ACADEMIC MANUAL 2018-2019

COUNSELING PSYCHOLOGY
DOCTORAL PROGRAM MANUAL

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Psychology Department
University of North Texas

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM MANUAL
University of North Texas

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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, Virginia Commonwealth University, 2010

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

Shelley Riggs, PhD, Professor; Associate Director of the Counseling Psychology Program; University of Texas at Austin, 2000

Lawrence J. Schneider, PhD, Professor; Southern Illinois University-Carbondale, 1972 [on modified service in 2018-2019]

Mark Vosvick, Ph.D., Associate Professor; Director of the Center for Psychosocial Health Research; Director of the LBGT Studies Program; Stanford University, 2000 [on leave of absence in 2018-2019]

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

C. Edward Watkins, PhD, Professor; Counseling Psychology 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. Diane Kozul. 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 s/he is very often the best person to talk to, call (940-565-2652), or email (Diane.Kozul@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, Diane is available during business hours to share her 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] and parallel to the person referred to as a "DCT" (Director of Clinical Training) in most clinical psychology graduate programs. 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 (GAs) that help her/him manage various aspects of the Counseling Programs. Dr. Riggs is in the role of ¼-time Associate DCT which leaves her primarily responsible for SACS accreditation 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 competent in the complexity of individual and cultural diversity, which includes being cognizant of their own cultural heritage, understanding diversity's relevance in clinical practice, and to understand how social, cultural, and historical factors affect psychological well-being.

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. We hold a positive developmental perspective that views human problems as 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. The psychological well being of individuals largely depends upon the degree to which they are successfully adapting to inevitable change and the challenges of the developmental tasks relevant to their unique and common human experiences.

Counseling Psychology has also been unique in applied psychology because of its greater 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, systemic, and developmental issues may affect their presentation, counseling process, etc. In particular, the CPP faculty recognizes and values the role that all forms of diversity have in shaping

our clients and us, our subjective experiences, perceptions, values, and the contexts in which we are embedded. The faculty believes that the foundational knowledge and basic skills required for operationalizing this philosophy can be found in our program.

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, marriage and family, education, health, performance enhancement, and religious issues. We are fortunate at UNT to have such broad research interests well represented across the research programs of our faculty. The CPP 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' appreciation of the perspective 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)

Minimum requirements for a PhD in Counseling Psychology include 103 semester hours of coursework and practice beyond the BA degree and a year-long internship in an agency approved by the Counseling Program.

B. COURSE REQUIREMENTS [1,2]

1. GENERAL CORE REQUIREMENTS

		CREDIT HOURS
PSYC 5060	History and Systems	3
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

2. COUNSELING CORE REQUIREMENTS [4,5] (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[6, 10] (revised Summer 2008; SU 2009; SU 2011; SU 2017)

CREDIT HOURS

PSYC 6820/6830 (Psyc Clinic) 1st 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 4th Yr & beyond ……..2

4. RESEARCH REQUIREMENTS (revised Summer 2009; SU14)

CREDIT HOURS

Either PSYC 5950 OR PSYC 6610[7]:
PSYC 5950 Thesis 6
PSYC 6610 Independent Research 3
PSYC 6950 Doctoral Dissertation 9

ELECTIVE CLUSTERS (revised Summer 2004; Summer 2008; 2009)
NOTE: Students admitted in 2014 or later are admitted into one of the three elective clusters. 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 = 15 credit hours)

PSYC 5100 Psychopathology of Childhood.....3
PSYC 5590 Diverse Family Systems 3
PSYC 6150 Couple & Family Therapy I.....3
PSYC 6l60 Couple & Family Therapy II 3

AND

Also *select one* applied course from the following:
PSYC 5350 Coun for Sex Dys/Other Psychosex. Dis 3
PSYC 6020 Child Psychotherapy.....3
PSYC 6410 Psychopth/Treat of Adol/Young Adults 3

b. **Sport Psychology (minimum = 17 credit hours)** (revised FA15, SU16, SU18)

PSYC 5850 Sport & Exercise Psychology Practicum
(2hr. fall & spring semester, min. 2yrs) 8
PSYC 6125 Sport & Exercise Psychology II……..…….3

And

Choose 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 = 15 credit hours)

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

AND

Also select ONE of the following
ANTH 5032 Ethnographic & Qual. Methods, Non-Majors....3
EPSY 6280 Qualitative Research in Education……..…..3

AND

Also select TWO of the following
PSYC 5300 Issues in HIV/AIDS…….……3
PSYC 5350 Counseling for Sexual Dysfunctions/Other Psychosexual Disorders……..3
PSYC 5900 Behavioral and Biopsychosocial challenges within LGBT Communities……3
PSYC 6200 Cross-Cultural Psychology.……..……3
PSYC 6200 Psychology of Race in the US……..……3
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. FREE ELECTIVES (revised Spring 2011)

The remainder of the student's program (if any) will be selected in consultation with his or her 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 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[9] (revised Fall 2010; SU14)

		CREDIT HOURS
PSYC 6840	Predoctoral Internship (Fall)……..	1-3 (only 1 required)
PSYC 6850	Predoctoral Internship (Spring) …….	1-3 (only 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)

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 <u>not</u> 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 obtains approval from the Department Chair ('general' or 'department' core courses) or Program Director ('counseling' or 'program' core course, Elective Cluster course). Please refer to pages 6-8 of this manual to decide whether to route your waiver/transfer request(s) through the Graduate Coordinator (if needing Department Chair approval) and/or the Program Director. Students attach a copy of their course syllabus (and/or other course information, materials, etc.) to a completed Course Substitution Request (See GRADUATE STUDENT MANUAL) for each course they wish to transfer/waive. Submit them to the Graduate Coordinator (for department core courses) or the Program Director (for program core courses). If approved, keep a copy of the signed Course Substitution Request and log those credits on the PSYCHOLOGY DEPARTMENT PROGRAM REQUIREMENT WAIVER FORM. These papers are important pieces of your "Degree Plan documents" that will be described in the Degree Plan section of this manual.

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.

Credit for skills courses such as assessment classes will be waived or transferred under the following conditions:

1. The student may be asked to satisfactorily pass an examination over the content of the

equivalent courses offered at UNT.

2. The student may be asked to enroll in a laboratory experience in which the supervisor will evaluate the relevant skills.

3. If the work to be transferred was done in a department other than a psychology department, the student may be required to repeat the course.

D. PRACTICUM EXPERIENCE[10] (revised Summer 2007; Summer 2009; SU14; SU17)

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 University 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, 2017)

   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 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.

(rvsd SU17)

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 approximately 1 full battery during each long semester of their 2nd and 3rd years.

(rvsd SU15)

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 cancelation, '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 60 hours of Psychology Clinic team meetings. Teams meet on Wednesdays, 9-10:50AM.

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.

(Clarification SU 15)

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)

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 a minimum of 10 hours *(and occasionally as many as 16 hours)* per week in practicum activities in the Clinic. The variability in hours in 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 two assessments that are expected of each 3-yr student (see descriptions below).

2. Two to four ongoing Clinic counseling cases per week are expected. 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 15 hours of peer 1- on-1 supervision (i.e., 90 minutes per week) *or* 20 hours of peer-group supervision (110 minutes per week)
     OR
   - 20 hours of team supervision with their faculty supervisor and peers (i.e., one

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

5. 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 the fall semester, 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. 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 at CTS. 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. Fourth Year and Beyond (6820-6830) (revised Summer 2005, 2009, 2010, 2011, SU14)

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 (PSYC6610), students will begin to do an advanced practicum (externship) in an approved on-campus or community agency (e.g., CTS, DCFoF, TAMS, Dallas VA, UTD CC, TCU CC, etc.). A minimum of two semesters of external practicum (including 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 his/her 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). Be sure to speak with your research advisor in advance about the level of research progress s/he expects by March of your third year for him/her to be comfortable supporting your application for fourth-year externship. 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 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 you 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. 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.

6. 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

(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). 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:

- age
- gender
- sexual orientation
- race/ethnicity
- 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
- if applicable, psychiatric diagnosis
- 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. In the past some students were told that each assessment could only ‘count’ for a maximum of 10 hours. Your TD could not find evidence of this ‘rule’ and would like to clarify: 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

1. Thesis (PSYC 5950) or Independent Research (PSYC 6610) (revised SU10; FA10; SU11; FA11)

Students will identify and collaborate with a faculty member to direct their Master's thesis or Independent Research. This faculty member is also referred to as a 'Research Advisor', 'Major Professor', 'research mentor', or 'Thesis [or 6610] Advisor'). The student will develop and work on a research project under the faculty member's guidance.

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

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). *See Section IX, D below for additional information regarding thesis research committees.*

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; thus, students who complete a thesis no longer need to sit for a 'pass through Master's oral exam'. *Importantly, however, for students entering the Program in 2008 or later, a 'pass through Master's' oral exam cannot be used as a substitute for defense of a thesis project (whether Psyc5950 or Psyc6610) to earn Master's degree.*

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. <u>This filing is a pre-requisite for taking the Comprehensive Exams as well as for</u> registering for any course credits other <u>than research for the fall of the 4th year and beyond.</u>

b. Students entering the PhD program with a Master's degree that includes an acceptable thesis typically complete Independent Research (referred to as a "6610" or 'thesis-equivalent'), do <u>not</u> complete a formal thesis and do <u>not</u> receive another Master's degree (revised SP 2007, SP 2010, FA 2010, SU 2011, FA13, SU14).

*****A NOTABLE EXCEPTION: If a student who comes to the Program with an acceptable Master's thesis from a first Master's degree wishes to obtain a second Master's degree from UNT (this may be the case if the 1st Master's degree was a MA and they want an MS or if a first MS was in a field other than Psychology), they must follow the instructions described in Section E.1.A above. In the past, students in this situation were simply allowed to take a 'pass through Master's oral exam', but this option is no longer available to students. That is, *students enrolled in the doctoral program in counseling psychology cannot earn a Master's degree without successfully defending a thesis (i.e., Psyc 5950) research project before a committee. It is particularly important to note that courses that contributed to a first Master's degree cannot 'count' toward the credits needed for a second Master's degree.*****

Independent Research (referred to as a "6610" or 'thesis-equivalent')

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. Students submit a copy of their final thesis document (from their previous institution) to their Advisor.

If the thesis is deemed acceptable, another thesis is not required. Students then enroll in 3 credits of PSYC 6610: Independent Research 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 3 credits of PSYC 6610 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. If the student requires more than 2 long semesters and a summer to complete their 6610, a grade will be awarded for their first 6610 and they will need to re-enroll in another 3 credits of 6610. Each enrollment remains 'open' for up to 12 months and additional enrollments are required until the project is completed. As experienced researchers, most students who are eligible for the 6610 research option are able to complete their project with just one (12-month) enrollment.

The 6610 project involves working on and developing a research project in collaboration with their faculty mentor. (The 6610 student does not typically defend a proposal or final draft before a committee unless their faculty mentor requires it.) 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 6610. 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 any course credits other than research for the fall of the 4th year and beyond.

C. SUMMARY OF PSYC 5950 and 6610 REQUIREMENTS (revising SU 11 & FA11)	
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 6610** **(minimum = 3 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 or 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 *once* for 3 credits of PSYC 6610 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; 6610 grade will remain an "I" ("Incomplete) if you need more than 1 semester to complete the project. After 12 months, however, a grade must be awarded. Re-enrollment is required annually until the project is completed.
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 *or* defend 6610 document (in format specified by 6610 committee) to committee.
7. File copy with the Toulouse School of Graduate Studies.	7. After final approval of sponsor and/or 6610 committee, file project with the Graduate Coordinator.

2. 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. 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 STUDIES[8] (revised Fall 2009, 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

PSYC 5060 History and Systems ..... ……...3

YEAR TWO

FALL

PSYC 5690 Legal and Ethical Issues in Professional Practice 3
PSYC 5640 Cognitive and 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 Aspects ……3

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

PSYC 6820 Practicum..... 3
PSYC XXX Elective Program 3

NOTE: Eligible to take Written Comps 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

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 FOUR

FALL

PSYC 6060 Group Psychotherapy 3
PSYC XXXX Elective Program.....3
PSYC 6820 [External] Practicum*..... 1-3

*NOTE: Practicum experiences beyond the 3rd year (i.e., other than in the Psychology Clinic and CTS) are strongly recommended, and speak with your Research and Academic Advisor(s) and 3rd-year Clinic Practicum Supervisor about your choices of external practicum sites. Approval from the Practicum Coordinator is also necessary. Students who have less than 500 intervention/assessment hours (as counted by APPIC) will be ineligible for internship application. Students who are considering attending internship sites other than counseling centers should seek guidance from their faculty about the types of training experiences that are most likely to assist them in achieving their specific professional goals. For example, most VA internship sites highly value assessment experiences beyond what is required for our program. Therefore, if the student wishes to apply to a VA site, s/he is strongly encouraged to pursue an external assessment practicum.

SPRING

PSYC 6620 Supervision..... 3
PSYC 6950 Dissertation.....3
PSYC XXXX Elective Program ..... …3
PSYC 6830 [External] Practicum (optional –*see note above)..... 1-3

SUMMER
PSYC 6950 Dissertation (optional unless defending) 3

YEAR FIVE[9]

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)

Optimally, degree plans are filed during the first semester of graduate coursework. 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 and likely research committee members, the student will submit the plan to the Program Director for review and approval. Your research committee consists of your advisor and two other Psychology faculty members.

Two of the three must be from the Counseling Psychology faculty and no more than one

can be a full-time practitioner. 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 average 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 responsibility for informing the Program Director of the grade and discussing factors affecting their academic performance. The student 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.

<u>Remediation Plan</u>: the student is permitted to continue in the program pursuant to successfully completing a specific written plan of remediation prescribed by the program faculty.

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 becomes permanent and may not be removed. After one year the student must re-enroll and re-take the course to earn a course grade.

The only course exceptions permitted by the UNT Graduate School are for certain individual registration classes (e.g., practicum, 6610). The acceptable timeline for completing these courses are typically determined by the supervisor or research advisor with whom the credits originated.

Formal student research 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 <u>not</u> 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)

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; however, whether to reduce this limit to 7 years is being seriously discussed. Students should check the <u>UNT Graduate Catalog</u> to keep apprised of the policy and its implementation. This is particularly critical if the student approaches the 8-year limit.

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 an emerging national 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 <u>who enter with an acceptable</u> <u>Master's thesis and transfer a few courses in are encouraged to complete the program, including</u> <u>internship, in 5 years. Most other students should be able to complete the program in 6 years.</u> 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 for such a leave following the timelines 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 COUNSELING[12] 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 6610 requirement; filed a copy of their thesis with the Graduate School or a copy of their thesis related research/PSYC 6610 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)

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 Internship Readiness and Comprehensive Exam (IRC) 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. 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. Upon fulfilling these requirements, students may take the IRC as soon as they feel prepared. Students register with the Program Director for the IRC. The Program Director will assign an IRC Committee as described below. It is not required that students have completed all the Counseling Concentration Core courses.

2. IRC Exam Committee

The student's IRC Exam Committee consists of 3 faculty selected randomly by the program Director (in an equitable 'rotation' over time). In a given semester, each committee will be assigned a maximum of 3 students. After 3 students have been assigned, another committee will be composed for the next 3 students taking the exam. Any committee that does not complete 3 IRC Exams in a given semester will carry over to the next semester to complete its complement of 3 IRC Exams. In any given semester, should there be an unusually large number of students taking the IRC Exam, faculty could receive an additional appointment to a second IRC examining Committee.

The 3 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 indicated below. 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 use a standard rating form (see Appendix D) to prepare a written evaluation based on input from the committee, send it to the committee for review/approval, and mail it or email it to the student within 2 weeks of the Exam. The 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)
The student develops a clinical portfolio consisting of a 12-15 minutes of a 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.

i) Students prepare 3 copies of the materials (i.e., the 3 documents described in paragraph #1 of this section) and provide a copy to each committee member at least one week prior

to the oral portion of the IRC Exam.

ii) Oral Examination

The oral 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 notification of 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 majority vote of the IRC Committee; 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.

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. <u>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.</u> 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 adapted Comprehensive Competencies Tracking Document (available through a link on the Program's "Forms" website: http://psychology.unt.edu/graduate-programs/counseling-psychology/forms), and the evaluation forms used by your Clinic and CTS practicum supervisors (available from your supervisors upon request). 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.

VII. ADVISORS AND COMMITTEES

A. THE DEGREE PLAN ADVISOR

Prior to matriculation, all incoming students to the doctoral program in Counseling Psychology will be assigned an "Academic Advisor" (also referred to as a "Degree Plan 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 signing registration forms during the student's course of study in the doctoral Counseling program, and may also be the student's Research Advisor. If 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. Students who do their research with a faculty member who is not on the CPPC 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 Degree Plan Advisor). The Chairperson/Advisor is assigned by the Program Director upon the student's matriculation into the counseling program. 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' Degree Plan 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 reinstituted 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 <u>not</u> 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, 5790 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)

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. Note: The content of the "grievance" subsection is 'in progress'. *Students who have concerns about their rights or treatment by other UNT community members in the context of being a graduate student at UNT, the Department of Psychology, and/or the Counseling Psychology Program are encouraged to speak with their Advisor, the Program Director, the Department Chair, or any other member of the CPPC. Another option for students is to consult one of the two Psychology Department faculty members who have been voted in by students to serve as 'Advocates'. Student Advocates are available to help you problem-solve and access resources; they will hold the content of your problem in confidence to the extent they are able under UNT policies, the ethical guidelines of our profession, and state and federal law.*

F. 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 the degree plan advisor) to bring an appeal to the CPPC and/or Program Director for review. 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.

ENDNOTES

[1] This guide outlines minimum requirements. All degree plans drawn up by the student and his/her advisor are subject to approval of the Counseling Psychology Program Committee and the Program Director. Additional work may be recommended.

[2] Students entering with a Master's degree and wishing to have coursework completed for that degree transfer to the PhD Counseling Psychology Program must obtain approval for the substitutions from the Counseling Program Director and/or Department Chair (who typically will consult with the regular instructor for the equivalent UNT course). (See the GRADUATE STUDENT MANUAL for additional details.)

[3] Students are encouraged to use these courses as substitutes for the Graduate School language requirement. Using these courses as substitutes allows students three to eight hours in their program for free electives, depending on their chosen elective cluster.

[4] Students who wish to transfer credit for PSYC 5420, 5430, and 5680 may be examined over the course content and will be required to demonstrate the skills taught in those courses.

[5] Counseling Core courses (if no transfer credit is awarded) must be taken in the Psychology Department.

[6] All students entering the counseling PhD program (except those holding a master's degree from the UNT master's Counseling Psychology program) must enter the PhD practicum sequence (including the PSYC 6022 Advanced Interviewing sequence) as beginning first year PhD students.

[7] Students who enter with an acceptable completed thesis are not required to take PSYC5950, but register for 6610 and work with their research advisor to complete another research project.

[8] Assumes entry with a B.A. Persons entering with an MA might reduce the course work. It is possible that all required course work could be completed by first semester fourth year.

[9] Internship registration is permitted on a variable credit (2-6 semester hours total) basis. Interns must register in the fall and spring, but grades are not awarded until the year-long internship is completed. Students often choose to register for more rather than fewer internship credits to help contribute to their status as a 'full-time' student for financial reasons.

[10] Other advanced 6000-level assessment courses may be offered in the department. Students must complete the 2nd year practicum requirements prior to enrollment in other 6000-level assessment courses.

[11] In years when there is not enough graduate student interest to offer "Death and Dying" as a stand-alone graduate course, students who enroll in PSYC5900 must concurrently attend PSYC4020 as part of the course requirement. In addition, they will meet independently (or in small groups) with the instructor and complete additional graduate-level requirements as the instructor specifies.

[12] This qualifying exam procedure applies to all students entering the program in Fall, 2002, or later. Students who entered the program prior to Fall, 2002, may elect this procedure or the procedure in effect when they entered the program. However, once the election is exercised, these advanced students (admitted before Fall, 2002) cannot switch procedures should it become necessary to re-take portions or all of the qualifying exams.

[13] These practicum requirements apply to all PhD students entering the program in Fall, 2002, or later. Students who entered the program in Fall, 2001, have the option to meet these requirements or requirements in effect in Fall, 2001. Students who entered the program in Fall, 2000, must meet the requirements in effect in Fall, 2000.

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.

		Semester Hours	Date	Grade
Major Field Courses	*General Core*			
	**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 5790 Physiological Psychology	3		
	Program Core			
	Psyc 5010 Human Development	3		
	Psyc 5420 Assessment I	4		
	Psyc 5430 Assessment II	4		
	Psyc 5470 Vocational Psychology: Developmental Aspects	3		
	Psyc 5680 Counseling Psychology Methods	3		
	Psyc 5690 Legal and Ethical Issues in Professional Practice	3		
	Psyc 5780 Psychopathology	3		
	Psyc 6022 Advanced Interviewing	2		
	Psyc 6060 Group Psychotherapy	3		
	Psyc 6300 Theory and Application of Multicultural Counseling	3		
	Psyc 6620 Supervision	3		
	Psyc 6630 Series on Psychotherapy			
	Or Psyc 6640 Theoretical Basis of Counseling Practice (Counseling Theories)	3		
	Practicum			
	Psyc 6820/6830 Practicum (Participant-Observer 1st year)	2		
	Psyc 6820/6830 Practicum (Voc/Clinic 2nd year & Summer)	9		
	Psyc 6820/6830 Practicum (3rd year)	6		
	Free Electives			
	Internship			
	Psyc 6840 Predoctoral Internship (1-3 credits)	1		
	Psyc 6850 Predoctoral Internship (1-3 credits)	1		
	Research			
	Psyc 5950 Thesis Research (List On Master's Degree Plan ONLY)	6		
	Psyc 6950 Dissertation (minimum 9 hours)	9		
	Sub Total	91		
Minor Field Courses	*Elective Cluster*			
	xxxx 5 courses = at least 15 hours			
	xxxx (see Counseling Psychology Doctoral Manual)			
	Xxxx			
	Xxxx			
	Sub Total	15		
	Grand Total (transfer to front)	106		

APPENDIX B
“PASS THROUGH” MASTER’S DEGREE PLAN

UNIVERSITY OF NORTH TEXAS GRADUATE SCHOOL
Master's Degree Plan

The *original* of this form must be submitted to the Office of the Graduate Dean for approval.

Name_____ID No._____

Home address_____

Master's degree to be earned M.S. (can elect M.A. if foreign language) Major: **Psychology**

Major Professor_____Minor Professor_____

Any deficiencies in undergraduate prerequisites_____

Responsibility for reading catalog requirements and for knowing when program has been completed rest entirely upon the student. Application for graduation must be filed with the Graduate School office before the deadline date in force during your final semester. See Graduate School calendar for deadline date.

The number of UNT off-campus residence courses which may be applied to the master's degree is limited by state regulations. Consult the Office of the Graduate Dean for information concerning this restriction.

Identify transfer courses with school abbreviation and date completed. Official transcripts of transfer work must be filed before courses can be approved.

Courses to be completed for the master's degree

Course Prefix and No.	Course Title	Credit Hours	Date Completed	Grade

Admission to candidacy is recommended:

Total Semester hours required:_____30_____

_____
Major Professor Sign & Print Name

_____
Department Chair Sign & Print Name

_____
Program Director Sign & Print Name

_____
Date

To Be Completed by Graduate Dean

This student is admitted to candidacy:

_____
Date

_____
Dean of the Graduate School

Rev. 9/2013

APPENDIX C
PSYCHOLOGY DEPARTMENT PROGRAM REQUIREMENT WAIVER FORM

Psychology Department Program Requirement Waiver Form

Indicate psychology doctoral program requirements that have been met by previous coursework. List the course title, course prefix and number, and number of credits of the UNT program requirement. Do not include these courses on your degree plan. A completed Transfer/Course Substitution Request form should be in your file for each course.

Name: _____ Major/Program_____

UNT Degree Requirement		Previous Course Title	Previous Course Subject & Number
GENERAL CORE	# of credits		
5060 History & Systems	3		
5090 Social Psychology	3		
5640 Cog & Affective Bases	3		
5700 Quantitative Methods I	4		
5710 Quantitative Methods II	4		
5790 Physiological Psych	3		
PROGRAM CORE			
ELECTIVES			
RESEARCH-for students coming in with acceptable Master's theses only			
TOTAL NUMBER OF CREDITS WAIVED			

rev. 8/29/2013

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_____ Date:_____
(print name)

Fall semester entered program_____
(year)

Signature_____

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