

ACADEMIC MANUAL 2020-2021

COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM MANUAL



Psychology Department
University of North Texas

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL
University of North Texas

Table of Contents

Forward	1
Program Faculty	2
Faculty Pledge to Excellence	2
I. Organizational Structure, Administrative Assistance, and Communications	3
II. Aims	4
III. Philosophy: Values, Principles, and Emphasis.....	4
IV. The Counseling Psychology Program	5
A. Minimum Requirements	5
B. Course Requirements.....	5
1. General [Department] Core Requirements.....	5
2. Counseling Core Requirements	6
3. Practicum Requirements	6
4. Research Requirements.....	6
5. Elective Clusters.....	6
6. Other Electives.....	8
7. Internship.....	8
C. Transfer of Credit	8
D. Practicum Experience	9
1. First Year.....	10
2. Second Year.....	11
3. 10-Week Summer Practicum	12
4. Third Year.....	13
5. Summer as a rising 4 th year	14
6. Fourth Year and Beyond.....	14
7. Documenting Hours.....	15
E. Research Experience	17
1. Thesis (PSYC 5950)	17
2. Special Problem Project (PSYC 5910).....	18
3. Expected Timeline	18
4. Dissertation	19
F. Counseling Internship.....	20
G. Course Load Requirements	21
H. Hypothetical Schedule of Studies.....	21
I. Graduate Degree Plans	23
V. Academic Requirements	24
A. Satisfactory Progress in Program.....	24

B.	Incomplete ("I") Grades and In Progress ("PR") Grades	24
C.	Reduced Loads and Leaves.....	25
D.	Time Limitations	25
E.	PhD Qualifying Examination on the Counseling Psychology Concentration	25
1.	Eligibility for the Written Comprehensive Exam	26
2.	The Format of the Written Comprehensive Exam.....	26
F.	Internship Readiness and Comprehensive Exam (IRC)	26
1.	Eligibility	27
2.	IRC Exam Committee	27
3.	Components of IRC Exam	28
4.	Evaluation Criteria	29
G.	Final Comprehensive Examination (Dissertation Defense).....	30
VI.	Professional Conduct and Competence	31
A.	Ethics Requirements	31
B.	Ongoing Assessment of Basic Counseling & Interpersonal Competencies	32
C.	Awareness of Boundary of Competence.....	32
D.	Ethics & Practice Guidelines Partial Resource List.....	32
E.	Separation from Program	33
F.	Regular Communication	33
G.	Permission to Engage in Psychological Services Outside of Practicum Course.....	33
H.	Remediation	33
VII.	Advisors and Committees.....	35
A.	The Academic Advisor.....	35
B.	Degree Plan Committee.....	35
C.	Counseling Committee Student Annual Progress & Other Reviews	35
D.	Thesis Committee.....	36
E.	Doctoral Dissertation Committee.....	36
F.	Pass Through Master's Degree.....	37
VIII.	Student Representation.....	38
IX.	Policies, Procedures, and Appeals.....	39
A.	Student Rights and Responsibilities.....	39
B.	Responsibility for staying informed.....	39
C.	Psychology Clinic	39
D.	Grievances	39
E.	Grievance Policies.....	38
F.	Appeal/Petition	41
G.	Dismissal from program.....	41
Appendices	42
A.	Sample PhD Counseling Psychology Degree Plan.....	43
B.	"Pass Through" Master's Degree Plan Form	45
C.	Psychology Department Program Requirement Waiver Form.....	47
D.	IRC Evaluation Criteria.....	49
E.	Ethics Verification Form.....	52

FORWARD

This COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL contains information and policies about the Counseling Psychology PhD Program. The policies have evolved over the years from the experience of students and faculty in the program. It is very important that students in the Counseling Psychology Program also familiarize themselves with three other documents: (a) the Department of Psychology GRADUATE STUDENT MANUAL, (b) the UNT GRADUATE CATALOG, and (c) the PSYCHOLOGY CLINIC MANUAL and four websites: 1) the Counseling Psychology Program: <http://www.psyc.unt.edu/graduate-programs/counseling-psychology>, 2) the Psychology Department: <http://www.psyc.unt.edu/>, 3) the Graduate School: <http://www.tsgs.unt.edu/>, and 4) the College of Liberal Arts & Social Sciences (CLASS): <http://www.class.unt.edu/>. These resources will provide answers to the most commonly asked questions that students have.

Please realize that your Program Director, Academic Advisor, Graduate Coordinator, etc. are all happy to help you, but it is only efficient to do so after you have already ‘helped yourself’. To the extent that you are able, please use the manuals and websites to find answers to your questions before using over-worked ‘human resources’. Thank you!

PROGRAM FACULTY

Joshua Hook, PhD, Associate Professor, Associate Director of the Counseling Psychology Program; Virginia Commonwealth University, 2010

Marti Jones, PhD, Assistant Professor, University of Houston, 2016

Patricia L. Kaminski, PhD, Associate Professor; Colorado State University, 1996

Trent Petrie, PhD, Professor; Director of the Center for Sports Psychology and Performance Excellence; Ohio State University, 1991

Chiachih DC Wang, PhD, Associate Professor; Director of the Counseling Psychology Program; University of Missouri--Columbia, 2004

C. Edward Watkins, PhD, Professor; Counseling Psychology External Practicum Coordinator; University of Tennessee, 1984

FACULTY PLEDGE TO EXCELLENCE

While the structure and roles of the educational system create a power differential, we consider our students to be developing professionals. We will strive to treat our students with respect, dignity, fairness, courtesy, and kindness. We value our roles as mentors and confidants. Thus, we will make all attempts to keep the personal disclosures of our students confidential; if a confidence must be broken, we will make every attempt to first discuss this exception with the student. We will advocate for our students and build a working and learning environment that is ethical and free from abuse, discrimination, mistreatment, and exploitation. We aim to be open to personal and professional growth and aspire to the highest standards of integrity, professionalism, and responsibility; therefore, we sincerely invite feedback and will offer our own feedback respectfully, promptly, and constructively.

I. ORGANIZATIONAL STRUCTURE, ADMINISTRATIVE ASSISTANCE, AND COMMUNICATIONS (updated Jan 2011, FA13, SP14,FA15, SU18)

As is typical for a university, UNT is made up of several “Colleges” and “Schools”. The Department of Psychology is housed within the College of Liberal Arts and Social Sciences (CLASS) and our graduate programs also fall under the Administrative umbrella of Toulouse Graduate School (TGS). The Dean of CLASS is Dr. David Holdeman and the Vice Provost of TGS is Dr. Victor Prybutok. The CLASS is also broken into Divisions. We are part of the Social Science Division, led by Dr. Jim Meernik. These Administrators and Deans report to the Provost (Dr. Jennifer Cowley) and President (Dr. Neal J. Smatresk) who are assisted by other administrators, staff, and various faculty committees.

Our Department Chair is Dr. Vicki Campbell who oversees all faculty, staff, students, and programs in the Department and reports directly to Dean of the CLASS. Dr. Campbell’s role also entails serving as Chair of the Psychology Graduate Committee. The faculty members who serve as the Directors of the graduate psychology programs are the members of the Graduate Committee. The Graduate Committee assists Dr. Campbell in making decisions that affect more than one program (e.g., graduate student recruitment, patterning of general/psychology core courses, etc.). The full-time staff member who assists Dr. Campbell and the graduate program directors is the Graduate Coordinator. Our Graduate Coordinator (GC) is Ms. Rachel Kamman. The GC helps manage everything related to graduate students (admissions, registration, forms, student files, etc.) and our relationships with the Graduate School and CLASS. The Graduate Coordinator’s office is Room 316J (right next to the Chair’s office) and the GC is very often the best person to talk to, call (940-565-2669), or email (Rachel.Kamman@unt.edu) when you are not sure which administrator or entity is the best resource for a particular question, problem, or need you have. In addition to assisting you in navigating multiple layers of administration in this complex organization, our GC is available during business hours to share her/his/their expertise on all the procedures, paperwork, deadlines, etc. related to being graduate student in the Department of Psychology.

As Program Director, Dr. Chiachih DC Wang is the administrator of the doctoral program in Counseling Psychology. This role is also referred to as “Training Director” (TD) or Director of Clinical Training (DCT). Dr. Wang serves as Chair of the Counseling Psychology Program Committee (CPPC) and works collaboratively with members of the CPPC to design and implement *most* aspects of your educational and training experience. The TD typically has 1 or 2 graduate student assistants (GSAs) that help her/him/them manage various aspects of the Counseling Psychology Programs. Dr. Hook is in the role of Associate DCT and the primarily responsibilities managed by Dr. Hook include the mock internship interview, IRC arrangements, and the APR tasks. As a graduate student in Counseling Psychology, you are also a member of the Department of Psychology and a student of the CLASS and the TGS. As such, the administrators (and faculty committees) referenced in the two previous paragraphs have a role in determining degree requirements, policies, etc. that affect you.

It is each student’s responsibility to keep the Department and the Counseling Psychology Program informed as to how s/he can be contacted. Typically, official correspondence is delivered to your assigned mailbox on the 2nd floor of Terrill Hall or mailed to the USPS address we have on file. It is the student’s responsibility to check their mailbox frequently to keep abreast of important information (e.g., funding opportunities, deadlines, changes in departmental or counseling program policies). When students will not be on campus for some time, it would be wise to have another student check their mailbox for current notices, memos, etc. The TD and Graduate Assistant(s) primarily rely on email for mass communications, but will often call or text related to quick, less formal, or individual communications; it is in your best interest to make sure that we have multiple ways of contacting you and that you keep all your contact information updated with us.

It is also vital that students keep the Graduate Coordinator apprised of their current mailing address and

phone number(s). Each student is required to obtain a UNT email account ('@my.unt.edu') and to give their email address to the Program Director and Graduate Coordinator's office. If faculty and staff members of the Program or Department cannot locate you, you may be uninformed, miss deadlines, fail to be up on the latest policies, or not able to take advantage of opportunities.

II. AIMS

The main goal of our Counseling Psychology Program is to train health service professional psychologists within a scientist practitioner model that attends to individual and cultural diversity and the importance of social contexts. The specific aims of our CP program are for students to:

Aim 1: develop a professional identity as a culturally-competent health service counseling psychologist.

Aim 2: demonstrate clinical competencies for ethical interventions and evidence based psychological practice.

Aim 3: understand that scientific knowledge and methods form the foundation of psychological practice through engagement in original and empirical investigations of psychological phenomena.

Aim 4: be sensitive and responsive to the complexity and intersectional nature of individual and cultural diversity, understanding how they affect psychological well-being and clinical practice, and working toward diversity, inclusion, and social justice.

Aim 5: develop knowledge in the foundational areas of general psychology and in counseling psychology theory, research, and practice.

III. PHILOSOPHY: Values, Principles, and Emphases

The CPP faculty is committed to the core values, perspectives, and emphases that maintain our uniqueness as a specialty. Please see more information regarding the core values, perspectives, and emphases of Counseling Psychology as a specialty at [APA Division 17 Society of Counseling Psychology webpage](#). We hold a positive developmental perspective that views human problems as occurring within a complex interaction of an individual's native endowments, contextual factors (e.g., culture, environment, relationships), and developmental changes the person experiences across their life. From birth to death, the process of living involves change and, at times, crises. Although personal crises can befall anyone at any time, counseling psychologists realize that economic, legal, educational, and other systems disadvantage some people more than others, increasing risk for psychological distress for the former and possibly creating protective factors for the latter. Thus, although we believe the psychological well-being of individuals depends upon the degree to which they can successfully adapt to the challenges they face, counseling psychologists recognize that the adaptability to, and severity of, challenges often are influenced by societal, environmental, and situational factors that are outside of individuals' direct control.

Counseling Psychology has also been unique in applied psychology because of its strong interest in the preventive aspects of mental health and the greater concern of the Counseling Psychologist with the nonpathological aspects of a client's condition (e.g., Counseling Psychology's emphasis on the client's strengths and the procedures that might be used to help the client recognize and optimize them; its attention to basic interpersonal processes). The faculty of the Counseling Psychology Program at the University of North Texas has maintained these emphases while recognizing that Counseling Psychologists today must also be able to assess, diagnose, and treat individuals who have more severe problems in functioning and/or meet criteria for a variety of psychiatric diagnoses. When working with these individuals, however, we assess how individual and cultural diversity, strengths, and developmental issues may affect their presentation, counseling process, etc.

In particular, the Counseling Psychology Program faculty recognizes and values the role that all forms of diversity have in shaping our clients and ourselves, our subjective experiences, perceptions, values, and the contexts in which we are embedded. Our educational activities and everyday interactions are enriched by a sense of humility and acceptance of one another; as members of the Counseling Psychology community, we aspire 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 racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; gender identities; sexual orientations; and physical appearance, as well as other aspects of diversity. By valuing diversity in all its forms, we hope to promote thoughtful discussion, research, and intervention related to social justice issues. At the same time, we understand that growth and development of multicultural awareness, knowledge, and skills is a vital and ongoing process for everyone, including all faculty and students, that unfolds over time and through education, training, and self-reflection. Students enter the program with varying experiences of cultural diversity and are expected to take on the challenge of examining their own cultural identity and understanding ways in which their cultural context interacts with the experience of clients and others with whom they work. Continuing enhancement of multicultural competence is a necessary and personal journey in our community requiring openness to learning about each other as well as accepting others' individual processes.

The scope of developmental life issues that engage the interest and practice of counseling psychologists leads them to develop research interests of a very broad nature. In addition to developmental studies and studies of a social-psychological nature, counseling psychologists engage in process research, prevention and resilience research, studies of the profession and training, measurement issues, career development, family systems and relationships, performance enhancement, health and wellness outcomes of underserved communities, and the psychology of spirituality. We are fortunate at UNT to have such broad research interests well represented across the research programs of our faculty. The Counseling Psychology Program faculty believes that a strong foundation based on empirically derived knowledge is essential to expand the discipline of psychology, promote valid techniques in applied settings, and foster students' ability to think critically as they apply the perspectives of counseling psychology.

IV. THE COUNSELING PSYCHOLOGY PROGRAM

The curriculum and training required by to earn a PhD from UNT's Counseling Psychology Program reflect what the Counseling Psychology Program Committee believes are necessary and appropriate educational experiences for Professional Counseling Psychologists. Training emphasizes acquisition of counseling skills through exposure to specific educational experiences according to the developmental perspective held by the faculty. The program's approach is based on a scientific framework that stresses commitment to empirical and objective evaluation of theory and technique.

A. MINIMUM REQUIREMENTS (9.7.10, SP13, SU14, SU18, SU19)

Minimum requirements for a PhD in Counseling Psychology include 101 semester hours of graduate-level coursework and practica, including the one-year pre-doctoral internship in an agency approved by the Program.

B. COURSE REQUIREMENTS

1. GENERAL CORE REQUIREMENTS

	CREDIT HOURS
PSYC 5090 Social Psychology	3
PSYC 5640 Cognitive and Affective Bases of Behavior	3
PSYC 5700 Quantitative Methods I ³	4

PSYC 5710 Quantitative Methods II ³	4
PSYC 6030 Biological Bases of Behavior.....	3

In addition to these five general core required courses, students are required to demonstrate graduate-level knowledge in History and Systems (H&S) of Psychology. This requirement can be fulfilled by two options: (1) completing an undergraduate H&S course with a grade of B or above and passing a test which will be offered three times a year by the department; or (2) completing a graduate-level H&S course with a grade of B or above. The H&S course can be completed at UNT or transferred from other accredited 4-year universities and an online course is acceptable. Our department does not offer a graduate-level H&S course but the undergraduate H&S course is offered every semester.

2. COUNSELING CORE REQUIREMENTS (revised SU2009,SU2017)

CREDIT HOURS

PSYC 5010 Human Development.....	3
PSYC 5420 Assessment I.....	4
PSYC 5430 Assessment II	4
PSYC 5470 Vocational Psychology: Developmental Aspects	3
PSYC 5680 Foundation of Counseling Psychology	3
PSYC 5690 Legal and Ethical Issues in Professional Practice.....	3
PSYC 5780 Psychopathology	3
PSYC 6022 Application of Counseling Methods	2
PSYC 6060 Group Psychotherapy	3
PSYC 6300 Theory and Application of Multicultural Counseling.....	3
PSYC 6620 Supervision.....	3
PSYC 6630 Series on Psychotherapy.....	3

3. PRACTICUM REQUIREMENTS (revised Summer 2008; SU 2009; SU 2011; SU 2017)

CREDIT HOURS

PSYC 6820/6830 (Psyc Clinic) 1 st Yr.....	2
PSYC 6820/6830 Practicum (Psyc Clinic) 2nd Yr.....	6
PSYC 6820 Practicum (Psyc Clinic & CTS) Summer 2nd Yr	3
PSYC 6820/6830 Practicum 3rd Yr (CTS & Psyc Clinic)	6
PSYC 6830 External Practicum 4 th Yr & beyond	2

4. RESEARCH REQUIREMENTS (revised Summer 2009; SU14; SU19)

CREDIT HOURS

Either PSYC 5950 OR PSYC 5910:	
PSYC 5950 Thesis	6
PSYC 5910 Special Problems.....	1
PSYC 6950 Doctoral Dissertation	9

ELECTIVE CLUSTERS (revised Summer 2004; Summer 2008; 2009, 2020)

NOTE: Given the need for a particular balance of students across clusters, students are not able to change the cluster to which they are committed during the admission process. This rule is unusual in its firmness; students cannot petition the CPPC for an exception. Students who develop an interest in a different cluster are encouraged to speak with their advisor about *adding* an additional cluster or some of its coursework to their degree plan.

CREDIT HOURS

a. Child and Family Therapy (minimum = 12 credit hours)

PSYC 5100* Psychopathology of Childhood.....	3
PSYC 5590* Diverse Family Systems	3
PSYC 6160 Couple & Family Therapy II	3
PSYC 6410 Psychopath/Treat of Adol/Young Adults	3

**PSYC 5590 is a prerequisite for PSYC 6160, and PSYC 5100 is prerequisite for PSYC 6410.*

b. Sport Psychology (minimum = 14 credit hours) (revised FA15, SU16, SU18, SP20)

PSYC 5850 Sport & Exercise Psychology Practicum (2hr. fall & spring semester, min. 2yrs)	8
---	---

And Select TWO of the following three courses:

PSYC/KINE 6175 Social Psychology of Sport II.....	3
PSYC/KINE 6185 Applied Sport Psychology II.....	3
PSYC 6200 Theory and Practice of Sport & Performance Psychology.....	3

If students are interested in becoming a Certified Mental Performance Consultant through the Association of Applied Sport Psychology, they may need to take additional sport psy practicum and one additional course in the sport sciences while in the doctoral program. Students should consult with the Director of the UNT Center for Sport Psychology to determine if they need to take such a course and if so, which course might be taken.

c. Minority Wellness (minimum = 12 credit hours) (revised SU18, SU20)

PSYC 5590* Diverse Family Systems	3
PSYC 5900 Special Problems [research, practicum, or community engagement project with Advisor's approval]	3

**for students in the MW cluster, PSYC 5590 may be taken at any time when the course is offered.*

AND Select TWO of the following courses:

PSYC 5200 Psychology of Women and Gender	3
PSYC 6200 Cross-Cultural Psychology.....	3
PSYC 6200 Psychology of Race in the US.....	3
EPSY 6280 Qualitative Research in Education.....	3

The following courses offered in other departments at UNT may fulfill the MW Cluster's requirements with the approval of the student's advisor (note: online courses will not be accepted).

RHAB5710 Multicultural Rehab	3
RHAB5715 Disability/Human Development.....	3
COUN 5540 Women’s Emotional Health.....	3
WMST 5200 Contemporary Issues in Global Feminisms.....	3
PHIL 5300 Social and Political Philosophy.....	3
PHIL 6560 Religion and Philosophy (or alternate graduate level religion course subject to committee approval).....	3

5. OTHER ELECTIVES (revised Spring 2011)

The remainder of the student's program (if any) will be selected in consultation with his/her/their academic advisor. All courses offered by the department are open to Counseling Psychology students provided they meet the prerequisite requirements. Students should refer to the course listings in the UNT Graduate Catalog for other courses currently listed in the Psychology Department. On occasion a student may wish to take a course or two in another department on campus; speak with your academic advisor or Program Director about options. Keep in mind that online courses are not acceptable and that required courses available in our Department typically cannot be replaced by taking courses from another department or university; however, courses taken elsewhere *prior to admission* may be transferred in (see Section “C: Transfer of Credit” below).

6. INTERNSHIP (revised Fall 2010; SU14; SU18)

CREDIT HOURS

PSYC 6840 Predoctoral Internship (Fall).....	1-3 (minumun of 1 required)
PSYC 6850 Predoctoral Internship (Spring)	1-3 (minumun of 1 required)

Please NOTE that internship registration is not required in the summer, even though most internships begin and end in the summer. You may choose to register for credits in the summer if it is helpful to you in terms of financial aid or loan deferment. You will receive an “Incomplete” in PSYC 6840 in December of your internship year. Once you have satisfactorily fulfilled your 12-month obligation and your Program Director at UNT receives a letter to that effect, a “P” (Pass) will be awarded for all internship courses. Be aware that it is your responsibility to ensure that your internship Training Director verifies your completion in writing before grades can be assigned (and your degree awarded).

C. TRANSFER/WAIVER OF CREDIT (revised Summer, 2004; 2006; 2008; SU 2011; SU19)

Students entering the doctoral program with a Master's degree may, with the approval of the Program Director and/or Department Chair, transfer or waive a maximum of 24 semester hours credit (see the current Graduate Catalog for updated limits) earned in a psychology department, provided the courses are applicable to the Counseling Psychology Program at University of North Texas. Please note that some program requirements are not eligible for substitution/transfer (e.g., PSYC 5680 Foundations of Counseling Psychology, PSYC 6022 Application of Counseling Methods, PSYC 6820/6830 Advanced Practicum).

To obtain waiver/transfer of credit, the student must submit the course transfer/waver request form with necessary materials by October 1st of their first year to the Graduate Coordinator (for department core courses) or Program Director (for program core and Elective Cluster courses). The required materials include the course syllabus (and/or other course information, materials, etc.) and a completed Course Waiver/Transfer Request Form (available on the program’s webpage) for each course they wish to

transfer/waive. If approved, student will receive the signed request form to keep for their own record.

Keep in mind that you are responsible for the course content of the courses you transfer in or waive. Since most approved waivers/transfers at the graduate level do not cover exactly the same content, make sure you borrow resources from your peers and/or consult with the faculty member who teaches the UNT course when studying for the Comprehensive Exams.

D. PRACTICUM EXPERIENCE (revised Summer 2007; Summer 2009; SU14; SU17; SU19; SU20)

The applied training experience in Counseling Psychology begins in the first semester. The major vehicles for on-campus practicum training are the Psychology Clinic Practicum Team and the UNT Counseling and Testing Services (CTS) practica. After successfully completing these practicum training activities, students are required to complete externship for at least 2 semesters.

In their first year of the required practicum sequence students are participant-observers on a Practicum Team that meets for 110 minutes of weekly group supervision in the Psychology Clinic. Each Psychology Clinic Practicum Team is composed of about 8 first, second, and third year students and the faculty supervisor. Those students who have already obtained a master's degree in mental health counseling (or related fields) with previous supervised clinical experiences prior to entering our doctoral program will be allowed to begin working with a client from the Psychology Clinic in the Spring semester of their first year (via the Application of Counseling Methods course). A limited number of first year students may be allowed to take the practicum course at the Psychology Clinic in the summer between their 1st and 2nd years.

All second year students receive their clinical training from the Psychology Clinic supervised by program faculty. Second year students continue their practicum experience at the Psychology Clinic through the summer between their 2nd & 3rd years for the 10-week summer session. In the third years of the required practicum sequence, students divide their training between the Psychology Clinic where they carry a caseload of assessment and therapy clients, participate in individual supervision, and attend group supervision ("Practicum Team") and the CTS where they primarily see personal short-term counseling clients up to 10 direct service hours per week.

In the Psychology Clinic, students are assigned to the same faculty supervisor for two long semesters of an academic year; every effort is made to rotate the student so that the student does not repeat supervisors for individual supervision. This ensures that the student will be able to have experience with a variety of supervisory approaches and therapeutic orientations. Psychology Clinic Practicum Team assignments are made annually by the Program Director during summer time. Students with specific training requests (e.g., clear interest in couple therapy, child therapy, or work with adolescents) should discuss these with their Academic Advisor and, if appropriate, communicate that request to the Program Director. Efforts will be made to accommodate students' preferences, but logistics and demand can sometimes make it impossible for all requests to be realized.

The material below is intended to convey the Counseling program requirements for practicum experiences in the required practicum sequence. With the permission of their supervisor, students may, if they choose, take advantage of opportunities to do more than the minimum requirements. Also, supervisors should not consider these minimums as restricting their freedom to require what they believe necessary to help the students develop into competent professionals.

Practicum training is designed to develop counseling competencies (sometimes referred to as '*applied*' or '*clinical*' competencies or skills) and is considered a progressive and integrative experience. Moreover, the development of applied competencies, like other aspects of human development, is not

necessarily linear and rarely occurs in precisely the same way or timeline from person to person. Numerous complex factors interact to affect the rate of development of various competencies. These include a trainee's natural affinity for various aspects of the work (e.g., building rapport, tolerating ambiguity, writing thorough but concise progress notes, etc.), background experiences, types of clients seen, supervisor-supervisee fit, time devoted to re-watching sessions, etc. Thus, there is no 'magic number' of client contact hours to accrue to ensure that competence is developed. While you will need to carefully log your client contact hours and other applied activities in preparation for your eventual applications for internship and licensure, the Program faculty encourage you to think more holistically about your growth and development as a Counseling Psychologist.

From first through third year students gradually assume greater degrees of responsibility for service delivery, supervision, and collegiality. *Minimum* requirements are indicated as a guideline for participation, and are designed to provide exposure to the supervisor's style and thinking and give supervisors the opportunity to evaluate student competencies. Supervisors may require or suggest additional experiences depending on the developing competencies of the student.

PRACTICUM TEAM REQUIREMENTS

1. **First Year (PSYC6820 [1 cr.] & PSYC6830 [1 cr.])** (revised Summer 2009, Spring 2010, summer 2017)

NOTE: Beginning students are full and equal members of Psychology Clinic Practicum Teams, even if their official role does not progress beyond 'participant-observer'. That is, 1st-years are encouraged to share their observations, opinions, and questions even if they do not have any clients of their own.

1. Students will participate in 60 hours of Psychology Clinic Team meetings. Teams meet Wednesdays 9-10:50AM.
2. Each student is expected to devote a minimum of 5 hours per week in practicum activities. In the fall semester these activities most often include: participation on team (2 hours), observation of second and third year team members (either live or digitally), transcription and analysis of second and third year team members' sessions, double-checking scoring on advanced students' assessments (as you are able given progress in your assessment courses), and assisting teammates with case management (e.g., locating particular resources for a client). During the spring semester, first year students are encouraged to become more actively involved and have some direct client contact that is typically supervised live by a 2nd- or 3rd-year teammate. Examples are co-facilitating intakes and assisting with assessment administration.

First-year students who entered our program with an applied Master's degree with previous supervised clinical experiences may begin to see a therapy client from the Clinic via the Application of Counseling Methods course under the supervision of the course instructor and not being part of the practicum course.

3. During the summer between your 1st and 2nd year, some first year students may be able to take the 10-week summer practicum course in the Clinic. The ability to be enrolled in this summer practicum course depends on your readiness as assessed by your supervisor, the availability of summer practicum team and/or supervisor to supervise you, and the availability of opportunities in the Clinic. Students are encouraged to inquire about these opportunities in the spring semester of their first year as soon as they feel ready.

2. **Second Year (PSYC6820 [3 cr.] & PSYC6830 [3 cr.])**¹⁰ (rvsd Summer 2006, 2009, 2010, 2013, 2014, 2018, 2020)

NOTE: Except in unusual circumstances when special permission is granted, students must complete PSYC 5420, 5430, 5680, 5780, 6022, 6820 (1 cr.) and 6830 (1 cr.) with a grade of "B" or better in each of these courses before they are allowed to begin 2nd year practicum.

1. Second-year students are expected to devote a minimum of 10-12 hours (and occasionally as many as 20 hours) per week in practicum activities in the Clinic. The variability in hours is largely due to whether you have an ongoing assessment client in the Psychology Clinic and whether clients keep you too busy to complete other practicum-related tasks during your on-call and intake hours.
2. Second-year students see therapy clients in the Clinic, beginning with 1 or 2 and working up to a caseload of 5-8 therapy clients by the end of the Fall semester. The individual supervisor decides on the specific caseload within the expected range for each of the 2nd year students depending on her/his developed competences and readiness levels.
3. Students are also expected to maintain a steady pace with regard to assessment, completing 2 full battery assessment reports during their 2nd year and one in their 3rd years. It is important to note that although completing 3 assessment reports may be considered sufficient for pre-doctoral internship sites in many university counseling centers, it is not enough for pre-doctoral internship programs that require heavy assessment work (e.g., most VA hospitals and medical centers). If you are interested in completing your pre-doctoral internship training in a site with heavy assessment focus, you should discuss with your supervisors, take Special Problems courses, and/or pursue external practicum with a strong assessment focus to complete additional assessment reports.
4. Students are required to take one on-call hour and one intake hour per week, which will be scheduled by the Psychology Clinic staff. Please note that an Incomplete in Practicum means that you are required to continue on-call and intake hours in the summer until your Clinic requirements are complete. Students will use their time most efficiently if they are prepared to do required reading, case management, etc. during scheduled on-call and intake hours as, oftentimes, no clients will be calling or scheduled during those hours. These client contact and paperwork expectations in addition to weekly participation in group (i.e., Practicum Team) and individual supervision, mean that students are expected to spend a minimum of eight to ten hours per week in practicum activities at the Psychology Clinic; the actual minimum number will be determined by number of regular weekly clients, whether you are working with an assessment client, and how wisely you use time that is freed-up by a client cancellation, 'no-shows', or quiet intake and on-call hours. It is wise to create a schedule that allows for more than that minimum number of hours as time needed for assessment, case management, independent reading, etc. may add several hours to your schedule in a given week. Be sure to speak with your supervisor if time needed for case management for a particular client(s) is taking up so much time that your caseload should not be as high as four clients per week.
5. Participate in the Psychology Clinic team meetings. Teams meet on Wednesdays, 9-10:50AM. The Practicum team meetings are considered group supervision and students will log approximately 60 hours of group supervision during their 2nd year.
6. Students must log 30 hours of individual supervision from their faculty team supervisor in the Psychology Clinic (i.e., one 50-minute hour of individual supervision per week), unless trouble building a caseload allows for shorter supervision sessions early in the year.

7. Students must prepare for all individual and group supervision of counseling and/or assessment clients by taking time to reflect on their most pressing needs, as it will rarely feel like there is enough supervision time for all the questions you have and the client(s) you want to show or discuss. Make sure you know what ‘being prepared’ means to your supervisors, as expectations vary across people, supervisory styles, etc.
8. Students who receive an Incomplete in Psyc6820/30 at the end of the Spring of their 2nd year are required to continue with their on-call and intake duties at the Clinic through the 10-week summer term.

3. 10-week Summer Practicum (PSYC 6820 [3 cr.]) as a rising 3rd year (revised Summer 2007, 2009, 2010, 2014, 2019)

NOTE: Participation in summer practicum following the second year is required. It provides opportunities for continuing skill development, maintaining longer-term clients for third year practicum (and, potentially, IRC), and practicing peer supervision.

1. Summer practicum students are expected to devote 10-12 hours (and occasionally as many as 15 hours) per week in practicum activities in the Clinic. The variability in hours is largely due to whether you have an ongoing assessment client and whether clients keep you too busy to complete other practicum-related tasks during your on-call and intake hours. NOTE: Assessments that are being carried over from the Spring of your 2nd year continue to be supervised by your 2-yr supervisor. Not all supervisors are available in the summer, so be sure to discuss a plan for completing your 1st & 2nd assessment with your 2nd year supervisor before Spring semester ends. Summer supervisors typically do not supervise assessments, but may choose to do so upon request. Sometimes a 3rd-year supervisor will agree to begin supervising an assessment in the summer. This assessment may or may not ‘count’ toward the assessment report expected for each 3-yr student (see descriptions below).
2. Students usually continue to work with their clients from the 2nd year throughout the summer. If a student has already completed two assessments *and is on-schedule with their research (as evidenced by permission from their research advisor)*, they may accept a 3rd assessment client over the summer. In order to do this, however, the student needs permission from: 1) their research advisor, 2) their summer supervisor, *and* their third-year supervisor (as this is the faculty member who will supervise the assessment).
3. Students will also be required to take one on-call hour and one intake hour per week, which will be scheduled by the Psychology Clinic staff.
4. Students are required to attend weekly training workshops offered by CTS (2 hours per week for 10 weeks) during this summer to prepare for their upcoming practicum experience at CTS.
5. Assessment and client contact hours completed during summer practicum are expected to allow students to develop higher levels of applied competencies (as well as exceed the second year minimum requirements for assessments/hours). As such, some of the assessments/client contact hours completed in the summer *may* lessen third-year workloads. Third-years’ experiences in the Clinic, however, are vital for continued professional development, growth of applied competencies, and IRC preparation. As such, a student and/or his/her third year Clinic practicum supervisor may request assessments or client contact hours in excess of the stated minimums for

that year.

6. In the summer following their 2nd year in the Program, students must log either:
 - 10 hours of individual supervision from their faculty supervisor (i.e., one 50-minute hour of individual supervision per week) and 20 hours of peer-group supervision (110 minutes per week)
 - OR**
 - 10 hours of individual supervision from their faculty supervisor (i.e., one 50-minute hour of individual supervision per week) and 15 hours of peer 1- on-1 supervision (i.e., 90 minutes per week).

NOTE: A supervisor may choose to require supervision in excess of the amounts specified above (e.g., group, peer, and individual supervision weekly).

4. Third Year (PSYC 6820-6830) (revised Summer 2007, 2009, 2010, 2011, 2017)

1. Third-year students are expected to devote a minimum of 22 hours (and occasionally as many as 27 hours) per week in practicum activities across two sites. The variability in hours is largely due to whether you have an ongoing assessment client in the Psychology Clinic, whether clients keep you too busy to complete other practicum- related tasks during your on-call and intake hours, and how effectively you manage any time that is freed-up by client cancelations, ‘no-shows’, or unscheduled hours at CTS.
2. Participate in 60 hours of Psychology Clinic Team meetings. Teams meet on Wednesdays from 9-10:50AM.
3. *Unless there are clear shortages in hours/experiences and/or deficiencies in the development of competencies*, students in their 3rd year should expect to focus on depth rather than breadth by only working with 2-4 individual therapy clients per week in the Psychology Clinic.
4. During this year, students will also be required to take one hour each of on-call and intake per week, as scheduled by the Psychology Clinic staff. With the approval of your Clinic Team supervisor, 1st-year teammates may shadow 3rd-years during intake hours with the goal of shifting primary responsibility for conducting intakes and writing intake reports to 1st-year teammates during the last half of the spring semester.
5. Students must log at least 15 hours of individual supervision from their faculty team supervisor in the Psychology Clinic during their third year (i.e., one 50-minute hour of individual supervision every other week or one 25-minute meeting every week). Supervisors may require more frequent or longer individual supervision sessions.
6. At CTS, students will schedule up to nine (9) individual client contact hours (including psychotherapy and vocational counseling) and one (1) outreach/individual client contact hour per week. Sometimes, not all 10 hours get scheduled and/or some clients fail to show up for their appointment; therefore, students should be prepared to use those ‘extra’ hours effectively by completing paperwork, reviewing sessions, or preparing for supervision.
7. Third-year students will participate in 60 minutes of individual supervision and 60 minutes of group supervision per week with staff supervisor at CTS.
8. Students will participate in weekly didactic training for 1.5 hours at CTS.

9. The Psychology Clinic portion of practicum does not affect third -year practicum requirements for the CTS portion of practicum, or vice-versa.
10. Grades for third year are weighted 60% by the CTS supervisors and 40% by the Clinic supervisor.

5. Summer as a rising 4th year. If you have an “incomplete” in Psyc6820/30 (typically due to the 3 full-battery assessment requirement), you are required to continue on-call and intake hours in the summer until your Clinic requirements are complete.

6. Fourth Year and Beyond (6820-6830) (revised Summer 2005, 2009, 2010, 2011, SU14, SU19)

After completing the third-year on-campus practica, achieving a developmentally- typical level of counseling competence, and successful completion of the thesis (PSYC5950) or thesis-equivalent (PSYC5910), students will begin to do an advanced practicum (externship) in an approved on-campus or community agency (e.g., CTS, DCFoF, TAMS, Irvin FAC, Dallas VA, FW VA, Children Hospital, UTD CC, TCU CC, etc.). A minimum of two semesters of external practicum (may include a summer semester) is required although most students complete 2 years of externship. Students should be aware that many (or perhaps most) sites interview candidates in March or April, even if their position does not open until the following fall. Thus, each student and the research advisor must be confident that the thesis or thesis-equivalent will be completed by the end of Summer II in order for an externship position that begins in the fall semester to be approved. This policy has been put in place to protect students, externship sites, and the program’s relationships with externship sites. In the past, students who commence external placement before their thesis is completed have had extreme difficulty finishing their research and the program. Moreover, students who contract with an agency in the spring and fail to complete their thesis by fall have to renege on their agreement (which harms all parties). Students cannot accept any externship offers until their thesis project or thesis-equivalent is completed. If you continue to be behind on your research beyond third year, this same policy continues to apply in later years.

Students must also speak with the program’s External Practicum Coordinator to formalize a site agreement, register for external practicum credits, etc. There is an External Practicum Registration form that each student and the Practicum Coordinator complete; it also requires your research advisor’s signature before Practicum Coordinator will approve an external practicum. A list of approved externship sites in the area is available for students. In addition, students should review the database of the externship site factual surveys completed by previous students when selecting external practicum sites. On some rare occasions, advanced students may request to complete their external practicum course at a new site which will require more time for the CPPC and program Practicum Coordinator to go through the process of evaluating the qualifications of the site/supervisor and contracting with this particular site. Please inform the Practicum Coordinator as early as possible of your intention. Please note that approval to complete your externship at a new external practicum site is not guaranteed. The program conducts externship sites training quality survey annual in summer; the CPPC may rescind our approval of a particular external practicum training site if we have serious concerns. Prior to the beginning of your external practicum, student must complete the “External Practicum Supervision Form” with their supervisor’s signature. Moreover, the formal process above is required for students to be in compliance with Department and Program policies and ethical standards. See the Graduate Manual for more information.

7. Documenting Hours

All students are responsible for tracking how they spend their time (i.e., how many hours are spent on assessment, intervention, supervision, and ‘support’ activities) for every practicum they enroll in during the course of their training and education. You will need thorough and accurate documentation of your applied experiences when you apply for internship and licensure. Although we try to revise the instructions in this manual when needed to help students track their practicum experiences in a manner that resembles what the Association of Psychology Postdoctoral and Internship Centers (APPIC) requires, please check their website [APPIC](http://appic.org) (appic.org) for the most updated information.

An electronic spreadsheet in the recommended format for tracking hours can be downloaded from the Program’s [website](http://psyc.unt.edu/gradcounseling.shtml) (<http://psyc.unt.edu/gradcounseling.shtml>). Students may also choose to purchase a subscription to an electronic time-tracking site. At the time of this writing the Department does not subscribe to one for students.

Students should keep a separate spreadsheet for each practicum site. At the end of every semester, transfer totals from your spreadsheet(s) and complete a “*Semester Summary of Practicum Hours*” form for each practicum site. This form is also available on the [website](#). It is best if you and your practicum supervisor both sign the form. That form (and your supervisor’s evaluation of your performance) are required for a grade to be assigned. It is highly recommended that you keep a copy of both documents for your file.

The *Semester Summary of Practicum Hours* was written with enough detail to serve as instructions about ‘what counts where’, but if you are unsure how/where to log a given practicum activity, ask your practicum supervisor and/or Program Director. Please be advised, however, that you will need to track more information about your practicum experiences than appears on the *Semester Summary of Practicum Hours*. For example, the current APPIC application requires applicants to list the number of different individuals and groups seen. For example, if your practicum caseload one semester (16 weeks) included 5 individual therapy clients per week, co-facilitating an ongoing trauma recovery group, and leading an (ongoing) 8-week social skills group, you would ‘count’ 3 groups: one 16-week trauma recovery + two 8-week social skills. The number of individual clients would depend on how many sessions each client attended. If we assume all of your clients attended 8 sessions, you would have seen 10 individual clients that semester (for a total of 80 individual therapy hours).

In addition, track the following characteristics of every client you work with:

- a. age
- b. gender
- c. sexual orientation
- d. race/ethnicity
- e. disability status (i.e. learning disability, physical disability, visual or auditory impairments, serious mental illness which includes severe developmental disability, other – specify); a client may have more than one
- f. if applicable, psychiatric diagnosis
- g. the setting in which you worked with them (categories are departmental clinic, University counseling center, community mental health center, forensic/justice setting, school, inpatient hospital, outpatient medical/psychiatric clinic, child guidance clinic, military, other – specify)

You also need to keep track of:

- all tests administered
- how many of each administered
- how many of each scored

- whether you wrote a corresponding report
- if the report was ‘integrated’ (defined as including the following sources of data: history, interview, and at least two test administered)

Other APPIC ‘rules’ to keep in mind: (revised SU 2011)

1. Practicum hours are mutually exclusive – you may not count an activity under more than one category (assessment/intervention, support, or supervision).
2. For assessment report, you should count the hours you spend ‘face-to-face’ with an assessment client (and collaterals) separately from the hours you spend scoring and interpreting tests and writing the report. Feedback sessions with the client and/or their guardians ‘count’ in the ‘direct service’/‘face-to-face’ category. All the hours you work on a report on your own should be logged in the ‘support activities’ section of your spreadsheet and/or APPIC application. Time you spend scoring, interpreting, etc. in Team or individual supervision counts as group or individual supervision hours, respectively.
3. Make sure to track ‘Practicum experience’ and other professional experience separately. A ‘practicum’ is defined as formal training approved by a graduate training program for which you receive academic credit and supervision. If you work or worked at the Master’s level (because you have [or had] a *credential* that *allows* [allowed] you to do clinical work outside of practicum), those experiences may be documented for APPIC, but separate from practicum hours.
4. An exception to ‘Rule’ #2 above is that when you list specific tests administered on the APPIC application, you may combine numbers from practicum, work, and research experiences (but not practice administrations).
5. Technically, APPIC does not require you to categorize support hours as they are on the *Semester Summary of Practicum Hours*, but it is *recommended* that you do so because you may be asked to do so for a particular internship site or state licensing board.

E. RESEARCH EXPERIENCE

Students will identify and work with their faculty advisor to complete their Master's thesis or a research project (registered for 1 credit of PSYC 5910). This faculty member is also referred to as a 'Research Advisor/Supervisor', 'Major Professor', or 'Thesis Advisor/Chair'). The student will develop and work on a research project under the faculty member's guidance.

1. Students entering the PhD program with a Bachelor's degree or Master's degree without a satisfactory Master's thesis will complete a Thesis:

- a. The thesis research project (PSYC 5950) is optimally launched no later than the beginning of the student's second year with the formal Master's thesis proposal. A proposal consists of a Literature Review that provides the rationale for and purpose of your study and a Methods section that describes your plan for collecting data that will allow you to test your hypotheses and/or investigate your research question(s). You propose your thesis to a committee of 3 faculty: 1) your research advisor (chair of the committee); 2) another full-time faculty member in the psychology department (who must also be a 'core' faculty member of the CPPC if your advisor is not); and 3) a full-time faculty member in the psychology department (may or may not be any member of the CPPC) or another PhD psychologist who meets University and Department criteria for serving on a student's research committee. The only stipulation is that at least two of your committee members must be full-time faculty members (e.g., no more than one PhD-level psychologist who is primarily a clinician may serve on your committee).

Once the committee approves the proposed thesis, the student executes and completes the project. The student presents the final project in the format of a master's thesis as prescribed by the UNT Graduate School and defends the completed project before the student's 3-member committee. The formal thesis defense fulfills TGS' requirement of an oral exam for a Master's degree.

- b. The student typically enrolls for PSYC 5950 for 3 credits each semester they are actively working on their project. Once a student enrolls in PSYC 5950, they must continue to enroll in 3 credits of it during each long semester until the project is completed. Enrollment is also required during the semesters you propose and defend, so sometimes students have to sign up for PSYC 5950 in the summer as well. After successful defense of the completed project, the student receives a grade for all semesters of PSYC 5950. The final version incorporating any modifications requested at the final committee defense is sent to the UNT Graduate School.
- c. Completion of Students entering the PhD program with a Master's degree that includes an acceptable thesis are expected to complete a research project (referred to as a "Special Problem Project" or 'thesis-equivalent') following the same time frame required for the completion of thesis projects. Student who do not complete a formal thesis at UNT will not receive the pass-through Master's degree (revised SP 2007, SP 2010, FA 2010, SU 2011, FA13, SU14).

*****Note: If a student who comes to the Program with an acceptable Master's thesis from a non-psychology Master's degree wishes to obtain the pass-through Master's degree from UNT, they must follow the instructions described in Section E.1.a above. This is completely

optional and the main benefit for this option is that once completing the pass-through Master's degree, they become eligible to register to take the real EPPP as an advanced doctoral students because those who come to the Program with a non-psychology Master's degree are not eligible to register to take the EPPP in Texas.

2. Special Problems Research Project

This option is only for students who come to the Program with an acceptable Master's thesis completed. Once a faculty member has agreed to serve as a student's research advisor for their 'thesis-equivalent' project, the student begins the process of having their previous Master's thesis project accepted by submitting the "Request to Complete 5910 Research" with a copy of their final thesis document (from their previous institution) to their Advisor for approval and signature.

If the thesis is deemed acceptable, another thesis is not required. Students then enroll in 1 credit of PSYC 5910: Special Problems during the semester that their faculty mentor will be working with them on a 'research project in lieu of thesis.' Optimally, the student enrolls for 1 credit of PSYC 5910 once and the project is completed within 12 months. A grade of "I" (incomplete) will be given after the 1st semester if the project is not finished. The grade of "I" will remain in the student's transcript for one year and then will turn into an "F". As experienced researchers, most students who are eligible for the 5910 research option are able to complete their project with just one (12-month) enrollment. However, if you anticipate your Special Problem research will last more than 12 months, you should discuss it with your advisor.

The 5910 project involves working on and developing a research project in collaboration with their faculty mentor. In scope, the research should be of publication or presentation quality. The final product should be in the format as prescribed by the journal to which the manuscript is being submitted.

When the final written project is deemed acceptable by the faculty member directing the research, the student is given a grade for PSYC 5910. The Special Problem research project must be completed by the end of the the summer semester prior to their 4th year. A copy of the final written project must be placed in the student's file in the Psychology Graduate Coordinator's office (TH316). This filing is a pre-requisite for taking the Comprehensive Exams as well as for registering for external practicum course for the fall of the 4th year and beyond.

3. Expected timeline to complete the Thesis or Special Problem Project

a. For students who are completing the Thesis, if they do not propose their thesis by the end of the fall semester of the 3rd year in the program, they will be limited to take only one didactic course (in addition to the practicum and thesis) in the spring semester of their 3rd year. If they do not complete their thesis by the end of the 2ndW5 summer section of the 3rd year, they are not allowed to begin their external practicum until the completion of their thesis but may take one didactic course each semester during their 4th year while they continue to work on completing their thesis.

b. For students who are completing the 5910 research project, if they do not complete the 5910 research project by the end of the 2ndW5 summer section of the 3rd year, they are not allowed to begin their external practicum until the completion of the project but may take one didactic course each semester during their 4th year while working to complete the 5910 project.

C. SUMMARY OF PSYC 5950 and 5910 REQUIREMENTS (revising SU 11 & FA11; SU19)	
PSYC 5950 (minimum = 6 credits with continuous enrollment in long semesters) Student entering with BA or Masters without acceptable thesis conducts project as follows:	PSYC 5910 (minimum = 1 credits that remain open for as long as 12 months) Student entering with Master's degree & acceptable thesis conducts a project as follows:
1. Find a faculty member with whom to work.	1. Find a faculty member to sponsor the project.
2. Conceptualize and develop project and write thesis proposal.	2. Submit your Master's thesis (from prior university) to Faculty/Research Advisor for approval; place copy in official student file in main office
3. Register for 3 credits of PSYC 5950 during the semester in which you propose thesis to a committee of 3 faculty members.	3. Conceptualize and develop project; may not present written proposal before a committee of 3 faculty members.
4. Execute research and continue to register for 3 credits of PSYC 5950 in long semesters (for a minimum total of 6 credits).	4. Register <i>once</i> for 1 credit of PSYC 5910 with the approval of you Research Advisor.
5. During the last semester registered for PSYC 5950: Defend completed thesis project before the same committee of 3 faculty members.	5. Execute research; 5910 grade will remain an "I" ("Incomplete) if you need more than 1 semester to complete the project. After 12 months, however, the "I" grade will turn into an "F".
6. Paper must be in written style specified by the UNT Graduate School.	6. Present final manuscript (in APA format or other format as specified by your research mentor) to your research mentor
7. File copy with the Toulouse School of Graduate Studies.	7. After final approval of research supervisor, file project with the Graduate Coordinator.

4. DISSERTATION (revised Summer, 2006; Fall 2010;FA13)

The dissertation is viewed as a rigorous measure of the student's breadth of understanding and scientific base of psychological work, and the depth of his/her ability to integrate concepts into a systematic schema from which assumptions and hypotheses can be tested and reasonably interpreted. Dissertation research and the subsequent defense (with comprehensive oral examination of high quality) mark the student as a serious scholar.

Students may propose their dissertation only after successfully completing the general core coursework and the *Comprehensive Examination* (also referred to as “Comps”). The dissertation proposal must be successfully defended by October 1st in order to apply for internship that fall. *See Section IX, E below for information regarding dissertation committees.*

Other departmental procedures for dissertation work can be found in the department's GRADUATE STUDENT MANUAL.

F. COUNSELING INTERNSHIP (revised Summer, 2006; Fall 2010, SP13, FA13, SU14)

A full calendar year internship is required of all doctoral students. Internship is an essential component of doctoral training in Counseling Psychology. It provides the trainee with the opportunity to take substantial responsibility for carrying out major professional functions under appropriate supervision, exposes the student to other professional role models and is intended to facilitate a thorough integration of academic and applied training in a professional context. All internship placements must be paid placements at APA-accredited sites. Students should be aware that internship programs may be “APPIC-registered” without being APA-accredited.

The student must pass both of the Comprehensive Examination and the oral (IRC) section to be eligible to apply for internship. *The Comprehensive Exams (“Comps”) must be passed no later than the August before applications are due and the IRC must be passed no later than October 1st of the fall that internship applications are due. In addition, starting with the 2014 incoming cohort, dissertation proposals must also be completed by October 1st to be eligible to apply for internship that semester.*

NON-APA ACCREDITED INTERNSHIP POSITIONS

With the prior permission from the CPPC, non-APA internship sites may be considered in rare circumstances. Necessarily, careful review will be given to the educational experience offered to interns at facilities which do not have APA accreditation. The Counseling Psychology Committee's approval for acceptance of a non-APA accredited internship offer will be withheld unless the internship program offers certain minimum standards of good training. It is incumbent upon the student to collect and submit information which will permit evaluation of a potentially excellent, but otherwise non-accredited internship. This information should be in written form and signed by the psychologist who will be responsible for the student's internship training. When the student receives a formal offer of a non-APA accredited internship position and prior to its acceptance by the student, all relevant information should be submitted in duplicate to the Training Director. The Texas psychologist licensing board has extensive criteria for non-APA accredited internships. Students should consider these criteria in evaluating non-APA accredited internships.

Students should be aware that internship training sites are spread across the country. Responsibilities for an internship training site's compliance with the Americans with Disabilities Act rest with the internship site. Internships are competitive and the student is responsible for securing an internship that meets with departmental and program approval.

Psychology internship assignments now operate through the National Matching Services (NMS). To remain current, students should become familiar with Association of Psychology Postdoctoral and Internship Centers (APPIC) and NMS. Information is at the website: www.appic.org. Keep in mind that all internship sites

listed with APPIC are *not* necessarily APA-accredited.

G. COURSE LOAD REQUIREMENTS (revised Summer, 2006, 2009, 2011)

Students must maintain a minimum course load of 9 hours each long semester to qualify for full-time student and residence status. While receiving 20-hr assistantship, students are not permitted to take more than 12 credits of courses in each long semester, per UNT Graduate School policy. The next section presents a hypothetical schedule of studies for students who would like to complete their degree in five years. In this hypothetical schedule, the typical course load of each long semester is four courses. Additional University course load requirements for students holding Teaching Assistantships (TA's) or Teaching Fellowships (TF's) can be found in the department GRADUATE STUDENT MANUAL.

H. HYPOTHETICAL SCHEDULE OF STUDIES⁸ (revised Fall 2010, SU 2011, SU14, SU17)

YEAR ONE

FALL SEMESTER

HOURS

PSYC 5420 Assessment I*.....	4
PSYC 5680 Foundations of Counseling Psychology*	3
PSYC 5700 Quantitative Methods I.....	4
PSYC 6820 Practicum	1

SPRING SEMESTER

PSYC 5430 Assessment II*	4
PSYC 5710 Quantitative Methods II	4
PSYC 5780 Psychopathology*	3
PSYC 6022 Application of Counseling Methods*	2
PSYC 6830 Practicum	1

*Successful completion of these courses (i.e., grade of "B" or better) is required to enroll in 2nd yr. practicum

SUMMER

Work on your thesis or 5910 research project but no course enrollment is required.

YEAR TWO

FALL

PSYC 5690 Legal and Ethical Issues in Professional Practice.....	3
PSYC 5640 Cog. & Affective Bases of Behavior.....	3
PSYC 6820 Practicum	3
PSYC 5950 Thesis Research**	3

**Successful completion of thesis (or 6610) is required to register for anything but research after the 3rd year.

SPRING

PSYC 5010 Human Development	3
PSYC 6300 Theory & Application of Multicultural Counseling	3
PSYC 6830 Practicum	3
PSYC 5950 Thesis Research**	3

**Successful completion of thesis (or 6610) is required to register for anything but research after the 3rd year.

SUMMER

PSYC 6820 Practicum.....3

NOTE: Students in the C&F cluster should register for PSYC 5590 the summer prior to beginning the MFT sequence (6150 & 6160), which they will do in year 3, 4, or 5.

YEAR THREE

FALL

PSYC 5470 Vocational Psychology: Developmental Aspects3

PSYC 6030 Biological Bases of Human Behavior..... 3

PSYC 6820 Practicum 3

PSYC XXX Elective Program 3

NOTE: Eligible to take the Comps Exam in January if 5950/6610 and General Core are complete (*with this hypothetical schedule, PSYC 5090 [Social] must have been taken already*)

SPRING

PSYC 5090 Social Psychology 3

PSYC 6630 Series on Psychotherapy 3

PSYC 6830 Practicum..... 3

PSYC XXXX Elective Program..... 3

NOTE: Eligible to take Written Comps in August if 5950/6610 and General Core are complete

SUMMER

PSYC XXXX Elective Program..... 3

YEAR FOUR

FALL

PSYC 6060 Group Psychotherapy..... 3

PSYC XXXX Elective Program3

PSYC 6820 [External] Practicum* 1-3

*NOTE: A minimum of two long semesters of practicum experiences beyond the 3rd year (i.e., other than in the Psychology Clinic and CTS) are required. Students who have less than 500 direct intervention/assessment hours (as counted by APPIC) will be ineligible for internship application.

SPRING

PSYC 6620 Supervision..... 3

PSYC 6950 Dissertation3

PSYC XXXX Elective Program 3

PSYC 6830 [External] Practicum (optional –*see note above)..... 1-3

SUMMER

PSYC 6950 Dissertation (optional unless defending)..... 3

YEAR FIVE⁹

FALL

PSYC 6840 Predoctoral Internship 1-3
PSYC 6950 Dissertation (optional if defended)..... 3

SPRING

PSYC 6850 Predoctoral Internship 1-3
PSYC 6950 Dissertation (optional if defended)..... 3

I. GRADUATE DEGREE PLANS (revised Summer, 2006; Fall 2010, SU13, SU14, SU19, SU20)

Students are expected to file their degree plan(s) during the first semester of graduate coursework (usually by December 1st). Guidelines for preparing and filing degree plans appear in the Psychology Department GRADUATE STUDENT MANUAL. Degree plans are developed in consultation with the student's academic advisor. You will also receive Degree Plan assistance from the Program Director and the Graduate Coordinator. When the degree plan documents are prepared and have the needed signatures of your advisor, the student will submit the plan to the Graduate Coordinator for review. A sample degree plan appears in **Appendix A**. After obtaining the Director's approval, the degree plan should be submitted to the Graduate Coordinator to obtain the approval of the Chair.

V. ACADEMIC REQUIREMENTS

A. SATISFACTORY PROGRESS IN THE PROGRAM

All students are expected to make satisfactory and continuous progress throughout their program of study. Students who fall below a 3.0 grade point average during the first 12 semester hours of graduate study will be placed on academic probation by the Dean of the Graduate School.

Graduate students must maintain a B grade on all courses that receive graduate credit, whether or not the courses are to be applied toward a graduate degree. Grades of D and F will not apply towards any graduate degree, but will be computed in the GPA.

Procedures for the Department of Psychology

1. A graduate student shall be dismissed from the program when they have received three grades less than a B in their coursework.
2. The first time a student receives a C, D, or F, in a course(s) on their degree plan, that course must be successfully repeated within one year of earning the original low grade. "Success" is defined as a grade of "B" or better.

The student has the responsibility for informing their academic advisor and the Program Director of the grade and discussing factors affecting their academic performance. The student, the academic advisor, and Program Director will develop a plan for the student to make up the deficit and address any academic concerns.

3. When a student has a second grade that is below a B, remediation within the student's program will be necessary. See the Remediation section of this program manual.

In addition, certain courses (PSYC 5820, 6820/6830, 5950, 6950) have the prerequisite of a cumulative GPA of B for permission to enroll. Students who do not obtain a minimum grade of B for each registration in a practicum or internship will be required to repeat the course or if circumstances merit, be separated from the program. Satisfactory completion of the degree program in part requires a cumulative GPA of B. Continuous progress in the Counseling program in part is evidenced by the student's successive enrollment during fall and spring semesters in the conceptual and technical coursework of their degree plan (including PSYC 6950) until the PhD objective is reached.

All students are evaluated annually by The Counseling Psychology Program Committee with regard to their progress in the program. *See Section VIII, C below for more information.*

B. Incomplete ("I") GRADES and In Progress ("PR") GRADES

With instructor consent, students sometimes take an "I" grade in an *organized class* because of not completing all course requirements by the end of the academic semester. When this occurs the student has one calendar year to complete the requirements to replace the "I" grade with a course grade. The UNT Graduate School strictly allows students only one calendar year to remove the "I" grade. After one year the "I" grade will turn in an "F" grade and

become permanent.

Thesis and dissertation courses (i.e., 5950 and 6950) are designated as ‘in progress’ (PR) on the transcript until they are completed. Once a final grade is assigned, that grade is awarded for all the previous credits associated with the thesis (a minimum of 6) or dissertation (a minimum of 9).

Students are responsible for checking to be sure all "I" and “PR” grades are removed by the Graduate School deadlines for graduation.

C. REDUCED LOADS AND LEAVES

Should circumstances arise that discourage the student's full-time enrollment the student should consult their Academic Advisor and the Program Director about reducing their course load. Should circumstances arise that discourage a student’s enrollment during the regular semesters, then he/she should request prior Program approval for either a temporary reduction in course load or a temporary leave of absence from the Counseling Program. A Leave of Absence Request Form is found in the department GRADUATE STUDENT MANUAL. Failure to maintain satisfactory and continuous progress in the degree program may result in the student's separation from the program.

Students are responsible for filing a Leave of Absence Request (and to renew the Request in cases of extended leaves). STUDENTS WHO ARE NOT ENROLLED IN COURSEWORK FOR A PERIOD OF 1 YEAR ARE DROPPED FROM THE COUNSELING PROGRAM WHEN THERE IS NO RECORD OF AN APPROVED LEAVE OF ABSENCE. Students dropped from the Program under this circumstance must re-apply for admission to the Program.

Students need to bear in mind that the UNT Graduate School does not adjust the 8 year time limitation for completion of all PhD requirements because of a load reduction or a Leave of Absence. The only exception made is for active military service.

D. TIME LIMITATIONS (revised Summer, 2010, 2011, SU13, SU18)

For the time being, the UNT Graduate School as a policy of requiring all work for the PhD degree to be completed within 8 years. Students need to bear in mind that a load reduction or a Leave of Absence does not suspend the 8- year time limit. Moreover, as a student in a 1st tier research university, your timely progress to the PhD is expected. Please note that the hypothetical schedule in this manual exemplifies how students can earn their PhD in 5 years. Students who enter with an acceptable Master’s thesis and transfer a few courses in are encouraged to complete the program, including internship, in 5 years. Most other students should be able to complete the program in 6 years. Only rarely are students expected to need 7 years to graduate.

If a student needs an extension beyond the 8-year limit, the student must complete a request following the procedures outlined in the UNT GRADUATE CATALOG. The support of the CPPC and Chair are needed for an extension to be granted.

E. PhD QUALIFYING EXAMINATION ON THE COUNSELING¹² PSYCHOLOGY CONCENTRATION (revised Summer 2002, Fall 2010, SP14, SU17)

[better known as the “COMPREHENSIVE EXAM” and most often referred to as “COMPS”]

1. Eligibility for the Comprehensive Exam

To be eligible to take the Counseling Psychology Concentration Comprehensive

Examination, students must have fulfilled the following requirements: completed the General Core courses (e.g., PSYC 5060, 5090, 5640, 5700, 5710, 5790); completed the thesis/PSYC 5950 or thesis related research/PSYC 5910 requirement; filed a copy of their thesis with the Graduate School or a copy of their thesis related research/PSYC 5910 project with the Graduate Coordinator; and have a degree plan filed and approved by the Graduate School. Upon fulfilling these requirements and having adequate time to prepare, students register with the Program Director or Graduate Coordinator (in response to an emailed announcement) to take the January or August Counseling Psychology Concentration Examination. It is not required that students have completed all the Counseling Concentration Core courses. Whether or not they have completed all the Counseling Concentration courses when they take the Comprehensive Examination, students are permitted two attempts to successfully complete the Comprehensive Examination.

2. The Format of the Comprehensive Exam (revised Fall 2010, SU 2017)

Beginning from the 2018-2019 academic year, the format of the qualifying/comprehensive exam will be the online mock EPPP implemented by an agency selected by the CPPC. The mock EPPP consists of 175 multiple-choice questions covering 8 domains: (1) biological bases of behavior, (2) cognitive-affective bases of behavior, (3) social and cultural bases of behavior, (4) growth and lifespan development, (5) assessment and diagnosis, (6) treatment, intervention, prevention, and supervision, (7) research methods and statistics, and (8) ethical/legal/professional issues. The passing score for the qualifying exam is obtaining a 70% correct rate on the overall exam items. Alternatively, students may choose to register and pay for the real EPPP as a Licensed Psychological Associate in TX and use a score of 70% or better to substitute for the Counseling Psychology program's qualifying.

Students are allowed to have two attempts to pass the Qualifying Examination on the Counseling Concentration. Students attempting the examinations for the second time must schedule the second attempt at the next scheduled administration of the examination. Permission to delay the second exam may be possible if the student provides the Counseling Committee with sufficient grounds for doing so.

Failure to pass the qualifying/comprehensive examination upon retesting may result in the dismissal of the student from the program.

F. INTERNSHIP READINESS AND COMPREHENSIVE EXAM (IRC) (revised Fall, 2010, FA12, SU19)

The IRC Exam is the other segment of the counseling psychology comprehensive exam. The IRC Exam also functions as the oral segment of the comprehensive exam. The IRC is intended to be collegial (as opposed to adversarial). The IRC Exam is designed to provide developmental feedback about each student's clinical progress. The committee is interested in determining: (a) how well the student can think on his/her feet; (b) the student's level of clinical knowledge and case conceptualization skills; (c) the student's level of self-awareness as a maturing professional; (d) the student's readiness to articulate their theoretical orientation to applied professional work; and (e) the student's preparedness to engage in the internship application process. The intent is for the student to demonstrate a breadth of professional counseling competencies that is consistent with internship-readiness.

Candidates should be prepared to be expert in one approach to counseling and psychotherapy. Candidates can prepare themselves in the following ways:

- a. Be familiar with the literature associated with the approach; both from the perspectives of its proponents and its critics.
- b. Be able to use clinical case data (i.e., organize and conceptualize a case using one student selected approach; be knowledgeable of assessment techniques; plan goals and treatment strategies; provide theoretically consistent rationales; and be aware of major psychopathological states and personality disorders as well as any case relevant issues involving vocational, developmental, multicultural, and ethical matters).

The IRC Exam also orients the student to the internship application process as well as assists the student in identifying areas that need strengthening in preparation for internship. The Exam requires students to show in-depth conceptualization skill as well as proficiency in integrating assessment and counseling abilities.

1. Eligibility

To be eligible to take the IRC exam, students must have fulfilled the following requirements: completed the General Core courses (PSYC5060, 5090, 5640, 5700, 5710, 5790); successfully completed third-year practicum (or have written permission from their 3rd year Clinic practicum and CTS practicum supervisors); and have a degree plan filed and approved by the Graduate School. The IRC Exam is held on two fixed days towards the end of the spring semester. The optimal time for students to complete the IRC exam is in the end of the spring semester immediately prior to the fall semester in which they will be applying for their pre-doctoral internship. Eligible students should register with the Program Director (or a designated program faculty) before January 15th if they would like to take the IRC exam in that spring semester. It is not required that students have completed all the Counseling Concentration Core courses before taking the IRC Exam.

2. IRC Exam Committee

The IRC Exam Committee will consist of two program faculty and the exam time will be about 2 hours (see the next section for the specificity of the require components of the exam). The CPPC faculty will identify two specific days between late April and mid-May in each academic year to administer the IRC exam and will announce the selected days to students by the end of the Fall semester. The Program Director (or a designated program faculty) will coordinate with all program faculty to develop the IRC exam schedules which will include a sufficient number of time slots for all students who have registered to take IRC Exam in that particular year. Registered students will each be assigned to a particular IRC Exam committee with a fixed time slot. The final arrangement and schedule of the IRC Exam will be announced by February 15.

The 2 faculty members of each IRC Committee decide among themselves who will serve as Chair of the committee for each of the students assigned to them. Typically, this is simply a matter of practicalities and logistics. The IRC Exam Committee will determine whether a student passes the IRC Exam based on criteria outlined in the "IRC Evaluation Form" (available on our program websites). Whenever possible, the Chair will run the two-hour meeting so that the pass/fail result and oral feedback can be given to the student at the end of the Exam. On rare occasions when there is not enough time for oral feedback immediately after the Exam, the Chair will inform the student of the pass/fail result and meet with the student for oral feedback at the earliest opportunity.

The Chair will prepare a letter to verify the result of the exam which will be sent to the student via email within 2 weeks of the Exam. The letter and evaluation will be copied to the Program Director, the student's Academic Advisor, and put in the student's file.

3. Components of IRC Exam (revised Fall, 2010; Su15)

a. Completion of one *component* of the APPIC Application for Pre-doctoral Psychology Internship (APPI).

Students need to complete the four essays required for the APPI and submit to their advisor for approval in advance of the IRC. An email from the academic advisor is sufficient to show the committee that this important step of Internship Readiness has begun.

b. Clinical Portfolio (revised Summer 2007, Fall 2010, SU 2011, SU13, SU15, SU19)

The students are expected to develop a clinical portfolio consisting of a 12-15 minutes of video recordings of their psychotherapy session(s) and written materials. The use of segments from two sessions is preferred, but not required. The written materials include (a) description of your theoretical orientation, (b) case presentation with conceptualization from your theoretical orientation, and (c) transcript of the tape segment with commentary [e.g., why you intervened as you did (or did not), what you could have said to be more consistent with your theory, etc.]. The student often selects these materials from one client the student has worked with in the Psychology Clinic during the third year practicum. With written permission from the client and/or site, students may also select to use a client from practicum at CTS or an external practicum site.

NOTE: Students are expected to adhere to the following word-count limits for documents

(a) and (b) above: Description of Theoretical Orientation – 2,500 words (approximately 10 pages in APA-style); Conceptualization of the Client you are presenting – 2,000 words (approximately 8 pages in APA-style). Page limits do not include figures or references. Be aware that these are *upper* limits, not length *requirements*. Also, keep in mind that there is likely background information on your client you may choose to present orally that is not necessarily required for a cohesive conceptualization from your chosen orientation.

Optimally, the 12-15 minutes of counseling presented should be a representative demonstration of the student's counseling skills that are congruent or consistent with the student's selected theoretical orientation. When a student-clinician's interventions are not consistent with their chosen orientation, they should be aware of that and address it in the commentary on the transcript of their tape segment. The portfolio is to reflect the student's ability to conceptualize their client's concerns from a theoretical perspective. All case material must be anonymous; fictitious names should be used to facilitate discussion of cases. The faculty supervisor should also be anonymous; remove any information identifying your supervisor.
*** The video recordings selected for the IRC Exam MUST show the imagine of both the therapist and the client throughout the entire process.

*** Please note that a number of external practicum sites do not have video-taping equipment which may limit the student choices in selecting most recent clients for the IRC Exam. The program faculty believe it is imperative for the IRC committee to review the video recordings of students' therapy sessions because seeing the therapy

process provides critical information that cannot be replaced by audio-recordings and session transcripts. If a student would like to select a client from an external practicum site that does not have video-taping equipment for their IRC exam, they may develop the clinical portfolio combining (1) an 8-10 minute video recording of a therapy sessions with a client from CTS or Psychology Clinic (with corresponding session transcripts), and (2) a 6-8 minute audio-recording (with corresponding session transcripts) of therapy session with a client from the external practicum site which illustrate their most recent theoretical orientation. While showing the video tapes of the “old” therapy sessions, please comment on how you would do things differently in your chosen theoretical approach in the self-evaluation column.

- i) Students prepare 2 copies of the written materials (i.e., the 2 documents described in paragraph #1 of this section) and provide a copy to each committee member at least one week prior to the IRC Exam days.

The IRC Exam will be conducted under the following format:

1. 3-5 minutes for brief discussion of the APPI materials (often with faculty members giving marked up essays and hours to the student for later review).
Feedback on your APPI essays is especially critical and be sure to seek it out if your IRC committee does not have time to sufficiently address it.
2. 7-10 minutes for oral presentation of the student’s chosen theoretical orientation
3. 5-10 minutes for faculty questions about the chosen orientation *in general*
4. 10-15 minutes for oral presentation of the student’s conceptualization of the client as well as relevant case material and/or events preceding the tape segment. 12-15 minutes for playing of the taped segment(s).
5. 30-40 minutes for the committee to ask questions primarily related to the student’s conceptualization of the client and case material as well as some more general clinical questions. The general questions may address areas such as ethics, diversity issues, developmental issues, evaluation of clients, diagnoses, psychopharmacology, and the evidence base as well as critiques of the chosen theoretical orientation. *See the IRC Exam Evaluation form in Appendix D for a more detailed list of the types of knowledge and skills that may be assessed.*
6. 10-15 minutes for faculty deliberation
7. 5-20 minutes oral feedback to the student

With permission from the IRC committee members and the student, attendance at the oral question and answer session is open to program students and faculty. The open sessions are to: (a) to educate students to various models of materials for presentation to the IRC Exam committee and for observing committee examination procedures; (b) to provide students the experience of a mock clinical case presentation in front of peers and supervisors as might occur during internship year; and (c) to foster and develop confidence in explicating their theoretical perspectives and conceptualizations in a group setting as they might be required to do when interviewing at some internship sites.

4. Evaluation Criteria (revised Summer, 2006; revised Fall 2009; revised Spring 2010)

1. See “Internship Readiness Comprehensive Exam Evaluation” in Appendix D for detailed evaluation criteria.

2. The IRC Exam is evaluated on a pass/fail basis determined by the committee members. A 'partial pass' is also an option:
 - a) The student can "pass" the IRC Exam.
 - b) The student can "fail" the IRC Exam if it is the IRC Exam Committee's decision that the student's submitted material and/or oral exam is unsatisfactory. In this case, the student must re-take the IRC Exam in its entirety. The student's IRC Exam committee will remain the same for any re-take. The re-take will not be scheduled any sooner than the following semester.
 - c) A student can partially pass when they "fail" only certain portions of the IRC (e.g., the treatment plan was unsatisfactory, but the rest of their materials and review were satisfactory) in which case particular deficiencies shall be specified in writing by the Chair of the student's IRC Exam committee. The IRC Exam committee will also specify deadlines for revised work. If the deficiencies can reasonably be remedied in a short timeframe, deadlines may be set for the same semester in which the student attempted the IRC.
3. There are no limitations on the number of times the student can attempt the IRC Exam. However, students are limited to attempting the exam one time each semester (with the exception as described in "2c" above). The student's IRC committee will remain the same for any re-take.

*** While completing the IRC Exam, the student must video tape the IRC exam process in case there is a disagreement between the two committee members. In that case, a 3rd program faculty will be asked to review the recordings of the IRC exam process to decide on the IRC evaluation result.

FINAL COMPREHENSIVE EXAMINATION (Dissertation Defense) Administered upon completion of the dissertation. See the departmental GRADUATE STUDENT MANUAL for further information.

VI. PROFESSIONAL CONDUCT AND COMPETENCE (revised Spring 2010; Fall, 2010)

As is clearly expressed in the statements of Purpose and Philosophy, the Counseling Psychology Program is designed to train professionals in the practice of psychology who are also trained in the conduct of psychological research. The faculty strives to assure the profession of psychology and the general public of the personal and professional integrity and competence of our students and our graduates. While we aspire to train scientist-practitioners, as career paths diverge, the day-to-day activities of our graduates can narrow. We are more committed than ever to our balanced scientist-practitioner training model because it can be a moderating force during divisive times in our field. It is our hope that being trained as both a scientist and a practitioner will act as a form of ‘check-and-balance’ for our graduates. Specifically, we expect that our practitioner-oriented students will not stray from the scientific foundation and methods that have allowed our profession to thrive, assist us in maintaining therapeutic efficacy, and protect our credibility. At the same time, however, we think our scientist-oriented students will not lose sight of the value of subjective experience, the complexity of human psychology, and the realization that psychology, as a relatively young science, must continue to develop and grow by challenging its assumptions and remaining open to innovation.

The Counseling Program also holds that personal and professional competencies are so related as to be almost inseparable. Students, therefore, are expected to demonstrate through their interactions with faculty, clients, other students, staff, and the University community at large, that they are free of personal problems that would interfere with their being able to work collegially and in the best interest of their clients.

Competence as a professional requires that the student have the skills necessary to take appropriate responsibility in providing service to clients. The Counseling faculty takes seriously its commitment to the public and the profession of Counseling Psychology that graduates of our program possess the applied skills needed to be effective while demonstrating responsible and ethical professional behavior.

The enactment of this commitment to our students includes making them aware of the following expectations as well as evaluating their competencies on a regular basis:

- A. **ETHICS REQUIREMENTS:** Graduate students in Counseling Psychology are expected to behave in accordance with accepted professional and ethical standards. All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current Ethical Principles of Psychologists and Code of Conduct (*EPPCC, 2002; *American Psychologist*, 57, 1060-1073). All students should have received a copy of the Code from the Program during the summer before their first year. In addition, a copy of this document can be obtained through UNT’s electronic library or a paper copy can be checked out from the Test Storeroom in the Clinic. An ETHICS VERIFICATION FORM (see Appendix E) is used to provide verification to the program that our students have (a) obtained a copy of the EPPCC, (b) acquired at least a beginner’s understanding of the EPPCC, and (c) have been advised and encouraged to consult with their program advisors, faculty, and supervisors on any issues of ethical and professional concern. This form must be signed and returned to the Program Director before or during first-year orientation; students are not allowed to attend their first practicum meeting or present themselves as a staff member of the Psychology Clinic until they confirm their comprehension of the EPPCC as demonstrated by submission of their signed Ethics Verification Form. Other successful practicum participation requirements are the viewing of two different training videos: 1) the HIPAA video can be checked out from the Clinic Administrator (Mrs. Carla Houser) or watched as a group during

orientation [each student must independently pass a brief multiple choice quiz over its content *before their first Practicum Team meeting*] and 2) a video related to child abuse reporting requirements is available to be checked out from the Test Storeroom and students must turn in a copy of their viewing notes or a summary of the video's content to their Practicum Supervisor before a grade can be assigned for Psyc6820 in the first semester.

B. ONGOING ASSESSMENT OF BASIC COUNSELING & INTERPERSONAL COMPETENCIES: (revised SU 2011, SU17, SU18)

1) Students are expected to maintain familiarity with the counseling and interpersonal competencies that are expected for their development as a helping professional in this program. Lists of these competencies are described in the Annual Progress Review Evaluation form (available on the program's website) and the evaluation forms used by your Clinic and CTS practicum supervisors (available on the program's website). In addition, students are encouraged to discuss with your CPPC faculty and complete relevant reading assignments in various classes and practica to learn more about the counseling and interpersonal competencies.

2) Adequate applied skills involve the ability to work with clients following accepted professional guidelines. These skills will be assessed throughout the student's practicum training, including participation in practicum activities during the first year. If, in the opinion of a faculty supervisor, a student does not seem to be fit for or capable of conducting counseling services, then the practicum supervisor will notify the student and the Program Director in writing as to the nature of these deficiencies. The student shall be transferred to another practicum supervisor and the student's practicum work will be regarded as incomplete until a second opinion is formed. Subsequently, and no later than the following semester, the student's qualifications will be reviewed by the Counseling Psychology Program Committee and appropriate action taken.

C. AWARENESS OF BOUNDARY OF COMPETENCE: As students engage in new applied activities and encounter novel professional situations, they are responsible for accurately assessing the bounds of their competence, consulting with supervisors when in doubt of their competence, and being familiar with the abundance of resources available that describe accepted professional and ethical standards. The following list is an example of such resources (many are available from the American Psychological Association, see www.apa.org).

D. ETHICS AND PRACTICE GUIDELINES PARTIAL RESOURCE LIST:
Guidelines for Psychological Practice with Older Adults (2004)
Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2003)
General Guidelines for Providers of Psychological Services (2002)
Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual clients (2000)
Guidelines for Child Custody Evaluations in Family Law proceedings (2009)
Statement on Disclosure of Test Data (2008)
Record Keeping Guidelines (2007)
Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (2008)
Specialty Guidelines for Forensic Psychologists (2008)
Guidelines for Ethical Conduct in the Care and Use of Animals (1996)
Ethical Principles of Psychologists and Code of Conduct: Research and Publication (2010)

Guidelines for Psychological Practice with Girls and Women (2007)

Copies of all of the resources listed above can be checked out from the Test Storeroom. Students should become familiar with these guidelines as needed and bring questions and concerns to practicum and research supervisors, course instructors, and other faculty.

- E. **SEPARATION FROM PROGRAM:** After a thorough investigation, due process, and proper hearings, any student who appears unlikely to succeed professionally, regardless of grades earned, may be separated from his/her degree program (see department GRADUATE STUDENT MANUAL).
- F. **REGULAR COMMUNICATION:** The Program must maintain current information to update program status reports with the department, college, university, and various accrediting agencies. As such, students are expected to respond promptly to requests for information regarding professional activities and progress in the program. These requests are typically sent by email in November, March or April, and August.
- G. **PERMISSION NEEDED TO ENGAGE IN PSYCHOLOGICAL SERVICES OUTSIDE OF A FORMAL PRACTICUM COURSE:** The Counseling Psychology Program also strives to instill the importance of appropriate responsibility in providing services to clients in any setting. Consequently, no student may engage in work of a psychological nature without adequate supervision and prior approval. That is, even if you have a credential that would allow it, you must have permission from the Program before providing mental health services outside of a formal practicum course. Approval forms for extra-departmental professional employment (see the department's GRADUATE STUDENT MANUAL) are available in the Psychology Graduate Office and must be filed with the Program Director.
- H. **REMEDIATION:**

The CCPC may decide to activate a remediation plan to address students' deficits in academic performance, clinical competency, professional value and conduct, and/or interpersonal and communication issues. The concerns that may activate a remediation plan may include, but are not limited to the following situations: (1) receiving a below B grade in an organized, non-practicum course; (2) not making timely progress in completing the required research projects; (3) when there are persistent and/or serious concerns raised by the faculty or CTS supervisor about the student's performance in the internal practicum course in Psychology Clinic or CTS; (4) when there are persistent and/or serious concerns raised by the supervisor about the student's performance in an external practicum site; and (5) when there are persistent and/or serious concerns about the student's professional value, conduct, and/or interpersonal relationships with peers, faculty, and staff in the department.

Before activating a remediation plan (RP), the CCPC will carefully examine all available data and evidence to assess if implementation of an RP is warranted. During the deliberation process, the student will be invited to submit their input in writing as part of the data and a program faculty will be designated to serve as the advocate for the student. If an RP is implemented, it will explicitly state the time period, required activities, evaluative criteria, benchmark performance, and the possible consequences. While implementing an RP, the student will receive oral and written feedback

periodically so they will have the opportunity to incorporate the feedback to improve their performance.

- When an RP is resulted from a student's unsatisfactory performance in the Psychology Clinic practicum, the direct faculty supervisor will draft the remediation plan with the assistance of the program DCT. The student's primary advisor will serve as the advocate. If the direct faculty supervisor is the student's primary advisor, the student will have the right to select a different program faculty member to serve as their advocate.
- When an RP is resulted from a student's prolonged non-progress in their research activities, the research supervisor will draft the remediation plan with the assistance of the program DCT. The student will have the right to select a different program faculty member to serve as their advocate.
- When an RP is resulted from a student's unsatisfactory performance in an non-practicum organized course, CTS, or an external practicum site, the program DCT will communicate with the course instructor or the direct clinical supervisor in CTS or the external practicum site to get detailed information about the underperforming areas and specific examples. The DCT will draft the remediation plan with the assistance of the student's primary advisor and other program faculty. The student's primary advisor will serve as the student advocate during the discussion process.
- The student with a RP related to unsatisfactory clinical performance will receive an "I" as the course grade; upon successfully completing their RP, a passing grade will be assigned to replace the "I".
- When concerns about a student that are not clinically related and are more interpersonal or unprofessional in nature (e.g., repeated conflicts with peers, unprofessional conduct, etc.), attention will be focused on the frequency and severity of the presenting concern. After the concern is brought to the program faculty's attention by any program faculty who have direct observations on the concerning behaviors and it is determined that a RP may be needed, the program DCT will speak directly with the student about the concerns & possible "motion" and invite them to provide a written response. The entire program faculty will then discuss the input from the student to decide if an RP should be activated. If so, the program DCT will draft the plan with the assistance of the faculty who have direct observations on the concerning behaviors. The student's primary advisor will serve as the student advocate. If the primary advisor is the program DCT or the one who bring forward the concerns, the student will have the right to select a different faculty member to serve as their advocate.

VII. ADVISORS AND COMMITTEES

A. THE ACADEMIC ADVISOR

All incoming students to the doctoral program in Counseling Psychology will be assigned an “Academic Advisor” (also referred to as the “Research Supervisor” or “Research Advisor”) by the Program Director. The advisor will be a member of the CPPC faculty. This person will have the responsibility for helping the student with program planning and other academic advisement, and for reviewing and approving what courses to take in each semester. The academic advisor will also be the one to supervise your thesis or 5910 research project.

The student may request to change their academic advisor/research supervisor after 1 year of working with the faculty. The student is encouraged to consult the Program Director or the student advocate before making this decision. The “Change Advisor Form” is available upon request. There is no approval process for changing an advisor but the student will need to identify a program faculty who agrees to accept the student as their new advisee and communicate with their previous academic advisor in person before completing the form. The form requires signatures from both the previous and new advisors and should be submitted to the Program Director when it is completed.

After another member of the Counseling Psychology Program Committee (CPPC) becomes your Research Advisor (i.e., Thesis/PSYC5950 or PSYC6610; PSYC6950/dissertation), that faculty member replaces the faculty member who was initially assigned as your Academic Advisor. In some unusual situations, students may be completing their research with a faculty member who is not on the CPPC (approval from the CCPC is required); in that case, the student will keep their original counseling faculty member as an academic advisor.

B. DEGREE PLAN COMMITTEE (SU15)

Before completing the first semester in the program, students must file a degree plan that will be signed by a minimum of three faculty members (the Chairperson of this Committee is your Academic Advisor). The other two members may be chosen by the student. Two of the three members must be members of the Counseling Program faculty. The third and potential fourth members of the committee must comply with Department and/or Graduate School requirements. The members of the Degree Plan Committee who sign the degree plan also generally form the nucleus of the student's committee for the Master's thesis research project (PSYC5950) and the doctoral dissertation committee (PSYC6950). If this is not the case, a change of Degree Plan form needs to be submitted to the Graduate School because the faculty who approve your research projects must be the same faculty listed on your Degree Plan. First years who are not far enough along on their research to know their specific research topic and form a thesis committee typically ask CPPC faculty to sign their Degree Plan with the understanding that they are *not* committing to serve on the student's thesis committee.

C. COUNSELING COMMITTEE STUDENT ANNUAL PROGRESS & OTHER REVIEWS

(revised Spring, 2010; Fall, 2010; SU 2011, SU14)

All students who are admitted to the doctoral program in Counseling Psychology are chosen because they appear to have outstanding potential for completing the requirements for the PhD and for developing a broad professional role as practitioners, researchers, and educators. Admission to the doctoral program represents a commitment on the part of the faculty to

sponsor the student's pursuit of the PhD. Most students fulfill the expectations that form the basis of admission and sponsorship.

Beginning in the first year of graduate enrollment and each year thereafter, the Counseling Committee meets and reviews the student's progress in several areas. The areas include: (a) academic performance, (b) the development of research skills and scholarly works, (c) the development of applied competencies, (d) adherence to ethical standards in professional activities, and (e) satisfactory advancement in meeting the requirements of the doctoral program. The results of each student's "Annual Progress Review" [APR] will be mailed to the student, given to the students' Academic Advisor, and filed in the student's file maintained by the GC. Students should consult with their Advisor to obtain any clarifications concerning the review.

On rare occasions, the CPPC may identify serious deficiencies in one or more areas that are evaluated. In this case, and depending on the severity of the deficiencies, the recommendation may be to place the student on probation or to separate the student from the doctoral program in Counseling Psychology. If the CPPC adopts the recommendation for probation, the student will be placed on probationary status for a specified period of time. Then, the CPPC or an *ad hoc* subcommittee of the CPPC, typically in consult with the Department Chair and a representative from the UNT legal team, will act promptly to develop a remediation plan for the student. The student will be expected to correct the deficiencies during the probationary period.

Separation of the student from the doctoral program in Counseling Psychology will occur if (a) severe deficiencies exist and a period of probation does not offer a constructive course of action,

(b) the student fails to make satisfactory improvement in an area(s) of deficiency during a probationary period, (c) the student does not satisfactorily complete the remediation plan as prescribed.

D. THESIS COMMITTEE (revised Summer 2009; SU16)

A committee is formed when the student chooses a major professor who agrees to direct the thesis research (PSYC 5950). If the major professor is a member of the Counseling Psychology Program Committee, s/he will also become the student's Degree Plan Advisor (see VIII,A). Two other faculty members along with the major professor then constitute the committee. If the major professor is not a member of the CPPC, at least two other members of the committee must be a member of the Counseling Program faculty. No more than one full-time practitioner can serve on a student's research committee.

When a student's Independent Research serves as a substitute for a master's thesis (i.e., PSYC 6610; see V.E.2), the student may work with a single faculty member who will direct the project.

E. DOCTORAL DISSERTATION COMMITTEE (revised SU 2007; SU 2010; SU 2011; SU15; SU16; SU17)

A doctoral dissertation committee consists of three members from the Psychology Department, one of whom must be a member of the Counseling Program faculty. If the major professor is a member of the Counseling Program Committee, s/he will also become the student's Degree Plan Advisor (See VIII, A). If the major professor is a member of the Psychology Department but not a member of the CPPC, the student will retain his/her prior Degree Plan Advisor. If the major professor is not a member of the CPPC, at least two other members of the committee must be a core member of the Counseling Psychology Program faculty. No more than one full-time practitioner can serve on a student's research committee.

The third and potential fourth members of the committee must comply with Department and/or Graduate School requirements.

In addition, each dissertation committee of students entering in Fall 2011 or later is encouraged to include at least one additional member from outside the Department of Psychology. This traditional practice is primarily being reinstated in support of interdisciplinary research and to enrich the experiences of our students and faculty. Students who joined the Program prior to 2011 are encouraged to invite 'outside members' to serve on their dissertation committees.

An additional/outside member may be (a) a UNT faculty member from another department; (b) a community professional especially appointed to the committee through the Department of Psychology; or (c) a faculty member from another university especially appointed to the committee through the Department of Psychology. Additional members may not replace the three departmental members. To obtain this additional member, the student requests a form from the departmental Graduate Coordinator's office (see Graduate Student Manual). Signatures of the major professor, program director, and department chair are required to file this form. This university member serves in the same capacity as the departmental committee members and must attend both the proposal and final defense meetings.

F. PASS THROUGH MASTER'S DEGREE

POLICY FOR AWARDING OF "MASTER'S IN PSYCHOLOGY" DEGREE

(approved by the Graduate Committee July 5, 1994; updated 3/14/96; revised Fall 2009; SU 2010, 2011, SP12, SU14)

The Psychology Department's Graduate Committee approved minimum standards for the Master's in Psychology degree. The intent of the standardization is to prevent creation of an entirely cafeteria-style master's degree program that the department could not justify/defend to external review. This degree is available to graduate students admitted directly into the PhD program from a Bachelor's degree, students admitted to PhD programs from a Master's degree in fields other than Psychology, or students who are required to complete a thesis as part of the Counseling Psychology PhD program. The Toulouse Graduate School requires that students be admitted to the Pass Through Master's Degree program in order to submit their thesis for graduate school requirements and publication.

1. This Master's degree is designated officially as a degree in "Psychology." Students seeking the degree must list "Psychology" as the major field on the Master's degree plan. Officially, this is not a master's in "counseling psychology".
2. The degree is colloquially known as a "pass through" master's for students in doctoral programs who want to pick up a master's degree en route to the PhD. Doctoral students in the clinical, counseling, and clinical health programs are the primary students who have interest in this 'pass through' master's degree.
3. The intent of the policy is to set the minimal requirements for the "Master's in Psychology" that would apply across all programs whose students use this degree track. The degree can be either an M.S. or M.A. degree, depending upon the student's foreign language background.
4. In order to be eligible for a Pass Through Master's, students must have completed their Master's thesis (PSYC 5950).
5. All of the course work to be credited toward the master's degree plan must be numbered 5000 or higher. (SU15)

TOTAL

Minimum hours for the "Master's in Psychology" is 30 hours, including your Master's thesis (PSYC 5950). These 30 hours may not be listed on the doctoral degree plan.

- 6. These minimum requirements are not intended to meet licensing or certification criteria for any state or national board.

The Counseling Psychology program makes provision for counseling students who wish to obtain a Master's degree on the way to the PhD in Counseling Psychology. The pass through master's degree may be obtained only by doctoral students who enter the program without a master's degree in psychology or have a master's in a field other than psychology or have a Master of Arts and wish to obtain a Master's in Science. The requirements for this degree are usually completed by the end of the second year. This degree will not permit the student to achieve certification as a Psychological Associate in Texas because it does not contain sufficient practicum experience. However, by the end of the students third year a sufficient number of hours of practicum may have been obtained and the student may then be eligible for PA credentialing. The course requirements are as follows:

PSYC 5010 Human Development	3
PSYC 5700 Quantitative Methods I	4
PSYC 5710 Quantitative Methods II	4
PSYC 5420 Assessment I	4
PSYC 5430 Assessment II	4
PSYC 5780 Psychopathology	3
PSYC 5950 Thesis (or PSYC6610 + 2 more PSYC credits)	6
1 of PSYC 5060, 5090, 5640, 6030	3
	Total 30 hours

A model PhD degree plan accompanied by a Pass Through Master's degree plan appears in **Appendices A & B.**

Application to the Graduate School for admission for the "Pass-Through" degree must be submitted to the Psychology Graduate Coordinator prior to submitting a "pass-through" degree plan. (Allow at least 2 weeks for processing.) Otherwise, the Graduate School will return the degree plan unapproved.

VIII. STUDENT REPRESENTATION (revised Summer 2005)

During the spring semester of each academic year, an advanced level student from the PhD program in Counseling Psychology is elected by his/her peers to serve as representative on the Counseling Committee for a 2-year term. The two representatives have voting privileges (they share 1 vote) and participate in most of the business brought before the Committee. Perhaps the most important objective of student representation on the CPPC is to provide a liaison with students in the program. The involvement of the representatives in the business before the Committee permits another means for facilitating the coordination of activities and communication between faculty and students.

Representatives are expected to take an active role in presenting the interests and needs of their peers. In this way, they provide input into the discussions of the Committee and place business on the agenda of the Committee meetings for consideration, clarification, and/or decision. Likewise, the representatives are expected to provide information and feedback from the CPPC

to other students in regard to policies and issues of concern to students and the program. Their informed contributions should be most helpful and influential in the deliberations of the Committee. It is anticipated that on some matters, the input of representatives may best be accomplished by a systematic survey of graduate students regarding their opinions.

IX. POLICIES, PROCEDURES, AND APPEALS (revised Summer 2010, SU14, SU19)

- A. Students are advised to obtain and consult the UNT Center for Student Rights and Responsibilities annual published materials (or www.unt.edu/csrr) in order to acquaint themselves with official University policies, regulations and procedures that concern student conduct and discipline, grade appeals, open records, and so forth. Other pertinent information regarding academic policies can be found in the UNT Graduate Catalog.
- B. Students also are responsible to remain informed of the policies and procedures found in the departmental GRADUATE STUDENT MANUAL and this COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL.
- C. Students taking practicum coursework in the Psychology Clinic must familiarize themselves with policies and procedures contained in the PSYCHOLOGY CLINIC MANUAL.
- D. Students who have grievance with the policies and regulations of the Counseling Psychology Program should discuss the matter with their degree plan advisor, their student representatives, or the Program Director. Many times, grievances arise from misinformation or misunderstanding and a reality check with accurately informed colleagues can quickly resolve incongruities.
- E. Grievance Policies: A “grievance” is a student’s formal expression of disagreement or dissatisfaction with Counseling Psychology Program-related situations, such as the performance or actions of a Counseling Psychology Program (CPP) faculty member or of a CPP policy, which a student believes to be unfair or inconsistent with the UNT policies or common practices.

Concerns covered by the CPP grievance policy may include, but are not limited to concerns about student credit for research contribution, working relationships between students and with faculty members, unfair treatments imposed by program faculty or program policies, etc. It is important to note that the CPP Grievance Policy does not replace the situations/concerns covered by the university’s grade challenge policy or the University’s Sexual Harassment and Anti-Discriminatory Harassment policies. In sum, any non-criminal issue that is not covered by existing university grade challenge and sexual and anti-discriminatory harassment policies occurring during the course of a student’s training in the program and that is not resolvable through direct communication with the involved parties may be channeled through the grievance process of the program. Reasonable effort will be made to protect the privacy of any student who files a grievance; though full confidentiality may not be possible depending upon the situation.

Grievance Procedure: If a student believes that they have been subject to an incident(s) meriting filing a grievance, the first steps are to pursue informal resolution of the conflict.

The grievant should first:

- Discuss concerns directly and immediately with the party(ies) causing the grievance; and/or
- Consult with the Director of Clinical Training (if the DCT is not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or

- Consult with their faculty advisor (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with other faculty in the program or department whom they trust (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with the student advocate faculty members in the department (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed; and/or
- Consult with the Student Representatives (if they are not the one causing the grievance) about the incident for suggestions about how best to proceed

If the complaint cannot be resolved informally, a written grievance may be composed and submitted to the DCT. Within a week of the time the official written grievance receipt, the DCT will inform the targeted party(ies) of the grievance. The complainant should be aware that the written grievance will be shared directly with all parties. If the DCT is the targeted party of the grievance, the student may submit the written grievance to the associate program director or a designated program faculty.

In the event that the grievance concerns a program policy, Grievance Committee will be comprised of the entire Counseling Psychology Program Committee (including student representatives). The Grievance Committee will consider all available evidence and make a decision within 45 calendar days. The DCT will communicate the decision with the student who files the grievance. The Counseling Psychology Program committee will seek to deal expeditiously, fairly, ethically, and privately (to the extent possible) with the grievance expressed.

If the grievance concerns a specific faculty member (rather than a grievance concerning a policy or other non-entity), all persons involved must be informed within one week of the formal grievance receipt and a three-person Grievance Committee will be formed as follows:

1. Within two weeks, the complainant and the targeted faculty must each select an appointed faculty representative to serve on the Grievance Committee.
2. The student(s) submitting the grievance will select a faculty member (who may or may not be a member of the Counseling Psychology Program, but must be from the Department of Psychology) to serve on the Grievance Committee;
3. The targeted faculty member(s) will select a Counseling Psychology Program faculty member to serve on the Grievance Committee;
4. Within two weeks, the two faculty members on the Grievance Committee will jointly identify a third faculty member to serve as the final member of the Grievance Committee.
5. The Grievance Committee must include at least two program faculty members. That is, if the student(s) selected a non-Counseling Psychology faculty member, this third member must be a Counseling Psychology Program faculty; otherwise, they must be from the Department of Psychology and may or may not be Counseling Psychology faculty.

Once the Grievance Committee is formed, the committee will meet to discuss the grievance and make a decision and recommendations on how to address the grievance as soon as feasible, but no later than 45 calendar days. Once a final decision and the recommendations are made, the Grievance Committee will put them in writing and deliver them to the DCT who will then communicate this outcome with the complainant student(s) and other involved party(ies).

Though there is no guarantee, all inquiries, complaints, and investigations will be treated confidentially *to the extent possible* and individual faculty members will be involved on an as needed basis. All involved materials will be kept in a private program grievance and complaint

folder and kept separate from the complainant's student records file. The DCT will keep a copy of formal complaints/grievances and will, if required, share this with accrediting bodies.

F. Appeal/Petition: From time to time, a student may wish to have a regulation or decision of the Counseling program reconsidered on the basis of his/her personal need. On these occasions, it may be possible for the student (working in conjunction with their academic advisor) to bring an appeal/petition to the CPPC for review and consideration. The written petition should be submitted to the Program Director. There are certain requirements and policies that are firm and cannot be appealed; those cases are typically noted in this and/or other manuals listed in A, B, & C above. Any request for exemptions from or relief from program rules and policies must be brought before the committee at a regular meeting of the committee. Most often accommodations can be made that mutually satisfy the needs of the student and the program. All program policies and decisions concerning students are subject to the approval of the Department Chairperson and the Graduate School. In specific instances, Counseling Psychology Program or Departmental policies may be more rigorous than those of the Graduate School. In such situations, the Program or Departmental policy takes precedence. Students who wish department level review of a program decision should submit their grievance to the Departmental Chairperson.

G. Reasons for dismissal from the counseling program can occur for one of three general reasons:

- 1) failure to meet the department's continuous enrollment policy (See the Department Graduate Manual);
- 2) non-academic reasons (also see The Department Graduate Manual for more information);
- 3) academic reasons either as determined by the counseling committee or due to 3 grades of C or lower

A student who is failing to make satisfactory academic progress in the degree program will be dismissed from the program by action of the counseling committee. Some examples of failure to make satisfactory academic progress:

- 1) a student who is placed on "academic probation" for a second semester or who remains on "academic probation" for two consecutive semesters by the UNT Graduate School.
- 2) a student who is placed on "suspension" at any time by the UNT Graduate School.

For extenuating circumstances, the student could appeal dismissal for academic reasons to the CPPC.

APPENDICES

APPENDIX A
SAMPLE PHD COUNSELING PSYCHOLOGY DEGREE PLAN

University of North Texas
Doctoral Degree Plan
(Please Type)

All work to be credited toward the doctoral degree must be completed within a period of 8 years from the date doctoral credit is first earned. Responsibility for reading catalog requirements and for knowing when program has been completed rests entirely with the student. Application for graduation must be filed in the office of the Toulouse School of Graduate Studies before the appropriated deadline date (see Graduate School calendar).

Name: Sue Student _____ ID: 10005000 _____

100 Fry St. _____ Denton TX 76205 _____
Address City State Zip

PhD _____ Counseling Psychology _____
Degree Sought Major Minor (Experimental only)

DEGREES HELD

	Bachelor's	Master's
Name of Degree	B.S. _____	_____
Institution	UNT _____	_____
Year	2003 _____	_____
Major	Psychology _____	_____
Minor	Biology _____	_____

ADMISSION AND RESIDENCY DATA

Dates: First Doctoral course: Fall 2005 Residency: Fall 2005/Spring 2006 Date (sem/yr) by which degree must be completed: Fall 2015

List Tool Subject courses by prefix and number, examinations and dates only:

- A Language Examination/Date Passed: N/A
- B. 12 Hours Language/Date last Course: N/A
- C. 6 Hours Stats/Research, Kine,Biol, etc. N/A
- D. 9 Hours Computer Science: N/A
- E. 8 Hours PSYC; 5700 & 5030 only: N/A

SUMMARY OF PROPOSED CREDIT HOURS

	At UNT	Elsewhere
Major field including dissertation:	106 _____	_____
Minor field (if required):	_____	_____
Total each column:	106 _____	_____
Grand Total:		106 _____

PROGRAM APPROVAL

Major Professor _____

Minor Professor _____

Committee Member _____

Committee Member _____

Program Director _____

Associate Department Chair
or Department Chair _____

Dean, Graduate School _____

Date Approved _____

List UNT courses, not counted towards a master's degree, by prefix, number and title.

Major Field Courses	Semester Hours	Date	Grade
<u>General Core</u>			
**Don't include courses here if used on a Master's Degree (UNT or other!)			
Psyc 5060 History and Systems	3		
Psyc 5090 Social Psychology	3		
Psyc 5640 Cognitive and Affective Bases	3		
Psyc 5700 Quantitative Methods I	4		
Psyc 5710 Quantitative Methods II	4		
Psyc 6030 Biological Bases of Behaviors	3		
<u>Program Core</u>			
Psyc 5010 Human Development	3		
Psyc 5420 Assessment I	4		
Psyc 5430 Assessment II	4		
Psyc 5470 Vocational Psychology: Developmental Aspects	3		
Psyc 5680 Foundation of Counseling Psychology	3		
Psyc 5690 Legal and Ethical Issues in Professional Practice	3		
Psyc 5780 Psychopathology	3		
Psyc 6022 Application of Counseling Methods	2		
Psyc 6060 Group Psychotherapy	3		
Psyc 6300 Theory and Application of Multicultural Counseling	3		
Psyc 6620 Supervision	3		
Psyc 6630 Series on Psychotherapy	3		
<u>Practicum</u>			
Psyc 6820/6830 Practicum (Participant-Observer 1 st year)	2		
Psyc 6820/6830 Practicum (Voc/Clinic 2nd year & Summer)	9		
Psyc 6820/6830 Practicum (3rd year)	6		
<u>Free Electives</u>			
<u>Internship</u>			
Psyc 6840 Predoctoral Internship (1-3 credits)	1		
Psyc 6850 Predoctoral Internship (1-3 credits)	1		
<u>Research</u>			
Psyc 5950 Thesis Research (List On Master's Degree Plan ONLY)	6		
Psyc 6950 Dissertation (minimum 9 hours)	9		
<i>Sub Total</i>	91		
<u>Elective Cluster</u>			
xxx 5 courses = at least 15 hours			
xxx (see Counseling Psychology Doctoral Manual)			
Xxxx			
Xxxx			
<i>Sub Total</i>	15		
<i>Grand Total (transfer to front)</i>	106		

APPENDIX B
“PASS THROUGH” MASTER’S DEGREE PLAN

APPENDIX C
PSYCHOLOGY DEPARTMENT PROGRAM REQUIREMENT WAIVER FORM

APPENDIX D
 IRC EVALUATION CRITERIA
Internship Readiness Comprehensive Evaluation

Student: _____ Date: _____

Chosen Theoretical Orientation: _____

Committee Members: _____

Internship Readiness As Assessed Through Theory Description, Case Conceptualization, and Intervention

Inadequate	Developmentally Appropriate	Professional Level
------------	--------------------------------	-----------------------

I. Case Description/Problem Identification

(e.g. initial hypotheses).

Markers: provides adequate information about client's presenting concern and background; describes client's primary issues using correct theory-driven terminology

Comments & Suggestions:

--	--	--

II. Assessment/Diagnosis

(e.g. testing, observational data collection).

Markers: uses appropriate measurement or assessment tools/strategies; obtains required information for accurate

diagnosis and treatment planning; differential diagnoses – considers alternatives and selects best fitting diagnosis

Comments & Suggestions:

--	--	--

III. Develops/Implements a Plan of Action/Intervention

Markers: answers accurately questions about conceptualization/treatment plan integration; treatment

plan logical and theoretically consistent; uses basic counseling skills; demonstrates therapeutic techniques consistent with theoretical approach.

Comments & Suggestions:

--	--	--

IV. Recognizes/Formulates Effective Crisis

Response

Markers: awareness of/sensitivity to signs of crisis situations;
has specific knowledge of steps to take in managing client crisis situations.

Comments & Suggestions:

--	--	--

V. Attends to Issues of Diversity (e.g., developmental, multicultural)

Markers: awareness of/sensitivity to issues of diversity as they apply to presented client; awareness of/knowledge about one's own diversity experience and its personal impact

Comments & Suggestions:

Inadequate	Developmentally Appropriate	Professional Level

VII. Recognition/Application of Case

Relevant Laws and Professional Standards

Markers: awareness of/ability to elaborate upon case related statutes; identifies case-related ethical concerns; has awareness of/able to elaborate about ethics and professional standards of psychological practice

Comments & Suggestions:

--	--	--

IRC Evaluation Outcome

1) Given the Counseling Program’s overall goals for the development of counselor competencies, is this student ready for internship?

___ Yes/Pass ___ Yes & No (Partial re-take of IRC required) ___ No/Retake all of IRC

2) If “Yes & No”, which components of the IRC must be revised or redone?

3) Deadline for the completion of the work described in #2 above: _____

4) If “No/Retake all of IRC” what plan is recommended for the student to remedy their deficiencies? (Attach additional pages as needed.)

Committee Member’s Signatures

Chair: _____

Member: _____

Member: _____

APPENDIX E
ETHICS VERIFICATION FORM

Counseling Psychology Program

Ethics Verification Form

The Counseling Psychology Doctoral and Masters Program Manuals discuss the importance of professional competence and state, "Graduate students in Counseling Psychology are expected to behave in accordance with accepted professional and ethical standards."

All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current Ethical Principles of Psychologists and Code of Conduct (*EPPCC, 2002; *American Psychologist*, 57, 1060-1073). This form is used to provide verification to the program that our students (a) have familiarized themselves with the EPPCC, (b) agree to adhere to the EPPCC, and (c) have been advised and encouraged to consult with their program advisors, faculty, and supervisors on issues of ethical and professional concern.

This form must be signed and returned to the Program Director before you attend Clinic Practicum.

My signature below indicates that I agree to familiarize myself with and adhere to the current Ethical Principles of Psychologists and Code of Conduct (*EPPCC, 2002; *American Psychologist*, 57, 1060-1073), and have been advised to ask questions of my program advisor, faculty, or supervisors about any ethical issues or concerns that arise during my tenure in the program.

Student _____
(print name)

Date: _____

Fall semester entered program _____
(year)

Signature _____

* available online at <http://www.apa.org/ethics/>