

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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Revised 8.1.2018

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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. The Handbook is updated every summer.

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, the nation's largest public university primarily for 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, and objective psychological measures. Academic program coursework as well as practicum training are designed to support these strengths.

Standards of Accreditation (SoA) Framework

As an APA-Accredited program, we follow the Standards of Accreditation for the preparation of Health Service Psychologists. The APA Commission on Accreditation defines health service psychology as “the integration of psychological science and practice in order to facilitate human development and functioning” and further notes that accredited programs “...prepare individuals to work in diverse settings with diverse populations.”

There are two main components to the SoA which frame all accredited programs; Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC). Discipline-Specific Knowledge is considered foundational to attaining PWCs.

In our program, the DSK is constituted by the following core courses:

PSY 5304 - Advanced Psychological Statistics I
 PSY 5353 - Research Design
 PSY 6104 - Cognition and Emotion
 PSY 6113 – Measurement and Psychometric Theory
 PSY 6133 - Advanced Behavioral Neuroscience
 PSY 6204 - Advanced Psychological Statistics II
 PSY 6383 - Cross Cultural Psychology
 PSY 6613 - Advanced Developmental Psychology
 PSY 6633 - Philosophical and Historical Foundations of Psychology
 PSY 6773 - Foundations of Social Psychology and Personality

These courses, and all additional courses in the curriculum, provide the training needed for students to achieve and demonstrate each of the Profession-Wide Competencies required by the SoA. There are nine PWCs:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional Values Attitudes and Behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation/Inter-professional skills.

These nine competencies will be consistently reflected in the evaluations you receive throughout the program.

Program Aims

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

Aim #1: To prepare competent practitioners of professional psychology
Aim #2: To prepare diversity-sensitive professional psychologists
Aim #3: To prepare professional psychologists who are competent consumers and/or producers of research
Aim #4: To prepare professional psychologists who understand and embrace the identity of a Counseling Psychologist

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 when possible, encouraging student-driven research, 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 SoA and all other program policies and procedures.

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

This statement is given 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 retain a copy 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.

Objective

The purpose of this statement is two-fold. One purpose is to document your responsibilities while in the program and to inform you about the program's values. 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 Doctoral Student Handbook, the overarching goal of the Counseling Psychology program is to prepare health service psychologists 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, and are consistent with the APA Standards of Accreditation Profession-Wide Competencies.

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 appreciation 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 Doctoral Student Handbook and TWU's Student Life Handbook (<https://servicecenter.twu.edu/TDClient/KB/Default?CategoryID=4491>) 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 Psychological Practice with Women and Girls*; *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*; the *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*; *Guidelines for Assessment of and Intervention with Persons with Disabilities*; *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People*; and the *Guidelines for Psychological Practice with Older Adults*. 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 thoughtful decisions regarding the disclosure of information 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).

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 additional professional organizations 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, 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 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: <https://servicecenter.twu.edu/TDClient/KB/Default?CategoryID=4491>
Related information is available in the Graduate Catalog: <http://catalog.twu.edu/graduate/student-life/>

Regarding complaints and appeals, the Graduate Catalog provides this link: <http://catalog.twu.edu/graduate/graduate-school/academic-information/complaints-appeals/>

As noted in the Graduate Catalog, 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. 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 at <http://catalog.twu.edu/graduate/arts-sciences/psychology-philosophy/counseling-psychology-phd/>

Program Sequence

Below is a suggested sequence of classes for those students entering the program directly from a bachelor's level. Students entering with a Master's degree will work with the Program Director to determine an individually crafted sequence dependent on the degree of transfer credit granted (see p. 20). Transfer credit from a Master's program often shortens this sequence by a full year. For students entering with a BA/BS, a 5-6 year completion time is typical. For students entering with a Master's degree, a 4-5 year completion time is typical. Program sequencing will be reviewed with you in your first semester and then periodically as needed.

2018 COHORT and all following EVEN YEAR COHORTS

Year	Fall	Spring	Summer
1	Professional Issues I <i>Research Design</i> <i>Philosophy & History</i> <i>Psychometrics</i> (College Teaching) ----- [Thesis Equivalency]	Professional Issues II <i>Stat I</i> Cognitive Assessment <i>Research Team</i> ----- [Thesis Equivalency]	Cross-Cultural <i>Stat II</i> ----- [Thesis Equivalency] [Benchmark Narratives]
2	<i>Theories + Microskills Lab</i> <i>Ethics</i> Objective Pers. Assmt. <i>Cognition and Emotion</i> ----- [Benchmark Orals]	Group <i>Ad. Psychopathology</i> <i>Psychology of Women</i>	Vocational
3	Practicum (CC) Intermediate Lab Advanced Theories Elective I (Violence & Trauma or Family Psych)	Practicum (CC) <i>Ad. Behav. Neuroscience</i> <i>Ad. Developmental</i> (Qualitative if Elective 2)	Psychopharmacology
4	Practicum (CA) Supervision & Consultation	Practicum (CA) <i>Social</i> (Sexuality if Elective 2) ----- [Clinical Jury Spring Option]	Dissertation Supervision of Supervision (summer option) ----- [Clinical Jury Summer Option]
5	Dissertation Supervision of Supervision (fall option) ----- [Internship Applications] [Sept. 1 Res. Proficiency] [Nov. 1 Proposal Complete]	Dissertation	Dissertation
6	Internship	Internship	Internship

Green = Research Tools/Sequence Blue = PrePrac Courses Red = Assessment Sequence
Italics = APA DSK "Core Courses"
 [Bracketed below dashed line = Program Task Required, but not on Degree Plan]

2019 COHORT and all following ODD YEAR COHORTS

Year	Fall	Spring	Summer
1	Professional Issues I <i>Research Design</i> <i>Ethics</i> <i>Philosophy & History</i> (College Teaching) ----- [Thesis Equivalency] [Benchmark Narratives]	Professional Issues II <i>Stat I</i> <i>Ad. Developmental</i> <i>Research Team</i> ----- [Thesis Equivalency]	<i>Stat II</i> Cross-Cultural ----- [Thesis Equivalency] [Benchmark Narratives]

2	<p>Theories + Microskills Lab <i>Psychometrics</i> <i>Cognition & Emotion</i></p> <p>----- [Benchmark Orals]</p>	<p>Group Cognitive Assessment Ad. Psychopathology Psychology of Women</p>	Vocational
3	<p>Practicum (CC) Objective Pers. Assmt. Intermediate Lab Elective I (Violence & Trauma or Family Psych)</p>	<p>Practicum (CC) Social Ad. Behav. Neuroscience (Sexuality if Elective 2)</p>	Psychopharmacology
4	<p>Practicum (CA) Advanced Theories Supervision & Consultation</p>	<p>Practicum (CA) Social (Qualitative if Elective 2)</p> <p>----- [Clinical Jury Spring Option]</p>	<p>Dissertation Supervision of Supervision (summer option)</p> <p>----- [Clinical Jury Summer Option]</p>
5	<p>Dissertation Supervision of Supervision (fall option)</p> <p>----- [Internship Applications] [Sept. 1 Res. Proficiency] [Nov. 1 Proposal Complete]</p>	Dissertation	Dissertation
6	Internship	Internship	Internship

Green = Research Tools/Sequence Blue = PrePrac Courses Red = Assessment Sequence

Italics = APA DSK "Core Courses"

[Bracketed below dashed line = Program Task Required, but not on Degree Plan]

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: <https://www.twu.edu/registrar/texas-residency/>

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

If you lacked undergraduate pre-requisite courses upon admission, your admission letter will have noted that your admission status was "provisional." You are required to complete any such prerequisites within the first year of your program, and to provide documentation of that completion in the form of an official transcript to the Graduate School and to the program Admissions Coordinator. During annual evaluation each year, the Core Faculty will determine if you can move 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

The time limit to complete the doctoral program is seven years (exclusive of official leaves-of-absence).

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. For students entering the program from the Bachelor's level, the expected time to completion is 5-6 years. If you have not completed the program in six 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 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. Official leaves of absence from the university must also be approved by the Graduate School.
- 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."

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

Most Core Faculty meetings take place on Fridays. Any request that you may wish to submit for consideration at a Core Faculty meeting should be sent to the faculty member responsible for

the agenda by noon on the Tuesday prior to a Friday meeting. Request forms and supporting documentation may be delivered electronically or 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.

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. 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, 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.

Program Forms and Documents

All program forms and documents are available in the Blackboard Organization "Counseling Graduate Students Organization." All students admitted to the program are given access to this organization, which is readily available from your Blackboard homepage under the "Organizations" tab.

You will also have several occasions to use forms from Graduate School. You can find those here:

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

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&constitucency=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 and are designated in their Graduate Catalog descriptions. Practicum registration codes are sent out on the listserv by the Practicum Coordinator.

Course codes for Independent Study, Research Team, Internship, and Dissertation are also provided through the departmental administrative assistants, and available through your advisor. These courses, which have specially restricted enrollments, require "Express Registration." Other registration questions can be addressed to your advisor. Also see: <https://twu.edu/registrar/registration/how-to-register/>

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. Practicum credits from other universities will not be transferred. 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 (1) a Student Request Form, and (b) a Counseling Transfer Credit Form. Both are available on the Blackboard Counseling Graduate Students Organization.

Entering students should put together their requests for transfer credit as soon as it is feasible after admission. It is recommended that this be done within a month of admission, though requests will be considered through the summer semester prior to enrollment if need be. *If upon evaluation of prior coursework, students must "test out" of any required program course, this testing must be completed by the end of the student's first semester of matriculation in their graduate program.*

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. *PWC Developmental Benchmark Proficiency*
-Successful completion by end of second year
- C. *Scholastic and Clinical Proficiency in Counseling Psychology(Advanced PWCs)*
- Successful completion of all relevant coursework.
- Successful completion of Clinical Jury
- D. *Professional Development/Research Proficiency*
-Completion of appropriate course work and 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/Research 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.

See: 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, Twitter) 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 avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information/photos 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 often 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 and/or the device on which it is stored, 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. You should password-protect all 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. If you must store thumb drives or similar storage devices, they should be locked in a secure location. Thumb drive or similar portable storage devices should be encrypted.

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 vehicle (if you have one).

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>

<https://servicecenter.twu.edu/TDCClient/KB/ArticleDet?ID=24388>

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, and email.” (TWU Student Handbook)

Viewing Your Records

Students may inspect, review, and receive a copy of their education records upon request. 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.

In practical terms, this means:

A staff person or faculty member must be present and monitor your viewing of your 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 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, a student may contest whether or not the grade was recorded accurately.

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

In addition, TWU guidelines add:

- Parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954.

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 skills in more applied settings. Prior to registering for PSY 6961, students should contact individual faculty members to determine team availability and mutual fit. The department maintains an updated Google Document with research team information.

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 the Office of Technology:
<https://www.twu.edu/technology/>

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 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. The degree plan is then submitted 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 the Blackboard Graduate Student Organization site.

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, and while it is typically congruent with the Graduate Catalog, this is not always the case (the catalog is updated every 2 years; program changes may occur in between these times). 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 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 which support the Profession-Wide Competencies (PWC) of psychology as required by the APA Standards of Accreditation. These courses include:

- PSY 5304 Advanced Psychological Statistics I
- PSY 5353 Research Design
- PSY 6104 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 6773 Foundations of Social Psychology and Personality
- 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 in intervention, assessment, and supervision/consultation are sequenced throughout the program as appropriate. For example, there are sequences for Assessment, Research, and for Practicum preparation.

Thesis Equivalency

All doctoral students complete an independent research project exclusive of and prior to the dissertation. For students entering the program with a master's degree that included a thesis, this requirement is considered complete upon admission. Students entering with a bachelor's degree or a master's degree that did not require a thesis will be required to complete a thesis equivalency (TE).

Purpose and Overview

The purpose of the Thesis Equivalency includes (1) promotion of a high level of student involvement in original, meaningful research in Counseling Psychology; (2) allowing students to earn a Master's degree in Counseling Psychology en route to the Ph.D. to meet Graduate School requirements for the completion of such a degree; and (3) producing a research product in the form of a manuscript to meet the Professional Development Proficiency requirement (see p. 21, this document) of the program in a timely and efficient manner.

In accordance with purpose (3), the TE manuscript produced must be used for either presentation at a state, regional, national or international, refereed conference presentation, or the submission of the manuscript to a 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. In rare cases, the results of the TE product may not be sufficiently robust to warrant publication or presentation. When this occurs, students will pursue other means to meet the program's Professional Development Proficiency requirement.

Students create an original investigation and are immersed in the conceptualization, design, implementation, analysis, and writing phases of a single research project in collaboration with their TE chairperson.

It is critical that the TE project be focused and contained in nature to facilitate completion. 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. In *PSY 6011: Professional Issues in Counseling Psychology I*, each student will have selected a TE chair, and in conjunction with that faculty member, will have decided on an appropriate topic and identified relevant literature in order to start the TE project by the end of their first semester in the program. The topic is most often based on the student's original ideas/interests, although it may reflect mutual research interests of the student and the faculty advisor. Students will successfully complete the required Institutional Review Board (IRB) research training if they do not have a current certificate by the end of their first semester in the program.

2. In the 2nd semester of enrollment, Spring of year 1 in the program, students will register for *PSY 6913: Independent Study-Thesis Equivalency I* with their TE chair. By the end of the semester, students will have achieved the following tasks:

- a. A 15-18 page manuscript that includes a literature review; research question(s); a method section, inclusive of Procedures, Participants, Instruments, and Hypotheses (if pursuing a quantitative design); and references to be completed by April 15 and approved by their TE chairperson. Faculty members have 14 days to read and provide feedback to students for their projects. While some faculty members may respond more quickly, students should plan their timelines accordingly to allow for the 14-day window. Students are expected to respond promptly and thoroughly to faculty feedback and should submit their revisions within 14 days of receiving feedback.
- b. Following completion of task (a), a submitted IRB application for their April meeting.

3. In the 3rd semester of enrollment, Summer of year 1 in the program, students will register for *PSY 6913: Independent Study-Thesis Equivalency II* with their TE chair. By the end of the summer, students will successfully complete the following:

- a. Data collection and analysis.
- b. Writing an additional 12-15 pages of the TE manuscript in the form of results and discussion to achieve a completed, submission-ready document.
- c. Creating a concrete plan for submission of the work for presentation/publication.

4. If the logistical aspects of data collection that are beyond your control (e.g., not your own procrastination) result in a failure to complete the project in the summer of the first year in the program, the TE chairperson will assign an Incomplete grade and students will have the fall semester of their 2nd year in the program to complete the TE project. Please note that the guidelines for assigning Incompletes are quite stringent. See <https://www.twu.edu/media/documents/registrar/Application-for-Grade-of-Incomplete.pdf>

Determination of what constitutes circumstances beyond a student's control will be discussed collaboratively between the student and the TE chairperson. However, the decision about whether to grant an Incomplete is ultimately at the discretion of the TE chairperson and in accordance with University requirements.

5. Students who fail to complete the project by the end of fall semester of their 2nd year in the program will be placed on a remediation plan which will be constituted by part-time enrollment consisting of:

- a. A final enrollment in *PSY 6913: Independent Study-Thesis Equivalency III*
- b. One other course

If the TE is not complete by the end of Spring of the second year, the student will be dismissed from the program.

For those students who are pursuing requirements for the optional Master's degree en route to the doctoral degree, 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.

Uniform Grading Rubric for Thesis Equivalency

Semester	Task(s)	Grading
SP, year 1 <i>PSY 6913: Independent Study-Thesis Equivalency I</i>	a. 15-18 page manuscript that includes a literature review, a method section, and references by April 15 b. April IRB Submission	A = Successful completion and approval of both tasks (a) and (b), as determined by the TE chairperson. B = Successful completion and approval of only task (a), as determined by the TE chairperson C = Neither task (a) nor (b) completed *Note: Task (b) cannot be completed until task (a) is done.
SU, year 1 <i>For students who earned an A or a B in Spring: Register for PSY 6913: Independent Study-Thesis Equivalency II</i> <i>For students with a C in Spring: Register again for PSY 6913: Independent Study-Thesis Equivalency I</i>	a. Data collection and analysis b. Writing 12-15 pages of the TE manuscript in the form of results and discussion c. A concrete plan for presentation/publication	A = Successful completion and approval of all tasks (a, b, c), as determined by the TE chairperson. For students who received a "B" or a "C" in the prior semester, successful completion and approval of all prior semester tasks and all current semester tasks must be accomplished in order to earn a grade of A. No B grades will be assigned. Rather, a student must complete 2/3 of current tasks to obtain an Incomplete grade, with a deadline of the last day of Fall classes for completion of the project. C = Failure to complete prior semester tasks (and, by definition, current tasks) OR Prior tasks completed, but failure to complete 2/3 of current tasks. *Note: A student who earns two Cs is dismissed from the program as per Graduate School Guidelines
FA, year 2 <i>Students with an Incomplete grade do not register</i> <i>Students with a C must register for PSY 6913:</i>	Varies depending on student progress	For Students with an Incomplete Grade: At the end of the semester, the student's Incomplete grade will be changed in accordance with the following: A = Successful completion and approval of all remaining tasks as determined by the TE chairperson. B = Tasks (a) and (c) successfully completed and approved as determined by the TE chair, task (b) partially complete as defined by results section

<p><i>Independent Study-Thesis Equivalency II</i></p>		<p>written and only discussion to complete. A student earning a “B” at this stage will be placed on remediation.</p> <p>C = Failure to make progress on any current or prior task. If this is the first “C,” the student will be placed on remediation. If this is the 2nd “C,” the student is dismissed from the program as per Graduate School Guidelines</p>
<p>SP, year 2 Remediation Only</p> <p><i>PSY 6913: Independent Study-Thesis Equivalency III</i></p>	<p>Varies depending on student progress</p>	<p>Student enrolls in <i>PSY 6913: Independent Study-Thesis Equivalency III</i>. Failure to successfully complete all required tasks as determined by the TE chairperson will result in dismissal from the program.</p>

Profession-Wide Competencies (PWC) Developmental Benchmark

The PWC Developmental Benchmark occurs in the Fall semester of the students' second year. The purpose of the Benchmark is to assess students in fundamental aspects of the Profession-Wide 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. See <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx> “Benchmark Ratings Form” for examples. Five of the Profession-Wide Competencies are assessed in the PWC Developmental Benchmark:

1. *Research:*
 - A. Ability to critically evaluate and apply research
 - B. Ability to produce a scholarly paper with sufficient quality and rigor.

2. *Ethical and Legal Standards:*
 - A. Knowledge APA ethical code and other relevant legal/ethical laws/guidelines
 - B. Awareness and application of ethical decision-making
 - C. Ethical behavior evident in conduct.

3. *Individual and Cultural Diversity (ICD):*
 - A. Understand how your own personal/cultural history, attitudes, and biases may affect how you understand and interact with people different from yourself
 - B. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities (to date)
 - C. Demonstrate the ability to integrate awareness and knowledge of ICD in the conduct of professional roles

4. *Professional Values, Attitudes and Behaviors:*

- A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- C. Actively seek and demonstrate openness and responsiveness to feedback.

5. *Communication and Interpersonal Skills:*

- A. Develop and maintain effective relationships with a wide range of individuals, including colleagues (peers, faculty, staff, supervisors), communities, and organizations.
- B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Overview: The PWC Developmental 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.

Narratives: Students will compose a self-assessment document based on their understanding of each of the five competency areas above. Narratives should flow as an integrated synthesis of each student's understanding of her/his professional development to this point. Discussion of each competency should include the following four aspects:

- (1) Strengths
- (2) Weaknesses
- (3) Specific examples from students' experiences during their first year in the program
- (4) Plans for growth in each of the competency domains.

Narratives should be well-supported with relevant, original-source, professional literature and clearly written in APA style (6th edition), with a 20 page limit, exclusive of references.

NOTE: Use of outside editors in the preparation of your Benchmark is prohibited.

Orals: The oral evaluation is structured as a collegial 45-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 Benchmark competencies as well.

Evaluation:

Narrative reading teams consist of a quorum of Core Faculty members on each team, with the number of papers distributed evenly across faculty. Reading teams will be picked randomly each year. Reading team members evaluate each Benchmark individually and then discuss ratings to consensus.

Orals will be conducted by the reading team assigned to each student. Consensus ratings of performance will be determined immediately following the oral exam.

Benchmarks are rated on a 1-5 scale. Each content area must be passed at level 3 or higher on the both the narrative and oral components. 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 any portion of the Benchmark upon second administration are dismissed from the program.

Timeline for Oral Evaluation Administration

Fall Scheduled throughout the semester
 Spring 1st Friday in May (approximate)

Students will receive a summary of their narrative and oral evaluations no later than one week following the oral component of their Benchmark.

SEQUENCE and DECISION TABLE

<i>Date/Time</i>	<i>Event</i>	<i>Summary</i>
August - Friday before classes	Benchmark Narratives due.	
Throughout Fall semester as available	Faculty evaluate Narratives. 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
First Friday in April	Remediations due to faculty	
On, or within a week before or after, the first Friday in May	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 Narrative remediations and/or the Spring Oral Evaluation are dismissed.	Pass Dismissal

The evaluation form for the PWC Developmental Benchmark is available 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 prior to internship applications, and ideally completed, prior to the internship itself.

Practicum

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

<https://www.twu.edu/media/documents/psych-phil/PRAC-MANUAL-2018.Final.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 students undertaking professional development as psychotherapists. It is imperative that, upon completion of the program, students possess the basic knowledge and competencies necessary for effective psychotherapy. For this reason, rigorous guidelines and evaluation criteria are established to provide direction and evaluation of each student. Practicum provides the opportunity for students to receive detailed feedback from multiple supervisors, and thus assess their skills and upgrade them accordingly.

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 and the Core Faculty. 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 psychotherapy placement 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 site 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 face-to-face, on-site 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 (i.e. licensed psychologists).
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 track of all activities related to the practicum placement. These records 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. Entries relating to duties at the practicum facility must correspond to records maintained at that facility. Records will be approved and signed by facility supervisors at the end of the semester placement. Students are advised to keep password protected copies of their Practicum records. They will be useful later to document experience for professional credentials.

11. Written evaluations of Practicum competencies will be provided to each student at the end of each semester in which a practicum was completed. Students receive evaluations from both their on-site supervisor and their faculty supervisor. Faculty supervisors assign Practicum grades taking data from all sources into account. Students complete a written evaluation of the practicum facility and of their on-site supervision; faculty supervisors receive university-generated course evaluations. The forms used for Practicum evaluations are available in Appendix H.
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 Certificate of Insurance (COI) 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.

Expectations of Practicum Placement Completion

Students are expected to remain at each practicum placement for the requisite two-semester minimum. In the event circumstances arise that would make completing this requirement challenging or unfeasible, students should first meet with their practicum instructor and on-site supervisor to determine whether a reasonable solution can be generated or an accommodation made. In the event a solution is unreachable, the student should consult collectively with their Practicum Instructor, Director of Training, and Practicum Coordinator to request to terminate from their practicum placement. In the unlikely circumstance that a student should request and be approved to terminate a placement during the semester or be granted permission to complete one semester instead of two, the student should arrange to communicate with her/his on-site supervisor and other staff in person, as well as formally terminate with her/his clients, documenting continuity of care. Note that this policy does not apply to students who need to withdraw from practicum due to illness or injury.

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)

Supervised Field Work (SFW) provides a structure for students to gain additional psychotherapy and/or assessment experience beyond the requirements of the mandatory 4 semesters of Practicum.

- SFW sites are developed and vetted by the core faculty.
- Students may not create their own SFW sites without faculty approval.
- Approved SFW sites are listed in the Practicum Manual
- Students must apply and be approved for SFW prior to registering for PSY 6991.

A student who holds a professional license which allows for independent practice may see clients post-Practicum without SFW registration. Students who are unsure about whether to apply for approval to enroll in SFW may contact their program Training Director or Practicum Coordinator for clarification.

Placement for SFW is handled through the Practicum Coordinator in accordance with the guidelines below.

SFW Registration Policies

1. The deadline for applications for SFW are as follows:

Fall:	July 1
Spring:	November 1
Summer	April 1

2. Students engaging in psychotherapy for SFW will register with the Practicum Coordinator. Students conducting assessments will register with the faculty member responsible for oversight of the assessment course sequence/assessment coordinator. If the student is conducting both psychotherapy and psychological assessment, she/he must register with the assessment coordinator.

3. Students who do not have a relevant and current license to practice psychotherapy cannot engage in any activity 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 SFW (PSY 6991) policy only at the Practicum site where they were most recently enrolled.

4. Following the completion of the required 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 SFW (PSY 6991) and if the SFW site has been approved.

5. Students who do not have a relevant and current license to practice psychotherapy and are engaged in other forms of volunteer activities as private citizens should not represent themselves in those capacities as TWU Counseling Psychology students nor in any other way imply they have competence or expertise consistent with the practice of counseling or psychotherapy.

The Distinction between Practicum and Supervised Field Work (Revised August 2017)

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

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

Sign up for SFW (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. Under these circumstances, there is no minimum hour requirement. 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 their most recent 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 day a week over the summer before starting a subsequent practicum at another site the following Fall semester.
3. The student is engaged in paid employment or volunteer work 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 graduate student in this program, the student must be registered for SFW. This registration provides liability insurance coverage.

SFW Procedural Requirements

1. SFW requires one hour of weekly on-site, face-to-face supervision by a professional with a current and relevant license (e.g. a licensed psychologist for doctoral students; LPC for master's students). This hour may not be divided into shorter time blocks by the student or the supervisor.

2. Students are required to submit a monthly log of direct service activities to the faculty member with whom they are registered for SFW. The faculty member reserves the right to initiate a meeting with a student to discuss their experience. If any concerns arise onsite during SFW, students should initially contact the faculty member with whom they are registered.

3. At the end of the semester, students are required to submit the *Site Supervisor Report for Supervised Field Work* form and a cumulative log of direct service hours to the faculty member with whom they are registered. Students must submit the form by the Friday of finals' week to receive academic course credit for the semester.

Legal Definitions

PRACTICE OF PSYCHOLOGY: Texas Occupations Code 501.003

(1) "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.

(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.]

Supervision of Supervision

Doctoral students 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 at least three of four semesters of required Practicum, and (b) have completed PSY 6853: Supervision and Consultation.

When engaging in the Supervision of Supervision experience, students register for the 1-credit PSY 6911: Independent Study – Supervision of Supervision course with the faculty member who is overseeing the experience for that semester.

Clinical Jury: Comprehensive Exam

Overview and Eligibility

The Clinical Jury serves as the Comprehensive Examination for the Doctoral Program in Counseling Psychology. A Comprehensive Examination is required by the Graduate School. See <http://catalog.twu.edu/graduate/graduate-school/general-requirement-regulations-doctoral-degrees/admission-candidacy-phd-edd-students/>.

The Clinical Jury is an integrated narrative and psychotherapy demonstration in which students synthesize their worldview, professional identity, theory, research, and practice. The Clinical Jury assesses 8 of the 9 of the APA SoA Profession-Wide Competencies (PWCs):

1. Research
2. Ethical and Legal Standards

3. Individual and Cultural Differences
4. Professional Values, Attitudes, and Behaviors
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
9. Consultation and Interprofessional/interdisciplinary skills

Students may take Clinical Jury after the successful completion of:

- The PWC Developmental Benchmark.
- At least 3 semesters of Practicum (PSY 6923).
- Thesis Equivalency
- All courses within the assessment sequence or concurrent with the last course in the sequence.

The Clinical Jury must be completed within one year following the 4th Practicum and before internship applications. If students do not meet the one-year post-practicum Clinical Jury deadline, they will be dismissed from the program.

Scheduling

Students may only sit for Clinical Jury during the Spring and Summer semesters. This is to facilitate sequencing as it impacts readiness for internship. Students must turn in a completed hard copy of their Clinical Jury narrative along with their letter of intent to the Clinical Jury Coordinator on or before the following deadlines:

- January 15 for Spring
- May 15 for Summer

Additional hard copies and evaluation forms are due to your committee members by noon 2 weeks prior to the oral component of the jury. Place a copy of your narrative 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.

You may not withdraw from Clinical Jury after these deadlines except for reasons of documented illness, injury, or other emergency; doing so will result in failure of the jury. *Given faculty schedules, we are unable to honor specific requests for dates or particular times during the semester for juries.*

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.

Evaluation

At least a quorum of the Core Faculty in Counseling Psychology will read the Clinical Jury narrative and participate in the students' Oral exam. Faculty members initially evaluate the narrative independently and then discuss their evaluation to consensus following the Oral exam. Oral exam scores are determined by consensus. At the conclusion of the faculty's evaluation,

students receive the results of their Clinical Jury, including feedback on each component as well as any information about corrections and/or remediation.

Faculty reserve the right to cancel the Oral component of the Clinical Jury in the event that the committee members determine that the narrative fails to meet minimum standards. In this case, both the narrative and the oral exam will receive failing grades and students will need to reapply to sit for their Clinical Jury in a subsequent semester.

If all or part of a jury is failed, a remediation plan will be developed. If the remediation is failed, the student shall be dismissed from the program.

We strongly advise that you use the Clinical Jury Evaluation Form as a checklist to ensure you have addressed each component on which you will be evaluated. The form is available in Appendix G.

General Guidelines for Clinical Jury

1. The narrative should be well organized, cohesive, and conform to APA (6th ed.) guidelines. Be sure to conduct a reference check, ensuring that each citation in-text appears in your References section, and that all references in your References section appear in-text.
2. The narrative should be typewritten, double-spaced, and not more than 30 numbered pages in length. The cover page, references, and appendices are not counted as part of the 30 page limitation. We suggest you craft each of the three major sections to be roughly the same length.
3. Maintaining confidentiality
 - (a). Use a pseudonym, be general about client 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.
 - (b). Rather than giving precise dates, say something general such as, "I saw the client during my third semester practicum for 10 sessions."
4. Use *original* sources and avoid the use of secondary source material. When selecting references for the narrative, be sure to include readings from your courses.
5. Copy and attach assessments, if available, as appendices.
6. Segments of video (or audio) recording must be presented to illustrate the application of your theory and your therapy skills with the client(s) in your case conceptualization. *Choose sections in which you are active*, rather than those dominated by client storytelling.
7. Approximately 30 minutes of recorded therapy should be prepared, covering more than one session. Prepare transcripts of the segments that you will be showing. Transcripts should be brought to the jury itself and do not need to be provided in advance. Please utilize the following format:

# (i.e., T1)	Verbatim transcript	Provide rationale here for your clinical decisions and interventions, especially as they pertain to your theoretical model
C1		
T2		

8. We will begin the jury by asking you to present a 5-minute overview of the *Worldview, Values, and Identity* section of the narrative. Following this brief review, we will discuss that section of your paper. This sequence will be replicated for the *Theoretical Orientation* and *Case Conceptualization and Treatment* 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 sometimes are unable to review all 30 minutes of recordings, be sure to prioritize which segments you think best capture your therapy work.

9. NOTE: Use of outside editors in the preparation of your Clinical Jury is prohibited.

Required Sections of the Clinical Jury Narrative

- Throughout the narrative, support your writing with specific examples. Examples provide a concrete demonstration of more abstract ideas.
- While the outline below is generic, your goal should be to illustrate how these elements manifest in ways that reflect your unique development, perspectives, and therapeutic style. Personalize your narrative.
- Keep integration of elements in mind throughout. Theory, research and practice inform each other; demonstrate this synthesis.

Section 1: Worldview, Values, and Identity

A. Worldview and Values. Broadly defined; worldview and values are both personal and professional, and provide a platform for professional identity.

B. Professional Identity. Describe how the components below are integrated in your professional identity.

1. Psychologist: What makes us unique among mental health professionals; what it means to be a psychologist.
2. Counseling Psychologist: What distinguishes Counseling Psychology from other applied psychology specialties; key aspects of Counseling Psychology identity.
3. Assessment: Role and function in your professional identity; perspectives on usefulness and limitations.
4. Multiculturalism/Diversity; how the feminist-multicultural training focus of the program has shaped your identity; role and function in your professional identity.
5. Vocational Psychology: Role and function in your professional identity; perspectives on usefulness and limitations.

6. Role of ethics in professional identity.

Section 2: Theoretical Orientation

- A. Identify the theories from which you work and their major components.
- B. Describe the mechanisms of change in your theoretical model, including the therapist's role in change processes.
- C. Describe the nature of adaptive and maladaptive development in your theoretical model.
- D. Describe the common interventions.
- E. Integrate conceptual and evidence-based support from the research literature.
- F. Identify the strengths/limitations of each theory you apply.
- G. Explain how your theories complement each other.
- H. Describe how your theoretical orientation develops from and fits within the context of your worldview and professional development.

Section 3: Client Conceptualization and Treatment

- A. Client demographics, presenting concerns, history, and course of treatment, briefly described.
- B. Client Conceptualization/Specific Interventions, *explicitly using your previously stated theoretical model and its evidence base.*
- C. Use of Assessment with client/client outcome; include a *DSM-5* diagnosis, noting which diagnoses were ruled in/out and why.
- D. Ethical/Legal issues in the course of treatment.
- E. Role of multicultural considerations in all the above (integrated throughout).
- F. Use of supervision, consultation, and interprofessional collaboration (referrals, support services, etc.) in the course of treatment.
- G. Conclusion

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 had 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.

Departmental Policies Regarding Dissertation

Definition of Original Contribution

All students are expected to make an original contribution to the professional literature. An original contribution to the profession is seen as using a unique technique, testing current knowledge in an original manner, studying something that has not been studied before, creating something new (e.g. an assessment instrument), or adding a new perspective to an area, topic or issue that has been studied previously.

Questions to consider if the study is making an original contribution might include:

- 1) How does this study fill the gap or widen the profession's current understanding of the particular topic/issue?
- 2) Is there the potential for the research to
 - uncover new facts, ideas or principles,
 - suggest new relationships that were previously unrecognized,
 - challenge existing truths or assumptions,
 - afford new insights into the area of study or
 - suggest new interpretations of known facts?

Faculty Dissertation Workload Policy

At any given time, faculty in doctoral degree-granting programs are expected to be chairing anywhere from a minimum of 2 to a maximum of 6 dissertations, with the understanding that these numbers may fluctuate based on the number of faculty in the program. Programs are expected to monitor dissertation workload and address concerns accordingly.

Committee Composition Policy

There will be a minimum of 3 TWU faculty with Graduate Faculty Status (Associate or Full) on a dissertation committee. The chair will be a Core Faculty member in the student's program. The chair must have Full Graduate Faculty status. If there are co-chairs, one must be a member of the Core Faculty and one must have Full Graduate Faculty Status. There must be at least 2 Core Faculty members from the student's program on the committee. The third member of the committee may be internal or external to the department.

These guidelines are consistent with the Graduate Catalog requirements.

Ordinarily, a person selected to serve on a committee should hold a regular, full-time academic appointment at TWU and should be a member of the graduate faculty. A person selected to serve on a master's committee must hold a master's degree or higher, and one selected to serve on a doctoral committee is expected to hold a doctor's degree. The chair of a Thesis or Dissertation committee must possess Full Graduate Faculty status. The second and/or third members must have at least Associate Graduate

Faculty status. Exceptions may be made at the discretion of the Dean of the Graduate School.

Committee Members External to TWU - As per the Graduate School Catalog:

External Committee Members: A committee chair may request that someone, from outside of the university, serve on a student's research committee, when her/his expertise and/or experience will enhance the quality of the student's research and study experience. The external committee member participates in research meetings but is not a voting member of the committee. The appointment is with great appreciation but no remuneration is awarded for the service. A copy of the individual's vita/resume must be submitted with the request to the Dean of the Graduate School.

Policy on Use of Consultants for Analysis and/or Editing

For analysis, students are expected to use TWU resources, such as (1) a faculty member who has expertise in qualitative, quantitative or mixed methods or (2) the CRDA. Students may not hire consultants to run their analyses.

For writing assistance, students are expected to use TWU resources, such as the Write Site, Dissertation/Thesis Bootcamp, and their chairs. Students may not hire writers or editors for their research products unless recommended by their committee.

Additional Counseling Psychology Program Considerations

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.

Core Faculty are both deeply committed to your dissertation progress and are not required to review your work during semester breaks or over the summer if not on contract. It is critical that you consult with your chair early on regarding her/his expectations, schedule, and preferences in this regard.

The Chair of the dissertation committee will be a member of the Counseling Psychology Core Faculty. 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 serve as a Co-Chair with a Core Faculty member. The student will then alternate dissertation registrations between the Co-Chairs. Final approval of the dissertation Chair rests with the Counseling Psychology Core Faculty.

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 by phone/electronically. This rule does not apply to preliminary conferences held before the dissertation subject has been selected. From the second registration for dissertation credit, the student must be continuously enrolled 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. Changes

in committee appointment must also go through the Dissertation Chair, Department Chair and on to the Graduate School for approval.

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, which can be found at: <https://www.twu.edu/gradschool/current-students/thesis-and-dissertation/>
The Certification of Final exam form can be found at: <http://www.twu.edu/gradschool/forms.asp>

Please complete the relevant portions of the documents on-line, and bring them with you to the defense in hard copy.

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 <https://www.twu.edu/gradschool/current-students/thesis-and-dissertation/>

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) Approval/Graduate School RCR Certificate Completion

In order to conduct any research at TWU, you must complete two online trainings, one linked to the Institutional Review Board (IRB) requirements and one for the Graduate School.

For IRB, complete the NIH training:

<https://www.twu.edu/institutional-review-board-irb/training-requirements/irb-training-nih/>

As per the Graduate School:

Effective starting Spring 2013, all graduate students and their faculty advisors must complete RCR training through the Collaborative Institutional Training Initiative (CITI) online prior to initiation of research projects (e.g., professional papers, theses, and dissertations). Please note that Responsible Conduct of Research Training and Human Subject Research training are different modules and fulfill different requirements. Make sure you are accessing the RCR course when completing the training for this requirement.

<https://about.citiprogram.org/en/series/responsible-conduct-of-research-rcr/>

1. Approval must be obtained from the IRB for all research conducted at the university. You are required to submit the required forms in accordance with IRB schedules. The IRB will send a notice of approval to the Graduate Office and your major professor. You and 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 the IRB 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:
<https://www.twu.edu/institutional-review-board-irb/>

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 semester 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

See the following link for further information and several resources in this regard:

<https://www.twu.edu/gradschool/current-students/thesis-and-dissertation/>

Summary Flowchart and Dissertation Rubric

A convenient and condensed version of these guidelines, along with a step-by-step checklist of the dissertation process, is available in Appendix I. This appendix also contains the rubric which your faculty committee members use to evaluate the dissertation proposal and final product. It is highly recommended that you access and use these documents throughout your dissertation process.

INTERNSHIP

The pre-doctoral internship is year-long, supervised clinical experience that is the culminating practice experience in any APA-accredited doctoral program. Internship placement is competitive and national in scope, with standardized timelines and procedures nationwide. The process of obtaining an internship is called the "Internship Match" and is coordinated by the National Match Service (NMS) in conjunction with the Association of Psychology Postdoctoral and Internship Centers (APPIC).

To facilitate a successful match process, the program has several components in place, including the thoughtful sequencing of tasks leading up to the match and structured support for completing the process.

The deadline to inform the internship coordinator (typically the doctoral Training Director) of intent to apply is noon on August 1.

Students are advised to consult the APPIC 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.

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

Please carefully note all APPIC deadlines, which exist for (a) for applications, (b) rank-order lists of sites post-interview, and (c) acceptance of an internship position. 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 occurs on-line. Complete information is available at: www.appic.org

Students are expected to apply to APA-Accredited internship sites as per our accrediting body, the American Psychological Association (APA) Commission on Accreditation and their Standards of Accreditation.

Students should 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.

Internship Registration: 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

In the semester before you anticipate graduating, complete a graduation application. Note that deadlines for submission of this application typically close very early within the semester of actual graduation (e.g. within the first two weeks of the semester in which you plan to graduate).

Applications are completed through Pioneer Portal. The Graduate School also provides a checklist for graduation, as well as other relevant graduation information at:

<https://www.twu.edu/gradschool/current-students/degree-completion/>

There are fees associated with graduation as well.

General Graduation information is at: <http://www.twu.edu/registrar/graduation.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 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)*

To check on recent developments and changes in psychologists' licensing laws, see:

<http://www.tsbep.texas.gov/new-developments-and-requirements>

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 TSBE:

[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
ATTN: Membership Records
750 First Street, NE
Washington, D.C. 20002-4242
www.apa.org

American Psychological Association for Graduate Students
<http://www.apa.org/apags/index.aspx>

Counseling Psychology is represented by Division 17 of APA, the Society of Counseling Psychology (SCP): <http://www.apa.org/about/division/div17.aspx>

Many other special interests are represented within the APA Division structure. For a full list of all 56 divisions, see: <http://www.apa.org/about/division/index.aspx>

Independent Psychological Associations

AMERICAN ARAB, MIDDLE EASTERN, and NORTH AFRICAN PSYCHOLOGICAL ASSOCIATION
<http://amenapsy.org/>

ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION

<https://aapaonline.org>

ASSOCIATION FOR WOMEN IN PSYCHOLOGY

www.awpsych.org

ASSOCIATION OF BLACK PSYCHOLOGISTS

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

NATIONAL LATINX PSYCHOLOGICAL ASSOCIATION (formerly Latina/Latino)

www.nlpa.ws

SOCIETY OF INDIAN PSYCHOLOGISTS

www.aiansip.org

Local, State, and Regional Psychological Associations

SOUTHWESTERN PSYCHOLOGICAL ASSOCIATION (SWPA)

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

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

TEXAS PSYCHOLOGICAL ASSOCIATION (TPA)

www.texaspsyc.org

DALLAS PSYCHOLOGICAL ASSOCIATION (DPA)

<https://www.dpadallas.org/>

FORT WORTH AREA PSYCHOLOGICAL ASSOCIATION (FWAPA)

www.fwapa.org

COLLIN COUNTY PSYCHOLOGICAL ASSOCIATION

<http://www.ccpatexas.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 | <input type="checkbox"/> Reflective Practice/Self-Assessment/Self-Care |
| <input type="checkbox"/> Research | <input type="checkbox"/> Relationships/Communication |
| <input type="checkbox"/> Individual-Cultural Diversity | <input type="checkbox"/> Ethical and Legal Standards |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Intervention | <input type="checkbox"/> Consultation/Interprofessional Skills |
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Supervision |
| | <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 2018-2019****CURRICULUM SUPPORTING APA DISCIPLINE-SPECIFIC KNOWLEDGE
(DSK; “Core Courses”)**

- PSY 5304 - Advanced Psychological Statistics I
- PSY 5353 - Research Design
- PSY 6104 - Cognition and Emotion
- PSY 6113 – Measurement and Psychometric Theory
- PSY 6133 - Advanced Behavioral Neuroscience
- PSY 6204 - Advanced Psychological Statistics II
- PSY 6383 - Cross Cultural Psychology
- PSY 6613 - Advanced Developmental Psychology
- PSY 6633 - Philosophical and Historical Foundations of Psychology
- PSY 6773 - Foundations of Social Psychology and Personality
- PSY 6833 - Ethics in Psychology (pre-practicum or concurrent with first practicum)

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

- 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 6333 – Psychology of Gender
- PSY 6443 – Objective Personality Assessment
- PSY 6583 – Neuropsychopharmacology
- PSY 6803 - Seminar in Vocational Psychology
- 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)

<p>*Indicates Pre-Practicum Course</p>
--

ELECTIVES (Choose 2)

- PSY 5674 - Theory and Practice of Family Psychology
- PSY 6393 - Psychology of Violence, Trauma, and Abuse
- PSY 6563 - Psychology of Human Sexuality
- 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

 Debra Mollen, Ph.D..
 Professor

 Claudia Porras Pyland, Ph.D.
 Assistant Professor

 Nadia Hasan, Ph.D.
 Visiting Assistant Professor

 Danica Harris, Ph.D.
 Clinical Lecturer

**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 (if relevant)	_____
■ 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** _____

<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	_____	_____
6103/04: Cognition and Emotion	_____	_____
6774/03: 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	_____	_____
5163/6333: Psychology of Women/Gender	_____	_____
6583: Introduction to Psychopharmacology	_____	_____
6853: Supervision & Consultation in Psychology	_____	_____
6803: Seminar in Vocational Psychology	_____	_____
6011: Professional Issues I	_____	_____
6021: Professional Issues II	_____	_____

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

_____	_____	_____
_____	_____	_____

Practicum (list sites)

Date Completed

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

Supervision of Supervision

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*)

1. Research

2. Ethical and Legal Standards

3. Individual and Cultural Differences

4. Professional Values, Attitudes, and Behaviors

5. Communication and Interpersonal Skills

6. Assessment

7. Intervention

8. Supervision

9. Consultation/Interprofessional Skills

Faculty Initials

Sally D. Stabb, Ph.D.	_____
Debra Mollen, Ph.D..	_____
Claudia Porras Pyland, Ph.D.	_____
Nadia Hasan, Ph.D.	_____
Danica Harris, Ph.D.	_____

APPENDIX E

**Standard Remediation for Failure to Complete Thesis Equivalency
By December of Year 2**

Date: _____

_____ (Student's name), a doctoral student in counseling psychology, has failed to complete his or her thesis or thesis equivalent by the fall semester of Year 2 in the doctoral program.

Accordingly, the student is being stopped from enrolling in any courses except thesis (PSY 5983/5993) or thesis equivalent (PSY 6913) and one additional class, for a maximum course load of 6-7 credit hours. The thesis or thesis equivalent must be successfully completed by _____ (date; last day of finals of Spring semester, year 2 in program). Failure to successfully complete the thesis or thesis 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

Debra Mollen, Ph.D..
Professor

Claudia Porras Pyland, Ph.D.
Assistant Professor

Nadia Hasan, Ph.D.
Visiting Assistant Professor

Danica Harris, Ph.D.
Clinical Lecturer

APPENDIX F

**Profession-Wide Competencies
Developmental Benchmark Evaluation Form**

**Profession-Wide Competencies
Developmental Benchmark Evaluation Form**
(Revised 8/28/2017)

Criteria for Evaluation:

1	Unsatisfactory	Student's performance is unacceptable in all, or nearly all, areas. Work is not commensurate with the expected level of training and development.
2	Marginal	Student's performance is below average. Work showed marked deficits in ability to function at expected level of training and development.
3	Satisfactory	Student's performance was acceptable. Work demonstrates basic competence at the expected level of training and development.
4	Very Good	Student's performance is above average. Work shows advanced functioning related to expected level of training and development
5	Outstanding	Student's performance is consistent with exceptional performance of advanced competence related to expected level of training and development.

Instructions for Reviewers: Space is provided for comments that should be used to help ground ratings. Qualitative feedback will be provided on a single form determined by consensus of the reading team comprised a quorum of Counseling Psychology core faculty members. Students will not be supplied with individual faculty rating forms.

Summary of Scores

Student:

Date:

Faculty Reviewers:

Profession-Wide Competency area	Narrative Scores			Oral Scores		
	A	B	C	A	B	C
1. Research			N/A			
2. Ethical and Legal Standards						
3. Individual and Cultural Diversity						
4. Professional Values, Attitudes, and Behaviors (4.D: Program Aim: Counseling Psychology Identity)						
5. Communication and Interpersonal Skills						

- _____ PWC Developmental Benchmark Passed (1st time)
- _____ PWC Developmental Benchmark Failed (1st time); Re-write paper and/or present oral portion again/Remediation
- _____ PWC Developmental Benchmark Passed (2nd time)
- _____ PWC Developmental Benchmark Failed (2nd time); Student dismissed from program

PWC Benchmark Ratings and Comments

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

1. Research

Specific Competency	Narrative Score	Oral score
A. Ability to critically evaluate and apply research.		
B. Ability to produce a scholarly paper with sufficient quality and rigor; can support own narrative in a professional presentation.		

Comments:

2. Legal and Ethical Standards

Specific Competency	Narrative Score	Oral score
A. Knowledge of and familiarity with APA ethics code and other relevant legal, ethical guidelines		
B. Awareness and application of ethical decision-making model(s)		
C. Ethical behavior evident in conduct.		

Comments:

3. Individual and Cultural Diversity

Specific Competency	Narrative Score	Oral score
A. Understands how own personal/cultural history, attitudes, and biases affects how one understands and interacts with people similar to and different from oneself.		
B. Demonstrates knowledge of the current theoretical and empirical knowledge base related to addressing diversity in all professional activities.		
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural diversity in professional roles.		

. **Comments:**

4. Professional Values, Attitudes, and Behaviors

Specific Competency	Narrative Score	Oral score
A. Behaves consistently with the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.		
B. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.		
C. Actively seeks and demonstrates openness and responsiveness to feedback.		
D. Articulates and appreciates the foundational emphases of Counseling Psychology as a professional identity.		

Comments:

5. Communication and Interpersonal Skills

Specific Competency	Narrative Score	Oral score
A. Develops and maintains effective relationships with a wide range of individuals, including peers, faculty, staff, supervisors, clients, (if relevant) and communities/organizations.		
B. Communicates effectively orally, nonverbally, and through written expression characterized by being informative and well-integrated; demonstrates a strong grasp of professional language and concepts.		
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.		

Comments:

Summary Comments:

Editorial Specifics (if passed):

Attend to all faculty members' edits to your Narrative regarding grammar, punctuation, APA style/format, and overall writing. Return a clean version along with all original copies containing faculty edits in a sealed envelope to the PWC Benchmark Coordinator's mailbox by the following date and time:

_____ .

Remediation (If Necessary):

APPENDIX G
Evaluation Form for Clinical Jury

Counseling Psychology Doctoral Program

Clinical Jury Evaluation Form (revised 8/28/2017)

Student's Name: _____ Date: _____

Jury Members: _____

Instructions: Using the five (5) - point scale listed below, jury members will score each competency area. The Clinical Jury is composed of two portions, a narrative and an oral. All sections of the narrative and the oral 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 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 presentation, the student will have to make a second presentation. A student may pass one portion of the Clinical Jury 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 once. Students who fail Clinical Jury upon second administration are dismissed from the program.

Competencies should be evaluated considering the "Readiness for Internship" level of development. See <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>

1	Unsatisfactory	Student's performance is unacceptable in all, or nearly all, areas. Work is not commensurate with the expected level of training and development.
2	Marginal	Student's performance is below average. Work showed marked deficits in ability to function at expected level of training and development.
3	Satisfactory	Student's performance was acceptable. Work demonstrates basic competence at the expected level of training and development.
4	Very Good	Student's performance is above average. Work shows advanced functioning related to expected level of training and development
5	Outstanding	Student's performance is consistent with exceptional performance of advanced competence related to expected level of training and development.

_____ Clinical Jury Passed (1st time)

_____ Clinical Jury failed (1st time); See Remediation Plan

_____ Clinical Jury Passed (2nd time)

_____ Clinical Jury Failed (2nd time); Student dismissed from program

Profession-Wide Competency Areas

1. Research

Specific Competency	Narrative Score	Oral Score
Draws from rigorous theory and uses empirical, primary source material including attention to theory/theories' major components, mechanisms of change, views of adaptation and maladaptation, common interventions, integration of theories, and limitations of chosen model.		

Comments:

2. Ethical and Legal Standards

Specific Competency	Narrative Score	Oral Score
A. Demonstrates knowledge of and acts in accordance with each of the following pertaining to case and related professional activities: 1. The APA Ethical Principles of Psychologists and Code of Conduct; 2. Relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.		
B. Identifies ethical dilemmas in the case and comprehensively applies ethical decision-making processes to resolve the dilemmas.		
C. Conducts self ethically.		

Comments:

3. Individual and Cultural Diversity (ICD)

Specific Competency	Narrative Score	Oral Score
A. Understands how own personal/cultural history, attitudes, and biases have affected their understanding and interaction with the client and others along similar and dissimilar dimensions of diversity.		
B. Demonstrates knowledge of the current theoretical and empirical knowledge base related to addressing diversity both with the client in this case and with others.		
C. Integrates awareness and knowledge of individual and cultural diversity in work, including: -working effectively with novel and familiar areas of individual and cultural diversity -working effectively with those whose group membership, demographic characteristics, or worldviews may have created conflict with their own.		

Comments:

4. Professional Values, Attitudes, and Behaviors

Specific Competency	Narrative Score	Oral Score
A. Presents a worldview reflective of both a personal perspective and the professional values and attitudes of psychology, including integrity, accountability, and concern for the welfare of others.		
B. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness, particularly reflected in the case presented.		
C. Demonstrates the capacity to seek out and to be open and responsive to feedback and supervision, particularly reflected in the case presented.		
D. (Program Aim): Demonstrates understanding and valuing of the foundational emphases of Counseling Psychology and integrates core tenets of Counseling Psychology into relevant aspects of their work.		

Comments:

5. Communication and Interpersonal Skill

Specific Competency	Narrative Score	Oral Score
A. Develops and maintains effective relationships with those individuals relevant to the case, including client, supervisor(s), and faculty.		
B. Produces an informative, well-integrated narrative that demonstrates a thorough grasp of professional language, style, and concepts. Comprehends and responds effectively verbally and non-verbally in clinical work; comprehends and responds effectively to verbal and non-verbal communication in the oral exam presentation with faculty.		
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication (e.g., conflict, getting difficult feedback) well.		

Comments:

6. Assessment

Specific Competency	Narrative Score	Oral Score
A. Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.		
B. Demonstrates understanding of client and others' behaviors contextually (e.g., family, social, societal and cultural).		
C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.		
D. Selects and applies assessment methods that draw from current and relevant empirical literature that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.		
E. Interprets assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while managing and minimizing decision-making biases, distinguishing the subjective from objective aspects of assessment.		
F. Communicates orally and in written documents the findings and implications of the assessment accurately, effectively, and with sensitivity to a range of audiences.		

Comments:

7. Intervention

Specific Competency	Narrative Score	Oral Score
A. Establishes and maintains effective relationships with clients. Can articulate the theoretical and empirical basis for the therapeutic relationship.		
B. Describes evidence-based intervention plans specific to client goals and consistent with own theoretical model and espoused identity/worldview.		
C. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, contextual variables, and which are consistent with theory's major theoretical elements guiding interventions.		
D. Applies the relevant research literature to clinical decision making.		
E. Describes how evidence-based approach was modified and adapted effectively if a clear evidence base was lacking for the interventions in this case		
F. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.		

Comments:

8. Consultation and Interprofessional Skills (Narrative Only)

Specific Competency	Narrative Score
A. Demonstrates knowledge and respect for the roles and perspectives of other professionals.	
B. Demonstrates knowledge of consultation models and practices.	

Comments:

Summary Comments:

Editorial Specifics (if passed):

Attend to all faculty members' edits to your Narrative regarding grammar, punctuation, APA style/format, and overall writing. Return a clean version along with all original copies containing faculty edits in a sealed envelope to the Clinical Jury Coordinator's mailbox by the following date and time:

_____ .

Remediation (If Necessary):

APPENDIX H
Practicum Evaluation Form

PRACTICUM EVALUATION OF PROFESSION-WIDE COMPETENCIES

Revised 8/28/2017

Name of Supervisee/Student: _____

Name of Supervisor/Instructor: _____

Name of Practicum Site: _____

Semester in TWU Practicum: (circle/bold) 1st 2nd 3rd 4th 5th+

TWU Program: (circle/bold) MA or DOC

Introduction: The Evaluation of PWCs-Practicum form is designed to provide feedback on counseling-related skills and behaviors from both practicum site supervisors and practicum class instructors. Please rate the trainee on each section using the following scale, commensurate with the student’s development.

1	Unsatisfactory	Student’s performance is unacceptable in all, or nearly all, areas. Work is not commensurate with the expected level of training and development.
2	Marginal	Student’s performance is below average. Work showed marked deficits in ability to function at expected level of training and development.
3	Satisfactory	Student’s performance was acceptable. Work demonstrates basic competence at the expected level of training and development.
4	Very Good	Student’s performance is above average. Work shows advanced functioning related to expected level of training and development
5	Outstanding	Student’s performance is consistent with exceptional performance of advanced competence related to expected level of training and development.

The supervisee/student and the supervisor/instructor both receive copies of this form after they have signed it. The original form will be placed in the student’s academic file.

Students must score a minimum of 3 on all sections of their faculty Practicum Evaluations in order to pass the 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 and tailored to the identified 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 students do not successfully complete the Remediation Plan, they will be dismissed from their program. If students obtain ratings of 1 or 2 in their last semester of required Practicum, the Remediation Plan will include a minimum of one semester of additional Practicum to allow faculty to evaluate the impact of the plan.

In cases where students’ performance reflects an egregious ethical breach or incompetence (as defined in each program’s Policy Statement on Student Impairment, Incompetence, Values, and Ethical Misconduct), faculty reserve the right to dismiss the student prior to remediation.

PROFESSION-WIDE COMPETENCIES – PRACTICUM

Please rate the student in each of the specific competencies noted in the boxes below using the scale at the top of this form. Narrative comments are strongly encouraged.

1. Ethical and Legal Standards

Specific Competency	Score
A. Knowledgeable of and acts in accordance with each of the following: 1. The APA Ethical Principles of Psychologists and Code of Conduct; 2. Relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels and relevant professional standards and guidelines.	
B. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.	
C. Conducts self ethically across practicum activities.	

Comments on Strengths and Areas for Growth:

2. Individual and Cultural Differences (ICD)

Specific Competency	Score
A. Understands how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people similar to and dissimilar from themselves.	
B. Demonstrates knowledge of the current theoretical and empirical scholarship related to addressing diversity in psychotherapy.	
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences, including: -working effectively with novel and familiar areas of individual and cultural diversity -working effectively with those whose group membership, demographic characteristics, or worldviews are different from their own.	

Comments on Strengths and Areas for Growth:

3. Professional Values, Attitudes, and Behaviors

Specific Competency	Score
A. Behaves consistently with the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
B. Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	
C. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	

Comments on Strengths and Areas for Growth:

4. Communication and Interpersonal Skills

Specific Competency	Score
A. Develops and maintains effective relationships with clients, colleagues, communities, organizations, and supervisors.	
B. Communicates effectively orally, nonverbally, and through written expression characterized by being informative and well-integrated; demonstrate a thorough grasp of professional language and concepts (e.g., recordkeeping, case presentations).	
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	

Comments on Strengths and Areas for Growth:

5. Assessment

Specific Competency	Score
A. Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including client strengths and psychopathology.	
B. Demonstrates understanding of human behavior contextually (e.g., family, social, societal and cultural).	
C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.	
<i>Doctoral Only Below this Line – Use N/A if your site does not include Assessment</i>	
D. Selects and applies assessment methods drawing from the best available empirical literature and reflective of the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment and relevant client diversity characteristics.	
E. Interprets assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while managing decision-making biases, distinguishing subjective from objective aspects of assessment.	
F. Communicates orally and in writing the findings and implications of the assessment accurately and effectively with sensitivity to a range of audiences.	

Comments on Strengths and Areas for Growth:

6. Intervention

Specific Competency	Score
A. Establishes and maintains effective relationships with clients.	
B. Basic Counseling Skills (e.g., sets goals, tracks clients, poses relevant open/closed questions, reflects content and affect, separates content and process, summarizes, handles silence effectively, structures sessions).	
C. Intervention Implementation (e.g., exercises therapeutic control, deepens affect, uses in the moment process, recognizes and handles resistance effectively, implements interventions one at a time and follows through on them, comfortably discusses sensitive issues, attends to crisis interventions when needed).	

D. Develops evidence-based intervention plans specific to client goals.	
E. Implements interventions informed by the current scientific literature, assessment findings (if applicable), diversity characteristics, and contextual variables.	
F. Applies the relevant research literature to clinical decision making.	
G. Modifies and adapts evidence-based approaches effectively when a clear evidence base is lacking	
H. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	

Comments on Strengths and Areas for Growth:

7. Supervision

Specific Competency	Score
A. Demonstrates knowledge of the supervision process including one’s own roles and responsibilities as trainee.	
B. Uses supervision process to reflect on areas of strength and those needing improvement.	
C. Demonstrates willingness to admit errors and accept feedback and to be observed and evaluated by supervisor.	
D. Integrates feedback from supervisor into clinical practice.	

Comments on Strengths and Areas for Growth:

8. Consultation/Interprofessional Skills

Specific Competency	Score
A. Demonstrates knowledge and respect for the roles and perspectives of other professionals.	
B. Demonstrates knowledge of consultation models and practices.	

Comments on Strengths and Areas for Growth:

General Narrative Summary:

Signature of Supervisor/Instructor: _____ Date: _____

Signature of Supervisee/Student: _____ Date: _____

Revised 9.8.2017

APPENDIX I

DISSERTATION SUMMARY CHECKLIST & FLOWCHART

DISSERTATION GRADING RUBRIC

Thesis & Dissertation Flowchart

(TIME



	Prior to 1 st Registration	1 st Registration/ Proposal Stage*	Read Period (2wks)	Proposal Meeting	Post-Proposal	2 nd Registration*/ Data collection, analysis, write-up	Read Period (2wks)	Final Defense Meeting	Post-Defense Process
Student	-Select chair -Topic/RQs -Select committee w/chair input and send committee form to Dept. Chair	-MA Register 5983 (1x) -PhD Register 6983 (2x) -Write Proposal per program guidelines -Prepare IRB/IACUC materials (application, RCR, approval letters) -Meet with chair ongoing	-Prep Presentation -Prep 10 pg Prospectus	-10 min Present -Bring Prospectus Cover Sheet (PCS)	-make any IRB/IACUC revisions -submit to IRB/IACUC -submit PCS and 10-page Prospectus to Grad School -work w/chair on additional IRB/IACUC changes	****You may not register until you receive this -MA Register 5993(1x) -PhD Register 6993(2x) -Collect/analyze data -Write remainder of thesis or dissertation -Do revisions from proposal defense -Notify dept. chair and committee members if change to committee -Schedule defense	-Prep Presentation for final defense	-12 min Present -Bring Cert. of Final Exam (CoFE) & Signature Pages (SP)	- Scan and upload CoFE and signatures -File IRB/IACUC documents -Make edits from committee, grad reader, & format reader -Checklist
Graduate School		Holds committee approval on file			Approves Prospectus, files PCS; Sends approval letter****				-Grad reader -Format Reader -Checklist
IRB/IACUC					Reviews application; approval to student, chair, & Grad School				Closes study file after getting paperwork
Committee Chair	-Assist with process -Select committee w/student	-review and edit drafts of proposal -review and edit drafts of IRB/IACUC application -assist with process	-assist w/prep of presentation & prospectus	-run proposal meeting - take notes on changes -sign PCS	-work w/student on IRB/IACUC changes -assure paperwork is at Grad School	-review and edit drafts of full thesis/dissertation -assist with process	-assist w/prep of presentation	-run final defense meeting - take notes on changes -sign CoFE/SP	-check edits -assist with process
Dept. Chair	Approves committee; memo to Grad School		Reads Proposal		Reviews/signs IRB/IACUC application -signs PCS	-If changes to committee, approves and sends memo to Grad School	Reads Final Thesis /Diss	-sign CoFE/SP	
Committee Members			Reads Proposal	-sign PCS			Reads Final Thesis /Diss	-sign CoFE/SP	

CHECKLIST for STUDENTS

I. Prior to First Registration for Thesis or Dissertation	
A. Meet with Prospective Core Faculty member who will chair your work	
1. Discuss general topic/broad research questions	<input type="checkbox"/>
2. Plan on a process for your work together, including expectations and timelines	<input type="checkbox"/>
3. Check to see if your chair has Full Graduate Faculty Status: https://www.twu.edu/gradschool/faculty/graduate-faculty/ If not, your chair must have Associate Graduate Faculty Status and you need a Co-Chair who is Full Graduate Faculty	<input type="checkbox"/>
4. Work with your chair to decide who your other committee members will be. A thesis needs 3 people (chair + 2 members, the chair or co-chair must be Core Faculty); a dissertation needs 3 people (chair + 2 members, with the chair or co-chair and one other member being Core Faculty.)	<input type="checkbox"/>
5. Contact and confirm committee members.	<input type="checkbox"/>
6. If you have a committee member who does not have TWU graduate faculty status, provide a CV for the outside member and a rationale for their participation to the Department Chair for initial approval and cc your chair.	<input type="checkbox"/>
B. Send committee form, including any additional documentation if needed, to Department Chair who will send this on the Graduate school for approval. When your committee is approved by the Grad School, you can move to the next step.	<input type="checkbox"/>
II. First Registration for Thesis/Dissertation - Proposal Stage	
A. Register for the appropriate course with your thesis or dissertation chair. For Masters students, this is PSY 5983. Registration is for one semester. For Ph.D. students, this is PSY 6983; two semesters are required.	<input type="checkbox"/>
B. With guidance and review from your chair, write the proposal for your thesis or dissertation in accordance with your program's guidelines. Start formatting right away.	<input type="checkbox"/>
C. With guidance and review from your chair, write your IRB/IACUC application, but do not send it in yet 1. Complete your RCR; get your chair's RCR as well 2. If you need approval letters from organizations to collect data, obtain these.	<input type="checkbox"/>
D. Once your chair has determined that your proposal is ready for the committee, contact your committee members to set up a date and time for your proposal defense. Committee members must have a minimum of 2 weeks to review your proposal. Ask each member if a written or electronic copy of your document is preferred.	<input type="checkbox"/>

E. At the same time that you send copies to your committee, send an electronic copy to the Department Chair along with the timing for your proposal date.	<input type="checkbox"/>
F. While your committee and Department Chair are reading, prepare your proposal presentation <ol style="list-style-type: none"> 1. Work in conjunction with your chair 2. Paperwork to bring to the proposal meeting: Signature Page for Prospectus 	<input type="checkbox"/>
G. Prepare a draft of your 10 page Prospectus for the Graduate School, but do not send it in yet.	<input type="checkbox"/>
H. Participate in your Proposal Meeting. This will be an hour long. Your chair will structure the process. You will present for 10-15 minutes and then respond to questions and/or changes desired by the committee. Your chair will keep track of these. Assuming all goes well, the committee members and your chair will sign your Signature Page for Prospectus.	<input type="checkbox"/>
I. Make any edits to your 10-page Prospectus needed following the proposal defense	<input type="checkbox"/>
J. Make any edits to your IRB/IACUC application needed following the proposal defense	<input type="checkbox"/>
K. Provide your prospectus to the Department Chair who will review and then sign off on your Signature Page for Prospectus	<input type="checkbox"/>
L. Provide your IRB/IACUC application to the Department Chair who will review and then sign off on IRB/IACUC application	<input type="checkbox"/>
M. Upload your completed 10-page Prospectus and the signed/scanned Signature Page for Prospectus to the Graduate School	<input type="checkbox"/>
N. Send in your completed IRB/IACUC application, RCR, and any required permission letters to the IRB/IACUC	<input type="checkbox"/>
O. Make any changes needed to your IRB/IACUC application as per their review; resubmit as needed.	<input type="checkbox"/>
P. WAIT. When the IRB/IACUC approves your study, they will let you, your chair, and the Graduate School know. <i>However, you cannot collect data yet.</i>	<input type="checkbox"/>
Q. When and only when you receive a letter from the Graduate School saying that all your materials are in order and granting you permission to collect your data, you may proceed	<input type="checkbox"/>
III. Second Registration for Thesis/Dissertation – Data Collection & Write Up Stage	
A. Register for the appropriate course with your thesis or dissertation chair. For Masters students, this is PSY 5993. Registration is for one semester. For Ph.D. students, this is PSY 6993; two semesters are required.	<input type="checkbox"/>
B. Collect your data	<input type="checkbox"/>
C. Analyze your data	<input type="checkbox"/>
D. With guidance and review from your chair, revise proposal components of your thesis or dissertation as per proposal feedback.	<input type="checkbox"/>
E. With guidance and review from your chair, write remainder of your thesis or dissertation	<input type="checkbox"/>

F. <i>If there has been ANY change to your committee membership, inform the Department Chair, your thesis or dissertation chair(s) and all remaining committee members of this change. You will need to wait until this change is approved by the Department Chair in order to proceed.</i>	<input type="checkbox"/>
G. Once your chair has determined that your final thesis/dissertation document is ready for the committee, contact your committee members to set up a date and time for your final defense. Committee members must have a minimum of 2 weeks to review your work. Ask each member if a written or electronic copy of your document is preferred.	<input type="checkbox"/>
H. At the same time that you send copies to your committee, send an electronic copy to the Department Chair along with the timing of your final defense meeting.	<input type="checkbox"/>
I. While your committee and the Department Chair are reading, prepare your final presentation 1. Work in conjunction with your chair 2. Paperwork to bring to the final defense meeting: Certificate of Final Exam; Signature Pages that go in the work itself.	<input type="checkbox"/>
J. Participate in your Defense Meeting. The meeting will be 60-90 minutes long, depending on your program. Your chair will structure the process. You will present for approximately 15 minutes and then respond to questions and/or changes desired by the committee. Your chair will keep track of these. Assuming all goes well, the committee members and your chair will sign your Signature Pages and Certificate of Final Exam.	<input type="checkbox"/>
K. Get Department Chair to sign off on your Signature Pages and Certificate of Final Exam	<input type="checkbox"/>
L. File any required concluding documentation with IRB/IACUC to wrap up your study.	<input type="checkbox"/>
M. Complete any additional graduation paperwork as needed (see Grad School website for their checklist)	<input type="checkbox"/>
N. Make any edits to your thesis/dissertation needed based on committee feedback following the defense	<input type="checkbox"/>
O. Send your edited document to the Graduate Reader; make those edits as required.	<input type="checkbox"/>
P. Once the Graduate Reader edits are done, your document will move to the Formatting reader; make any edits as required	<input type="checkbox"/>

- The semester requirements (2 for thesis; 4 for dissertation) are expected. If extenuating circumstances require additional time, students must meet with their committee chair to agree upon a timeline for completion, additional registration for the course, and any additional paperwork required.
- Prospectus must be submitted no later than the semester before graduation
- All thesis and dissertation products, including signature pages and CFE, are now submitted electronically. See: <https://twu.edu/gradschool/current-students/thesis-and-dissertation/procedures-for-filing-electronic-dissertations-and-theses/>
- For Doctoral students who complete their dissertations prior to the last semester of Internship: Upload all documents but DO NOT HIT SUBMIT until the semester you finish internship (typically summer).

THESIS/DISSERTATION PROPOSAL and FINAL DEFENSE EVALUATION

Committee Member Name:

Date:

Product: Proposal

Student Name:

Research Chair Name:

Final Defense

	Circle Your Evaluation	OPTIONAL: Provide summary feedback on the first 4 content areas for the Proposal Defense and all 6 content areas for the Final Defense.
1	Format, style, punctuation, grammar, clarity of writing A B C	
2	Introduction A B C	
3	Literature Review A B C	
4	Methods A B C	
5	Results A B C	
6	Discussion A B C	

Procedure: In all cases, 2 days prior to defense, send a copy to the student’s research chair and to the Department Chair. If any committee member has marked any section of paper “C” the defense is cancelled. If the defense is cancelled, the student will receive feedback from all committee members and will work with her/his research chair to improve the product and re-schedule. A student may only defend when all sections have been rated at the A or B level.

RUBRIC for EVALUATING THESIS and DISSERTATION PRODUCTS

	A –Excellent; the ideal to strive for	B – Pass; Needs improvement	C – Unwilling to Sign/Cancel Defense
Introduction	Makes a clear case for the significance of the problem, contextualizes the study, and provides a cogent introduction to its basic components. Demonstrates how the work will make an original contribution.	Topic is evident but could be better defined; may be too narrow or broad to achieve goals. May drift in focus. Support provided for significance and/or context needs improvement.	Does not provide the necessary description to understand the goals, scope, and implications of the study. Study rationale is not coherently developed. The introduction does not provide sufficient evidence to support and justify the need for the study, or does not sufficiently introduce the study’s components.
Literature Review	The chapter situates the study in the context of previous research, presents a critical synthesis of the literature according to relevant themes, or variables, justifies how the study addresses a gap or problem in the literature, and outlines the theoretical or conceptual framework of the study where appropriate. Uses relevant sources.	Sources are interrelated but may not be sufficient to clearly or fully address a question; some attempt to connect sources, but integration needs improvement. May include too much or too little detail for easy understanding. Missed some empirical findings, resources, models and/or theories which may be relevant.	The literature review is incomplete and provides partial coverage with limited use of relevant studies. Critical gaps in the review evident. The review lacks synthesis of the literature, logical organization, or rationale for study addressing gap in literature. May have used inappropriate sources.
Methods	The chapter situates the study in a particular methodological tradition, provides a rationale for that approach, clearly describes the research setting and sample, and clearly describes data collection and analysis methods, including validity and ethics issues. Analyses are appropriate and accurate.	Identifies appropriate methodologies and research techniques but some details may be missing or vague. Descriptions of instruments, procedures, sampling or other relevant components may be of variable quality/need improvement.	The chapter lacks rationale for methodological approach. Descriptions of sample and setting are insufficient, and plans for research methods are inappropriate or unclear. Does not reflect adequate data collection.
Results	The chapter organizes and reports the study’s main results/findings, including the clear presentation of relevant quantitative (statistical) and /or qualitative (narrative) data. Data displays described and integrated. Basic conclusions drawn from analyses are accurate and logical.	The results section is under developed. Data displays are only partially integrated (e.g. not described in text). Some analyses may not be fully contextualized or justified. Conclusions drawn from results may not be consistently accurate.	The results/findings of the study are not clearly or sufficiently discussed with appropriate data. Findings are poorly organized and analyses are missing, not appropriate, or are inaccurate. Data displays are not integrated or described. Basic conclusions drawn from analyses are inaccurate.
Discussion	The chapter clearly interprets and discusses the results in light of the study’s research questions, literature reviewed, and conceptual framework. Concludes with relevant recommendations for theory, practice, research, and/or policy and training that are grounded in the results/findings. Appropriately addresses limitations and strengths of the investigation.	The integration of the findings within the extant literature is somewhat superficial or partially complete. Inconsistency in justifications for the strengths, weaknesses, and limitations of the current study. Implications are superficial or inconsistently addressed.	The discussion, conclusions and recommendations are not clearly explained or substantiated by the results/findings. The connections to the purpose of the study and relevance to the existing body of knowledge are not clear. Study implications are not accurately articulated and limitations are not sufficiently acknowledged.
Format, style, punctuation, grammar, clarity of writing	The style and format conform to APA style and TWU Graduate School format requirements. Communicates essential information with clarity, precision, and coherence. Writing is well-organized with appropriate transitions and logical flow for a coherent argument. Error-free. *Responsive to prior feedback* - All sections	While the manuscript communicates most or some ideas adequately, several sections may lack clarity. The manuscript contains some format, punctuation, spelling, and grammatical errors. *Partially responsive to prior feedback* -All sections.	Product fails to follow APA and/or TWU Graduate School format. Product is not well organized. The transitions and logical flow are poorly developed and prevent the reader from following the argument. Copious grammar, spelling, punctuation and format errors. *Unresponsive to prior feedback* - All sections

