DEPARTMENT OF PSYCHOLOGICAL SCIENCES
COUNSELING PSYCHOLOGY PROGRAM
STUDENT HANDBOOK
2017-2018
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1. **Introduction**

The Ph.D. program in Counseling Psychology in the Department of Psychology at Texas Tech University offers training in the professional practice of health service psychology, more specifically counseling psychology. The APA Commission of Accreditation defines health service psychology as “the integration of psychological science and practice in order to facilitate human development and functioning. Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.” The primary objective of the program is to prepare counseling psychologists for professional positions in a variety of settings with diverse individuals. Although several of our students entering our program with no previous graduate work receive their degree in less than six years, ours is typically 5 year program with a one year predoctoral internship to follow. The minimum residency requirement for students is three years on site.

This doctoral program is firmly committed to the concept of balanced professional training. Based on a scientist-practitioner model of training, the doctoral program strives to provide students with skills in the following areas: basic psychology, counseling and psychotherapy, psychological assessment, psychological research, and professional ethics. Ours is also a developmental and sequential training model. That is, courses and practicum experiences are follow a developmental sequence that ultimately prepares students for independent functioning as professional psychologists.

The counseling psychology program is committed to fostering both knowledge of and appreciation for diversity in ourselves and our professional activities. This commitment is expressed by our inclusion of multicultural topics throughout the training program, including counseling psychology core courses, practicum experiences and courses which focus primarily on diversity. In addition, the counseling psychology program strongly encourages applications for admission from member of diverse groups, including racial and ethnic minorities, gay/lesbian/bisexual/transgendered people, those with physical disabilities, non-traditional ages, all socioeconomic groups, and members of other traditionally under-represented groups.

The program recognizes the importance of both personal and professional development as integral aspects of training counseling psychology students. The program is generalist in nature; i.e., while remaining anchored in the basic values of the discipline, enough breadth and flexibility is available for students to tailor training experiences to match their interests as well as the demands of a changing marketplace.

The program seeks to establish a training environment that is conducive to promoting a positive learning experience and that follows the ethical principles and guidelines of the profession in all areas of their scholarly, teaching and applied activities. Students will experience a graduate training environment that is supportive of them and their work; that fosters collaboration among students and between students and faculty; and that teaches and models ethical behavior. Students in this training program are urged to obtain applied experience in a variety of settings and to seek out opportunities for teaching and research collaboration.
Graduates of the program are employed in many settings, e.g., university counseling centers, V.A. hospitals and outpatient clinics, community mental health centers, psychiatric and medical hospitals, correctional facilities, university or college academic departments, and private practice.

### 2. Philosophical Tenets and Core Values of our Training Program

- We believe in the importance and value in training our students to be scientist-practitioners in the fullest sense of the term.
- We believe in fostering a full appreciation of diversity in our students and in ourselves.
- We believe in fostering the professional and personal development of our students.
- We believe in maintaining a professional environment that is supportive, collaborative and ethical.

From these program philosophies, the following basic training goals and associated competencies are derived:

- **GOAL 1: To prepare students to be effective science-practitioners in the field of health service psychology.**
  - **Objective 1a:** Students will utilize the knowledge of the theoretical and scientific foundations of the discipline of counseling psychology to work effectively with clients.
    - **Competency Assessment:** (1.a) Students will develop theoretically based case conceptualizations that will inform the assessment and diagnosis of client issues and employ scientifically informed interventions with clients.
  - **Objective 1b:** Students will become proficient producers and consumers of psychological science and demonstrate knowledge about the process of scientific inquiry including research methods and relevant statistics.
    - **Competency Assessment:** (1.b) Students will conduct independent, methodologically sound research relevant to the discipline of Counseling Psychology.
  - **Objective 1c:** To assist students’ development of their professional identity as counseling psychologists.
    - **Competency Assessment:** (1.c.1) Students will develop their own theoretical orientation.
    - **Competency Assessment:** (1.c.2) Students will engage in professional activities

- **GOAL #2: To prepare students to be culturally sensitive practitioners.**
  - **Objective 2.1** To assist students in recognizing how their biases as well as how their own and other’s diversity impacts relationships with clients.
    - **Competency Assessment:** (2.1) Students will be able to appropriately apply the knowledge they have of diversity, broadly defined, when working with clients.

- **Goal #3: To prepare counseling psychologists who behave in a professional manner and who act in accordance with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.**
  - **Objective 3a:** Students will learn the relevant laws and ethical practices associated with the field of professional psychology.
    - **Competency Assessment:** (3.a) Students will identify and effectively respond to ethical and legal conflicts in the practice of counseling psychology by applying models of ethical decision-making when appropriate.
    - **Competency Assessment:** (3.b) Students will demonstrate the ability to apply Ethical Principles of Psychologists and Code of Conduct (2010) of the American Psychological Association.
3. **Overview of Requirements**

Counseling psychology doctoral students are required to successfully complete certain courses to fulfill department core requirements and certain courses to fulfill counseling psychology division requirements. **First year students are required to complete CITI and HIPAA training during your new grad student orientation week. Please talk with your advisor about how to complete these trainings.** Each student will successfully complete a written qualifying examination, a preliminary examination research requirement (commonly called a “second-year project”), and a dissertation. Students participate in practicum experiences beginning in the spring of their first year in the program, and are required to complete a year-long internship before graduation. For students beginning the program with no related graduate work, it usually takes a minimum of five years of full-time work to complete these requirements.

4. **Diversity Statement** *(adapted from the Counseling Psychology Model Training Values Statement Addressing Diversity; CCPTP, 2009)*

The counseling psychology program exists within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance.

Our program recognizes that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, faculty and students are expected to be committed to the social values of respect for diversity, inclusion, and equity. Furthermore, students and faculty are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, faculty and students are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” APA Ethics Code, 2010, Principle E [http://www.apa.org/ethics/code/index.aspx?item=3](http://www.apa.org/ethics/code/index.aspx?item=3).

In our program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles. Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is
rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

5. Disclosure Statement

The counseling psychology program strongly believes that in order to be an effective psychologist it is necessary to know yourself. That is, it is important that students understand their own strengths and areas for growth. Many courses in the program, particularly (but not exclusively) the clinical ones (i.e., Intro to Counseling Psychology, Advanced Practicum, Multicultural Issues, Group Psychotherapy) often explore students’ values, personal beliefs and “blind spots.” Thus, a degree of self-disclosure about personal life experiences, or one’s thoughts and feelings may be required or encouraged through assignments and classroom experiences that call for students to self-disclose and personally introspect to an extent that is not typical in other academic disciplines. In most cases, these disclosures will remain confidential between a student and his or her instructor; however, if a student discloses personal information that is directly relevant to his or her practice as a psychologist-in-training or that would significantly impact his or her training or ability to adequately progress in the program, the instructor will disclose this information to other counseling psychology faculty. If an instructor feels the need to disclose any information discussed in a particular course, he or she will not do so without first notifying a student of that decision and the nature of the disclosure. Furthermore, any disclosures of personal information obtained during any course will be done so with the sole intent of contributing to students’ development as a psychologist.

6. Academic Advisors

Each new student in the counseling psychology program is assigned an academic advisor. The academic advisor will advise the student on his or her curricular plans during the student's graduate career and will serve as the student's research advisor.

Academic advisor assignments usually result in a good working relationship that lasts throughout a student’s doctoral program. However, at times students change their research focus or find that they work more effectively with another faculty member. When this occurs students may select another advisor. The new advisor must be a member of the core counseling psychology faculty and agree to the change. However, it is advisable that students consult with their current advisor before any changes are sought. A student may change academic advisors by consulting with the anticipated next academic advisor, the student’s current academic advisor, and, if needed, the program director.

(Also see page 2 of the Graduate Student Handbook)

7. Selection of a Dissertation Committee

When the student is forming his/her dissertation committee, he or she may choose as dissertation Chair any full-time faculty member in the Department of Psychology who is also a member of
the graduate faculty of Texas Tech University. The student's original academic advisor assigned during his or her first year may or may not become the student's dissertation chairperson. The choice of a dissertation chair is perhaps the most important decision a student makes during graduate school and should not be limited by administrative advisory arrangements set up early in the student's graduate career. The dissertation chairperson and the student will select an advisory committee as prescribed in the section on dissertations in this handbook.

Choosing a chairperson from a different division does not affect assignment of the student’s academic advisor within the division. If the dissertation chairperson is in the counseling psychology division, then he or she also serves as the student's academic advisor. It is the responsibility of each student to keep his or her academic advisor posted on his or her activity and ensure that the academic advisor is aware of his or her progress. It is also the responsibility of each student to have registration materials approved and signed by faculty.

(Also see pages 12-13 in Graduate Student Handbook)

8. Annual Review of Students

At least once each year, counseling psychology faculty meet at the conclusion of the semester to review the progress of all students matriculated in the program. The goal of the evaluation is to provide the student with feedback about his/her progress in meeting Graduate School, Department, and Program requirements.

Students are required to complete the Uniform Student Annual Report form is provided to all students which ask them to describe their program-relevant activities for the past year in several specific areas, e.g., courses, research, work assignments.

After feedback from program faculty, department faculty, and other relevant supervisors has been discussed, each student’s academic advisor provides a written letter containing a summary of feedback to the student which includes general information related to the student’s progress as well as any particular strengths or concerns that have been noted during the academic year under review. As stated on page 17 of the Graduate Student Handbook, “One outcome of this review is a letter with a gross evaluation—“satisfactory”, “marginally satisfactory,” or “unsatisfactory” progress.”

The student signs the written evaluation, which indicates they have read it, have been given an opportunity to ask questions or voice concerns pertaining to the evaluation. The signed document is then returned it to their academic advisor, who files the evaluation in the student’s file in the psychology office.

It is important to note that satisfactory performance in academic coursework is necessary but not sufficient for maintaining good standing in the program. In addition to passing courses, students will be evaluated on matters such as overall professionalism, emotional stability and significant absences from class. With regard to emotional stability – life can at times become overwhelming for all of us. Should students experience personal problems that are interfering with their ability
to execute their academic responsibilities they may be asked to consider going to therapy or taking a temporary leave of absence. Students experiencing serious difficulties will be required to meet with the program director. In addition to the faculty review, the program director will submit a Doctoral Progress Report form annually to the Graduate School via Sharepoint.

9. Program Registration and Enrollment Requirements

A Sample Curriculum Plan and Degree Plan Checklist Form for the Counseling Psychology Doctoral Program are provided on the program website. These forms are meant to help guide your registration requirements and give you a comprehensive overview of program (both departmental and program) requirements. Please review these forms carefully and use them to assist you in planning each semester of study. Please refer to pages 2-3 in the Graduate Student Handbook for information pertaining to maximum and minimum enrollment requirements and dissertation credit enrollment guidelines.

9.1 Prequalifying Examination Research Requirement (Second-Year Project)

Each student is required to complete six credits of PSY 7000, and to complete an empirical study that is deemed appropriate by a two-person faculty committee (including the student’s faculty advisor and one other member of the department’s graduate faculty). Students are able to enroll in 7000 hour credits a total of 25 times; however, only 12 hours will apply toward the degree. In the Counseling Psychology Program, comments and suggested revisions may be made by the second reader of the Second-Year Project. Final approval of the project may be subject to completion of these revisions.

Evaluation of the student’s competency and acceptance of his or her Second-Year project will be determined by both members of the faculty committee using criteria outlined on the PSY 7000 (2nd year) Research Project Evaluation Form. The faculty member serving as Chair or First Reader for the 2nd year project, or the student’s designated academic advisor if the dissertation chair is from another division, shall complete the identifying information at the top of these forms (i.e., student’s name, year in program, title of project) and forward to first and second readers for them to complete. The completed competency forms will be collected by the First Reader, who shall provide copies to the student (if not done already) and forward a set of original hard copies to the program director.

Upon completion of the project, the program director must submit the Comprehensive Exam Report (Non-Thesis Option Only) form to Sharepoint. Alternatively, students can fulfill this research requirement by submitting a formal Master’s thesis in psychology. Students must also turn in electronic copies of their completed second-year paper to their advisor and program director.

9.2 Dissertation Enrollment Requirements

As stated in the Graduate Catalog, students are required to register for a minimum of 12 dissertation hours http://www.depts.ttu.edu/officialpublications/catalog/GradEnrollment.php. Moreover, once a student initiates enrollment in dissertation credits, he or she must register for PSY 8000 credits in each regular semester and at least once each summer until all degree
requirements are satisfied. Students may register for 8000 hours a total of 25 times; however, only 12 hours will apply toward the degree. Page 3 of the Department of Psychology Graduate Student Handbook outlines specific requirements for dissertation enrollment. Students certified as off-campus may enroll for as little as 1 credit until their final semester, at which time 3 credits minimum are required.

9.3 Course Requirements for the Counseling Psychology Core Area
(Department Core Courses are listed in the Department Handbook)

Psychology Breadth Requirements (required: 12 credits)
- PSY 5301 - Biological Bases of Psychological Function
- PSY 5356 - Seminar in Cognition and Cognitive Neuroscience
- PSY 5327 - Social Psychology and Emotion
- PSY 5302 - Life Span Development

Counseling Psychology Applied Area Requirements (required: 48-49 credits)
- PSY 5316 - Introduction to Counseling Psychology
- PSY 5334 - Theories and Techniques of Psychotherapy
- PSY 5306 - Seminar in Professional Ethics
- PSY 5345 - Research Seminar in Clinical and Counseling Psychology
- PSY 5338 - Seminar in Psychopathology
- PSY 5308 - Vocational Psychology
- PSY 5002 - Advanced Practicum (16 credits required)
- PSY 5350 - History and Systems of Psychology
- PSY 5105 - Supervision and Consultation
- PSY 5004 - Doctoral Internship (4 credits required)

One of the following two courses:
- PSY 5396 - Multicultural Counseling, or
- PSY 5398 - Ethnic Minority and Community Interventions

One of the following two courses:
- PSY 5485 - Psychometric and Item Response Theory
- EPSY 5349 - Psychometrics

Assessment Area Requirements (required: 6 credits)
- PSY 5404 - Practicum in Intelligence Testing
- PSY 5315 - Objective Personality Assessment

Electives (required: 3 credits)
- PSY 5309 - Neuropsychological Assessment
- PSY 5323 - Group Counseling and Psychotherapy
- PSY 5333 - Cognitive Behavioral Therapy
- PSY 5377 - Behavioral Medicine and Psychology
- PSY 5384 - Psychology and Law

The counseling psychology program does not allow “double-dipping” of elective courses. Therefore, electives and core courses may not overlap. In other words, you cannot complete a course (e.g., Psychopharmacology) and count it toward both the Biological Bases of Behavior core requirement as well as an elective. Courses may only count towards one requirement, i.e., an elective or a core requirement.
9.4 Miscellaneous Enrollment Issues

At times a student’s enrollment may exceed the maximum number of hours allowed by the Graduate School. Likewise, there may be times that a student’s enrollment falls below full-time status (e.g., internship). In both instances students’ financial aid might be affected. Should this be the case, the program director will complete a Force to Full/Part-Time Status form on Sharepoint. Approval by the EC is required BEFORE a student can reduce enrollment credits prior to the 12th day of class. If necessary, additional research credits (e.g., PSY 7000; PSY 8000) may be added to maintain full enrollment and eligibility for fellowships and assistantships.

In order to register for 7000 or 8000 hours, a student must actively be working on his or her project. That is, registration of these hours cannot be used simply as “filler” hours to meet the enrollment requirement. Advisors expect that progress will be made on 7000/8000 projects and can assign a “credit” or “no credit” grade each semester based on whether work was or was not completed.

9.5 Practicum

9.5a Practicum Preparation and Prerequisites

- Students must complete the Intro to Counseling Psychology, Seminar in Professional Ethics, and Theories and Techniques of Psychotherapy courses prior to seeing clients in regular practicum.
- One hour of pre-practicum (PSY 5002) must be taken in the spring of the first year of graduate study.
- Exceptions to these prerequisites may apply for students with Master’s degrees who have prior relevant experience. In consultation with their advisors, these students should submit to the Practicum Coordinator a petition to waive the relevant requirements.
- Students with counseling-related MA/MS degrees should complete the Petition for Acceptance of Master Degree Practicum/Internship Hours form to ensure their hours count on the AAPI when applying to internships. The form should be completed during the first semester of study in the program and is submitted to the practicum coordinator for approval.

9.5b Practicum Enrollment and Liability Insurance Requirements

- Students must register for practicum credit if they are doing a practicum in the psychology clinic or any external practicum (e.g., Student Counseling Center, Cancer Center).
- Students delivering mental health services outside of the university are required to purchase the clinic liability insurance to cover their work at this external site, if they have not already done so. If students are delivering mental health services outside of the university and are not required to register for practicum credit, it is incumbent upon them to find out if they have liability coverage through your work site. Alternatively, students may purchase liability insurance through APA at a relatively low cost.

9.5c Minimum Practicum Requirements

- Students are required to participate in a minimum of 5 regular semesters of practicum.
- Two summer sessions of practicum count as one regular semester toward the five required practicum enrollments.
• The first three regular semesters of practicum in which students are seeing clients are to be completed in the Psychology Clinic.
• Students are required to participate in at least one fall or spring semester of practicum at the TTU Student Counseling Center. This required enrollment must be completed within the first 5 regular semesters of practicum completed by the student.

9.5d Practicum Credit Hours
• While students are completing the minimum practicum requirements (i.e., the required 5 regular semesters of practicum), they must enroll for 3 credit hours for each spring and fall semester of the first 5 semesters of practicum. During this 5 semester period, when registering for practicum credits during the summer, there are two enrollment options: (a) Students who are enrolling only in practicum over the summer must take a total of 6 hours of practicum over the course of Summer I and Summer II combined; and (b) Students who are enrolling in additional classes beyond practicum may enroll in two hours of practicum each summer session. These students are expected to bring their total enrollment to at least 6 hours by taking other summer courses.
• After students have completed the 5 required regular semesters of practicum, the minimum enrollment requirement for all external practicum sites (i.e., excluding the Clinic) per semester is 1 credit hour for each site for each long semester and for each summer session.
• Students often wish to return to the Psychology Clinic after completing their initial practicum sequence to work with a new supervisor or to gain more experience with long-term cases. Flexibility in registration for practicum hours is allowed to accommodate these situations under the following conditions: a) a student registering for 1 credit hour of practicum will maintain a caseload of 2-3 clients; b) a student registering for 2 credit hours of practicum will maintain a caseload of 4 clients; c) a student registering for 3 credit hours of practicum will maintain a caseload of 5 clients. (formerly section 9.5c Enrollment in Practicum after Completion of Minimum Practicum Requirement)
• Students must register in the practicum section designated for the relevant practicum site. Thus, students taking multiple practica may be required to register in multiple sections of practicum. The Practicum Coordinator will instruct students who to register with for practicum sites that do not have specific section designations.

9.5e Enrollment in Multiple Practicum Sites
Although the faculty do not encourage enrolling in more than two practica each semester, it is understood that students may on occasion wish to do this.
• Students must request written permission from the Counseling Psychology faculty in the following circumstances.
  o If the student wishes to work in unpaid practicum placements that total over 20 hours per week combined.
  o If a student wishes to work in a paid practicum site that results in their total paid work hours exceeding 20 hours per week.
• In either circumstance, the request must be submitted to the Counseling Psychology faculty through the program’s Practicum Coordinator. Students should check with the Practicum Coordinator regarding documentation needed and procedural issues associated with such requests. The Practicum Coordinator will forward the request to the Counseling Psychology faculty. Faculty will vote on the request. The student will receive written notification by the Practicum Coordinator of the outcome of the vote.
Note: Petitions are not likely to be approved unless the student is ahead on his or her academic milestones (e.g., timeliness of 7000 project).

- The request will include a statement about the progress of your research, the practicum site and supervisor information, the number of hours you will work and the rationale for wanting to do the additional practicum. A supporting statement from your academic advisor is also required. The advisor can send an email to the Counseling Psychology faculty informing them of his or her support or concern about the student’s request.

9.5f Practicum Enrollment Exceptions
The following circumstances do not require that students register for practicum with the Counseling Psychology program provided the students do not describe themselves as “Psychologists” or their work as “Psychological” in any way. Moreover, hours accumulated in any of these settings cannot be counted as “practicum” hours on any documentation including internship and licensing applications. This also applies to students who:

- Have jobs anywhere that involve work under another license that the student holds, e.g., LPC, LCDC (Sec. 501.004.a.3, 501.004.b of 1999 Texas Licensing Act),
- Students who are volunteering or working for a charitable not-for-profit agency (e.g., Rape Crisis Center, CONTACT Lubbock (Sec. 501.004.5 of July, 1999, Texas Licensing Act) and
- Students who are working as a recognized member of the clergy and acting within their ministerial capabilities (Sec. 501.004.a.4 of July, 1999, Texas Licensing Act).

In any other circumstances where students are providing mental health services they must be registered for practicum credit with the Counseling Psychology program, regardless of whether they are getting paid or volunteering. The student’s provision of such services must fall under his or her “supervised course of study,” and thus the student must register for practicum. Students in these circumstances may use the word “Psychological” to describe themselves as long as they have a “title that clearly indicates the person’s training status,” e.g., Psychologist in Training. (Sec. 501.004.a.2.A, B, C of July, 1999, Texas Licensing Act). This will ensure that the student and the Counseling Psychology program can demonstrate compliance with the State Licensing requirements.

9.5g How External Practicum Sites Become Approved Sites
- The application process can be initiated by either a student or the site. The form must be completed by the on-site supervisor.
- Sites that are not yet part of the program’s network of external practica must complete the Externship Agreement.
- Completed applications should include a practicum description and all supervisors’ vitae.
- Sites submit completed application materials to the Practicum Coordinator.
- The Practicum Coordinator distributes the information to the counseling psychology faculty, who then vote on either approval or disapproval of the site. The practicum coordinator notifies the site regarding the outcome of the vote.

9.5h How Students Obtain Approval to participate in an External Practicum Placement
- Potential external practicum sites and potential external practicum students must receive approval by the Counseling Psychology faculty before the student is allowed to begin work at a particular site.
A student must complete two regular semesters of practicum in the Psychology Clinic before being considered for placement in an external practicum.

It is advised that the student discuss their interest with their academic advisor prior to pursuing placement at an external site.

For existing external practicum sites that have already been approved, students are required to fill out the Student Application for Existing External Practicum Form. The completed application is returned to the Practicum Coordinator. The Practicum Coordinator distributes the information to the counseling psychology faculty, who then vote on approval/disapproval of the student’s application. The Practicum Coordinator notifies the student regarding the counseling psychology faculty vote.

Students are encouraged to initiate the application process early, to allow ample time for review by their advisor and the practicum coordinator.

Although students are not required to reapply for an external practicum in subsequent semesters, they must notify the Practicum Coordinator prior to each academic term (including summers) as to their status in the external practicum during that term.

9.5i Evaluation of Students in Practicum

Students will be evaluated by their all practicum supervisor at the end of each semester.

At the end of each semester supervisors will complete the Counseling Psychology Program Practicum Student Evaluation and Competency Form. (Note that the Student Counseling Center uses a different form.)

This feedback will be provided to students in practicum.

A copy of the evaluation should be kept by the supervisor, the student, and the TTU practicum coordinator, who will place this copy in the student’s department file.

In addition, students involved in external practicum sites are required to complete a Student Evaluation of Practicum Site form at the end of each semester. You are to complete the form and return it to the practicum coordinator.

9.5j Recordkeeping

Students are required to submit a record of practicum hours to their supervisor(s) and to the practicum coordinator each semester. Keep track of the number and types of assessments completed, the types of clients seen and the nature of clients’ presenting problems.

The hours you record should be signed by your practicum supervisor.

The Practicum Supervisor will place a copy of your hours in your permanent file (i.e., you should have a record of all practicum hours from all practicum sites in your permanent file).

Students are also required to submit a paper copy of their practicum hours to the practicum coordinator each semester, which will be placed in their department file.

Some students choose to use Time to Track, a software program designed to track practicum hours and record those hours as they are reported on the APPI. Time to track can be accessed at http://time2track.com/ and costs about $37.00 annually. Another form for tracking practicum hours can be found on the department website at http://www.depts.ttu.edu/psy/graduate_programs/counseling/documents.php

10. Transfer of Course Credits to Meet Program Requirements

Students may transfer course credit obtained at another institution toward counseling psychology program course requirements. Counseling psychology course transfers are considered to be
separate and in addition to courses that are transferred to meet department core course requirements (see p. 9 of the Department Handbook).

The student must demonstrate the equivalency of the transferred credits to courses in this curriculum on a course by course basis. A student must include along with the Petition to Transfer Course Credit Form, a memo justifying why the information in the course is considered current and relevant to one’s graduate studies. If the petition is not approved by the counseling psychology faculty, the petitioner may request to satisfy the requirement by taking an appropriate examination as determined by the counseling psychology faculty. Program faculty may determine that certain courses are not subject to transfer. If approved, the student must complete the Graduate course Add/Drop Form which can be obtained from the Graduate School website. Once completed, turn the form into your program director so that he/she may submit the form to Sharepoint.

11. Qualifying Examination

Students are encouraged to begin planning for qualifying exams early in their doctoral experience. Students are eligible to take their qualifying exams once their 2nd year project has been presented and their written project has been signed by both readers. They should talk with other students and to faculty members about their preparation to facilitate the organization of material, and the reading and studying of relevant literature throughout the doctoral program.

Preparation for qualifying examinations should be complemented by didactic classes and by practicum and research experiences. Such preparation should require independent work over an extended period of time in order to acquire a thorough and integrated understanding of counseling psychology including its psychological roots, theoretical bases, research findings and professional applications.

Students are required to complete both sections of the qualifying exam within three sequential long semesters from the semester in which the student began the quals exam. For example, if a student were to begin quals (the case study administration) during a spring semester (e.g., spring 2013) he or she would then have that fall semester (e.g., 2013) and following spring semester (e.g., 2014) to complete the exam. Students are required to successfully pass the qualifying exam NO LATER than the spring semester of their 4th year of study.

11.1 Counseling Psychology Qualifying Examination Procedures

11.1a General Information

The case study and research qualifying examinations will adhere to and reflect the scientist-practitioner approach to counseling psychology. The qualifying exams will be developed and evaluated by a subset of counseling psychology faculty who will comprise a grading committee. The composition of each grading committee will be disclosed during an oral exam or after all students have completed either case study or research qualifying exams for a particular semester. Additionally, students will receive identifying numbers, which will be placed on all case study or research qualifying exam responses and any other documents related to quals to preserve anonymity of responses during the grading process. Use of services offered by the University
Writing Center will not be allowed for responses developed for either portion of the qualifying examination.

11.1b Honor System
Students will be on an honor system during each qualifying examination period. Students are not allowed to discuss the contents of the examination with anyone during administration of the exam or plagiarize from any written, oral or electronic source. Students may talk with a faculty member about the process of each portion of the exam, but are not allowed to discuss specific content or specifics of either portion of the exam.

Students will be required to sign a contract stating they are aware of these terms and will comply with the honor system during the examination. This document will be emailed to the student prior to receipt of the case study and following the student’s notification of commencing with the research qualifying examination. The program director will keep an electronic copy of these documents on file with the student’s qualifying examination materials.

11.1c Grade Assignment
Grading of qualifying exams (including the original exam, retake or oral exams) will be based on the following scale:

High Pass: (3.67 – 4.00) Demonstrated excellent performance at a level beyond expectations for a student who is at this level of training in a doctoral program.

Pass: (2.67 – 3.66) Demonstrated good performance at a level consistent with expectations for a student at this level of training in a doctoral program.

Marginal Pass: (1.67 – 2.66) Demonstrated minimally acceptable performance for a student who is at this level of training in a doctoral program.

Fail: (1.0 – 1.66) Demonstrated inadequate understanding expected of a student who is at this level of training in a doctoral program.

Following a student's successful completion of both portions of the qualifying examination, the program director will notify the Graduate School of the student’s successful completion of the exam and the date of completion by filing the Comprehensive Exam and Admission to Candidacy Recommendation Report form via Sharepoint. This notification will recommend that the student’s status to be changed to that of doctoral candidate. If a minor has been elected the recommendation to candidacy is contingent upon successful completion of the minor, including the minor qualifying examination.

Students receiving a “Marginal Pass” for any section of the exam will be required to repeat that section in an oral examination two weeks following the date the student received notice of his or her grade. This oral examination will be scheduled for 90 minutes. Rather than an extended period of additional preparation, the purpose of the oral examination is to clarify student knowledge in a given area. At that point anonymity of that student is no longer preserved.
Results of the oral examination will be given to the student shortly after completion of the oral exam.

11.1d Procedure for Retaking a Portion of the Qualifying Examination
A student who fails the qualifying examination or a section of the qualifying examination must retake only the section/s which she/he failed. According to Graduate School, http://www.depts.ttu.edu/officialpublications/catalog/GradDoctoral.php, “If the qualifying examination is not satisfactory, the chairperson of the advisory committee will relay this information in writing to the graduate dean.” A student who fails either section of the examination on the first administration will retake that section of the exam during the next long semester of the academic year. A student may petition to have this time reduced.

Each student taking the qualifying examination will receive notification of his or her final grade with written feedback for both written and oral responses after all retakes of the qualifying examination have been completed. Failure of the qualifying examination is reported to the Graduate Dean as a failure of one attempt at qualifying examinations. Grading of all portions of the retake qualifying exams will be based on the scale noted in section 11.1c. Students receiving a “Marginal Pass” for either section of the retake exam will be required to repeat that section in an oral examination two weeks following the date the student received notice of his or her grade. At this point anonymity of that student is no longer preserved. Results of the oral examination will be given to the student shortly after completion of the exam. Grading procedures for the retake exam(s) follow the same procedures noted in sections 11.2b-e and 11.3a-d.

In accordance with the Graduate School Catalog, “Failure to pass the qualifying examination within the specified time [allowed for retaking an exam] will result in dismissal from the program irrespective of performance in other aspects of doctoral study.” Thus, failure to earn a “High Pass” or “Pass” grade for the retake of the oral examination for either the case study or research portion of the qualifying exam will result in removal from the doctoral program.

11.2 Case Study Section

It is expected that responses to the case study qualifying examination will emphasize clear and cogent linkages among observation and inference, theory and practice and will attend consistently and equally to the core areas of counseling psychology which include: a) counseling theory and practice; b) vocational counseling and career development; c) research issues; d) professional ethics, and e) cultural issues.

The case study portion qualifying examination is administered in the spring semester of each year. The case study itself will be given to students the Monday following Spring Break and student’s response to this case study are due the following Monday. The second year research project must be read and signed off on by both readers by the last working day of January in the semester in which the case study portion of the qualifying exam will be taken. Students will be given an in-depth and complex case study. Students will be asked to formulate an extensive and thorough response that addresses the major content areas: counseling theory and practice, vocational issues, cultural issues, ethical issues, and research as it informs practice.
Questions relevant to the case will be developed by the faculty and should be addressed in students’ answers. Answers should not exceed 10 pages (without references), double-spaced, 12-pt font.

11.2a Administration of the Case Study Examination
The case study portion of the qualifying examination is a “take-home” examination. Students will receive an email from the director on the first Monday following Spring Break. Written responses to the case study portion of the exam are due the following Monday by 9:00 am and should be submitted via email. Failure to turn in the either the case study portion of the qualifying examination by the designated time and date will result in failure of that portion of the exam. Conferring with another student about the exam or plagiarizing any part of the response will be considered an ethical violation and will result in failure of the exam.

11.2b Grading of the Case Study Examination
Different combinations of at least three faculty members will be involved in the grading of the case study portion of the qualifying examination. Committee members will be determined by the program director and filled on a rotating basis each year.

Each grading committee member will complete the Qualifying Examination Individual Rater Evaluation Form: Case Study form to evaluate written responses to the case study portion of the examination. Once completed, each committee member will submit the assigned grade along with comments to the director of the counseling psychology program on the Qualifying Examination Individual Rater Evaluation Summary: Case Study Form. The overall rating from each committee member will be averaged and reported to students within two weeks of receipt of the exam on the Qualifying Examination INITIAL Student Feedback Form: Case Study form once the initial round of grading is complete. Students who receive a “conditional pass” on the written exam will also receive a copy of the Qualifying Examination Averaged Evaluation Summary: Case Study Form (not including narrative comments).

Upon completion of the case study qualifying exam, the student will forward an electronic copy of the document to the program director. The program director will then distribute the document to the assigned graders.

11.2c Evaluation of the Oral Examination: Case Study
Each grading committee member will use the Oral Qualifying Examination Individual Rater Evaluation Form: Case Study form to evaluate a student’s responses during the oral portion of the case study examination. Within one working day, each committee member will submit the assigned grade along with comments to the director of the counseling psychology program on the Oral Qualifying Examination Individual Rater Evaluation Summary: Case Study Form. Grades from each committee member will be averaged and reported to students by the following working day after receipt of the individual rater forms on the Oral Qualifying Examination INITIAL Student Feedback Form: Case Study form. Failure to earn a “High Pass” or “Pass” grade for the oral examination constitutes a “Fail” for that section.

11.2d Notification of Final Grade: Case Study Examination
Each student taking the case study examination will receive notification of his or her final grade with written feedback for either the written and/or oral responses after the entire qualifying
examination process has been completed (approximately 4-6 weeks after initial administration of the case study). Final grade notification and feedback will be reported to the student on the Qualifying Examination FINAL Student Feedback Form: Case Study, and the Oral Qualifying Examination FINAL Student Feedback Form: Case Study (if applicable).

11.2e Retake of the Case Study Examination

In the case of a failed case study qualifying examination, the student will be given a new case study in their next attempt. The new case study will be administered by the program director the third Monday of the semester in which the retake is to occur. This is a take-home exam. As during the administration of this exam during the spring semester, written responses to the case study portion of the exam are due the following Monday by 9:00 am and should be submitted via email. Failure to turn in the either the case study portion of the qualifying examination by the designated time and date will result in failure of that portion of the exam. Students are to abide by the same honor system that governed initial administration of the qualifying exams.

The same grading committee members will use the Qualifying Examination Individual Rater Evaluation Form: Case Study form to evaluate written responses to the retake of the case study portion of the examination. Once completed, each committee member will submit the assigned grade along with comments to the director of the counseling psychology program on the Qualifying Examination Individual Rater Evaluation Summary: Case Study Form. Overall ratings from each committee member will be averaged and reported to students within two weeks of receipt of the retake of the case study portion of the exam on the Qualifying Examination Initial Student Feedback Form: Case Study.

11.3 Research Section

Students must have the written portion of the second-year project signed off and have presented the oral portion of the second-year project prior to beginning the research section of the qualifying exam. The exam can be submitted for grading from the first class day of any long semester up to 6 weeks prior to the last class day of any long semester. Students may also turn in the research portion of the exam the day the case study is administered.

Students must complete a Notification of Submission of Research Portion of the Qualifying Exam form at least four weeks prior to turning in the exam for grading (up to 10 weeks prior to the last day of class). The form is to be submitted to the program director of the counseling psychology program to allow sufficient time for the director to convene a grading committee and give the committee members time to review the exam. Should the student require additional time to complete the exam, he or she must notify the program director of his or her intent to turn in the exam at a later date. This late date however, must remain within the time frame of the first class day of a long semester until six week before the last class day of that semester. Additionally, the student must complete a new Notification of Submission of Research Portion of the Qualifying Exam at least four weeks prior to turning in the exam for grading.

The research section of quals will involve students writing a brief proposal describing a research study that is based on their own research interests. Students should address and discuss relevant literature, research questions, hypotheses, methodology and analyses and provide a rationale for
the research design. Answers should not exceed 15 pages, not including references. An outline for guiding the structure of the research portion of the exam can be found on the program website.

For most students, the research portion of the exam will reflect their dissertation interest and often will be an extension of work done on their 7000 project. As the paper is limited in page length the faculty recognize that the literature incorporated into the research section of quals will not be as extensive as a true literature “review.” It is expected that the literature section of the paper will support the proposed study. Additionally, for many students, this literature could include some citations used in the PSY 7000 research project paper. In cases where the research qualifying examination is an extension of the PSY 7000 project, the literature review should demonstrate a clear integration of new findings (e.g., presumably from the PSY 7000) and lead the reader to the rationale for the new study. As with any research paper, citations should be updated and the literature cited should be effectively integrated into the specific research questions and hypotheses formulated in the study proposed. Thus, the research paper submitted for quals is expected to be a clear and significant advance of prior works (including the PSY 7000 project), but may understandably build upon the student’s previous work. Evaluating the independence of the research qualifying examination will be the responsibility of the advisor (or co-advisors in the case of multiple advisors).

Students will complete the research portion of the qualifying exam without review of their advisor. That is, though students may have discussed their research over the course of their training, the research advisor will NOT read or make any editorial comments on the research paper written for the qualifying exam prior to the student’s completion of the research section of the qualifying exam. Advisors and students are not at liberty to discuss any specifics of the student’s research quals project. A student may for example, discuss strategies for writing the research qual or discuss how best to prepare for an oral exam should that be warranted.

Additionally, students are NOT allowed to use papers written for other classes for the research qual. The task for the research qual is “writing a brief proposal describing a research study...” with the expectation that the study proposed reflects a new and independent work. Finally, students may discuss the process of the qualifying exam with other counseling psychology faculty. However, it is not advisable for students to discuss their research qualifying exams with faculty outside the program as they are not likely to be aware of the limits imposed on discussions concerning quals.

Upon completion of the research qualifying exam, the student will forward an electronic copy of the document to the program director. The program director will then distribute the document to the assigned graders.

11.3a Evaluation of the Research Section of the Examination
The student’s research advisor will always be a member of the committee grading the research portion of the exam. The identity of the two other graders will not be known to the student until the student receives initial feedback on the written portion of the research qualifying exam. The identity of the student will similarly be disclosed to the two other faculty graders at this time.
Each grading committee member will use the *Qualifying Examination Individual Rater Evaluation Form: Research* form to evaluate written responses to the research portion of the examination. Once completed, each committee member will submit the assigned grade along with comments to the Director of the counseling psychology program on the *Qualifying Examination Individual Rater Evaluation Summary: Research Form*. Overall ratings from each committee member will be averaged and reported to students within two weeks of receipt of the exam on the *Qualifying Examination INITIAL Student Feedback Form: Research* form once the initial round of grading is complete. Students who receive a “conditional pass” on the written exam will also receive a copy of the *Qualifying Examination Averaged Evaluation Summary: Research Form*, not including the narrative comments from faculty graders, which will be provided to the student after all aspects of the research qualifying exam have been completed for a particular semester.

11.3b Evaluation of the Oral Examination: Research Section

Each grading committee member will use the *Oral Qualifying Examination Individual Rater Evaluation Form: Research* form to evaluate a student’s responses during the oral portion of the examination. Within one working day, each committee member will submit the assigned grade along with comments to the director of the counseling psychology program on the *Oral Qualifying Examination Individual Rater Evaluation Summary: Research Form*. Grades from each committee member will be averaged and reported to students within one working day after receipt of the individual rater forms on the *Oral Qualifying Examination INITIAL Student Feedback Form: Research* form. Failure to earn a “High Pass” or “Pass” grade for the oral examination constitutes a “Fail” for that section.

11.3c Notification of Final Grade: Research Section

Each student taking the research examination will receive notification of his or her final grade with written feedback for either written and/or oral responses at the end of the semester after he or she has completed the entire qualifying examination process for this section. Final grade notification and feedback will be reported to the student on the *Qualifying Examination FINAL Student Feedback Form: Research* and the *Oral Qualifying Examination FINAL Student Feedback Form: Research* form (if applicable). Each student will receive notification of his or her final grade with written feedback for the research portion of the exam, with faculty graders names linked to the written comments that each faculty member provided.

11.3d Retake of the Research Section of the Qualifying Examination

In the case of a failed research section of the qualifying exam, the student will be required to write a different research study. To direct the nature of the study, the student will be given a research question related to their area of his or her dissertation research. The new research question will be drafted by the same committee members who evaluated the student’s initial submission of the research portion of the qualifying exam. The student will be allowed to draw from his or her previous work, but will be expected to include in the literature section, any supporting literature needed to support the inclusion of measures, theory, etc., that support the design of the study. Though the research question will be related, it is possible that the question will necessitate different methodology than was submitted in the student’s initial attempt at this portion of the qualifying exam. The format for the re-take of the research portion of the exam is the same as that of the original exam.
Once four months have passed, students are allowed to submit the Notification of Submission of Research Portion of the Qualifying Exam Form to the program director as early as the first Monday of any long semester up to the Monday that is four weeks prior to turning in the retake exam for grading (10 weeks prior to the last day of class).

Students must complete and turn in the retake of the research portion of the exam within ten working days of receipt of the retake question. For example, if a student receives a retake question on Monday, January 7, 2013 his or her paper is due no later than NOON on Friday, January 18, 2013. Responses are to be submitted to via email to the program director. Students are to abide by the same honor system that governed initial administration of the qualifying exams.

Each grading committee member will use the Qualifying Examination Individual Rater Evaluation Form: Research form to evaluate written responses to the retake of the research portion of the examination. Once completed, each committee member will submit the assigned grade along with comments to the director of the counseling psychology program on the Qualifying Examination Individual Rater Evaluation Summary: Research Form. Overall ratings from each committee member will be averaged and reported to students within two weeks of receipt of the exam on the Qualifying Examination Initial Student Feedback Form: Research form once grading is complete.

Upon passage of both the case study and research portions of the qualifying examinations the program director will file a Doctoral Program: Qualifying Exam and Admission to Candidacy Recommendation form via Sharepoint on the student’s behalf.

12. Dissertation Procedures and Guidelines

Students must successfully complete the research portion of their qualifying exams before they are allowed to submit their dissertation proposal. Students are required to propose their dissertation no later than their fifth academic year. For counseling psychology students, the proposal meeting must be conducted no later than October 1 of the academic year the student is applying for internship. The proposal must be signed off by the full dissertation committee by December 1 of the fall semester preceding internship acceptance. If October 1 or December 1 falls on a weekend, the Monday immediately following that weekend will be the deadline. Students who do not propose by this time will be required to contract with the counseling psychology program regarding the status of their academic standing which may result in disciplinary action.

Evaluation of the student’s competency and acceptance of his or her dissertation proposal and defense will be determined using criteria outlined on the PSY 8000 (Proposal) Evaluation Form and the PSY 8000 Dissertation Evaluation Form, respectively. The faculty member serving as dissertation committee chair, or the student’s designated academic advisor if the dissertation chair is from another division, shall complete the identifying information at the top of these forms (i.e., student’s name, year in program, title of project) and forward to other dissertation committee members) for them to complete. For the dissertation proposal and defense, the forms shall be completed during the respective committee meetings after the student has been excused from the room, in order to determine whether the dissertation proposal or final project has
satisfied the associated competency requirements. If a student’s committee decides that revisions on the dissertation (dissertation proposal) are not feasible to complete an acceptable project, each committee member will indicate that the student has failed on the Dissertation Evaluation form (Dissertation Proposal Evaluation form). If the committee finds that the revisions on the Dissertation/Dissertation Proposal are feasible, each committee member should fill out the evaluation form when he/she determines there is no reason to see the document again. Only when an approved proposal has been signed by the entire committee, and a copy of the signed cover sheet is filed with the department chairperson (i.e., placed in the student's folder) will the student be permitted to advance in the program. The completed forms (e.g., title page, graduate school signature page, program competency forms) will be collected by the faculty chair of the research project, who shall provide copies to the student (if not done already) and forward a set of original hard copies to the program director. In addition, the Oral Exam and Thesis-Dissertation Approval Form must be filled out and sent to the program director who will submit the form via Sharepoint. Three weeks prior to the student’s defense, the student must complete the Master’s and Doctoral Defense Notification Form and forward it to the program director who will submit the form via Sharepoint. Following the dissertation defense, an electronic version of the final dissertation should be forwarded to the program director. For additional information refer to http://www.depts.ttu.edu/officialpublications/catalog/GradDoctoral.php as well as pages 12-16 of the TTU Psychology Department Handbook.

13. Internship

Students must take an internship for one calendar year. Eighteen-hundred (1800) hours is the minimum number of hours acceptable to satisfy this requirement. At least one year prior to beginning the internship, students are urged to consult with faculty, consult with other counseling psychology students who have completed the internship application process, and consult the APPIC Directory (available online at http://directories.appic.org/ for information about internship sites. Internships are becoming increasingly competitive.

13.1 Internship Coordinator

According to APPIC, it is expected that some students applying for internship in the future, may not secure a placement. Thus, in an effort to promote successful placement in at an internship site, the counseling psychology program designates one faculty member to serve as Internship Coordinator. The role of this coordinator is to meet with students to discuss the application process, review essays, conduct mock interviews, etc. The coordinator will begin working with students in the spring semester of the academic year that precedes the semester in which students will be submitting internship applications.

Students are required to attend two internship meetings: an initial spring semester meeting and one meeting during the following fall semester. Students will be notified via email of the time and place of these meetings. Attendance of additional meetings though voluntary, is encouraged to help maximize a successful outcome on Match Day.
13.2 Enrollment

A total enrollment of 4 hours of PSY 5004 is required. Students should sign up for 1 credit hour of PSY 5004 each semester including the two summer sessions they are on internship. Enrollment for PSY 5004 shall begin at least in the fall semester of the internship year (students can enroll earlier, if necessary), and shall proceed through the subsequent spring semester and the subsequent first and second summer sessions. This will ensure that the end of PSY 5004 enrollment coincides with the end of the internship experience, which will facilitate grading and subsequent matriculation.

13.3 Procedural Issues

By mid-July of the year prior to the beginning of the internship year, students should choose the list of internship centers to which they will be applying as well as the faculty members they will ask to write their letters of recommendation. It is helpful to ask your advisor to assist you with determining how many applications to submit. Do not apply anywhere that you would not be willing to go, but consider a broad range of programs. Procrastination means that your letters of recommendation, qualifying exam, and final papers, exams, and grades all compete for faculty time at the end of the semester. Both your letters and your faculty recommenders deserve more consideration.

13.4 Certification for Internship

Most internship sites ask that the program director certify the student's eligibility for internship. In the typical case, the program director can certify eligibility contingent upon the student's successful completion of the doctoral qualifying examination and the dissertation proposal. Students who wish to be certified without a contingency statement must have successfully completed qualifying examination and dissertation proposal prior to the time of application. A student must conduct the dissertation proposal meeting by October 1 and the proposal must be signed off by the full dissertation committee by December 1 of the fall semester preceding internship acceptance. If October 1 or December 1 falls on a weekend, the Monday immediately following that weekend will be the deadline. This is best accomplished by completing examinations during the year prior to internship application and by remaining in Lubbock for a dissertation year while applying for internship.

13.5 Faculty Responsibility Prior to Initiation of the Internship Experience

Even though the internship experience is not provided by our faculty, the counseling psychology faculty should have an involvement in this important phase of our student's training. All counseling psychology faculty are urged to assist students in evaluating and securing potential internships. Faculty members are urged to make personal contacts, write letters, etc., on behalf of students, without consulting the program director. Only in cases involving a potential question would faculty be advised to discuss the matter as a group in order to develop a consensus in regard to unusual student requests.
13.6 Applying to a Non APA-Accredited Internship Site

Attending non-accredited internships may have numerous significant consequences. Some state licensing boards will not credential an applicant as a licensed psychologist if she or he did not train at an APA-accredited internship. At a minimum, most state boards require that an applicant receive internship training at an APPIC member site. As well, some federal employers (e.g., Veteran’s Affairs, Bureau of Prisons) will not employee graduates that did not complete an APA accredited internship. Moreover, promotions in some employment settings might also be hindered for those students who do not complete an APA-accredited internship.

The Counseling Psychology Program has set forth the following policy. The first year that a student applies for internship, all internship sites to which students apply must be APA-accredited. This applies to both the Match I and Match II process. Submitting a ranking that includes a non-accredited site is forbidden in Match I and Match II. If a student ranks, and is matched to, an unaccredited site in Match II, that student will be terminated from the TTU Counseling Psychology Ph.D. program.

If a student fails to secure an APA-accredited internship during their first application year, he or she may apply to sites that are not accredited by APA during his or her second application year; however those sites must be APPIC member sites. During the first Match phase of a student’s second application year, APA-accredited sites must be ranked first, before any non-APA accredited sites are ranked. During the second Match phase of the student’s second application year, the student is allowed to rank sites without restriction.

A student is NOT at any time, allowed to apply to a site that is neither APA-accredited, nor a member of APPIC. Doing so will mean that the student will be terminated from the TTU Counseling Psychology Ph.D. program. However, in exceptional circumstances, a student may file a written petition with the counseling psychology faculty that requests permission to apply to (and later complete) a non-accredited internship (i.e., neither APA nor APPIC accreditation), as long as the body of evidence indicates that the potential internship site is in close alignment with the guidelines of APPIC accreditation.

The final decision on whether or not to apply to non-APA sites during the second application year is up to the student, after consulting with his or her advisor and program director. However, obtaining the documentation needed to satisfy the Commission, licensing boards, potential employers, etc., will be responsibility of the student.

13.7 Student-Agency Responsibility Following the Initiation of the Internship Experience

The agency will be asked to submit a formal evaluation of the trainee's work to the program director at the mid-point and end-point of the training. Agencies are encouraged to keep lines of communication with the program director and/or counseling psychology faculty open at all times. At the conclusion of the internship year, students are required to fill out the Student Evaluation of Internship Site form which will be sent via email to them by the Counseling Psychology Program.
Director. Information obtained on this form is used for accreditation purposes. No responses submitted by students will be released to the internship site.

13.8 Grade Assignment

The program director will submit a grade of “P” (credit) for each internship enrollment. This will be changed to a permanent grade upon completion of the internship. As long as grades are assigned to students at the conclusion of their internship, the responsibility to assign grades will remain with the program director; however, the program director is free to consult with the counseling psychology faculty prior to assigning a grade. In the event that it appears likely that a student might be unsuccessful in completing his or her internship requirements (and, of course, failing remedial attempts), the program director will consult with the faculty and the internship site before giving a failing grade to the student.

13.9 Evaluations

Internship sites will be contacted by the program director at the end of the student’s training to fill out the Internship Evaluation of Student Form that is required in addition to any evaluations generated by the internship site at mid-year or at the end of the internship placement. Students are required to fill out an evaluation of their internship site. The program director will contact students each year to complete the Student Evaluation of Internship Site Form which should be submitted to the program director.

13.10 Miscellaneous Internship Issues

Each semester the program director will submit a Force to Full/Part-time Status form to notify the Graduate School and the Office of Financial Aid of the student’s status. This in turn will allow for student fee adjustments to occur as well as the release of financial aid funding.

While you are an intern, you are a student in our program. Thus by definition, you have not yet earned the doctorate. Therefore, you need to exercise care that your professional status and credentials are not misrepresented. Use of the term "Doctor" either orally or in writing is not acceptable, nor ethical.

Special arrangements can be made for students whose internship ends after August in that they are allowed to walk in the August ceremony. However, the conferment of the Ph.D. will take place in December and the student is NOT considered to have graduated until the degree is conferred.

Note: Some internship sites require a student to have a Master’s degree in psychology. Given that students have the option of obtaining their Masters degree during their matriculation it is highly recommended that the degree be obtained even if the student entered the program with a Master’s degree from another discipline. The only MA degree available is the psychology MA. The counseling psychology degree has been phased out.
14. Completion of Degree Requirements Away from TTU Campus

On occasion, students will petition the program to complete certain program requirements away from campus such as participating in a practicum or other externship program outside of the Lubbock area. Such a request typically occurs when a student wants or needs to move away before starting the pre-doctoral internship. In such instances, the student must submit a petition to the counseling psychology faculty describing his or her rationale for leaving Lubbock to complete program requirements at a distance. It is important that the petition have the support of the student’s academic advisor. The petition should include a detailed plan on steps that will be taken to finish program requirements from a distance. Granting of such a petition is contingent upon the student’s successful completion of his or her qualifying exams and overall “good standing” in the program. Petitions will be handled on a case by case basis. Students completing degree requirements away from campus are expected to maintain full-time graduate status and will not be eligible for department scholarships.

With regard to clinical training it may be difficult to obtain an external practicum when relocating to a different city and/or state. There may be agency and/or state regulations or requirements that preclude a student from obtaining an externship. In cases where agency and/or state regulations allow a student to work within the site, the establishment of agreements with Texas Tech University may require considerable time and resources. Thus, students should obtain information concerning what will be needed from their advisor and the program director prior to leaving the city/state. Students should follow the same procedures outlined in section 9.4g regarding procedures for approval of a new external practicum site.

With regard to coursework, any non-TTU course a student wishes to take to satisfy degree requirements must first be approved by the appropriate psychology faculty to ensure the course meets program requirements. See page 7 of the Graduate Student Handbook for information pertaining to course substitutions.

15. Student Records

A copy of all significant records pertaining to each student's progress should be kept in the student's file. The student's file is in the psychology office. With proper notice, the student may inspect his/her file at any time, although certain materials may not be inspected (e.g., letters of reference which were solicited as confidential). The academic advisor or program director or his/her designated agent will determine which materials in the student’s file may not be inspected by the student.

16. Extra-departmental Employment in Professionally Related Roles

A number of area agencies have been recurrent employers of our students. Students may, and often do pursue employment possibilities solely on his/her initiative without assistance from the department faculty. In all instances where a student might be employed by an outside agency that has a contractual agreement with the psychology department and/or clinic, the availability of these positions and the financial arrangements in effect are initiated, mediated, and determined.
by the department faculty member supervising the position. All arrangements must be approved by the department chairperson before a contract is drafted. To avoid problems that might otherwise arise, students must not engage in contractual agreements with contracted agencies or assume that a contract will be executed for positions in agencies that do not have agreements with the psychology department.

All counseling psychology graduate students who have an external practicum placement must coordinate this placement with the counseling psychology practicum coordinator. All students who have psychology-related employment that is outside of the department that is not considered a practicum experience must coordinate such employment with the counseling psychology program director. If a student is considering being engaged in paid work hours exceeding 20 hours per week, the request must be submitted to the Counseling Psychology program faculty. See information about part-time employment in the Department Handbook for additional information.

State licensure laws requires that students enroll in a corresponding course for this activity if it takes place in a non-exempt agency. Exempt agencies include any state agency such as the Montford correctional facility, the Texas Tech Counseling Center, and agencies within the TTU Health Sciences Center. Non-exempt agencies would include city and county agencies, school systems, and any private practice. When working in these exempt and non-exempt agencies and when not enrolled in practicum in the Department of Psychology Clinic, students will need to enroll for one credit of PSY 5002 for each external position.

Students will need to inform the site supervisor at the beginning of each semester about their psychological work in the non-exempt agency, including who will be supervising their work. Their supervisor must provide feedback to the Director of the counseling psychology program about the psychological services they provide by the end of each semester. Not complying with these procedures can be interpreted as a violation of board rules and state law and exposes both students and supervisors to the possibility of serious sanction.

17. Probation, Remediation and Dismissal Policy

The counseling psychology faculty wants students to successfully complete the doctoral program and become active professionals in the field of counseling psychology. To that end, faculty members routinely monitor the progress of students and prepare a formal evaluation of students’ progress at the end of each academic year. The primary purpose of this evaluation is to facilitate academic, professional, and personal growth to provide feedback in a timely manner. The counseling psychology faculty has a duty to recognize and respond to problematic, inadequate, or impaired student performance. Additionally, counseling psychology faculty must ensure that due process is accorded to all parties during the evaluative process as well as when concerns regarding student performance and progress arise that result in a need for corrective action(s).

It is rare that students are dismissed from the doctoral program. Moreover, dismissal of a student from the Counseling Psychology Program is a serious and significant event for both the student and the faculty. Dismissal from the program is likely when faculty concludes that a student has failed to demonstrate a minimum level of competency in either academic or clinical skills, or in other critical areas of ethical or professional conduct. That said, in most instances a student would first be subject to a probationary period with a remediation plan. The student’s
Advisor and training director will meet with the student to discuss the remediation plan and to communicate conditions for remaining enrolled in the doctoral program. The ultimate decision to dismiss a student, who fails to remediate, is a decision that rests with the faculty of the Counseling Psychology Program along with consultation from the department chair. In some cases, other units of the University may be involved in this decision such as the Office of Student Conduct or Graduate School. Also see: Academic Probation or Suspension, Operating Policy and Procedure 64.04; [http://www.depts.ttu.edu/opmanual/OP64.04.pdf](http://www.depts.ttu.edu/opmanual/OP64.04.pdf)

### 17.1 Inadequate Academic Performance

The Graduate Catalog specifies the circumstance under which students may be put on probation, suspended or dismissed for academic reasons (see [http://www.depts.ttu.edu/officialpublications/catalog/GradEnrollment.php](http://www.depts.ttu.edu/officialpublications/catalog/GradEnrollment.php)). Students are placed on academic probation by the Graduate School whenever their cumulative graduate GPA drops below 3.0. Students on academic probation have two consecutive semesters to raise the graduate GPA to 3.0 or above and thus return to good standing. Failure to do so will result in the student being placed on academic probation by the Graduate School.

In addition, program faculty may recommend placing a student on probation when he or she fails to fulfill the program’s academic requirements, or whose work over a period of time shows a demonstrable lack of progress towards the degree. Usually this action would be initiated by the student’s advisor and communicated in writing to the student by the program director. Continual failure to maintain good academic standing may result in dismissal from the program.

### 17.2 Behavior Unbefitting a Scholar or Researcher


Violations of the rules, regulations, and principles in these documents are considered to be very serious matters. When a faculty member has evidence of cheating, plagiarism, faking data, sexual harassment, mistreatment of subjects, clients, or students, or any other similar or related violation, he/she will report the matter fully in writing to the Division Director who will bring the matter to the attention of the department chair.

The Department Chair will convene a committee of at least three faculty members, ordinarily including at least one from the student’s program, to investigate the matter. The committee chair will provide a copy of the faculty member’s report to the student and instruct the student that he/she may submit a written response to the report, if she/he desires, that will be forwarded to the review committee. If the committee finds that the evidence of a violation is
insufficient to bring to the attention of the full faculty, no report will be made unless the complaining faculty member still wishes to pursue the matter.

If the committee (or the faculty member acting on his/her own) finds sufficient evidence of a violation, a report on the matter and a recommendation regarding probation, suspension or dismissal will be issued in writing to the full faculty and the student concerned. The student may at that point, file a statement which will be issued to the full faculty. The report to the full faculty and the action taken by the faculty with respect to the student's status in the program or department are in addition to any sanctions imposed by the faculty member (e.g., a grade of F in a course). If a student is not satisfied with the action of the faculty, he/she may appeal the decision (see section 18.2 below).

Students who are placed on probation or deemed to engage in behavior deemed “unbefitting a scholar or researcher” are at risk of losing departmental funding for a specified period of time to be determined by the Department Chair.

17.3 Competence to Practice the Specialty of Psychology

Certain types of probation, suspension or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to warrant major concern for whether the student is emotionally, interpersonally, or ethically unsuited for entry into the profession of psychology. Program faculty must insure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, research subjects, etc., are not allowed to enter the profession. Such instances include evidence of psychological dysfunction, excessive emotional dysregulation or personal concerns that interfere with a student’s ability or willingness to adaptively manage personal stress or that affect the quality of services to clients, students, research participants or others with whom the student has professional contact.

17.4 Continued Unsatisfactory Performance in Practica or Internship

Students who continue to receive an unsatisfactory performance evaluation from their clinical supervisor or the faculty member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program’s minimal level of competency in clinical work. A student may also be dismissed for an ongoing failure to accept supervision.

17.5 Criminal Behavior

Students whose conduct in or outside the program has resulted in a felony conviction that would prevent licensure as a psychologist in Texas may be dismissed from the program.

18. Student Rights and Responsibilities

Students in the Counseling Psychology Ph.D. Program have the right to be treated with respect. Program faculty members aim to work together with a sense of collaboration and
mutual consideration. However, despite the best efforts of both students and faculty, occasionally circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. An example of such circumstances includes cases of scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters. It is the responsibility of all program members to establish and maintain a professional climate within which a student problem or complaint can be promptly identified, presented and discussed and given fair, timely consideration without fear or recrimination or retribution.

18.1 The Student Handbook and Code of Conduct


18.2 Informal Resolutions

When a student experiences difficulties with another student, a faculty member, a staff member, or a supervisor, the student should first discuss the problem with the person involved when this is possible. If the student prefers, he or she can talk with his or her advisor or program director, about the problem the student is having with someone else. It is important to recognize however, that situations cannot be addressed sufficiently if the student is unwilling to disclose who the source of the complaint is. Students may also contact the Student Resolution Center located in 232E of the Student Union Building, 742-SAFE. The center can help students address issues pertaining to policies and procedures, grading issues, interpersonal disputes and unfair treatment. The center does not participate in formal grievance processes and does not levy sanctions to involved parties. See [http://www.depts.ttu.edu/studentresolutioncenter/](http://www.depts.ttu.edu/studentresolutioncenter/)

18.3 Grade appeals

A student who wishes to appeal a final course grade should first consult with the course instructor, then with the department chairperson, and then, if the matter remains unresolved, with the dean of the college in which the course is offered. A grade appeal must be filed in the office of the dean of the college in which the course is offered within 45 days of the start of the next long semester after the term in which the disputed grade was received. Copies of the grade appeals policy can be obtained from any academic dean’s office or from the Center for Campus Life. Also see Student Grade Appeal, Operating Policy and Procedure 34.03 [http://www.depts.ttu.edu/opmanual/OP34.03.pdf](http://www.depts.ttu.edu/opmanual/OP34.03.pdf)

18.4 Student Grievance Procedures

If a graduate student believes that he or she has been the subject of improper or irregular demands or procedures there are several avenues of redress. The TTU Student Handbook
defines a grievance as “a formal complaint pertaining to adverse actions taken on the basis of the student’s protected status or other violation of law or TTU policy...” Student grievances are applicable to situations such as unlawful discrimination, sexual harassment, unresolved employment disputes, and evidence of prejudicial or capricious assignment of grades by an instructor. Grievance investigations are non-adversarial in nature. See Part III and Part VI of the Student Handbook and Code of Conduct for information regarding TTU grievance policies and procedures for reporting a grievance. For information concerning Equal Employment Opportunity and Affirmative Action issues students should consult TTU Operating Policy and Procedure 40.01 [http://www.depts.ttu.edu/opmanual/OP40.01.pdf]. For issues other than admission to the Graduate School and academic dishonesty refer to Graduate Student Appeals, Operating Policy and Procedure 64.07 [http://www.depts.ttu.edu/opmanual/OP64.07.pdf].

19. Professional Issues and Student Conduct

19.1 Class Attendance

Students are expected to attend all classes, practicum supervision sessions, and meetings with faculty. Class attendance is similar to job attendance and is not optional. You may not be allowed to register for a course if you plan to miss more than 10% of class time for reasons other than emergencies. Such emergencies must be documented and presented to the course instructor as soon as possible. Should a situation arise such as a prolonged illness you may be required by the instructor to withdraw from the course. It is ultimately up to the instructor to determine whether you will be allowed to register for the course, or be required to withdraw from the course.

19.2 Professional Decorum

Students are expected to behave in a professional manner. The University has policies regarding student conduct on and off campus. Likewise, the university can enforce its own judicial policies and sanctions “when a student’s conduct directly, seriously or adversely impairs, interferes with or disrupts the overall mission, programs or other functions of the university.” Students should familiarize themselves with these policies which are found in Part X of the Student Handbook and Code of Conduct [http://www.depts.ttu.edu/dos/docs/entire_student_handbook.pdf].

19.3 Membership and Participation in Professional Organizations

Counseling psychology students are encouraged to become student affiliates with relevant professional organizations. Particular stress is given to the American Psychological Association and Division 17 (Counseling Psychology) as well as other organizations relevant to students’ interests. Affiliation with national organizations affords exposure to trends at the national level and contemporary issues of major import to the profession. There is a Student Affiliate Group (SAG) of Division 17 of APA which would be an excellent avenue into the profession for any student in counseling psychology. The SAG can be quite helpful as the student gains an understanding of our profession and as contacts are made for internship and professional employment. Affiliation with the local and area societies gives the student the opportunity for acquaintance with the concerns and practices of both academicians and practitioners. For
counseling psychology interns, there is a Division 17 *New Professionals Network* to help new graduates make the transition from student to professional status. Finally, students are encouraged to follow the strong tradition at Texas Tech of student participation in regional and national psychological conventions. If presentation of the student's own research is not possible in a given year, then attendance is still an encouraged activity which often proves useful to a student’s continuing professional development.

20. **Licensing, Certification and Ethical Issues**

Situations in which the faculty will directly intervene in your efforts toward part-time employment are those in which the ethical and/or legal propriety of that involvement must be questioned. Such problems can generally be avoided by the simple expedient of being certain that any psychological services you are to perform in an outside job will be supervised by a psychologist licensed by the State of Texas. In a few instances where such was not available, arrangements have been made for the provision of such supervision from an individual external to the agency. This has been done via members of the clinical and counseling psychology faculty, for example, in placements with the Juvenile Probation Office. The employer may be a state agency exempt from licensing standards, but it remains important that proper supervision be assured. Given that supervision has been arranged, you also need to attend to the compliance of the appointment arrangements with state laws.

It is important that you be hired as an employee of the agency, rather than as a consultant on a per-assignment or per-case basis. The latter has been interpreted as a form of private practice, and is legally restricted to licensed psychologists. You may, however, be employed by a licensed psychologist who, in turn, contracts for such activities on a private basis with you as one of his/her employees. Such complications constitute yet another reason why it is important to coordinate your employment with the faculty.

21. **Additional Student Resources**

Student Disability Services  
[http://www.depts.ttu.edu/students/sds/](http://www.depts.ttu.edu/students/sds/)  
335 West Hall  
Phone: 806-742-2405  
E-mail: sds@ttu.edu

Texas Tech University Student Health Center  
[http://www.ttuhsce.edu/studenthealth/](http://www.ttuhsce.edu/studenthealth/)  
Appointment Line: 806-743-2848  
Administrative Line: 806-743-2860  
Pharmacy: 806-743-2636  
Address: Student Wellness Center, 1003 Flint Ave

University Writing Center  
[http://uwc.ttu.edu/](http://uwc.ttu.edu/)  
Phone: 806.742.2476
22. Counseling Psychology Program Faculty

Sheila Garos, Ph.D.
Associate Professor, Director of the Counseling Psychology Program, Director of the Psychology Clinic. Arizona State University, 1998. Human sexual behavior; hypersexuality; temptation bias; women’s objectification of women.

Paul Ingram Ph.D.
Assistant Professor, University of Kansas. Treatment seeking decision making and the role of stigma, Measurement of validity of personality assessment with a focus on the MMPI-2-RF

Shinye Kim, Ph.D.
Assistant Professor. University of Wisconsin-Milwaukee, 2016. Intersections of culture, work-family and health; application of mindfulness in work and culture-related stress; pain management in the context of integrated health care.

Robert D. Morgan, Ph.D.
Chair and John G. Skelton Jr. Regents Endowed Professor of Psychology. Oklahoma State University, 1999. Correctional mental helath and forensic psychology.

Brandy Piña-Watson, Ph.D.
Assistant Professor. Texas A&M University, 2014. Latina/o adolescent and emerging adult mental health disparities; Individual, familial, cultural and societal impacts on depression, suicidality and well-being (e.g., self-esteem, life satisfaction, quality of life and positive academic outcomes); gender socialization; mental health prevention and intervention with Latina/o populations.

Steven Richards, Ph.D.
Professor and Director of Graduate Studies. State University of New York at Stony Brook, 1973. Depression; stress and coping processes; and Health Psychology.

Christine Robitschek, Ph.D.
23. Statement on Revised Policies

University, Graduate School, Department and Program requirements evolve and change, and are incorporated into periodic revisions of this handbook. Thus, it is possible that there will be important changes that occur before a complete revision of this handbook. Should this occur the program director will make every effort to inform you of these changes. Please be attentive to relevant mailings and notifications.

For questions regarding APA Accreditation contact:
Commission on Consultation
American Psychological Association
750 First Street, NE Washington, DC 20002-4242
202-336-5979