

GRADUATE STUDENT HANDBOOK

Counseling Psychology

Master's Program

Texas Woman's University

Department of Psychology and Philosophy

REVISED August, 2019

GENERAL OVERVIEW

The Master's degree program in Counseling Psychology provides systematic training within a practitioner-scientist model to prepare students for professional mental health practice in a wide range of settings. The program is grounded in feminist philosophy and pedagogy. The program has a particular emphasis on developing clinicians with a strong understanding of individuals and families within their gendered and socio-cultural contexts, as well as a social justice/advocacy orientation. Graduates of the program are expected to be conversant with and competent in the diversity-sensitive applications of individual, systemic/family, and integrative theories. Program graduates enter the marketplace with a degree that is exceptionally flexible, allowing them to pursue state level credentials as Licensed Professional Counselors (LPC), Psychological Associates (PA; some additional coursework required), and/or Licensed Marriage and Family Therapists (LMFT; some additional coursework required).

COURSEWORK

See Appendix A for required coursework and information regarding course sequencing for the M.A. in Counseling Psychology.

PROGRAM REQUIREMENTS

Residence Requirements

While no specific residence requirements exist for the Master's degree, the student should plan to pursue as much full-time resident study as is possible in the degree program. Students in the Counseling Psychology Master's program may be enrolled either part time (3-8 hours) or full time (9-12+ hours). Residency does affect tuition; if students wish to petition for change of residency status, they should contact the Office of the Registrar (940-898-3036; registrar@twu.edu; www.twu.edu/registrar/forms.asp).

Leaves of absence may occasionally be granted after written request to the Counseling Psychology core faculty. Typical reasons for such requests have included maternity/paternity leave, illness, divorce, and family problems. Except for official leaves of absence, graduate students must be continuously enrolled for all fall and spring semesters from admissions to graduation. Summer enrollment is optional, but strongly recommended for timely completion of the program.

Grade Requirements

Beginning in Fall, 2017, a student must maintain a cumulative 3.5 grade point average on a 4.0 scale. Students who do not maintain a 3.5 cumulative G.P.A. 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, the student will be required to meet with her/his program committee. The program committee and the student shall determine appropriate steps for remediation. A student who earns a grade of C or lower while enrolled in six credit hours will automatically be dismissed from the Master's program. Courses with the grade of C or lower will not count toward the M.A. requirements. Even if the student has retaken the course in which the first C was earned, s/he will still be dismissed from the program if another C is earned.

Time Limits

All requirements for the Master's degree (including transfer credits) must be completed within a period of six consecutive calendar years from the date Master's credit was first earned (exclusive of official leaves-of-absence). The Graduate School specifies that courses over six years old may not be counted towards the degree. The six year limit includes transfer work.

PROGRAM GUIDELINES

These guidelines are general and you must keep yourself informed about program, departmental, graduate school, and university deadlines and regulations. We have on file in the psychology department several graduate school publications and forms. Study these and know your graduate catalogue. If you have questions, see a member of the Core Faculty in Counseling Psychology.

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 student committee choices. Flexibility does not mean a lack of academic rigor, nor does it mean that we grant all student 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 students and faculty. The faculty has the responsibility to oversee and execute the program, maintain rigorous training standards, ensure the high quality of student training and credentials, evaluate students' 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, and 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 students 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 student input into account in many of our decisions; however, input cannot be interpreted as a promise to accommodate all student 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 Master's 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:
 - A. Taking responsibility for your own learning.
 - B. Mastery of both the skills and knowledge bases as specified in coursework, the program, department, university, and external standards.
 - C. Oral and written English communication skills at a professional level.
 - D. Professional involvement.
 - E. Critical integration and application of knowledge.
2. Receptivity to ongoing critique of academic and practice skills:
 - A. Maintaining an open and receptive attitude rewards both positive and negative critique and evaluation.
 - B. Openness and skills in self-evaluation and critique.
 - C. Ability and willingness to integrate critique into future work.
3. Active involvement in independent scholarship and research:
 - A. Projects (thesis, professional paper) will be on topics of your own selection, with guidance from your Chair.
 - B. The research process will be self-generated and self-motivated.
4. Respect for and compliance with deadlines:
 - A. You will complete tasks on time in courses, in the program, in the department, and at the university level.
 - B. It is your responsibility to be aware of deadlines in courses, the program, the department, and the university.

Advisory Committee

Upon admission to the Master's program, you will be appointed an advisory committee consisting of the members of the Core Faculty of the Counseling Psychology program. Your advisory committee is responsible for planning and guiding your program. One member of the committee will be appointed as academic advisor. However, you are encouraged to seek out any faculty member for advising, career planning, and general concerns during your tenure in the program.

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 Master's Program will meet with you to aid you in preparation of the degree plan. Then you will need to submit the degree plan 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.

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. The form can be found on the TWU Graduate School website. <http://www.twu.edu/gradschool/forms/>

Transfer Credits

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.

Students who enter the Master's program with graduate non-degree coursework in Counseling Psychology from TWU will be given credit for all courses that overlap. All other graduate coursework must be submitted to the core faculty. Students with prior coursework and job-related experience in cognitive assessment or personality testing may choose to petition the core faculty and instructors of the 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 Student Request Form which can be found on Blackboard (under Program Forms).

Registration

Consult your Schedule of Classes each semester for a comprehensive description outlining registration procedures, deadlines, and fees. The class schedule is available on-line and can be accessed through the TWU homepage: <http://www.twu.edu> On-line schedules are available before registration opens each semester. Any changes to the posted schedule of classes will be sent via the program's listserv.

Some courses require pre-registration and are usually listed with a special note in the Schedule of Classes. Other questions can be addressed to your advisor.

All registration is conducted on-line through the Pioneer Portal.

Unconditional vs. Provisional Status

Beginning Fall, 2017, all students will be admitted unconditionally to the Master's program with the exception of any outstanding undergraduate prerequisite coursework. For any student admitted to the Master's program without all the undergraduate prerequisite courses, a stipulation of admission will be successful completion (earning a grade of B or higher) of the outstanding course(s) in the first year of the Master's program. Students will submit a copy of their transcript to the Director of the program once they have completed the missing prerequisite course(s), at which time the Director will change the student's status to Unconditional Acceptance with the Graduate School.

Research Project

Master's students on the thesis track complete an independent research project. Theses typically involve data collection and analysis, from correlational, experimental, or qualitative perspectives. Students interested in completing a qualitative dissertation must take *PSY 6863 Qualitative Research Methods & Program Evaluation* prior to enrollment for thesis.

Graduate Assistantships

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

Applications may be secured from the Department of Psychology-Philosophy or the Graduate School. Application and supporting documents, including official transcripts, verification of graduate status, and letters of reference, must be filed with the head of the academic component 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. A student may hold only one assistantship at TWU at any time.

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) conducted by an experienced professor in the psychology department.

Various types of media equipment are available to teaching assistants for instructional purposes. Any media equipment not already available in a classroom must be requested online through the Office of Technology.

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

University Policies, Academic Review and Appeal Procedures

University policies, definitions, and appeal/grievance procedures regarding student conduct, academic dishonesty, non-discrimination, and sexual harassment are available in the TWU Student Handbook. Student responsibilities, academic review and appeals, and grade requirements are available in the Graduate Catalog which is available on-line:

<http://catalog.twu.edu/graduate/>

The specific information regarding Review of Complaints and Appeals is located on-line here: <http://catalog.twu.edu/graduate/graduate-school/academic-information/complaints-appeals/>

Annual Review

Each Master's student's progress is formally reviewed by the core faculty once per year. The review process includes monitoring program progress check points and the quality of student work, including professionalism and ethics. Each student receives a copy of the Master's Program Tracking and Evaluation Form (See Appendix B). Students are encouraged to discuss

feedback with their faculty advisor. The core faculty is also available to meet with students should the students have questions.

GUIDELINES FOR PRACTICUM STUDENTS

Detailed information about all aspects of Practicum is available on the Counseling Psychology Blackboard website under Forms and Program Information.

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.

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. Master's students complete practica at sites that focus on individuals, couples, families, groups, or a combination of these.
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.

8. A student completing practicum requirements at a facility assumes the responsibilities and obligations expected of other members of that facility, including:

- a. Abiding by the rules and regulations established at the facility.
- b. Arranging schedules with the facility supervisor and adhering to that schedule.
- c. Meeting all appointments at the times arranged with clients.
- d. Keeping all required records as determined by the facility supervisor.
- e. Participating in all meetings relating to the practicum as determined by facility supervisor.

9. Students may not apply clinically related hours accrued prior to the semester in which a practicum is taken towards the 175 hours required during that practicum unless this occurs in a semester break between two semesters of placement in the same agency.

10. Students will keep a Log Sheet of all activities related to the practicum placement. These logs are to be kept current and must be turned in at the completion of the practicum semester to be kept as part of the student's file. Log entries relating to duties at the practicum facility must correspond to records maintained at that facility. Log Sheets will be approved and signed by facility supervisors at the end of the semester placement. This Log Sheet will include client contacts, time spent with clients, administrative duties, supervision, staff meetings, etc. Blank forms are available in the Psychology Department. Students are advised to keep a copy of these sheets in their own permanent records. They will be useful later to document experience for professional credentials.

11. A written evaluation will be provided to each student at the end of each semester in which a practicum was completed. The feedback will be provided by the facility supervisor with regard to student involvement, dedication, counseling ability and all other relevant information required for making a proper assessment of the student's professional progress and competencies. Students will also complete a written evaluation of the practicum facility and supervision.

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

Supervised Field Work (PSY 6991)

Supervised Field Work (SFW) provides a structure for students to gain additional psychotherapy and/or assessment experience beyond the requirements of the required 4 semesters of Practicum. Placement for SFW is handled through the Practicum Coordinator; see the Practicum Handbook for additional information about Supervised Field Work.

THESIS

A graduate student's responsibility includes recommending the membership of the committee. Before first registration for thesis, the student must choose a director/chair of their paper and request the participation of each faculty member whom the student wants to serve on the thesis committee.

A minimum of three members are required for a thesis. The committee consists of three 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). Some faculty members require a statistics expert to be placed on the committee for quantitative research. Counseling Psychology adjunct faculty and clinical faculty may also serve on thesis committees.

In principle, the Chair of the thesis committee will be a member of the Counseling Psychology Core Faculty because the thesis 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, the outside faculty member may be chosen as the thesis chair. The thesis also may be Co-Chaired by a Core Faculty member and a non-Core Faculty member. The student will then alternate thesis registrations between the Co-Chairs. To finalize the choice of the thesis Chair(s), the student will meet with the Counseling Psychology Core Faculty to discuss her/his choice and rationale. Final approval of the thesis Chair rests with the Counseling Psychology Core Faculty.

Only an officially registered student may hold conferences with faculty concerning the preparation of a thesis. 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 thesis subject has been selected. Registration for thesis in one term is good for that term only, and does not extend to the next term.

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 and must go through the committee chair and Department chair.

Procedures and Outline for Thesis

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 thesis 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 thesis (see section 3 below). Students will need to obtain a copy of the Graduate School guidelines for preparation of 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.

1. Defenses are scheduled for one hour.
2. All committee members must have your manuscript 14 days prior to the scheduled meeting. 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, requested changes, and feedback from the committee members.
4. Be sure to have the appropriate paperwork with you. A **signature page** is required for the proposal defense. A sample form is available in the Graduate School Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers. Please complete the relevant portions of this document online, **print** the form, and **bring it with you** to your meeting.

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.

1. Defenses are scheduled for one hour.
2. All committee members and the Department Chairperson must have your manuscript 14 days prior to the scheduled meeting. If committee members do not have your manuscript one week before the scheduled defense, the meeting will be canceled.
3. You will need to prepare a 10-minute presentation of your completed research.

Ten minutes go by quickly; please 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. Be prepared to present the results of the study and their implications.

4. Be sure to have the appropriate paperwork with you. A **signature page** and the **certificate of final exam** are required. The Certificate of Final Examination form can be **found and completed on TWU's website** <https://twu.edu/gradschool/forms/>. See <https://twu.edu/media/documents/graduate-school/Guide-to-Theses-and-Dissertation-Preparation---2017-August.pdf> for more information and samples of the signature page.

Please complete the relevant portions of these documents on-line, print the forms, and bring them with you to the defense.

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. Note that all materials from your thesis (forms, the completed thesis) will be submitted electronically. For more information, see <https://twu.edu/gradschool/current-students/thesis-and-dissertation/procedures-for-filing-electronic-dissertations-and-theses/>

Students are encouraged to submit thesis 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 thesis*

A. Chapter 1/Introduction: This chapter consists of an 5-8-page overview of the proposed study. This chapter is where you make an argument explaining the need and purpose of your study. You may include definitions of terms, if appropriate.

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

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

D. Chapter 4/Results: This chapter consists of descriptive/qualitative and/or statistical analyses of your data. First, a description of your sample, return rates, procedural problems, and tests of your assumptions for statistical analyses are presented. Second, analyses of your major hypotheses/research questions are presented. Third, exploratory analyses are presented. Results must be presented in

an objective manner, without any interpretative comments. Alternative presentations are acceptable for qualitative projects.

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

4. Additional Considerations

- Students may not propose and defend in the same semester.
- 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.
- Proposes and defenses are not scheduled during finals' week, Maymester, holidays, or other university closings.

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

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

D. Students may not schedule their proposal defense or final 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 problem
- proposed procedures, and any other information deemed necessary by the committee

Information concerning appropriate prospectus and thesis 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:

<https://twu.edu/media/documents/graduate-school/Guide-to-Theses-and-Dissertation-Preparation---2017-August.pdf>

Any conflicts in the recommended style should be discussed with the Graduate School, although generally the TWU guidelines supersede 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 (available in the departmental office or online) 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.

Registration for Thesis

You must register for thesis each semester in which work is done on the paper. Ideally, the thesis should be completed within two semesters but students should be aware that doing so requires considerable focus and the ability to structure one's time carefully. Grades of "CR" (credit) will be given for the first semester. If the student does not complete the thesis in the second semester, a grade of "PR" (in progress) is given. The student receives a "CR" in the final semester of completion of the project.

Limit on Thesis Enrollment

Effective Fall, 2013: Students in the Master's program pursuing the thesis track (PSY 5983/5993) will have two calendar years (i.e., six semesters) to complete their projects. Students who do not complete their theses within two calendar years will be transferred to the capstone track. These students will discontinue enrollment in PSY 5983/5993, complete a Change in Degree Plan form, complete a second approved elective course, and enroll in PSY 5963: Capstone Proficiencies.

CAPSTONE PROFICIENCIES / COURSEWORK-ONLY OPTION

Students who choose to take the "Coursework Only" option for the Master of Arts in Counseling Psychology must enroll for PSY 5963: Capstone Proficiencies. The Capstone class includes emphasis on professional development, professional identity, career development and strategies for securing and advancing employment, and a social justice project. This course also requires a comprehensive exam over the entire MA program, with particular emphasis on the coursework and content areas that parallel the NCC/LPC licensing exam. Ideally, the course is taken the last semester of the MA program, but may be taken one semester earlier if circumstances require. Students are solely responsible for course content required in the comprehensive exam if such coursework has not yet been completed. Students who fail the comprehensive exam the first time will receive an "Incomplete" for the course and must retake

the exam the following semester (summer). If the student passes the exam upon this re-test, a course grade will be assigned at that point (the instructor will submit a change-of-grade). If the student does not pass the exam at summer re-test, the student must re-take the exam in the Fall semester. If the exam is not passed the third time, the student will be dismissed from the MA program.

Computer Services

You are required to obtain a student Pioneer Portal account at TWU.

Graduate students are urged to use the computer and research consultant services at TWU when working on their thesis projects. The Center for Research Design and Analysis offers workshops and consultation to graduate students on quantitative and qualitative projects. See: <https://www.twu.edu/center-for-research-design-and-analysis-crda/>

The Department of Mathematics and Computer Science offers a course CSCI 5921 (Statistical Analysis with Computers) which provides a structured introduction to these topics. The course may be repeated once for additional credit as needed. In addition, graduate students have access to use of the University's computer system through terminal locations on the Dallas, Houston, and Denton campuses.

A variety of statistical analysis packages, text-processing packages, and other special-purpose application packages are available for use. Additional assistance in the use of these applications is available in the Computer MegaLab on the second floor of the Multipurpose Classroom Laboratory (MCL) Building.

Final Copies

The appropriate number of copies of the thesis must be delivered to the Office of the Dean of the Graduate School no later than the filing date listed in the University Calendar found in the schedule of classes and available from the Graduate School. See the Graduate School guidelines for details. Details concerning the abstracts, microfilming, copyrighting, and associated fees are also available in the Graduate Office.

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.

Detailed information about Degree Completion can be found on the Graduate School website: <https://twu.edu/gradschool/current-students/degree-completion/>

RECOMMENDED PROFESSIONAL ORGANIZATIONS

American Psychological Association (APA)

American Psychological Association for Graduate Students (APAGS)

American Psychological Association ATTN: Membership Records

750 First Street, NE

Washington, D.C. 20002-4242

www.apa.org

Texas Psychological Association (TPA)

Texas Psychological Association

1005 Congress Avenue, Suite 825

Austin, Texas 78701

<http://www.texaspsyc.org>

Dallas Psychological Association (DPA)

Dallas Psychological Association

P. O. Box 1945

Manchaca, TX 78652

www.dallaspsychologists.org

Student Affiliate Group of Division 17 of APA

<http://www.div17.org/SAS/>

Division 35 of APA

Association for Women in Psychology

American Association for Marriage and Family Therapy (AAMFT)

Currently the Master's program in Counseling Psychology provides skills in working with families and begins to prepare students for AAMFT membership. Additional information regarding qualifications for membership may be obtained by writing:

American Association for Marriage and Family Therapy

112 South Alfred Street

Alexandria, VA 22314

www.aamft.org

American Counseling Association

5999 Stevenson Ave.
 Alexandria, VA 22304
www.counseling.org

Note: Graduate student representatives are available to students for membership information or other concerns.

STATEMENT ON THE IMPORTANCE OF PERSONAL THERAPY TO THE DEVELOPMENT OF COUNSELORS/PSYCHOTHERAPISTS

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

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

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

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

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

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

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."

Field Experience (PSY 6991) Registration Policy

Hence, if students in either the masters or doctoral programs in Counseling Psychology engage in any activity, be it paid or voluntary, that may be construed to be counseling or psychological that is not part of their regular training, the MUST be registered for PSY 6991 – Field Placement (Supervised Field Work) or be in violation of Texas State law. In general, registration will be with the Practicum Coordinator. Violation of Texas law can result in dismissal from graduate school. Of course, a student who holds a professional license may practice within that license's purview without this registration. If you are unclear if your volunteer or paid activity falls under the definitions below (for practice of psychology or counseling), you may contact your program director for clarification.

Legal Definitions of the Practice of Psychology

"Practice of psychology" means:

(A) the observation, description, diagnosis, evaluation, assessment, interpretation, or treatment of and intervention in human behavior by applying education, training, methods, and procedures for the purpose of:

(i) preventing, predicting, treating, remediating, or eliminating:

(a) symptomatic, maladaptive, or undesired behavior;

(b) emotional, interpersonal, learning, substance use, neuropsychological, cognitive, or behavioral disorders or disabilities, including those that accompany medical problems; or

(c) mental illness;

(ii) evaluating, assessing, or facilitating, by a license holder or a person who represents the person to the public by a title or description of services that includes the word "psychological," "psychologist," or "psychology," the enhancement of individual, group, or organizational effectiveness, including evaluating, assessing, or facilitating:

(a) personal effectiveness;

(b) adaptive behavior;

- (c) *interpersonal relationships;*
- (d) *academic, vocational, and life adjustment;*
- (e) *health; or*
- (f) *individual, group, or organizational performance;*

(iii) providing psychological, neuropsychological, and psychoeducational evaluation, therapy, and remediation as well as counseling, psychoanalysis, psychotherapy, hypnosis, and biofeedback; or

(iv) consulting with others, including other mental health professionals, physicians, school personnel, or organizations within the scope of the provider's competency and training with respect to services provided for a specific individual; or

(B) the supervision of an activity or service described by Paragraph (A).

(2) "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 if the person:

(1) when providing or offering to provide psychological services to another in a professional relationship, 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 the public in a professional relationship;

(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) A person is not engaged in the practice of psychology based solely on the person offering, regardless of whether the person is solicited, advice, counsel, or guidance addressing or affecting the mental, emotional, or behavioral health of another, if the person does not represent that the person is licensed under this chapter or engaged in the delivery of psychological services and does not represent that the advice, counsel, or guidance is psychological in nature, and:

(1) the advice, counsel, or guidance is not offered in the context of a professional relationship;

(2) if the person is offering the advice, counsel, or guidance in connection with the person's occupation, the primary focus of the occupation is not the delivery of mental, emotional, or behavioral health care services; or

(3) the advice, counsel, or guidance is offered through an organized or structured program or peer support service that is designed to support or assist a person with a self-identified goal of changing or improving certain aspects of the person's mental, emotional, or behavioral health.

Acts 1999, 76th Leg., ch. 388, Sec. 1, eff. Sept. 1, 1999.

Amended by: Acts 2017, 85th Leg., R.S., Ch. 1101 (H.B. 3808), Sec. 5, eff. September 1, 2017

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.
- (6) 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.]

Policy Statement on Student Impairment, Incompetence, Values, and Ethical Misconduct

I have read and fully comprehend the student dismissal policy.

Print Name: _____

Signature of Student: _____ Date: _____

Please photocopy this entire document for your files and return the signed original to the Director of Training of your program prior to the first day of classes for the Fall semester of your admission.

Objective

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

Introduction

As described in the Graduate Student Handbook(s), the overarching goal of the Counseling Psychology program is to prepare professionals in the practitioner-scientist model to assume roles as responsible, competent members of the professional psychological community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, staff, and faculty; including confidentiality, honesty, appropriate professional attitudes and behavior, openness to differences, and academic integrity. Specific goals and expected competencies cover the following areas:

1. Knowledge of the practice and science of Psychology and Counseling Psychology/Counseling as a profession;
2. Integration of practice and research;
3. Commitment to an ongoing contribution to the profession of Counseling Psychology/Counseling.
4. Respect for and compliance with legal/ethical guidelines, as well as all program, departmental, and university policies, procedures, and deadlines.
5. 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.
6. 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. This policy, in conjunction with the Graduate Student Handbook(s), describes the

procedures used to monitor progress, to identify deficiencies, and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.

Counseling Psychology Training Values

The Counseling Psychology Program at the Texas Woman's University is a multicultural community of diverse racial, ethnic, and socioeconomic backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; body sizes and types; ages; genders; and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another. As members of the Counseling Psychology community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. The program expects that students will be respectful and supportive of all individuals; including, but not limited to clients, staff, peers, and faculty who are different from themselves in terms of age, gender, gender identity and expression, race, ethnicity, culture, national origin, religion, faith and no faith, spirituality, sexual orientation, body sizes and types, 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, 2017) states that psychologists (including students in training) must both examine and try to eliminate the effects of biases from their work. We understand that students will not enter the program free from bias. Nevertheless, successful completion of the program requires a genuine desire to examine one's attitudes and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA, 2017, Principle E) and body size and type. 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, 2017), 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 *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*; and the *Guidelines for Psychological Practice with Older Adults*; and other similar guidelines. These guidelines, which have already received APA approval can be found on the APA website (<http://www.apa.org/practice/guidelines/index.aspx>). 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, 2017, 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).

Definitions

Impairment is defined as an interference in professional functioning that reflects a decline from previously adequate functioning, given the student's developmental level in training. Impairment 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.

While it is a professional judgment as to when a student's behavior becomes impaired rather than problematic, a problem refers to a trainee's behaviors, attitudes, or characteristics which, while of concern and perhaps requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

The student does not acknowledge, understand, or address the problem when it is identified.

The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.

The quality of services delivered by the student is sufficiently negatively affected.

The problem is not restricted to one area of professional functioning.

A disproportionate amount of attention by training personnel is required.

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 impairment are considered incompetent.

Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2017) 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

Impairment, 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.

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

Appendix A: Master's Degree Curriculum and Courses¹

DEPARTMENT OF PSYCHOLOGY MASTER OF ARTS IN COUNSELING PSYCHOLOGY

COURSE	TITLE	CREDITS
COMMON CORE		
PSY 5502	Seminar in Professional Issues.....	2
FS 5143	Addictions Counseling.....	3
PSY 6333	Psychology of Gender.	3
PSY 5313	Psychological Tests & Measurements.	3
*PSY 5513	Advanced Psychopathology.	3
*PSY 5523	Clinical Therapeutic Group Processes.	3
*PSY 5653	Theories of Psychotherapy and Counseling.....	3
*PSY 5541	Psychotherapy Skills I: Microskills Lab.....	1
PSY 5674	Theory and Practice of Family Psychology.	4
PSY 5923	Supervised Practicum (4 Semesters).	12
*PSY 6833	Ethics in Psychology.	3
PSY 6613	Advanced Developmental Psychology	3
PSY 6383	Cross-Cultural Psychology.	3
PSY 6803	Seminar in Vocational Psychology.	3
<u>Choose one from the following two courses:</u>		
PSY 5304	Quantitative Statistics I.	4
PSY 5353	Research Design	3
<u>Choose one elective from the following courses:</u>		
PSY 6563	Psychology of Human Sexuality	
PSY 6393	Psychology of Violence, Trauma, and Abuse	
PSY 6243	Advanced Theories and Psychotherapies	

Common Core Total: 55-56

¹ Effective with the incoming Fall, 2017 cohort

NOTE: In consultation with the student's major advisor, the student should select either the **Thesis Track** or the **Coursework-Only Option**, both of which are outlined below.

Thesis Track

PSY 5983	Thesis	3
PSY 5993	Thesis	3

Plus a minimum of one of the elective courses listed below.

Thesis Total: 6

Coursework-Only Option

PSY 5963	Capstone Proficiencies	3
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Plus a minimum of two of the following courses

PSY 6563	Psychology of Human Sexuality	(3)
PSY 6393	Psychology of Violence, Trauma, and Abuse	(3)
PSY 6243	Advanced Theories and Psychotherapies	(3)

Total: 6

Total Number of Semester Hours Required: 61-62

* Pre-practicum courses

Please note the following sequences related to courses:

Theories and Family Sequence:

1. PSY 5653 Theory and Practice of Counseling and Psychotherapy
2. PSY 5674 Theory and Practice of Family Psychotherapy

Research Sequence²:

1. PSY 5304 Quantitative Statistics I **OR**
2. PSY 5353 Research Design
3. PSY 5313 Psychological Tests & Measurement

² Beginning in August, 2017, MA students will enroll in either PSY 5304 or PSY 5353.

Appendix B:

MASTER'S PROGRAM TRACKING & EVALUATION FORM

Name _____ Student ID # _____

Date Admitted _____ Date of Evaluation: _____

Current GPA: _____

Degree Plan - by end of 1st year Yes___ Date_____

FEEDBACK ON PROGRESS THROUGH THE PROGRAM

Academic Coursework:

Practicum:

Professionalism (Ethics, Interpersonal Skills):

Thesis/Capstone:

Counseling Psychology Core Faculty

DH _____
MW _____
SS _____
DM _____
CP _____