be related to psychotherapy and/or assessment (see below for details). Under these circumstances, there is no minimum hour requirement but students should not provide more than 10 hours of direct service per week.
2. The student has completed two semesters of Supervised Practicum and is continuing to see clients at the current practicum site to gain additional pre-professional supervised clinical experience. For example, after completing a Fall-Spring practicum, the student may decide to volunteer one a day a week over the summer before starting a formal practicum at another site in the Fall.
3. The student is working in the field as a counselor (e.g., crisis line, HIV testing), psychological associate, or any similar position providing counseling or psychological services without a license (e.g., LPC, LMFT). Although this job may not be directly related to academic coursework at TWU, as a doctoral student in this program, the student must be registered for Supervised Field Work. This registration provides liability insurance coverage.

In all cases, if the student registers for Supervised Field Work credit, she/he must receive at least one hour of weekly on-site supervision.

If a student is working independently under her/his own license and carries her/his own liability insurance (e.g., working in private practice as a LPC), enrollment in PSY 6991 (Supervised Field Work) is not required.

If the student is providing psychotherapy as part of Supervised Field Work, he/she must register for Supervised Field Work with the Practicum Coordinator (currently Dr. Harris). If the student is conducting any psychological assessment, he/she must register for Supervised Field Work with the Assessment Coordinator (currently Dr. Rubin). If the student is conducting both psychotherapy and psychological assessment, she/he must register with both the Practicum Coordinator and the Assessment Coordinator. In all cases, the student will be required to communicate with this professor about the Supervised Field Work at the beginning of each month and submit a monthly log of direct service activities. The professor may ask to meet with a student to discuss the learning experience. If the student has any problems during the Supervised Field Work experience, the professor will be the point of contact with the program for consultation purposes.

At the end of the semester, a student will be required to submit the Site Supervisor Report for Supervised Field Work and a cumulative log of direct service hours, which will be due on the Friday of finals week in order to receive academic course credit for the semester. If the student is providing psychotherapy as part of the Supervised Field Work, the student must submit the required documentation to the Practicum Coordinator (Dr. Harris). If the student is providing any assessment services as part of the Supervised Field Work, the student must submit the required documentation to the Assessment Coordinator (Dr. Rubin). A student who is enrolled in Supervised Field Work for both psychotherapy and assessment must submit the appropriate documentation to each of the Practicum and Assessment Coordinators.

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, 76th 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, 76th Leg., ch. 388, § 1, eff. Sept. 1, 1999.]
 [From: Texas Occupations Code, 503. Licensed Professional Counselors.]

Opportunities for Supervision Training (“Supervision of Supervision”)

Doctoral students may have the opportunity to obtain experience in supervising the clinical work of beginning Master’s level students while under the supervision of a faculty member. In order to be eligible for this experience, a doctoral student must have (a) completed all four semesters of required Practicum, (b) have completed or be concurrently enrolled in PSY 6853: Supervision and Consultation.

This experience is available contingent on the following conditions each semester:

- Faculty resources and availability
- Availability of 1st semester Master’s students
- Availability of eligible Doctoral students

When engaging in the Supervision of Supervision experience, students register for the 1-credit PSY 6931: Pre-Practicum in Applied Psychology course with the faculty member who is overseeing the experience for that semester.

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:

1. The successful completion of the Benchmark Competencies task
2. The completion of all required practica, or during the last required practicum semester (4th semester of practicum).
3. Completion of all courses within the assessment sequence or be currently enrolled in the last course in the sequence.
4. 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.

Starting in Fall of 2013, students may only sit for Clinical Jury during the Spring and Summer semesters. This is to facilitate sequencing for Internship requirements.

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 or 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 15 or January 15) and the student's assigned jury presentation date and time.

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 students 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 (6th 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 third semester practicum for 10 sessions; or I saw the client during my third and fourth 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 or a series of such recordings 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. JANUARY 15 for a SPRING JURY
 - b. 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; summer juries are also acceptable. 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. 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>

Summary Outline for the Clinical Jury Paper

As you prepare your document for clinical jury, we strongly encourage you to refer to the Clinical Jury Evaluation Form. Use this form as a checklist to ensure that you have addressed all areas evaluated in this process. Because of the ambiguity some of you have expressed while preparing your clinical jury documents, you may also use the following outline as a guide to the structure of your paper. Please note that this outline is neither a requirement nor an expectation but rather a guide to help you with this milestone in your development.

Keeping in mind the 30-page limit, plan to utilize nearly all or all of the allotted space. **We suggest you craft each of the three major sections to be roughly the same length.**

1. Note these areas broadly and how they pertain to you and your identity as a psychologist-in-training

a) Section 1

- i. Worldview, broadly defined
- ii. Professional Identity Development
 1. Counseling Psychology
 2. Assessment
 3. Multiculturalism
 4. Vocational Psychology
 5. Possible incorporation of ethical principles and how they align with your professional development and work with clients

b) Section 2

- i. Theoretical Orientation
 1. Identify the theories from which you work.
 2. Include conceptual and empirical support from the research literature.
 3. Describe how your theoretical orientation develops from and fits within the context of your worldview and professional development.
 4. Explain how your theories complement each other.
 5. Identify the strengths/limitations of each theory you apply.
 6. Describe the common interventions.

c) Section 3: Note the following areas with respect to your client

- ii. Client Information, briefly described
- iii. Client Conceptualization/Specific Interventions, explicitly using your previously stated theoretical model.

- iv. Use of Assessment with Client/Client Outcome, including a *DSM V* diagnosis.
- v. Ethical/Legal Issues
- vi. Use of Supervision
- vii. Conclusion

Additional Instructions for the Oral Portion of Clinical Jury

We will begin the jury by asking you to present a 5-minute overview of the Worldview/Professional Identity Development section of your paper. Following this brief review, we will discuss that section of your paper. This sequence will be replicated for the Theoretical Orientation and Case Conceptualization sections of your paper.

We will begin reviewing the recordings of your work no later than at the conclusion of the first hour of your jury. As we often do not review all 30 minutes of recordings, be sure to prioritize which segments you think best capture your therapy work.

We will conclude the oral component of your clinical jury after 90 minutes and dismiss you, allowing faculty members time to complete your evaluation form. We will invite you back to share the results of your jury in the last 5 minutes. We will provide you with a copy of your evaluation form at the conclusion of the jury.

As you prepare your transcripts for your clinical jury, please utilize the following format:

# (i.e., T1)	Verbatim transcript	Provide rationale here for your clinical decision, especially as it pertains to your theoretical model (i.e., empty chair technique; deepening affect; attending to the therapeutic relationship)
C1		
T2		

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, 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). Up to two members may be from a different discipline, inside or outside of the department and/or university. Using members outside TWU usually requires a request and memo to the Graduate School for approval, and such members may not be eligible to vote (e.g. would be 5th members). Some faculty members require a statistics expert to be placed on the committee for quantitative research or a qualitative expert to be placed on the committee for qualitative research. Counseling psychology adjunct faculty and clinical faculty may also serve on dissertation committees, 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 requested. 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.

NOTE: A final dissertation defense is an event that is open to the component faculty, as per the Graduate Catalog. Your dissertation defense date, day, time, and location may be posted to the listserv and notification may be posted in other public venues within the component.

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 a minimum of one *signature page* 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 form required by the Graduate School. Please note that the Graduate School requires both of the following, which are done by different staff members:

1. Review by the Graduate Reader for grammar, punctuation, style, etc.
2. Review for Format

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 rationale/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 two months prior to the Graduate School deadline for graduation. This is due to the turnover time needed for review by the Graduate Reader and by the staff member responsible for checking formatting.

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 <http://www.twu.edu/gradschool/degree-completion.asp> . 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-Electronic Submission

Dissertations written in partial fulfillment of the requirements for doctoral degrees and theses written in partial fulfillment of the requirements for master's degrees conferred by TWU may be filed electronically with the TWU Graduate School according to its procedures for such filing.

Note: At present, you will still need to obtain a hard copy of your signature page and of the Certificate of Final Exam

Procedure:

- Students are to submit one printed copy on bond paper for their department.
- Once the dissertation/thesis has been approved by the Graduate School the student will be given a copy of the signed signature page to be included in the digital submission.

- A link where the student will upload the approved copy with ProQuest will be given to the student once the dissertation/thesis has been approved.
- The student will add the signed signature page creating one file which will be saved as a PDF.
- The *Publishing Your Dissertation/Thesis* form will then be completed online. (No paper copy need be submitted to the Graduate School.)
- PhD students will attach their CV as a digital supplemental file.
- The file will be reviewed to assure the formatting and conversion still meets Graduate School requirements. From there it will be accepted or sent back for minor corrections.
- Upon successful completion of digital submission the student will receive an email from the Administrator acknowledging successful completion of the digital process.

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 August 1.* 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 the Comprehensive Exam/Clinical jury no later than the end of the summer semester prior to application.
- Completed all required coursework by December of the year of application (excluding Dissertation).
- Completed the Research Proficiency requirement by Sept. 1 of the year of application.
- 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 Phase II match provides a second opportunity for unmatched applicants to be placed with remaining available internship sites. 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

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 6871 Internship in Professional Psychology with the Internship Coordinator/Training Director.

**STANDARDIZED TIMELINE for COMPLETION
for STUDENTS FAILING to PROPOSE the DISSERTATION
by November 1st of the year they apply for Internship**

Students enter the Internship match process following the successful completion of their approved sequencing of coursework established by the program. The details of each student's program sequence are determined in conjunction with the Director of Training. If the student withdraws from the match process due to the student's failure to complete the dissertation proposal by November 1st of the scheduled match year, the following standardized timeline for degree completion applies:

1. The student must complete the dissertation proposal defense no later than May 1st in the year following withdrawal from the match. A student's failure to defend the dissertation proposal by May 1st will result in dismissal from the program.
2. Following a successful dissertation proposal defense by the deadline of May 1st, the student will re-enter the match in the Fall semester of that year.
3. As per standard program procedure, the student must complete internship and dissertation, including final defense, within 7 years of being admitted to the program as per APA and program guidelines. Students will be put on a contractual timeline in their 6th year if these tasks are not complete (see "Time Limits" section of this Handbook).

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.asp>

Information and forms specific to Graduate Students, including a useful graduation checklist, are obtained at: <http://www.twu.edu/gradschool/forms.asp>

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 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)*
- B. *Provisionally Licensed Psychologist (Supervision Required)*
- C. *Licensed Psychological Associate (Supervision Required)*
- D. *Licensed Specialist in School Psychology (Independent after 1 year)*

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:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=3&ti=22&pt=21](https://texreg.sos.state.tx.us/public/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 organizations 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. The Board's Mission and Values are noted below:

ABPP Mission Statement

The mission of the American Board of Professional Psychology is to increase consumer protection through the examination and certification of psychologists who demonstrate competence in approved specialty areas in professional psychology.

ABPP Value Statement

Board Certification through the American Board of Professional Psychology (ABPP) provides peer and public recognition of demonstrated competence in one of its fifteen affiliated specialty areas. Additionally, Board Certification through ABPP 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

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

Division 22 – Rehabilitation Psychology
<https://division-rehabpsych.squarespace.com/>

Division 29 – Psychotherapy
<http://www.divisionofpsychotherapy.org/>

Division 35 - Psychology of Women

www.apa.org/divisions/div35/

Division 44 – Society for the Psychological Study of GLBT Issues
www.apadivision44.org

Division 45 – Society for the Psychological Study of Culture, Ethnicity, and Race
www.apa.org/divisions/div45/

Division 51 of APA - Men & Masculinity
www.apa.org/divisions/div51/

Division 52 – International Psychology
<http://div52.org/>

Division 56 of APA – Trauma Psychology
<http://www.apatraumadivision.org/>

ASSOCIATION FOR WOMEN IN PSYCHOLOGY
www.awpsych.org

ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION
<https://aapaonline.org>

ASSOCIATION OF BLACK PSYCHOLOGISTS
<http://www.abpsi.org/>

NATIONAL LATINA/O PSYCHOLOGICAL ASSOCIATION
www.nlpa.ws

SOCIETY OF INDIAN PSYCHOLOGISTS
www.aiansip.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://wordpress.swpsych.org/>

TEXAS PSYCHOLOGICAL ASSOCIATION (TPA)

Texas Psychological Association
1005 Congress, Suite 410
Austin, Texas 78701
www.texaspsyc.org

DALLAS PSYCHOLOGICAL ASSOCIATION (DPA)

Dallas Psychological Association

P. O. Box 190584
Dallas, TX 75219
<https://www.dpadallas.org/>

FORT WORTH AREA PSYCHOLOGICAL ASSOCIATION (FWAPA)

Fort Worth Area Psychological Association
P. O. Box 9221
Fort Worth, TX 76147
www.fwapa.org

COLLIN COUNTY PSYCHOLOGICAL ASSOCIATION

<http://www.ccpatx.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
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.*

<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: right;">Date</td> </tr> </table>		Date	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%; text-align: right;">Date</td> </tr> </table>		Date
	Date				
	Date				
Trainee Name	Program Director				

Trainee Comments (Feel free to use additional pages):

APPENDIX B

DOCTORAL CURRICULUM

FALL 2016-2017

**CURRICULUM SUPPORTING APA DISCIPLINE-SPECIFIC KNOWLEDGE
(DSK; “Core Courses”)**

- PSY 5304 - Advanced Psychological Statistics I
- PSY 5353 - Research Design
- PSY 6103 - Cognition and Emotion
- PSY 6113 – Measurement and Psychometric Theory [*Starting Fall 2017*]
- PSY 6133 - Advanced Behavioral Neuroscience
- PSY 6204 - Advanced Psychological Statistics II
- PSY 6613 - Advanced Developmental Psychology
- PSY 6633 - Philosophical and Historical Foundations of Psychology
- PSY 6774 - Foundations of Social Psychology and Personality

**CURRICULUM SUPPORTING APA PROFESSION-WIDE COMPETENCIES
and PROGRAM COMPETENCIES**

- PSY 5163 - Psychology of Women
- PSY 5423 - Cognitive Assessment
- PSY 5513 - Advanced Psychopathology*
- PSY 5523 - Clinical Therapeutic Group Processes*
- PSY 5541 – Psychotherapy Skills I: Microskills Lab*
- PSY 5653 - Theory and Practice of Counseling & Psychotherapy*
- PSY 6011 – Professional Issues I
- PSY 6021 – Professional Issues II
- PSY 6221 – Psychotherapy Skills II: Intermediate Lab
- PSY 6243 – Advanced Theories & Psychotherapies
- PSY 6383 - Cross Cultural Psychology
- PSY 6443 – Objective Personality Assessment
- PSY 6553 – Projective Personality Assessment
- PSY 6583 – Neuropsychopharmacology
- PSY 6803 - Seminar in Vocational Psychology
- PSY 6833 - Ethics in Psychology (pre-practicum or concurrent with first practicum)
- PSY 6853 - Supervision and Consultation in Psychology
- PSY 6871 - Internship in Psychology (3 semesters)
- PSY 6923 - Supervised Practicum (4 semesters)
- PSY 6961 - Research Team
- PSY 6981 - College Teaching
- PSY 6983 - Dissertation (2 semesters)
- PSY 6993 - Dissertation (2 semesters)

* Indicates Pre-Practicum Course
--

ELECTIVES (Choose 2)

- PSY 5674 - Theory and Practice of Family Psychology
- PSY 5693 - Psychology of Human Sexuality
- PSY 6393 - Psychology of Violence, Trauma, and Abuse
- PSY 6863 - Qualitative Research Methods & Program Evaluation
- PSY 6923 - Supervised Practicum

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

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

Claudia Porras-Pyland, Ph.D.
Assistant Professor

**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 GPA:** _____
 Current Address: _____
 Current Email Address: _____
 TWU Student ID Number: _____
 Date of Evaluation: _____
 Start Date in Program: _____

<u>Programmatic Events Completed</u>	<u>Date</u>
■ 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 (1 semester)	_____

To be completed by faculty only

■ Advancement to Candidacy**	_____
■ 60 hours of doctoral coursework**	_____

<u>Academic Coursework</u>	<u>Date Completed</u>	<u>Grade</u>
<i>DSK and Initial PWC Core Courses</i>		
5304: Advanced Psychological Statistics I	_____	_____
5353: Research Design	_____	_____
6103: Cognition and Emotion	_____	_____
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	_____	_____
6613: Advanced Developmental Psychology	_____	_____

Academic Coursework (cont)

Date Completed **Grade**

Pre-Practicum Courses

5523: Clinical Therapeutic Group Processes	_____	_____
5554: Theory & Practice of Counseling & Psychotherapy	_____	_____
5513: Advanced Psychopathology	_____	_____

General Curriculum in Specialty

5423: Cognitive Assessment	_____	_____
6243: Advanced Theories and Psychotherapies	_____	_____
6443: Objective Personality Assessment	_____	_____
6553: Projective Personality Assessment	_____	_____
5163: Psychology of Women	_____	_____
6583: Introduction to Psychopharmacology	_____	_____
6853: Supervision & Consultation in Psychology	_____	_____
6803: Seminar in Vocational Psychology	_____	_____
6683: Professional Issues in Psychology and Counseling Psychology	_____	_____

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

_____	_____	_____
_____	_____	_____

Practicum (*list sites*)

Date Completed

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

Thesis Equivalent (if no Thesis on Admission)

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

Date Completed

Applications	_____
Name of internship placement	_____
Internship finished	_____

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 manuscript submitted and/or accepted for publication? (Specify current status: under review, in press, or publication date).
3. An author or co-author of presentation/poster/workshop?
4. Presented a topic of a psychological nature to a lay or community audience?
5. Served in a leadership role in a professional organization?

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 (including advocacy)

Ethical and Legal Standards and Policy

Assessment

Intervention

Faculty Initials

Dr. Sally Stabb	_____
Dr. Debra Mollen	_____
Dr. Jeff Harris	_____
Dr. Claudia Porras	_____

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

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

Claudia Porras-Pyland, Ph.D.
Assistant Professor

**APPENDIX F
Professionalism Benchmark Evaluation Form**

**PROFESSIONALISM COMPETENCY BENCHMARK
EVALUATION FORM (REVISED 9.9.2013)**

Criteria for Evaluation:

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

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.

The Benchmarks Competency task is comprised of two portions, a narrative and an oral exam. The weighted average system on the narrative will be dropped. Each content area must be passed at level 3 or higher on the narrative. Each content area must be passed at level 3 or higher on the oral portion of the exam. If the student receives a score of 1 or 2 on any section of the narrative, the narrative will need to be re-written with specific additional attention to the failed section(s). If the student receives a score of 1 or 2 on any section of the oral exam, the student will have to take a second oral examination. A student may pass one portion (narrative or oral) and still have to make up the other portion if any section on that portion is failed. If a student fails both narrative and oral portions, the entire Benchmark must be retaken. Students who fail Benchmarks upon second administration are dismissed from the program.

SUMMARY of SCORES

Student: _____ Date: _____

Faculty Reviewers: _____

	NARRATIVE (PAPER) SECTION	ORAL SECTION
Reflective Practice/Self-Care/ Self-Assessment	_____	_____
Scientific Mindedness	_____	_____
Relationships (Interpersonal, Affective, Expressive Skills)	_____	_____
Individual and Cultural Differences	_____	_____
Legal/Ethical	_____	_____
Integration	_____	N/A
Documentation, Clarity, Style	_____	N/A

SUMMARY

- _____ Professionalism Benchmark Passed (1st time)
- _____ Professionalism Benchmark Failed (1st time); re-write paper and/or present oral portion again
- _____ Professionalism Benchmark Passed (2nd time)
- _____ Professionalism Benchmark Failed (2nd time); student dismissed from program.

NARRATIVE (PAPER) COMPETENCIES SUMMARY

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

Reflective Practice//Self-Care & Self Assessment//Professionalism 1 2 3 4 5

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

Scientific Mindedness 1 2 3 4 5

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

Interpersonal Skills // Affective Skills // Expressive Skills 1 2 3 4 5

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

ICD - Self Awareness // ICD Applied Knowledge 1 2 3 4 5

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

Legal-Ethical Knowledge // Ethical Conduct

1 2 3 4 5

- 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

1 2 3 4 5

- 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

1 2 3 4 5

- 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

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 5**

Scientific Mindedness **1 2 3 4 5**

Interpersonal Skills // Affective Skills // Expressive Skills **1 2 3 4 5**

ICD - Self Awareness // ICD Applied Knowledge **1 2 3 4 5**

Legal-Ethical Knowledge // Ethical Conduct **1 2 3 4 5**

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. The Clinical Jury is composed of two portions, a paper and a presentation. All sections of the paper and presentation must be passed with a score of 3 or higher. If the student receives a score of 1 or 2 on any section of the Clinical Jury paper, the paper will need to be re-written with specific additional attention to the failed section(s). If the student receives a score of 1 or 2 on any section of the presentation, the student will have to make a second presentation. A student may pass one portion (paper or presentation) and still have to make up the other portion if any section on that portion is failed. If a student fails both the paper and the presentation, the entire Clinical Jury must be retaken. This process may be repeated twice. Students who fail Clinical Jury upon third administration are dismissed from the program.

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

Comptency Areas:

Paper

Presentation

- 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 and General Concerns

NA

Summary: _____

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.

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, including relevant APA Guidelines.
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-5*, including appropriate diagnoses and related codes. (*ICD* codes are not required)

Comments:

V. Intervention:

(*PAPER*)

1. Ability to integrate components of theoretical model.
2. Description of the major theoretical elements guiding the use of interventions

Comments:

(*PRESENTATION*)

3. Congruence between the theory and interventions used with client.
4. Ability to build rapport with the client.
5. Complexity of interventions administered.
6. Tolerance of affect and ambiguity in clinical work.
7. Verbal and nonverbal communication of one's ideas to the client.

Comments:

VI. 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:

I. Professionalism & Presentation Skills:

Presentation ONLY

1. Organization of oral defense including preparation of tapes/transcripts.
2. Choice of recorded therapy segments.
3. Clarity of expression and articulation.
4. Appearance, composure, and overall professionalism.
5. Knowledge of subject matter and familiarity with own written position.

Comments:

GENERAL COMMENTS:

REMEDIATION (if necessary):

APPENDIX H

Practicum Evaluation Form

EVALUATION OF PRACTICUM STUDENT COMPETENCIES
Counseling Psychology Program – Texas Woman’s University
 Revised 9.9.2013

Name of Supervisee/Student: _____

Name of Supervisor/Instructor: _____

Semester of Supervision/Practicum: _____

Name of Agency/Class: _____

Introduction: The Evaluation of *Practicum Student Competencies* form is designed to provide feedback on counseling-related skills and behaviors from both practicum site supervisors and practicum class instructors. Please rate trainee on each section using the following scale:

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

Students must score at least a 3 on all sections of their faculty Practicum Evaluations. Ratings by on-site supervisors are taken into account by faculty in their final evaluations of Practicum students each semester. Students who attain ratings of 1 or 2 on any section of the Practicum Evaluation will be required to complete a supplemental learning experience related to the identified deficit(s). These experiences will be tailored to the individuals’ specific deficit(s). If Practicum ratings have not improved by the next semester of Practicum, the student will be placed on a formal Remediation Plan. If a student were to obtain ratings of 1 or 2 in her or his last semester of required Practicum, it is likely that the supplemental learning experience would include additional supervised clinical experience so that the deficit may be appropriately evaluated.

The supervisee/student and the supervisor/instructor should both receive copies of this form after it has been signed by both parties. The original should be turned in to the student’s TWU faculty supervisor for placement in their academic file.

I. PROFESSIONALISM

- Displays awareness of counseling psychology's focus on context, normal development, and strengths.
- Displays professional demeanor and language.
- Displays compassion and respect in interpersonal interactions.
- Demonstrates integrity by adhering to professional values.
- Shows appropriate respect for authority.
- Demonstrates effort to effectively resolve conflict.
- Completes case documentation accurately.

Score for Professionalism Section _____

Optional Comments:

II. REFLECTIVE PRACTICE/SELF ASSESSMENT & CARE**A. *Reflective Practice***

- Reflects on practice and mindfully recognizes impact of self on others.
- Understands impact of therapy relationship on self.
- Understands own impact on client in therapy relationship.
- Maintains appropriate therapist-client boundaries.
- Is willing to admit mistakes with minimal defensiveness.
- Uses persons other than supervisor for skill development.
- Provides helpful feedback and critique to others.
- Is sensitive to the needs and strengths of peers.
- Is willing to be assertive with supervisor and peers.

B. *Self-Assessment & Self-Care*

- Demonstrates awareness of clinical competencies and identifies areas for growth.
- Critiques and analyzes own interview/sessions accurately and appropriately.
- Recognizes own limitations in treating a particular client.
- Takes appropriate care of self and is aware of own needs.

Score for Reflective Practice Section _____

Optional Comments:

III. RELATIONSHIPS

A. *Interpersonal Relationships*

- Forms and maintains productive and respectful relationships with peers or colleagues.
- Forms and maintains productive and respectful relationships with supervisors or instructors.
- Demonstrates cooperative discourse (e.g., refrains from interrupting, does not dominate, contributes actively).
- Conveys counseling atmosphere of trust and safety.
- Demonstrates acceptance of the client.
- Expresses warmth and caring with clients.
- Shows a non-judgmental orientation toward clients.

B. *Affective Skills*

- Exhibits appropriate verbal regulation of emotion (i.e., expression and containment).
- Exhibits appropriate nonverbal regulation of emotion (i.e., expression and containment).

C. *Expressive Skills*

- Communicates clearly using verbal skills.
- Nonverbal communication matches verbal content.
- Communicates clearly using written skills.
- Awareness of and sensitivity to clients' nonverbal behavior.
- Understands client's feelings and communicates this understanding to the client.

Score for Relationships Section _____

Optional Comments:

IV. INDIVIDUAL & CULTURAL DIVERSITY

- Understands one's own cultural identity and personal attitudes toward diverse others.
- Recognizes the way culture shapes others' identity and behavior.
- Utilizes language that demonstrates sensitivity to culture, gender, and sexual orientation.
- Directly addresses issues of difference between therapist and clients along salient dimensions.
- Therapeutically processes issues of cultural difference and diversity.
- Asks questions or offers suggestions that help client think about how contextual issues may impact presenting concerns.

Score for Diversity Section _____

Optional Comments:

V. ETHICAL & LEGAL STANDARDS

- Demonstrates knowledge and awareness of appropriate ethical codes and state laws.
- Identifies potential ethical concerns and legal issues.
- Adapts behavior in accordance with ethical codes and state laws.

Score for Ethics & Legal Section _____

Optional Comments:

VI. ASSESSMENT

A. *Evaluation & Diagnosis*

- Selects appropriate assessment measures for cases at practice site.
- Identifies areas of client functioning where further assessment is needed.
- Provides appropriate feedback to clients based on assessment measures.
- Applies concepts of normal/abnormal behavior to case formulation and diagnosis within a developmental context.
- Applies concepts of normal/abnormal behavior to case formulation and diagnosis within the context of diversity.
- Writes assessment reports and progress notes effectively.

B. *Conceptualization*

- Ties together seemingly discrete and isolated components of client's behavior.
- Generates hypotheses concerning client behavior and dynamics.
- Provides rationale for conceptualization based on psychological theory and research.
- Provides rationale for conceptualization based on client data.
- Formulates appropriate interventions based on conceptualization.
- Attends to systemic issues in case conceptualization.

Score for Assessment Section _____

Optional Comments:

VII. INTERVENTION

A. *Intervention Planning*

- Demonstrates knowledge of interventions and explanations for their use in practice based on evidence.

- Formulates and conceptualizes cases and plans interventions utilizing at least one
- consistent theoretical orientation.
- Evaluates treatment progress and modifies treatment planning as indicated.

B. *Basic Counseling Skills*

- Is able to track client work.
- Acts purposefully and with intentionality.
- Uses appropriate and therapeutic open-ended questions.
- Uses closed questions appropriately for the purposes of diagnosis and assessment.
- Can paraphrase and summarize content.
- Accurately reflects feeling.
- Encourages client to be specific and concrete.
- Does not talk over or interrupt clients inappropriately.
- Clarifies client content when appropriate.
- Handles silence and uses it effectively in treatment.
- Establishes appropriate goals.
- Explores resolution of similar problems.
- Able to separate process from content.
- Encourages client to accept responsibility in relationship.

C. *Intervention Implementation*

- Demonstrates the ability to effectively implement therapeutic treatment interventions.
- Implements interventions one at a time and stays with interventions once initiated.
- Exercises therapeutic control in session.
- Works with depth of affect.
- Confronts appropriately and in the moment.
- Demonstrates appropriate use of self in session.
- Uses therapeutic process effectively.
- Recognizes client resistance.
- Handles client resistance appropriately and effectively.
- Is able to comfortably discuss sensitive issues with clients (e.g., sexuality, transference/countertransference).
- Provides crisis management interventions, as appropriate.

D. *Systemic Interventions*

- Develops and tests hypotheses using systemic principles.
- Makes contact and attends to all family members.
- Helps family/couple establish appropriate boundaries.
- Attends to covert family/couple conflicts, alliances, and coalitions.
- Attends to systemic interactions in intervention.

Score for Intervention Section _____

Optional Comments:

VIII. SUPERVISION

- Demonstrates knowledge of the supervision process including one’s own roles and responsibilities as trainee.
- Uses supervision process to reflect on areas of strength and those needing improvement.
- Demonstrates willingness to admit errors and accept feedback.
- Willing to be observed and evaluated by supervisor.
- Integrates feedback from supervisor into performance.

Score for Supervision Section _____

Optional Comments:

Numerical Summary of Scores

Professionalism	_____
Reflective Practice/Self Assessment/Self-Care	_____
Relationships	_____
Individual and Cultural Differences	_____
Legal/Ethical	_____
Assessment	_____
Intervention	_____
Supervision	_____

General Narrative Summary:

Signature of Supervisor/Instructor: _____ Date: _____

Signature of Supervisee/Student: _____ Date: _____