



TEXAS TECH

UNIVERSITY.

**DEPARTMENT OF PSYCHOLOGICAL SCIENCES
COUNSELING PSYCHOLOGY PROGRAM STUDENT
HANDBOOK
2019-2020**

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1. Introduction

The Ph.D. program in Counseling Psychology in the Department of Psychological Sciences at Texas Tech University offers training in the professional practice of health service 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, cultural and individual differences and professional ethics. Ours is also a developmental and sequential training model. That is, courses and practicum experiences follow a developmental sequence that ultimately prepares students for independent functioning as entry-level professional health 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 geared toward health service psychology 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 successfully 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.

Aim of the program: Our program has one aim: To prepare students to be effective scientist-practitioners in the field of health service psychology.

From these program philosophies and aim of the program the following associated competencies are derived:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communications and interpersonal skills
- Assessment
- Intervention
- Knowledge of supervision models and practice
- Consultation and interprofessional/interdisciplinary skills

Appendix I provides a detailed description of Discipline-Specific Knowledge content areas (2017 C-7 D of the Standards of Accreditation for Health Service Psychology) and associated courses and requirements. Appendix II provides the Profession-Wide Competencies articulated by the American Psychological Association (2017 C-8 D of the Standards of Accreditation for Health Service Psychology) as well as associated courses and requirements. It is through this coursework and related requirements that the program ensures students have the appropriate training/experience in each competency area.

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. HIPAA training needs to be updated each year. 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/>

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 the student's

instructor; however, if a student discloses personal information that is directly relevant to the student's practice as a psychologist-in-training or that would significantly impact the student's 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, the instructor 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*

The program operates on a mentorship basis and students are admitted to the labs of professors with whom they wish to work. The student mentor will act as each new student's academic advisor in the counseling psychology program. The academic advisor will advise the student on student's curricular plans during the student's graduate career and will serve as the student's research advisor as well.

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 Director of Training. (Also see page 2 of the Graduate Student Handbook)

7. *Selection of a Dissertation Committee*

When the student is forming the student's dissertation committee, the student 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 the student's 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.

Students will form a dissertation committee of at least four graduate faculty. Two of the committee members must be core faculty in the Counseling Psychology doctoral program. The third and fourth committee member can be from another psychology program (i.e., Clinical, Experimental) or outside the department as long as the faculty member is a member of the TTU Graduate Faculty.

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 the chairperson also serves as the student's academic advisor. It is the responsibility of each student to keep his or her academic advisor posted on the student's activity and ensure that the academic advisor is aware of the student's progress. It is also the responsibility of each student to have registration materials approved and signed by faculty. (Also see pages 14-15 in Graduate Student Handbook regarding composition of the dissertation committee.)

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*. This form is provided to all students which asks the student 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 the student has read it and has been given an opportunity to ask questions or voice concerns pertaining to the evaluation. The signed document is then returned to their academic advisor, who files the evaluation in the student's file in the psychology office.

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 Director of Training. In addition to the faculty review, the Director of Training will submit a *Doctoral Progress Report* form annually to the Graduate School via Enrollment Services.

8.1 Minimal Levels of Achievement: Grades

It is important to note that satisfactory performance in academic coursework is necessary but not sufficient for maintaining good standing in the program. The graduate school states, “For the doctoral degree, the minimum requirement for graduation is a grade point average of 3.0 in the major subject, exclusive of credits for the doctoral dissertation, and a grade point average of 3.0 in all other courses in their program taken for graduate credit outside the major. This is the minimal level of achievement for coursework required by the counseling program. That is, courses must be passed with a grade of “B” or better. Failure to do so will result in the student retaking the class. Failure to maintain this GPA will result in action by the Graduate School which may include probation followed by suspension, followed by termination if the GPA is not raised sufficiently” (see https://catalog.ttu.edu/preview_entity.php?catoid=11&ent_oid=1074&hl=grades&returnto=search#doctoral-program).

8.2 Minimal Levels of Achievement: Practicum

During practicum, your on-site supervisor must evaluate you along several dimensions and the ratings along these dimensions is expected to improve as students progress in the program. For example, a 4th year student would not be expected to be rated as “pre-novice” or “novice” at that point in their training. Expected levels of proficiency at the fourth year would be rated “advanced.”

8.3 Minimal Levels of Achievement: Qualifying Examinations

In order to graduate, you must satisfactorily complete your written qualifying examinations as determined by an average total from three grading committee members that equals a “pass” or “high pass” score. For a complete review of grading policies for qualifying examinations including the EPPP (refer to section 13.2a).

8.4 Minimal Levels of Achievement: Prequalifying Examination Research Requirement (Second-Year Project) or Master’s Thesis

You must successfully complete both a written and oral second-year project or thesis. For more detailed information about the second-year project and associated evaluations see section 9.1. For more information about the thesis see section 11.

8.5 Minimal Levels of Achievement: Doctoral Proposal and Dissertation

You must successfully propose and defend your doctoral dissertation. For more detailed information about this project and associated evaluations see section 12.

8.6 *Minimal Levels of Achievement: Internship*

You must successfully complete an internship which is APA-accredited and a member of APPIC. For more complete information concerning internship refer to section 13.

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. It is recommended, but not required, that courses be taken in the suggested sequence outlined in the *Curriculum Plan* whenever possible (see Appendix III). 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)*

Students who opt to do the Second-Year Project are required to complete six credits of PSY 7000, referred to as the second year project, 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). Regardless of how many hours a student enrolls in PSY 7000, only twelve hours will count toward the degree. As an alternative, students may elect to complete a formal thesis which also requires an empirical study and review by a committee of three faculty. Students who opt to complete a thesis will need to enroll in six hours of PSY 6000. For more information about the thesis, see sections 9.2 and 11. In the Counseling Psychology Program, comments and suggested revisions may be made by the second reader of the Second-Year Project or by the thesis committee. Final approval of the second-year project is subject to completion of these revisions and a presentation of the research to the Counseling Psychology students and faculty. Those completing a thesis will not have to present their research to the Counseling Psychology faculty and students as they will do so during the thesis committee meeting.

Evaluation of the student's competency and acceptance of the student's 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 Director of Training.

Upon completion of the Second-Year Project, the Director of Training must submit the *Comprehensive Exam Report (Thesis or Non-Thesis Option)* form to Enrollment Services.

Students must also turn in electronic copies of their completed second-year paper to their advisor and to the Director of Training.

9.2 Thesis Enrollment Requirements (alternative to 2nd-Year Project)

Students who opt to do a thesis will enroll in 3 thesis credits (PSY 6000) the semester that the student proposes the thesis. These credits are to be distributed across the thesis committee faculty members. Students will enroll in a minimum of 1-credit (PSY 6000) during each long semester and summer session while the thesis research project is being conducted (continuous enrollment). The credits should register under the thesis Chair. As with the proposal, students will enroll in 3 thesis credits (PSY 6000) the semester that the student defends the thesis. These credits are to be distributed across the thesis committee faculty members. That is, once a student starts their 6000 course work, they must maintain continuous enrollment – enroll each semester for at least 1 hour, except final graduating semester which would be 3 hours.

9.3 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, the student 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. As stated in the Department Handbook, the policy for enrollment is as follows:

- Students participating in a program-approved, full-time internship experience are allowed to enroll for reduced credits in order to recognize their involvement in this full-time training experience. Students involved in such internship experiences are required to enroll for at least one (1) internship credit (PSY 5003 or PSY 5004) each long semester and each summer session.
- For students on internship who have not successfully defended their dissertation, the minimum enrollment required by the department is three (3) credits of either PSY 7000 (for students who are not yet PhD candidates) or PSY 8000 (for students who have been formally admitted to PhD candidacy) in addition to the one (1) internship credit (PSY 5003 or PSY 5004) each long semester, or three (3) credits of either PSY 7000 or PSY 8000 in either one summer session or over the course of two summer sessions in addition to required ongoing enrollment of 1 internship credit each summer session.
- For students on internship who have successfully defended their dissertation, the minimum enrollment required by the department is one (1) internship credit (i.e., PSY 5003 or PSY 5004) with the exception that during the semester that they graduate they will enroll for an additional 2 dissertation (PSY 8000) credits. (Successfully defending a dissertation is defined as: (1) All dissertation committee members have passed the candidate on the oral

- defense; (2) The dissertation committee members have approved the dissertation document, with any revisions required by dissertation committee members having been completed by the student and approved by the dissertation committee chair, and if necessary, other dissertation committee members; and (3) The dissertation document has been submitted to the TTU Graduate School for final review.)

9.4 Course Requirements for the Counseling Psychology Core Area

(Department Core Courses are listed in the Department Handbook; courses must be passed with a grade of B or better)

Discipline Specific Knowledge (3 credit hours)

PSY 5350 - History and Systems of Psychology

Basic Content Areas in Scientific Psychology (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

Research Requirements (33 credit hours)

PSY 5345- Research Seminar in Clinical and Counseling Psychology PSY 6000 – Master’s Thesis (up to 6 hours) or

PSY 7000 – Second-Year Project (up to 12 hours)

PSY 8000 – Dissertation Research (up to 12 hours)

Counseling Psychology Applied Area Requirements (42 credit hours)

PSY 5316 - Introduction to Counseling Psychology

PSY 5334 - Theories and Techniques of Psychotherapy

PSY 5306 - Seminar in Professional Ethics

PSY 5338 - Seminar in Psychopathology

PSY 5308 - Vocational Psychology

PSY 5002 - Advanced Practicum (16 credits required)

PSY 5105 - Supervision and Consultation

PSY 5205 – Supervision and Consultation Practicum

PSY 5004 - Doctoral Internship (4 credits required)

PSY 5396 - Multicultural Counseling

PSY 5101 – Colloquium in the Teaching of Psychology (1)

Assessment Area Requirements (10-11 credit hours)

PSY 5404 - Practicum in Intelligence Testing (4)

PSY 5315 - Objective Personality Assessment

One of the following two courses:

PSY 5485 - Psychometric and Item Response Theory (4) or

EPSY 5349 – Psychometrics

Statistics Requirements (9-10 credit hours)

PSY 5480 Experimental Design

PSY 5447 Advanced Correlational Methods and Factor Analysis

Choose one:

PSY 5448 Advanced Multivariate Analysis for Psychologists (4)

PSY 5460 Structural Equation Modeling for Psychologists (4)
PSY 5367 Analysis of Repeated Measures and Intensive Longitudinal Designs
(see the Department Handbook for information about the Statistics Certificate)

Electives (required: one 3 credit hour course)

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., Neuropsychological Assessment) 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.

9.5 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 Director of Training will complete a *Force to Full/Part-Time Status form* to Enrollment Services. 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 the student’s 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.

9.6 Practicum

9.6a Practicum Preparation and Prerequisites

- Students are required to purchase liability insurance at the beginning of the Fall semester of each year. Contact the clinic office manager for assistance with this process.
- 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's 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.

9.6b 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 working in practicum in the clinic in summer 2017 are expected to enroll in 2 credits for clinical practicum for each summer I and summer II.
- 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.

9.6c 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 may concurrently participate in an external practicum while completing their third semester of practicum in the 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.

9.6d 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 in the clinic 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 in the clinic 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.

- 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.

9.6e 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.
 - If the student wishes to work in unpaid practicum placements that total over 20 hours per week combined.
 - If a student wishes to work in a paid practicum site resulting in their total paid work hours exceeding 20 hours per week.

In either circumstance, the student must submit a petition to the Counseling Psychology faculty through the program's Practicum Coordinator. Students should check with the Practicum Coordinator regarding any other potential 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 the student's 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 the student's support or concern about the student's request.

9.6f 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 the student's "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.

9.6g How External Practicum Sites Become Approved Sites

- The application process can be initiated by either a student or the site. The *New External Practicum Information* form must be completed by the student.
- Sites that are not yet part of the program's network of external practica must also 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.

9.6h 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 may not apply for external practicum prior to successful completion of at least one regular semester of practicum as well as completion, or concurrent enrollment, in a second semester in the Psychology Clinic.
- It is advised that the student discuss their interest with their academic advisor prior to pursuing placement at an external site.
- If you are planning or hoping to begin for the first time at an external practicum site (i.e., any practicum site other than the Psychology Clinic or Student Counseling Center), you will need to apply to the Counseling faculty for this using the *Student Application for Existing External Practicum* form. This is available on the documents portion of our website.
- If you are applying or otherwise hoping to be involved in an external practicum but don't know for sure yet if you will be, please submit an internal application now so you can better plan for this possibility. You must have submitted an internal application and have the internal application approved by program faculty before you begin involvement in any new external practicum site.
- 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.

9.6i Special Practicum Circumstances

You will need to submit a written petition to program faculty if you are planning on:

- Exceeding 20 hours of unpaid practicum; OR

- Exceeding 20 hours of paid employment (within TTU or outside TTU; practicum-related or not practicum-related).
 - There is no updated petition form currently available for this petition. Please submit an e-document to the practicum coordinator containing the following information:
 - What you are asking to do. Clearly state which policy you are asking for an exception to.
 - Why you are seeking an exception to the relevant policy.
 - Other activities you will be involved in concurrently with this exception.
 - Status of your progress through the program (e.g., coursework, quals, or research project status).
 - Your advisor's level of support for your petition.

If you are entering the program with a Master's degree and wish to begin practicum early you must submit a Master's Students Practicum Exception Form to the practicum coordinator for approval.

9.6j 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 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.

9.6k 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/>. Another form for tracking practicum hours can be found on the department website at

<https://www.depts.ttu.edu/psy/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 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 Director of Training will complete a *Change of Degree Plan* form to Enrollment Services on behalf of the student.

11. Applying for an MA Degree in Psychology

Students may apply to receive a Master's degree in Psychology during the course of their matriculation in the program. This can be accomplished after completion of the student's oral and written portion of their Second-Year Project or thesis. In order to apply for the MA degree, the student must complete a *Program for the Master's Degree* form and a *Enrolled Students: Change Current Study Objective* form. The *Program for the Master's Degree* form will be completed by the student and submitted to the Director of Training who will submit the form to the Graduate School via Enrollment Services. The *Enrolled Students: Change Current Study Objective* form is to be completed by the student and submitted by the student via an application through admissions at this link: <https://ttugradschool.force.com/admissions/ApplicationLogin>

12. Thesis Requirements (PSY 6000)

Any student may opt to complete a thesis research project whether that student does or does not choose to apply for their Master's degree. For students applying for a Master's degree, the Graduate School's *Program for the Master's Degree* form must be completed. The degree plan should indicate the 36 credit hours to be used towards the master's degree. Regardless of the number of thesis hours a student enrolls in, only six can count toward the MA degree. In addition, the student should request (via email) that the Director of Training notify the Graduate School of the student's intent to receive the master's degree using the sending a memo to the Graduate School.

Students are encouraged to start working with their research advisor their first semester on campus on thesis-related activities. Students should work closely with their research advisor on writing goals and developing a timeline for different milestones related to the thesis. A *Master's and Doctoral Defense Notification Form* must be filled out by the student and signed by the student and the Chair of the committee. Once completed the form is to be forwarded to the Director of Training who will submit the form to Enrollment Services. The form is to be submitted at least three weeks before the defense. As stated in the TTU Department of Psychological Sciences Handbook, students

MUST turn in paperwork to obtain their MA degree to Director of Training of Training by the following dates: March 1 for graduation the following May, July 1 for graduation the following August or October 1 for graduation the following December. In addition, a statement of intent to graduate must be filed at the beginning of the semester of graduation.

Students will write a thesis proposal and hold a thesis proposal meeting. The proposal will be evaluated with the *Thesis Proposal Evaluation Form*. Students will form a thesis committee of three graduate faculty. Two of the committee members must be core faculty in the Counseling Psychology doctoral program. The third committee member can be from another psychology program (e.g., Clinical, Experimental) or outside the department if the faculty member is recognized by the TTU Graduate School as being graduate faculty. The thesis proposal and defense documents must be distributed to the committee at least two weeks in advance of the proposal and/or defense meetings. The thesis proposal meeting is a maximum of 90- minutes in length. Thesis proposal meetings will include a 10-15minute presentation by the student followed by questions and input from the thesis committee. If the committee verbally agrees that the student successfully passed the proposal the student can then schedule a thesis defense meeting. If the student needs to make revisions, these revisions will be distributed by the thesis Chairperson to the committee and the student in a memo of understanding (MOU).

Thesis defense meetings will include a 20- minute (approximate) presentation by the student followed by a questions and input from the thesis committee. The thesis committee will complete the *PSY 6000 Thesis Evaluation Form* to evaluate the student's thesis. The student must pass all seven of the fundamental elements and 80% of the relevant additional elements in order to attain competency on the thesis. In addition, all members of the committee must sign the *Thesis/Dissertation Approval Form* obtained by the student from the thesis/dissertation web page. Once the form is completed it will be given to the Director of Training to be uploaded to Enrollment Services. The student must also submit the *Statement of Intention to Graduate: Master's Students / Non-Thesis Option* form to be filled out online. A copy of that form should be sent to the Director of Training. After the meeting, the thesis chair will submit the evaluation forms to the Director of Training. The thesis is assigned a letter grade in the final semester of thesis hours only; previous term thesis hours will receive a grade of CR (credit).

Students are expected to complete their thesis defense prior to taking qualifying examinations. Since students doing a thesis will satisfy the "oral presentation" portion of this benchmark, they will not have to present their research to the Counseling Psychology students and faculty. Please note that there must be a minimum of a 2-month time period between when the thesis proposal meeting is held and the thesis defense meeting. Finally, the student will present a summary of the completed thesis research project to department faculty and students as part of the student research presentations conducted in the fall and spring semesters. Students who have conducted independent research elsewhere at the graduate level, or who have completed a master's thesis in psychology may want to submit these for approval in order to meet this requirement. Those who obtain approval for previous research will have this written requirement waived. Work completed elsewhere will be evaluated by two members of the Counseling Psychology faculty to determine whether the student meets the written portion of the thesis requirement. Assuming the document is satisfactory, students who transfer a Master's thesis project must present their project to the Counseling Psychology faculty and students.

13. Qualifying Examination

Students are encouraged to begin planning for qualifying exams (quals) early in their doctoral experience. Students are eligible to take their qualifying exams once their Second-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 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 Practice Qualifying Examination or the EPPP) during a spring semester (e.g., spring 2017) the student would then have that fall semester (e.g., 2017) and following spring semester (e.g., 2018) to complete the exams. Students are required to successfully pass the qualifying exam NO LATER than the spring semester of their 4th year of study.

13.1 Counseling Psychology Qualifying Examination Procedures

13.1a General Information

Students will complete two qualifying examinations in the Counseling Psychology program at TTU. These two examinations consist of the Practice Qualifying Examination and the Research Qualifying Examinations.

Students have an option with regards to the format of their Practice Qualifying Examination. They may choose to complete a program written examination or the Examination for Professional Practice of Psychology (EPPP; see section 13.2).

The aim of the program's written qualifying examinations is to adhere to and reflect the scientist-practitioner approach to counseling psychology in emphasizing and integrating clear and cogent linkages among observation and inference, theory and practice and will attend to the core areas of health service psychology which include: a) commitment to cultural and individual differences and diversity; b) broad and general preparation for practice at the entry level; c) counseling theory; vocational counseling and career development; research issues; and d) professional ethics. The counseling psychology written qualifying exams will be developed and evaluated by the counseling psychology faculty. The composition of each grading committee will not become public knowledge except during an oral exam. Additionally, students will receive identifying numbers, which will be placed on all written qual responses and any other documents related to quals to preserve anonymity of responses during the grading process.

13.1b Honor System

Students will be on an “honor system” when completing program written Practice Qualifying Examinations. 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 of the Practice Qualifying Examination, the EPPP, or the specifics of their research portion of the exam. Use of services offered by the University Writing Center will not be allowed for responses developed for either portion of the qualifying examination.

For the program written Practice Qualifying Examination students will be required to sign the *Practice Qualifying Examinations Honor 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. The Director of Training will keep an electronic copy of this document on file with the student’s case conceptualization examination materials.

13.1c Grade Assignment of Program Written Practice Qualifying Examination (Case Study) and Research Qualifying Examination

Grading of program written 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.

13.1d Failure to Pass the Practice or Research Qualifying Examination

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 Practice Qualifying Examination research portion of the qualifying exam will result in removal from the doctoral program. Similarly, those students who choose to take the program written Practice Qualifying Examination or the Research Qualifying Examination who receive a “marginal pass” or “fail” are not allowed to then take the EPPP. That is, if a student starts with the program written Practice Qualifying Examination this is the examination they will stay with until they either pass or fail after two attempts.

Students receiving a “Marginal Pass” for any section of a written program exam will be required to repeat that section in an oral examination, two weeks following the date the student received notice of the student’s 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 each 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.

Following a student’s successful completion of both portions of the qualifying examination, the Director of Training 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 Enrollment Services. 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.

13.1e Procedure for Retaking a Portion of the Practice Qualifying Examination (Case Study)

A student who fails the qualifying examination or a section of the qualifying examination must retake only the section/s which the student failed. According to Graduate School, “If the qualifying examination is not satisfactory, the chairperson of the advisory committee will relay this information via the Enrollment Services Enrollment Services site to the graduate dean.” <http://catalog.ttu.edu/content.php?catoid=5&navoid=564#general-information>. A student who fails either section of the examination on the first administration will retake that section of the exam during the fall semester of the next academic year. A student may petition to have this time reduced.

Each student taking the qualifying examination will receive notification of the student’s 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 the student’s grade. The student can bring the following information to the oral exam: (1) written information about the changes they would make to their initial examination (2) their original examination document; and (3) their summary evaluation form. ALL materials must be in written form. 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

13.2 Practice Qualifying Examination (Case Study) or EPPP

As previously noted, students can choose to complete a program written Practice Qualifying Examination or they can choose to sit for the EPPP (see section 13.2a)

13.2a Taking the EPPP Option

The EPPP is a licensing examination developed by the Association of State and Provincial

Psychology Boards (ASPPB) that is used in most U.S. states and Canadian provinces. This is a national exam that all licensed psychologists in the United States must pass prior to licensure. For more information about cost, subject items, etc., go to <http://www.asppb.net/>

The second-year project must be completed before taking the EPPP. A student can register for the EPPP early but cannot take the exam until after the second-year research project is approved by both readers.

The EPPP may be taken during the Spring, Summer or Fall semester of any given year. Students who fail the first attempt at the EPPP may opt to take the practice qual exam given by the program the following fall semester. If a student wishes to take the EPPP, the student must first fill out the *Intent to Take the EPPP* form one month prior to the date the test will be taken. The form is to be given to the Director of Training. Two failed attempts at the EPPP constitutes failure of the practice portion of the qualifying examination. An “attempt” means you have sat for the exam and received a score. You will not be penalized should you need to reschedule your test time; however, you must submit a new intent form.

Student choosing the EPPP will need to register with the state licensing board and The Association of State and Provincial Psychology Boards to sit for the exam. Students are solely responsible for all fees associated with registering and sitting for the exam. Note that once you submit the EPPP application you will have 90 days to complete the exam. In most states and provinces, the EPPP is administered using Pearson VUE test centers. Upon receipt of the ATT, the candidate must schedule an appointment with a Pearson VUE testing center. This can be done by visiting the following website <http://pearsonvue.com/asppb/locate/>, or by calling Pearson VUE’s national call center at 1-800-513-6910. You may test at any Pearson VUE testing center; it does not have to be in the same jurisdiction for which you are applying for licensure.

When scheduling an appointment, you should have the following information available:

- Your name exactly as printed on your identification documents
- Registration/ID number
- Daytime phone number
- The name of the examination sponsor: the Association of State and Provincial Psychology Boards (ASPPB)
- The examination you are taking – Examination for Professional Practice in Psychology (EPPP)
- For more information about requirements to register for the EPPP visit the following website: <https://www.asppb.net/page/EPPPSignup>

The EPPP is computer scored. Raw scores on the EPPP are converted to scaled scores ranging from 200 to 800. Consistent with the ASPPB recommendation and Texas criteria, a score of 500 is the minimum threshold for passing the EPPP examination. Note that the raw score equivalent of a scaled score of 500 varies somewhat from exam to exam because each item is weighted in

terms of difficulty level, and the exact number of items you will have to answer correctly depends on the difficulty level of the items in the version of the EPPP that you take. On average, however, a scaled score of 500 is equivalent to a raw score of 123 or 70% correct.

13.2b Failure to Pass the EPPP

Students opting to complete the EPPP for their Practice Qualifying Examination and who do not pass on the first sitting will have one additional attempt, no sooner than 90 days after the initial failed attempt, to successfully complete the EPPP exam. Students who do not successfully pass the EPPP exam in the first or second setting will follow the program's Procedure for Retaking a Portion of the Qualifying Examination via a program written Practice Qualifying Examination procedure in the spring semester when the written case qualifying examination is administered. However, students are not allowed to take the program written Practice Qualifying Examination after the first failed attempt on the EPPP.

13.2c Taking the Practice Qualifying Examination (Case Study)

The Practice Qualifying Examination portion of the 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 by noon. Student's response to this case study are due the following Monday by noon. 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. That is, the second-year project or thesis must be completed before taking the Practice Qualifying Examination.

Students choosing the program written Practice Qualifying Examination 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. In addition, responses should demonstrate the integration of two of the following areas of foundational knowledge: 1) affective aspects of behavior; 2) biological aspects of behavior; 3) cognitive aspects of behavior; 4) developmental aspects of behavior; and 5) social aspects of behavior. Finally, responses must demonstrate knowledge of evidence-based 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.

13.2d Administration of the program written Practice Qualifying Examination

The program's written Practice Qualifying Examination portion of the qualifying examination is a "take-home" examination. Students will receive an email from the Director of Training by noon on the first Monday following Spring Break. Written responses to the case study portion of the exam are due the following Monday by noon and should be submitted via email. Failure to turn in either the Practice Qualifying Examination 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.

13.2e Grading of the Practice Qualifying Examination

For the program written Practice Qualifying Examination, different combinations of at least three faculty members will be involved in the grading of the Practice Qualifying Examination portion

of the qualifying exam. Committee members will be determined by the Director of Training and filled on a rotating basis each year.

Each grading committee member will complete the *Practice 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 Training of the counseling psychology program on the *Practice 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 *Practice 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 *Practice Qualifying Examination Averaged Evaluation Summary: Case Study Form* (not including narrative comments). Upon completion of the Practice Qualifying Exam, the student will forward an electronic copy of the document to the Director of Training. The Director of Training will then distribute the document to the assigned graders.

13.2f Evaluation of the Oral Examination: Program Written Practice Qualifying Examination

Each grading committee member will use the *Oral Qualifying Examination Individual Rater Evaluation Form: Practice Qualifying Examination* 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 Training of the counseling psychology program on the *Oral Qualifying Examination Individual Rater Evaluation Summary: Practice Qualifying Examination* 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: Practice Qualifying Examination* form. Failure to earn a “High Pass” or “Pass” grade for the oral examination constitutes a “Fail” for that section. Results of the oral examination will be given to the student shortly after completion of the oral exam. The student is allowed to bring the following information to the oral exam: (1) written information about the changes they would make to their initial examination (2) their original examination document; and (3) their summary evaluation form. ALL materials must be in written form.

13.2g Notification of Final Grade: Case Study Examination

Each student taking the program written Practice Qualifying Examination will receive notification of the student’s 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 Practice Qualifying Examination*, and the *Oral Qualifying Examination FINAL Student Feedback Form: Practice Qualifying Examination* form (if applicable).

13.2h Retake of the Case Study Examination

In the case of a failed program written Practice Qualifying Examination, the student will be given a new case study in their next attempt. The new case study will be administered by the Director

of Training by noon on the third Monday of the following fall 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 program written Practice Qualifying Examination are due the following Monday by noon and should be submitted via email. Failure to turn in the program written Practice 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.

Whenever possible, the same grading committee from the previous spring semester will grade the fall retake of the program written Practice Qualifying Examination members will use the *Qualifying Examination Individual Rater Evaluation Form: Practice Qualifying Examination* 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 Training of the counseling psychology program on the *Qualifying Examination Individual Rater Evaluation Summary: Practice Qualifying Examination* 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: Practice Qualifying Examination*.

13.3 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 six 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 Director of Training of the counseling psychology program to allow sufficient time for the Director of Training 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, the student must notify the Director of Training of the student's 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 weeks 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 at

https://www.depts.ttu.edu/psy/counseling/files/6th_Heading/Qualifying_Exam_Forms/Subfolder_2/Research_Qualifying_Exam/QualsResearch_Outline_Final_Draft.docx

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 Director of Training. The Director of Training will then distribute the document to the assigned graders.

13.3a 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 Training 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 or marginal 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.

13.3b 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 Training 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.

13.3c Notification of Final Grade: Research Section

Each student taking the research examination will receive notification of the student’s final grade with written feedback for either written and/or oral responses at the end of the semester after the student 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 the student’s 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.

13.3d 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 the student’s 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 the student’s 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 Director of Training 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 by noon on Monday, January 7, 2019 the student's paper is due no later than NOON on Friday, January 18, 2019. Responses are to be submitted to via email to the Director of Training. 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 Training 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 Director of Training will file a *Doctoral Program: Qualifying Exam and Admission to Candidacy Recommendation* form via Enrollment Services on the student's behalf.

14. Dissertation Procedures and Guidelines

14.1 The Dissertation Proposal

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. Students will write a dissertation proposal and hold a dissertation proposal meeting. The dissertation proposal must be distributed to the committee at least two weeks in advance of the proposal meeting. The dissertation proposal and defense meeting is a maximum of 90- minutes in length. Dissertation proposal meetings will include a 10-15minute presentation by the student followed by a questions and input from the committee. 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 the student's dissertation proposal will be determined using criteria outlined on the *PSY 8000 (Proposal) Evaluation Form*. The student must pass all seven of the fundamental elements and 80% of the relevant additional

elements in order to attain competency on the proposal. 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 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 has satisfied the associated competency requirements. If a student's committee decides that revisions on the dissertation proposal are not feasible to complete an acceptable project, each committee member will indicate that the student has failed on the *Dissertation Proposal Evaluation* form. If the committee finds that the revisions on the dissertation proposal are feasible, each committee member should fill out the evaluation form when the student determines there is no reason to see the document again. If the student needs to make revisions, these revisions will be distributed by the dissertation Chairperson to the committee and the student in a memo of understanding (MOU).

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 Director of Training. In addition, the *Oral Exam and Thesis-Dissertation Approval* form must be filled out and sent to the Director of Training who will submit the form via Enrollment Services.

14.2 *The Dissertation Defense*

Students will write a dissertation and hold a dissertation defense meeting. Students will form a dissertation committee of at least four graduate faculty. Two of the committee members must be core faculty in the Counseling Psychology doctoral program. The third and fourth committee member can be from another psychology program (e.g., Counseling, Experimental) or outside the department as long as the faculty member is recognized by the TTU Graduate School as being graduate faculty. The dissertation must be distributed to the committee at least two weeks in advance of the scheduled defense. The dissertation defense meeting is a maximum of 90- minutes in length. Dissertation defenses will include a 15-20-minute presentation by the student followed by questions and input from the dissertation committee and any audience members who may be present. Then audience members will be excused, and additional questions may be posed by the committee members.

The defense committee will complete the *PSY 8000 Dissertation Defense Evaluation Form* to evaluate the student's dissertation. The student must pass all seven of the fundamental elements and 80% of the relevant additional elements in order to attain competency on the dissertation. In addition, all members of the committee must sign the *Thesis/Dissertation Approval Form* obtained by the student from the thesis/dissertation web page. Once the form is completed it will be given to the Director of Training to be uploaded to Enrollment Services. After the meeting, the thesis Chair will submit the evaluation forms to the Director of Training. The thesis is assigned a letter grade in the final semester of thesis hours only; previous term thesis hours will receive a grade of CR (credit).

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 Director of Training who will submit the form via Enrollment Services. Following the dissertation defense, an electronic version of the final dissertation should be forwarded to the Director of Training. For additional information refer to [http:// catalog.ttu.edu](http://catalog.ttu.edu) as well as pages 12-16 of the TTU Psychology Department Handbook.

15. 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 <https://www.appic.org/Directory> for information about internship sites. Internships are becoming increasingly competitive.

15.1 Internship Coordinator

According to APPIC, it is expected that some students applying for internship in the future, may not secure a placement. Thus, to promote successful placement in at an internship site, the counseling psychology program designates one or two faculty members to serve as Internship Coordinators. The role of the coordinators is to meet with students to discuss the application process, review essays, conduct mock interviews, etc. The coordinators 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 MatchDay.

15.2 Enrollment

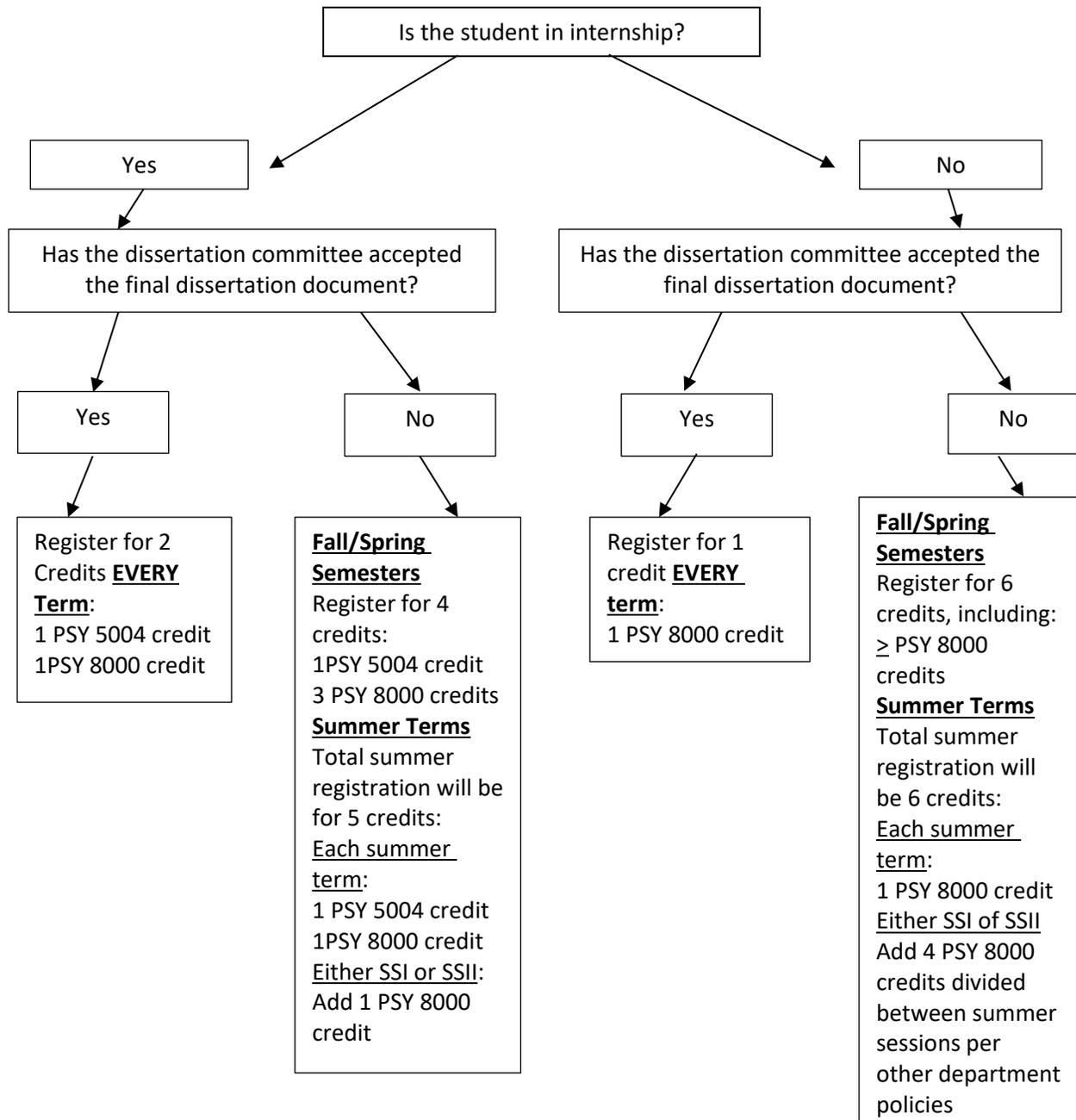
A total enrollment of 4 hours of PSY 5004 is required. Students should sign up for 1 credit hour of PSY 5004 each semester including the two summer sessions they are on internship. Enrollment for PSY 5004 shall begin at least in the fall semester of the internship year (students can enroll earlier, if 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. *The chart below indicates minimum credit enrollments for students who have successfully proposed their dissertations and completed all other requirements of the program except internship or dissertation.*

Two important points:

1. Note that these are *minimum* enrollments. Students might elect to enroll for additional credits based on personal needs.

2. Unless specified otherwise below, these enrollment minimums apply to every term (i.e., each fall and spring semester and each summer term) following acceptance of the dissertation proposal by the committee and including the term in which the student graduates.

Dissertation and Internship Credit Enrollments



For students on internship who have not successfully defended their dissertation, the minimum enrollment required by the department is three (3) dissertation credits (PSY 8000) in addition to the one (1) internship credit (PSY 5004) each long semester, or three (3) dissertation credits (PSY 8000) in either one summer session or over the course of two summer sessions in addition to required ongoing enrollment each summer session for internship credit. (Successfully defending a dissertation is defined as: (1) All dissertation committee members have passed the candidate on the oral defense; (2) The dissertation committee members have approved the dissertation document, with any revisions required by dissertation committee members having been completed by the student and approved by the dissertation committee chair, and if necessary, other dissertation committee members; and (3) The dissertation document has been submitted to the TTU Graduate School for final review.)

With regard to what section to register for, TTU used the following guidelines:

- TUO (Site in Texas but Off-campus)
- TOT (Out-of-state Location)

15.3 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.

15.4 Certification for Internship

Most internship sites ask that the Director of Training certify the student's eligibility for internship. In the typical case, the Director of Training 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.

In addition to the formal certification process the counseling faculty meet to discuss students' readiness for internship. The Director of Training will fill out the *Readiness for Internship* form which will be placed in the student's file.

15.5 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 Director of Training. Only in cases involving a potential question would faculty be advised to discuss the matter as a group in order to develop a consensus with regards to unusual student requests.

15.6 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 the student 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 employ 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, the student may apply to sites that are not accredited by APA during student's 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. The student must notify faculty three weeks prior to the application deadline and provide information from the proposed site regarding equivalence to APA

accreditation including how the internship addresses profession-wide competencies and assesses outcomes.

The final decision on whether to apply to non-APA sites during the second application year is up to the student, after consulting with the student's advisor and Director of Training. However obtaining the documentation needed to satisfy the Commission, licensing boards, potential employers, etc., will be responsibility of the student.

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

Upon confirmation of internship placement, the Director of Training will contact the internship site via email to establish communication with the site and confirm each student's upcoming placement. Agencies are encouraged to keep lines of communication open with the Director of Training and/or counseling psychology faculty throughout the internship year.

15.8 Grade Assignment

The Director of Training 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 Director of Training; however, the Director of Training 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 the student's internship requirements (and, of course, failing remedial attempts), the Director of Training will consult with the faculty and the internship site before giving a failing grade to the student.

15.9 Evaluations

Most internship sites submit a formal evaluation of the trainee's work to the Director of Training at the mid-point and endpoint of the training. 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 Director of Training. Information obtained on this form is used for accreditation purposes. No responses submitted by students will be released to the internship site.

15.10 Miscellaneous Internship Issues

Each semester the Director of Training will submit a *Force to Full/Part-time Status* form via Enrollment Services 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 can 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 Master's 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.

16. 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 the student's 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 the student's 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 regards 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 Director of Training 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 that pertains to course substitutions.

17. 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 the student's 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 Director of Training or the student's designated agent will determine which materials in the student's file may not be inspected by the student.

18. Extra-departmental Employment in Professionally Related Roles

Several area agencies have been recurrent employers of our students. Students may, and often do pursue employment possibilities solely on the student's 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 Director of Training. 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 require 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 Training 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.

19. 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. This evaluation will be written on the *End Year Annual Evaluation* form. 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:
<https://www.depts.ttu.edu/opmanual/OP64.04.pdf>

19.1 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://catalog.ttu.edu/preview_entity.php?catoid=5&ent_oid=508&hl=suspension&returnto=search). 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 the student 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 Director of Training. Continual failure to maintain good academic standing may result in dismissal from the program.

19.2 Behavior Unbefitting a Scholar or Researcher

Probation, suspension or dismissal from a program also may result for violation of accepted norms of scholarly and/or professional behavior. In this regard students are required to become familiar with the TTU Student Handbook and Code of Conduct <http://www.depts.ttu.edu/dos/handbook/> the Office of Student Conduct's policy on academic integrity

<http://www.depts.ttu.edu/studentconduct/>, the APA Ethical Principles of Psychologists and Code of Conduct <http://www.apa.org/ethics/code/>, and the TTU Human Research Protection Program

<http://www.depts.ttu.edu/vpr/irb/>. For concerns regarding misconduct in research or scholarly activity, consult TTU Operating Policy and Procedure 74.08 (see <https://www.depts.ttu.edu/opmanual/OP74.08.pdf>.)

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, the student will report the matter fully in writing to the Director of Training 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 the student may submit a written response to the report, if the student 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 the student's 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, the student may appeal the decision (see section 18.2 below). In addition, the department is required to file an *Incident Report Form* to the Office of Student Conduct which will then be reviewed by a Conduct Officer. See <https://www.depts.ttu.edu/studentconduct/academicinteg.php> for a full description of procedures that follow.

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.

19.3 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 ensure 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.

19.4. 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.

19.5 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.

20. 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.

20.1 The Student Handbook and Code of Conduct

The Student Handbook and Code of Conduct <http://www.depts.ttu.edu/dos/handbook/> outlines university policies and guidelines pertaining to academic integrity, student conduct, disciplinary sanctions and procedures, grievances, discrimination, sexual harassment and drug and alcohol

policies. The Counseling Psychology Program abides by the guidelines and sanctions set forth in this handbook.

20.2 *Informal Resolutions*

When students experience 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, the student can talk with the student's advisor or Director of Training, 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/titleix/students/>

20.3 *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 <https://www.depts.ttu.edu/opmanual/OP34.03.pdf>

21. *Student Grievance Procedures*

If a graduate student believes that the student 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 <https://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>.

21.1 Student Complaint Against a Faculty Member

The Department of Psychology is committed to providing students the most comprehensive, effective, and positive training experience possible. As such, most students proceed through their graduate degree program without difficulty. However, from time to time a student may experience difficulties with another student, a faculty member, a staff member, or a supervisor.

When such situations occur, the Department of Psychology aims to handle student complaints or concerns in a way which is sympathetic, fair, and effective for all parties. This is accomplished through stages of our grievance procedures which are designed to facilitate early resolution, maintain individual privacy and confidentiality (when appropriate and possible to do so), permit useful feedback, and ensure due process to all involved. Complaints that arise about matters covered

by other University procedures (e.g., sexual harassment, grade appeals, Graduate School matters) should be filed in accordance with those procedures.

21.2 Complaint Process

A complaint can only be brought by a student affected, although several affected students may act together if each is identified by name and independently signs the complaint. It is incumbent upon students to express their concerns and complaints and recognize their obligations as members of the University and the Department. The rights of the student and the rights of any person complained against are both important and must be kept in balance. Each participant has the right to participate and to be heard throughout the complaint process, and every effort will be made to ensure that both are treated with fairness, dignity and respect. Thus, in order to serve due process, it is necessary that the identity of the person(s) lodging the complaint be known to all involved parties.

The student should not suffer retaliation for making a complaint in good faith. Evidence of retaliation against a student is a violation of TTU O.P. 70.10. Alternatively, this process is not to be used as an instrument for malicious, false or frivolous complaints. A person who abuses this policy by filing a false or malicious complaint may be subject to disciplinary action as outlined on page 57 of the TTU Student Handbook. This provision is not meant in any way to discourage legitimate complaints. Frivolous complaints will be dismissed.

21.3. Informal Complaint Procedure (to be handled only at the Program level)

The purpose of the complaint procedure is to resolve problems as quickly, fairly and effectively as possible. Therefore, a complaint should be made no later than 30 days (one month) from the time the infraction occurred. 2. At the “informal” level the complaint can be expressed verbally. Whenever possible, complaints or concerns will be addressed informally by following these steps:

- The student(s) should first attempt to resolve the issue directly with the individual(s) involved. It may not always be easy to do this if the complaint is about the conduct of this person.

- If the student is unwilling to go directly to the person against whom a complaint is made by him or herself, the student should discuss the matter with the student's advisor or other faculty member who can assist the student in how best to proceed in the matter.
- Should the issue involve the student's advisor, the student may consult with another faculty member or the appropriate Director of Training for advice and assistance in addressing the issue.
- The Director of Training should be notified by the student and/or faculty member assisting the student, of the event as well as what has been done to remedy the problem.
- The Department Chair will not entertain informal complaints.

21.4 Formal Complaint Procedure (Department level process)

Situations may arise however, that warrant use of a more formal procedure to address a student's concern. This procedure is outlined in the following steps **and is consistent with APA Ethical Guidelines**.

If a desired outcome is not reached through more informal means at the program level, OR a) if the student is not able to discuss the matter directly with the parties involved (or with the assistance of another faculty member), or b) the student is dissatisfied with the program's response, the student must contact the Director of Training and inform the Department Chair. The Department Chair will always be notified when a formal written complaint is lodged. Formal complaints must be in writing. The written complaint should be made no later than 30 days (one month) from the time the infraction occurred.

The Director of Training will meet with the student (and any other involved faculty who was consulted about the matter) to discuss the issue of concern. At this point the Director of Training will:

- Consider whether there is indeed a complaint to be addressed,
- Discuss what action(s) constitute an appropriate remedy, and
- Advise the student how to proceed with an appropriate course of action. (If the complaint is against the Director of Training, the student should contact the Department Chair.)

If the student is unwilling to go by him or herself directly to the person against whom a complaint is made, the Director of Training will go with the student to discuss the issue with the person in question. In order to ensure due process is upheld for both the student and the person against whom a complaint is made, the student's identity must be disclosed. The purpose of this disclosure is to give the complainant a chance to respond and make a direct effort to reconcile differences with the student(s) and find an acceptable solution prior to a full investigation. If the matter cannot be resolved at the Program level, a full investigation is mandatory.

A full investigation of a complaint will automatically involve the Director of Training and Chair of the department **in accordance with University and Department procedures (see Student Handbook, Part V, Student Grievance Procedures, Section C, #11)**.

If necessary, a review committee may be formed by faculty outside the division to review and investigate the complaint. This will be at the discretion of the Department Chair. The committee would then meet separately with the student and with the party (or parties) against whom the complaint is made to gather information and clarify any questions they may have with regard to the nature of, or facts of the complaint. If after review, the complaint is found to be legitimate there should be a satisfactory remedy or outcome, which may include:

- A full explanation to the student
- An apology (which is not an admission of liability)
- An effort to correct the situation whenever possible (e.g. structural or programmatic changes)
- If appropriate, disciplinary action against the party

A student wishing to make a formal complaint must do so in writing within 30 days of the infraction. The complaint should be written to the attention of the Director of Training and Department Chair. In cases in which the complaint involved the Director of Training, the complaint should be written only to the attention of the Department Chair. If the complaint is against the Department Chair, the complaint will have to be filed directly with the Dean of the Graduate School and the Dean of the College of Arts & Sciences.

The written statement initiates the formal process and must include a description of what has happened to give rise to the complaint including dates, times, and other details. It is necessary to show that something has gone wrong in the discharge of duty towards the student, and that the student has suffered as a result. The statement should include:

- The name of the person(s) or institution (e.g., practicum site) about whom/which the complaint is made
- If applicable, the name of any witnesses who will corroborate the complaint, including a written statement from each to say that they have given their consent
- Any supporting documents to further substantiate the claims of the complaint
- An outline of what action a student would like to be taken or what remedy the student is seeking, and if desired, the name of the person who has agreed to accompany, support, or represent the student at any meeting (e.g., the student's advisor or other faculty member).

Written records will be kept of all formal complaints. The original record will be placed in the student's Department file. One copy will be kept by the Director of Training. Each Director of Training will maintain a complaint file for the respective program. Both the student and the party against whom the complaint is made will receive copies of the complaint and investigation materials. All interested parties (i.e., review committee, program faculty, student) will be informed of the complaint and what action was taken to address the student's issue of concern. If not satisfied with the outcome of the efforts made at the program level, the student will inform the Department Chair and above noted procedures will be followed.

If the complainant remains dissatisfied at the Departmental level, a formal complaint can be filed directly with the Dean of the Graduate School. In cases where a student alleges egregious conduct on the part of a faculty member (e.g., harassment, discrimination) the student should report the behavior to the Director of Training and Department Chair as soon as possible (i.e. preferably

within 5 business days). Due to the seriousness and personal nature of such cases the student would not be required to meet with the person in question. The Director of Training will consult directly with the Department Chair before the issue is brought to the attention of the person against whom such a complaint is made.

If it is determined that the nature of the complaint is appropriate for review by the University the student will be directed to file a grievance in accordance with Student Handbook, Part V, Student Grievance Procedures, Section C, #11

21.5 Distinguishing Formal / Informal Complaints from Non-Complaints

Not all comments that a student might make to a faculty member are considered “complaints” that warrant direct action. This is true even when another faculty member’s name comes up in the comment. For example: if a student said to another faculty member, “Boy, Dr. X is really a tough grader on exams!” that faculty member would need to ask the student, “Is this a real problem for you?” Assuming the student said, “No, I’ve just heard he is tough and he really is,” then the faculty member would take the issue no further, other than possibly to brainstorm with the student ways the student might manage the situation (e.g., how courses are scheduled, how the student might manage the student’s time while taking the course, etc.). However, if a student said, “Dr. X always seems to grade my work harder than other students in the class,” the faculty member would view such a comment as needing further exploration and possible action. In such cases, the faculty member might ask for additional facts or examples. The faculty member would then ask the student the student would like to do about the situation. One avenue would be to observe the “Informal Complaint” procedures. If the student refused to take action, then the faculty member would tell the student that the student could not be of much help.

Occasionally, there may be cases where the faculty member believes a student’s complaint or concern should be investigated further, even when the student is not willing to come forward. In such cases the faculty member will abide by the procedures outlined above. The faculty member will discuss the student’s reasons for moving forward with the issue with the student before acting and will disclose to the student what action will be taken.

22. Professional Issues and Student Conduct

22.1 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.

22.2 *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 the Student Handbook and Code of Conduct <http://www.thefire.org/pdfs/aad4e0ae2af323827ec1f50f010cae55.pdf>.

22.3 *Membership and Participation in Professional Organizations*

Counseling psychology students are encouraged to become student affiliates with relevant professional organizations. Particular emphasis 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 Affiliates of Seventeen (SAS) 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 such as the South Plains Association of Psychologists (SPAP) 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.

23. *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 the student's employees. Such complications constitute yet another reason why it is important to coordinate your employment with the faculty.

24. Additional Student Resources

Student Disability Services

<http://www.depts.ttu.edu/sds/>

335 West Hall

Phone: 806-742-2405

E-mail: sds@ttu.edu

Texas Tech University Student Health Center

<https://www.ttuhscc.edu/studenthealth/>

Appointment Line: 806-743-2848

Pharmacy: 806-743-2636

Address: Student Wellness Center, 1003 Flint Ave

University Writing Center

<http://uwc.ttu.edu/>

Phone: 806.742.2476

University Career Center

<http://www.depts.ttu.edu/careercenter/>

Wiggins Complex

Phone: 806-742-2210

25. Faculty: Criteria and Responsibilities

There are three categories of faculty that have been identified for involvement in the Counseling Program that are in alignment with the requirements of APA: 1) Core Counseling faculty, 2) Associated faculty, and 3) Other Contributors. A fourth category is Adjunct faculty.

25.1. Core Faculty Members

Core faculty are listed below. All members of the Counseling Psychology faculty must be committed to the training of health service psychologists. They must be familiar with the guidelines and Ethical Standards of the American Psychological Association and relevant training models in psychology. Counseling faculty are encouraged engage in ongoing professional development and to present relevant research there as well as at other conventions applicable to their research. Membership in Division 17 is encouraged.

Faculty who desire to be members of the Counseling Psychology faculty must be designated as such by majority vote of the department faculty and meet the general standards described above. In

addition, they must function as an integral part of the academic unit. That is, their primary professional employment (50% or more) is at TTU where the Counseling program is housed. At least 50% of core faculty professional time must be devoted to program-related activities and they must meet one or more of the following criteria:

- 1) Licensed as a psychologist.
- 2) Graduate of an APA-accredited Counseling Psychology Program.
- 3) Attended an APA-accredited internship.
- 4) Authorship in APA outlets, posters/presentations at the annual meeting of APA or achievements substantially similar to the criteria above.
- 5) Have theoretical perspectives and academic and applied experiences appropriate to the program's aims.
- 6) Trained as a psychologist and having a demonstrated substantial commitment to, and involvement with, the Counseling Psychology Program at Texas Tech; and
- 7) Are available to function as appropriate role models for students in their learning and socialization into the discipline and profession.

Responsibilities of the Counseling Psychology faculty include teaching, advising, admission of new students, developing and reviewing the curriculum, developing and reviewing program policy, directing Second-Year projects/theses and dissertations, reviewing student progress, and developing, administering and scoring doctoral qualifying examinations. They are also responsible to mentor students' professional development, provide clinical supervision, and monitor student outcomes.

Sheila Garos, Ph.D.

Associate Professor, Director of Training for the Counseling Psychology Program. Arizona State University, 1998. Human sexual behavior; hypersexuality; temptation bias; women's objectification of women.

Paul Ingram Ph.D.

Assistant Professor, University of Kansas, 2017. 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. Treatment and assessment of justice involved persons with mental illness, effects of incarceration including in restricted housing units, and forensic mental health assessment.

Brandy Piña-Watson, Ph.D.

Assistant Professor. Texas A&M University, 2014. Research Interests: Latinx adolescent and emerging adult mental health disparities (focus on those of Mexican descent); Individual, familial,

cultural, and societal impacts on depression, suicidal ideation and behaviors, well-being, and academic outcomes of Latinx individuals; gender socialization; mental health prevention and intervention with Latinx populations.

Steven Richards, Ph.D.

Professor. State University of New York at Stony Brook, 1973. Depression; stress and coping processes; and Health Psychology.

Christine Robitschek, Ph.D.

Associate Professor. University of Minnesota-Minneapolis, 1993. Personal growth initiative: theory and measurement; vocational Psychology, positive Psychology.

25.2. Associated Faculty Duties and Responsibilities

Associated Faculty members have a demonstrated interest in the Counseling Psychology Program at TTU. These individuals hold faculty status as either tenure-track or tenured and are part of the clinical or experimental program faculty as their primary affiliation. They typically teach students in the Counseling Psychology program; however, they may also contribute to the program in other ways (e.g., occasionally serving on dissertation committees). Although these faculty contribute to the program, the ultimate responsibility and decision-making for the program lies with the Counseling Psychology faculty. Recognition as Associated Faculty follows that outlined for accredited psychology programs by the American Psychological Association.

25.3. Other Contributors Criteria

Other Contributors to the Counseling Psychology Faculty will be made up of persons who have a demonstrated interest in the Counseling Psychology Program at TTU. Such an interest can involve (1) meeting adjunct faculty criteria, (2) supervising students, (3) serving on dissertation committees, and (4) engaging in research activities with students. The Core Counseling Psychology faculty make the determination of who qualifies as other contributing faculty based on the guidelines set forth by the American Psychological Association.

25.4. Adjunct Faculty Criteria

Adjunct faculty members are persons who have a demonstrated interest in the Counseling Psychology Program at TTU. Individuals may apply for adjunct status with the department and are voted upon by the tenured faculty in the Department. These individuals are considered “Other Contributors” to the program.

25.5. Responsibilities of Associated Faculty, Adjunct Faculty, and Other Contributors

Associated, Adjunct and Other Contributors to the Counseling program may be involved in various aspects of the program and may have the following responsibilities:

- 1) Teaching
- 2) Supervising practica
- 3) Presenting colloquia
- 4) Serving on student dissertation committees

It is expected that associated and adjunct faculty will provide input and receive feedback and meet when necessary. It is expected that other contributors who are not adjunct faculty will maintain open communication, provide input, receive feedback, and meet when necessary. Associated and Adjunct faculty also serve as role models for the counseling psychology students. Similarly, Other Contributors who are not adjunct faculty are involved in the operational aspects of the program through their work with students and serve as role models to the students.

26. 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 Director of Training will make every effort to inform you of these changes. Please be attentive to relevant mailings and notifications.

Appendix I

Discipline-Specific Knowledge

(Commission on Accreditation, November 2015; revised, July 2017)

Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed. Students are expected to master and demonstrate their mastery of discipline specific knowledge in the following areas: affective, biological, cognitive, developmental and social aspects of human behavior, as well as, the integration of two or more of these areas. Additional areas to be mastered include research methods, statistical analysis, and psychometrics. Students will read current primary source materials and focus on demonstrating their mastery of scientific knowledge and critical thinking as it relates to health service psychology at the graduate level.

Relevant courses and other requirements

Discipline-Specific Knowledge Category 1

History and Systems of Psychology

PSY 5350 History and Systems of Psychology

Discipline-Specific Knowledge Category 2

Basic content Areas in Scientific Psychology

Affective Aspects of Behavior

PSY 5327 Social Psychology and Emotion

Biological Aspects of Behavior

PSY 5301 Biological Bases of Psychological Function

Developmental Aspects of Behavior

PSY 5302 Lifespan Development

Social Aspects of Behavior

PSY 5327 Social Psychology and Emotion

Cognitive Aspects of Behavior

PSY 5356 Seminar in Cognition and Cognitive Neuroscience

Discipline-Specific Knowledge Category 3

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

PSY 5105 Supervision and Consultation

PSY 5205 Supervision and Consultation Practicum

PSY 5302 Lifespan Development

PSY 5308 Vocational Psychology

PSY 5404 Practicum in Intelligence Testing

PSY 5301 Biological Bases of Psychological Behavior

PSY 5356 Seminar in Cognition and Cognitive Neuroscience

Discipline-Specific Knowledge Category 4

Research Methods, Statistical Analysis and Psychometrics

PSY 5480, Experimental Design

PSY 5447, Advanced Correlational Methods and Factor Analysis

PSY 5345 Research Seminar in Clinical and Counseling Psychology
PSY 5460, Structural Equation Modeling or PSY 5448, Advanced Multivariate Analysis for
Psychologists
PSY 5485 Psychometric and Item Response Theory

Appendix II
Profession-Wide Competencies
(Commission on Accreditation, October 2015; revised July 2017)

The Commission on Accreditation (CoA) requires that all trainees who complete accredited training programs, regardless of substantive practice area, degree type, or level of training, develop certain competencies as part of their preparation for practice in health service psychology (HSP). The CoA evaluates a program's adherence to this standard in the context of the Standards of Accreditation (SoA) sections that articulate profession-wide competencies at the doctoral (Section II.B.1.b), internship (Section II.A.2), and postdoctoral (Section II.B.1) levels.

This Implementing Regulation refers specifically to aspects of a program's curriculum or training relevant to acquisition and demonstration of the profession-wide competencies required in all accredited programs. The CoA acknowledges that programs may use a variety of methods to ensure trainee competence, consistent with their program aim(s), degree type, and level of training.

However, all programs must adhere to the following training requirements:

- Consistency with the professional value of individual and cultural diversity (SoA Introduction, Section II.B). Although Individual and Cultural Diversity is a profession-wide competency, the CoA expects that appropriate training and attention to diversity will also be incorporated into each of the other profession-wide competencies, consistent with SoA Introduction, Section II.B.2.a.
- Consistency with the existing and evolving body of general knowledge and methods in the science and practice of psychology (SoA Introduction, Section II.B.2.d). The CoA expects that all profession-wide competencies will be grounded, to the greatest extent possible, in the existing empirical literature and in a scientific orientation toward psychological knowledge and methods.
- Level-appropriate training. The CoA expects that training in profession-wide competencies at the doctoral and internship levels will provide broad and general preparation for entry level independent practice and licensure (SoA Introduction, Section II.B.2.b) Training at the postdoctoral level will provide advanced preparation for practice (SoA Introduction, Section II.B.2.c). For postdoctoral programs that are accredited in a specialty area rather than a developed practice area of HSP, the program will provide advanced preparation for practice within the specialty.
- Level-appropriate expectations. The CoA expects that programs will require trainee demonstrations of profession-wide competencies that differ according to the level of training provided (i.e., doctoral, internship, post-doctoral). In general, trainees are expected to demonstrate each profession-wide competency with increasing levels of independence and complexity as they progress across levels of training.
- Evaluation of trainee competence. The CoA expects that evaluation of trainees' competence in each required profession-wide competency area will be an integral part of the curriculum, with evaluation methods and minimum levels of performance that are consistent with the SoA (e.g., for clinical competencies, evaluations are based at least in part on direct observation; evaluations are consistent with best practices in student competency evaluation).

The APA Nine Profession-Wide Competencies and Associated Coursework

(Note: Many courses are listed in more than one competency area as they meet more than one competency requirement)

I. Research: This competency is required at the doctoral and internship levels. Demonstration of the integration of science and practice, but not the demonstration of research competency per se, is required at the postdoctoral level.

The CoA recognizes science as the foundation of HSP. Individuals who successfully complete programs accredited in HSP must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices. Doctoral trainees and interns are expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Relevant courses and other requirements:

PSY 5480, Experimental Design

PSY 5447, Advanced Correlational Methods and Factor Analysis

PSY 5345 Research Seminar in Clinical and Counseling Psychology

PSY 5460, Structural Equation Modeling or PSY 5448, Advanced Multivariate Analysis for Psychologists

PSY 5485 Psychometric and Item Response Theory

PSY 6000 Master's Thesis or

PSY 7000 Second-Year Project

Written Research Qualifying Examination

PSY 8000 Dissertation Proposal and Defense

II. Ethical and legal standards: This competency is required at the doctoral, internship, and post-doctoral levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees at all levels are expected to demonstrate competency in each of the following areas:

- Be knowledgeable of and act in accordance with each of the following: o the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Relevant courses and other requirements:

PSY 5306 Seminar in Professional Ethics

PSY 5105 Supervision and Consultation Seminar

PSY 5323 Group Counseling and Psychotherapy

PSY 5384 Psychology and the Law

PSY 5002 Advanced Clinical and Counseling Practicum (including external practica)

PSY 5338 Seminar in Psychopathology

Case Qualifying Examination

PSY 6000 Master's Thesis or PSY 7000 Second-year Project

PSY 8000 Dissertation

Required CITI Training

III. Individual and cultural diversity: This competency is required at the doctoral, internship, and post-doctoral levels. Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible.

Trainees at all levels are expected to demonstrate:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Doctoral trainees are expected to demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

Relevant courses and other requirements:

PSY 5396 Multicultural Counseling

PSY 5306 Seminar in Professional Ethics

PSY 5002 Advanced Practicum in Counseling and Clinical Psychology

PSY 5316 Introduction to Counseling Psychology

PSY 5105 Supervision and Consultation Seminar

PSY 5308 Vocational Psychology

PSY 5345 Research Seminar in Clinical and Counseling Psychology

PSY 5396 Multicultural Counseling

PSY 5002 Advanced Practicum in Counseling and Clinical Psychology (including external practica)

Practice Qualifying examination or EPPP

Research portion of the qualifying examination

PSY 8000 Dissertation

IV. Professional values and attitudes: This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Doctoral students and interns are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Relevant courses and other requirements:

(Initially explored in student selection)

PSY 5306 Seminar in Professional Ethics

PSY 5002 Advanced Practicum in Counseling and Clinical Psychology (including external pracs)

PSY 6000 Master's Thesis or PSY 7000 Second-year project – presentation to department

PSY 5396 Multicultural Counseling

PSY 5316 Introduction to Counseling Psychology

PSY 5205 Supervision Practicum

PSY 5205 Supervision Practicum

PSY 5004 Doctoral Internship in Counseling and Clinical Psychology

Internship Evaluation

Integrated into annual self-evaluation and subsequent annual review of students

Annual evaluation of students

V. Communication and interpersonal skills: This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program's expected competencies. Doctoral students and interns are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.
- Demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Relevant courses and other requirements:

(Initially explored in student selection)

PSY 5105 Supervision and Consultation Seminar

PSY 5002 Advanced Clinical and Counseling Practicum (including external practica)

PSY 5306 Seminar in Professional Ethics

PSY 5338 Seminar in Psychopathology

PSY 5327 Social Psychology and Emotion

PSY 5345 Research Seminar in Clinical and Counseling Psychology

Case Qualifying Examination

PSY 6000 Master's Thesis or PSY 7000 Second-year Project (written portion and presentation to the department)

PSY 8000 Dissertation Proposal and Defense

PSY 5316 Introduction to Counseling Psychology

PSY 5205 Supervision Practicum

PSY 5323 Group Counseling and Psychotherapy

PSY 5004 Doctoral Internship in Counseling and Clinical Psychology (successful completion)

VI. Assessment: This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. Doctoral students and interns are expected to demonstrate the following competencies:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Relevant courses and other requirements:

PSY 5338 Seminar in Psychopathology

PSY 5315 Objective Personality Assessment

PSY 5404 Practicum in Intelligence Testing

PSY 5002 Advanced Clinical and Counseling Practicum (including external practica)

PSY 5396 Multicultural Counseling

PSY 5308 Vocational Counseling

PSY 5485 Psychometric and Item Response Theory

VII. Intervention: This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Doctoral students are expected to demonstrate the ability to:

- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Relevant courses and other requirements:

PSY 5002 Advanced Clinical and Counseling Practicum (including external practica)

PSY 5205 Supervision Practicum

PSY 5308 Vocational Counseling

PSY 5334 Theories and Techniques of Psychotherapy

PSY 5316 Introduction to Counseling Psychology

Case Qualifying Examination or EPPP

PSY 5306 Seminar in Professional Ethics

PSY 5004 Doctoral Internship in Counseling and Clinical Psychology (successful completion)

VIII. Supervision: This competency is required at the doctoral and internship levels. The CoA views supervision as grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Doctoral trainees and interns are expected to:

- Demonstrate knowledge of supervision models and practices.

Relevant courses and other requirements:

PSY 5105 Supervision and Consultation Seminar

PSY 5205 Supervision Practicum

PSY 5002 Advanced Clinical and Counseling Practicum (including external practica)

IX. Consultation and interprofessional/interdisciplinary skills: This competency is required at the doctoral and internship level.

The CoA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Doctoral trainees and interns are expected to:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

Relevant courses and other requirements:

(This is also accomplished through contact with other professionals in an interdisciplinary department)

PSY 5105 Supervision and Consultation Seminar

PSY 5002 Advanced Clinical and Counseling Practicum (including external practica)

PSY 5004 Doctoral Internship in Counseling and Clinical Psychology (successful completion)

Appendix III

Sample Curriculum Plan – Doctoral Program in Counseling Psychology, Texas Tech University

Counseling PhD at TTU	FALL	SPRING	SUMMER (2 sessions)
YEAR 1	PSY 5316 Intro to Counseling PSY 5338 Psychopathology (or fall of year 2) PSY 5404 Intellectual Assessment PSY 5480 Exp Design	PSY 5347 Advanced Correlation PSY 5002 Pre-Prac (1 cr) PSY5334 Theories and Adv Counseling PSY 5345 Research Seminar	PSY 5306 Professional Issues (Ethics) PSY 5101 Teaching
YEAR 2	PSY 5002 Prac (3 cr) PSY 5315 Obj Personality Assessment PSY 5308 Vocational Psychology% (optional Psychopathology if not taken in 1 st year)	PSY 5002 Prac (3 cr) Adv Stats (e.g., SEM or MANOVA or 1 *CORE COURSE PSY 5396 Multicultural	PSY 5002 Prac (3/1 cr or 1/3 cr)
YEAR 3	PSY 5315 Obj Person Assess (if not taken in year 2) PSY 5308 Vocational Psychology% PSY 5002 Prac (1-3 cr) *CORE COURSE or ^ELECTIVE	Adv Stats (e.g., SEM or MANOVA) <u>or</u> PSY 5350 History & Systems of Psych PSY 5385 Life Span Development PSY 5002 Prac (1-3 cr) *CORE COURSE or ^ELECTIVE Case Quals	PSY 5002 Prac (31/or 1/3)
YEAR 4	PSY 5002 Prac (1-3 cr) *CORE COURSE or ^ELECTIVE	PSY 5002 Prac (1-3 cr) PSY 5105 & 5205 Supervision & Consultation Seminar (3 cr) *CORE COURSE or ^ELECTIVE	PSY 5002 Prac (1-3 cr)
YEAR 5	PSY 5002 Prac (1-3 credits) PSY 8000 Dissertation Research Final *CORE COURSE or ^ELECTIVE	PSY 5002 Prac (1-3 credits) PSY 8000 Dissertation Research Final *CORE COURSE or ^ELECTIVE	PSY 5002 Prac (1-3 credits) PSY 8000 Dissertation Research Final *CORE COURSE or ^ELECTIVE
YEAR 6	§PSY 5004 Internship §Dissertation Credits	§PSY 5004 Internship §Dissertation Credits	§PSY 5004 Internship §Dissertation Credits

NOTES: *5 APA-required CORE courses: Cognition (5356), Life-Span Developmental (5385), Biological (5301), Social/Emotion (5327), and (5485) Psychometric and Item Response Theory. **Cog and Bio in Spring; Psychometrics in Spring 2020; Soc/Emotion in Fall; Neuro Spring 2020**

-^See program handbook for electives;

-§See program handbook for course credit registration information for 8000, 7000 and 6000 hours.

-8000 hours can begin once research qual is passed.

-Number and timing of research qual determined by student and advisor based on program handbook requirements. 7000 project must be completed before research qual.

-In any term an additional core, elective, 6000/7000/8000 hours or additional prac hours can be taken if needed to make enrollment requirements.

-% Vocational Psychology is offered every other year and should be taken in the year offered for the student's particular cohort

-If a student is on a 5-year plan, the student works with the advisor regarding enrollment (e.g., taking more core or elective courses earlier in matriculation).

For questions regarding APA Accreditation contact:
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5979
1-800-374-2721
<http://www.apa.org/ed/accreditation/>

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