



TEXAS TECH

UNIVERSITY.

**DEPARTMENT OF PSYCHOLOGICAL SCIENCES
COUNSELING PSYCHOLOGY PROGRAM STUDENT
HANDBOOK
2024-2025**

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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 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 a 5-year program with a one-year predoctoral internship to follow. The minimum residency requirement for students is three years on site.

Our 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 of differences in ourselves and our professional activities. This commitment is expressed by our inclusion of relevant 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 members of diverse groups, including racial and ethnic minorities, the LGBTQIA community, those with physical disabilities, non-traditional ages, all socioeconomic groups, and members of other traditionally under-represented groups. Our program reflects the tenets of the American Psychological Association Office of Accreditation, (<https://www.apa.org/pi/oema/resources/brochures/accreditation#:~:text=As%20a%20basic%20standard%20of,57>).

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 are 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, such as university counseling centers, V.A. hospitals and outpatient clinics, community mental health centers, psychiatric and medical hospitals, forensic settings, 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 and marketable 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
- Communication 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 the new grad student orientation week. HIPAA training needs to be updated each year. Please talk with your advisor about how to complete this training.** Each student will successfully complete a portfolio, a preliminary examination research requirement such as a thesis, and/or a dissertation. Students begin practicum training in the clinic beginning in the fall of their second 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 plus internship to complete these requirements.

4. Self-Reflective Statement (*adapted from the Counseling Psychology Model Training Values Statement Addressing Diversity*; CCPTP, 2009) (reflects the philosophy of the American Psychological Association Office of Accreditation:

(<https://www.apa.org/pi/oema/resources/brochures/accreditation#:~:text=As%20a%20basic%20standard%20of,57>)

Our program recognizes that no individual is completely free from all forms of social judgment. 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 every person. Furthermore, students and faculty are expected to be committed to critical thinking and the process of self-examination so that potential 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 people from all backgrounds (APA Ethics Code, 2017, Principle E) <https://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 that differ from their own and in accordance with APA guidelines and principles. Evidence of bias, stereotyped thinking, judgmental 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. Should 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.

4. Disclosure Statement

The counseling psychology program strongly believes that to be an effective psychologist it is necessary to know yourself. Thus, 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 Counseling, Group Psychotherapy) often explore students' values, personal beliefs and "blind spots." In such courses, 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 the Director of Training (DCT) and other counseling psychology faculty if warranted. 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 psychologists.

5. *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 DCT. (Also see page 2 of the Graduate Student Handbook)

6. *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. Though typically the student's advisor serves as Chair of the dissertation committee, in some cases another counseling faculty member may serve as 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 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 if the faculty member is a member of the TTU Graduate Faculty.

Choosing a chairperson from a different division does not affect the 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. There are times however, when one faculty member serves as the student's dissertation chair and another faculty serves as the

student's academic advisor. This is usually done to meet the research needs of the student. It is the responsibility of each student to keep his or her academic advisor apprised of the student's activity and ensure that the academic advisor is aware of the student's progress.

8. *Annual Review of Students*

Counseling psychology faculty meet at the conclusion of the fall and spring semesters to review the progress of all students matriculated in the program. The fall review is a brief overview of the student's progress. The spring review is more detailed and formal (see below). The goal of the evaluations is to provide the student with feedback about their progress in meeting Graduate School, Department, and Program requirements.

Students are required to complete their end year evaluations as part of their portfolio (see section 13). This information is expected to describe students' program-relevant activities for the past year in several specific areas (e.g., courses, research, work assignments) as well as their progress toward future career and training goals.

Note: For students already enrolled in the program prior to the 2024-2025 year who wish to submit a portfolio instead of the qualifying exams outlined in previous version of the handbook may do so. However, the student MUST follow all requirements of this handbook as written should they choose to submit a portfolio.

For the spring review, after feedback from program faculty, department faculty, and other relevant supervisors has been discussed, each student's academic advisor provides an end-year evaluation form and possibly 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 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." For the end of the year evaluation faculty will complete the *Student End Year Evaluation* form. If problems or concerns are noted the student will be provided with a letter in addition to the form

In addition to passing courses, students will be evaluated on matters such as overall professionalism, emotional stability, and significant absences from class. 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 the student may be asked to consider going to therapy or taking a temporary leave of absence. The student's advisor will make the situation known to the DCT and will be given an evaluation summarizing the performance and addressing the areas in which difficulties are observed. Students experiencing serious difficulties will be required to meet with the DCT. 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 electronic file with the DCT. In addition to the faculty review, the DCT 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 also 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 will evaluate you according to several dimensions and ratings along these dimensions are 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: Final Submission of Completed Portfolio

To achieve admission to candidacy status, students must meet all their milestones outlined in the portfolio no later than the 4th year of study. Some students (e.g., those with master’s degrees) may submit their completed portfolio earlier than their 4th year of study.

8.4 Minimal Levels of Achievement: The Master’s Thesis

You must successfully pass both a written and oral defense of a thesis. For more detailed information about the thesis project evaluations see section 9.1. For more information about the thesis see section 12.

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 14.

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 15.

9. Program Registration and Enrollment Requirements

A Sample *Curriculum Plan* and *Degree Plan Checklist Form* for the Counseling Psychology Doctoral Program is provided on the program's 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 and departmental 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 Research Requirement (Thesis)

(Note: The Graduate School refers to the Prequalifying Examination as a "Comprehensive Examination.")

Students who complete their thesis project are required to complete six credits of PSY 6000. Students may enroll up to twelve hours of PSY 6000 but only six hours will count toward the degree. Students must be enrolled in three credits of PSY 6000 the semester the student proposes the thesis. These credits are to be distributed across the three thesis committee faculty members. Students will enroll in a minimum of one credit (PSY 6000) during each long semester and summer session while the thesis research project is being conducted (continuous enrollment). The credits should be registered under the thesis Chair. As with the proposal, students will enroll in three thesis credits (PSY 6000) the semester that the student defends their thesis. These credits are to be distributed across the three thesis committee faculty members. That is, once a student starts their PSY 6000 course work, they must maintain continuous enrollment – enroll each semester for at least one hour, except final graduating semester which would be three hours.

The thesis involves completion of an empirical study that is deemed appropriate by the student's faculty committee (including the student's faculty advisor and two other members of the department's graduate faculty). In the Counseling Psychology Program, comments and suggested revisions may be made by any member of the student's thesis committee. Final approval of the thesis is subject to completion of these revisions and a final review by the student's committee.

Evaluation of the student's competency and acceptance of the student's thesis will be determined by members of the faculty committee using criteria outlined on the *PSY 6000 Thesis Proposal Evaluation form* and ultimately the *PSY 6000 Thesis Evaluating form*. The faculty member serving as Chair of the thesis project shall complete the identifying information at the top of these forms (i.e., student's name, year in program, title of project) and forward the form to committee members for them to complete. The completed evaluations forms will be collected by the Chair, who shall provide copies to the student and to the DCT. Upon completion of the thesis, the Director of Training must submit the *Comprehensive Exam Report (Thesis or Non-Thesis Option)* form to the Graduate School via Enrollment Services. Students must also turn in electronic copies of their thesis to their advisor and to the DCT. The thesis is assigned a letter grade in the final semester that the student registers for PSY 6000 hours only; previous term thesis hours will receive a grade of CR (credit).

9.2 Dissertation Enrollment Requirements

As stated in the Graduate Catalog, students are required to register for a minimum of twelve dissertation hours

https://catalog.ttu.edu/preview_entity.php?catoid=15&ent_oid=1339&hl=graduate+enrollment&returnto=search#enrollment. Moreover, once a student initiates enrollment in dissertation credits, the student must register for PSY 8000 credits in each regular semester and throughout the summer until the student graduates. Students may register for 8000 hours for a total of twenty-five hours; however, only twelve hours will apply toward the degree. The policy for enrollment is as follows:

- Students participating in a program-approved, full-time internship experience can enroll for reduced credits due to their involvement in this full-time training experience. Students involved in internship experiences are required to enroll for at least one (1) internship credit (PSY 5004) each long semester and for the summer.
- Students on internship are also required to enroll in at least one credit of PSY 8000 for each semester except during their graduating semester. During their graduating semester, which is typically in summer two, students are required to enroll in 3 credits of PSY 8000 (per the Graduate School) and one credit hour of PSY 5004.
- Note that these are *minimum* enrollments. Students might elect to enroll for additional credits based on personal needs.

9.3 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 (3)

Basic Content Areas in Scientific Psychology (required: 12 credits)

PSY 5301 - Biological Bases of Psychological Function (3)

PSY 5356 - Seminar in Cognition and Cognitive Neuroscience (3)

PSY 5327 – Social Psychology and Emotion (3)

PSY 5302 - Life Span Development (3)

Research Requirements (21 credit hours)

PSY 5345- Research Seminar in Clinical and Counseling Psychology (3)

PSY 6000 – Master’s Thesis (minimum of 6 hours)

PSY 8000 – Dissertation Research (minimum of 12 hours)

Counseling Psychology Applied Area Requirements (55 credit hours)

PSY 5316 - Introduction to Counseling Psychology (3)

PSY 5334 - Theories and Techniques of Psychotherapy (3)

PSY 5001 – Theories Lab (1)

PSY 5306 - Seminar in Professional Ethics (3)

PSY 5338 - Seminar in Psychopathology (3)

PSY 5308 - Vocational Psychology (3)

PSY 5002 - Advanced Practicum (27 credits required)

PSY 5105 - Supervision and Consultation Seminar (1)

PSY 5205 – Supervision and Consultation Practicum (2)

- PSY 5001 - Internship Preparation Seminar (1)
- PSY 5004 - Doctoral Internship (4 credits required)
- PSY 5396 - Multicultural Counseling (3)
- PSY 5101 – Colloquium in the Teaching of Psychology (1)

Assessment Area Requirements (7 credit hours)

- PSY 5404 - Practicum in Intelligence Testing (4)
- PSY 5315 - Objective Personality Assessment (3)

Statistics Requirements (minimum of 11-12 credit hours; up to 19)

(See the Department Handbook for information about the statistics certificate)

- PSY 5480 Experimental Design (4)
- PSY 5447 Advanced Correlational Methods and Factor Analysis (4)

Choose one advanced course:

- 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 (3)

Electives (required: one 3 credit hour course)

- PSY 5309 - Neuropsychological Assessment (3)
- PSY 5323 - Group Counseling and Psychotherapy (3)
- PSY 5333 - Cognitive Behavioral Therapy (3)
- PSY 5377 - Behavioral Medicine and Psychology (3)
- PSY 5384 - Psychology and Law (3)
- EPSY 5349 – Psychometrics and Item Response Theory (4)
- PSY 5496 – Qualitative Research Methods and Analysis (4)

Note: The Department of Psychological Sciences offers a Psychological Methods and Analysis Graduate Certificate. To obtain this certificate, students need to successfully pass (with a grade of B or better) a minimum of five courses. In addition to the required PSY 5480 and PSY 5447, students must take three additional courses, passed with a grade of B or better, which include the following:

Elective (at least one of the courses marked with an asterisk)

- PSY 5448: Advanced Multivariate Statistics for Psychologists* (4)
- PSY 5460: Structural Equation Modeling for Psychologists* (4)
- PSY 5465: Categorical Data Analysis (4)
- PSY 5467: Analysis of Repeated Measures and Intensive Longitudinal Designs* (3)
- PSY 5485: Psychometric and Item Response Theory (4)
- PSY 5490: Computer Modeling: Applied Analysis and Simulation (4)
- PSY 5495: Hierarchical Linear Modeling (4)
- PSY 5496: Qualitative Research Methods and Analysis (4)

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. The one exception to this is regarding the stats certificate. For example, if a student enrolls in a Qualitative course (in or out of the department) as an elective, the course can also count toward the stats certificate if approved by the coordinator of the stats certificate.

9.4 Miscellaneous Enrollment Issues

At times, a student's enrollment may exceed the maximum number of hours allowed by the Graduate School. Likewise, there may be times that a student's enrollment falls below full-time status (e.g., internship). In both instances students' financial aid might be affected. Should this occur, the DCT will complete a *Force to Full/Part-Time Status form* via 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 6000; PSY 8000) may be added to maintain full enrollment and eligibility for fellowships and assistantships.

To register for PSY 6000 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 6000/8000 projects and can assign a "credit" or "no credit" grade each semester based on whether work was or was not completed.

9.5 Practicum

9.5a Practicum Preparation

- Students are required to purchase liability insurance at the beginning of the Fall semester of their first 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 practicum.
- Exceptions may apply for students with an MA or MS degree 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 for when students can begin seeing clients.

9.5b Practicum Enrollment and Liability Insurance Requirements

- Students must register for practicum credit if they are doing a practicum in the psychology clinic or any external practicum (e.g., Student Counseling Center, Cancer Center).
- Students who are completing practicum in the clinic during the summer are expected to enroll in a minimum of two credits for clinical practicum for each Summer I and Summer II.
- Students delivering mental health services outside of the university are required to purchase 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 the student to find out if they have liability coverage through your work site. Alternatively, students may purchase liability insurance through APA at a relatively low cost.

9.5c Minimum Practicum Requirements

- Students are required to complete three semesters of practicum in the Psychology Clinic.
- Two consecutive summer sessions of practicum count as one regular semester toward the three required semesters of practicum in the Psychology Clinic.
- In the second semester of clinic practicum faculty will vote on a student's readiness to participate in external practicums.

- If readiness is approved by the Counseling faculty, students may apply for an external prac site in their second semester of practicum in the clinic. Students may *participate* in an external practicum beginning in their third semester of practicum in the clinic.
- A separate vote by the faculty will determine if the student is ready to leave the clinic at the end of their third semester in the clinic.
- Even if the student is required to remain in the clinic practicum for a longer period of time, this does not prevent the student from applying for an external site during their second semester of practicum in the clinic if the faculty has approved readiness for external practicum.

9.5d Practicum Credit Hours

- While students are completing the minimum clinic practicum requirements (three semesters of practicum), they must enroll for three credit hours for each spring and fall semester of while completing practicum in the Psychology Clinic. During this 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 six hours of practicum over the course of Summer I and Summer II combined. Students may elect to take additional courses over the two summer sessions, but six hours must be dedicated to PSY 5002 credits.
 - The minimum enrollment requirement for all *external* practicum sites (e.g., the Student Counseling Center, Internal Medicine, Athletics, etc.) per semester is one credit hour for each site for each long semester and for each summer session.

9.5e Partial Practicum Hours

- 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 or specific types of cases. Flexibility in registration for practicum hours can accommodate these situations under the following conditions: a) a student registering for one credit hour of practicum will be expected to have 15+ hours of client contact over the course of the semester; b) a student registering for two credit hours of practicum will be expected to have 30+ hours of client contact over the course of the semester; a student registering for three credit hours of practicum will be expected to have 60+ hours of client contact over the course of the semester. Partial practicum registration may vary from a minimum of one credit hour to a maximum of three credit hours.

9.5f Enrollment in Multiple Practicum Sites

- Students are not able to enroll in more than two external practicum settings at one time. This can be either two external practicum sites, or one external practicum site and the clinic. This limitation applies to both paid and unpaid sites.
- 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 one or more paid or unpaid practicum sites resulting in their total 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 from the Practicum Coordinator of the outcome of the vote.

Note: Petitions are not likely to be approved unless the student is ahead of the student's academic milestones (e.g., timeliness of thesis).

- 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.

9.5g 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.

9.5h How External Practicum Sites Become Approved Sites

The application process can be initiated by either a faculty member, student, or the site. The *New External Practicum Information* form must be completed by the site. 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.

9.5i How Students Obtain Approval to Participate in an External Practicum Placement

- Before a student can apply for an external practicum site, the faculty will assess the student's readiness using the *Graduate Student External Practicum Readiness* form. Once approved it is necessary that the student discuss their interest in a particular site with the student's academic advisor prior to pursuing placement at an external site.
- It is essential that students inform the Practicum Coordinator of both the internal and external practicum site(s) to which the student is going to be placed. The Practicum Coordinator will comprise a list of student names along with the student's placement site(s) and will inform the student which section of practicum the student must enroll in. This must be done every semester in which the student is enrolled in practicum.

9.5j Special Practicum Circumstances

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

- Exceeding 20 hours of unpaid practicum in which case the student will submit a petition to the program faculty; OR
- Exceeding 20 hours of paid employment (within TTU or outside TTU; practicum-related or not practicum-related) in which case the student will submit a petition to the department's Executive Committee.
- There is no form currently available for this petition. Students must 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 as 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.
 - This petition can be in the form of an email, or an email with a Word document attachment and should be sent to the practicum coordinator who will forward the petition to the counseling faculty. It is helpful if the student obtains a brief statement of support for the request from the student's advisor to be forwarded to program faculty.

Students who enter the program with a Master's degree and wish to begin practicum early must submit a *Master's Students Practicum Exception* form to the practicum coordinator who will forward the request to the faculty for approval.

9.5k Evaluation of Students in Practicum

- Students will be evaluated by each practicum supervisor at the end of each semester. This includes supervisors from external sites.
- 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 all evaluations will be kept by the supervisor, the student, and the TTU Practicum

Coordinator, who will also forward the evaluation to the DCT to be placed in the student's electronic 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 who will forward a copy to the DCT to put in the student's file.

9.5l Recordkeeping

- Students are required to submit a record of practicum hours to their supervisor(s). Keep track the number and types of assessments completed, the types of clients seen and the nature of clients' presenting problems.
- 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>
- The hours you record should be signed by your practicum supervisor.
- The Practicum Supervisor will forward a copy of your hours to the DCT to be placed in your electronic file (i.e., you should have a record of all practicum hours from all practicum sites in your electronic file).

9.5m Conducting Assessments in the Clinic

- Students are always allowed to notify the clinic that they have an interest in doing assessments in the clinic. Students will have to ensure that they have a qualified faculty member available to supervise the assessment.

9.5n Practicum Supervision via Telehealth

Rationale

- In certain cases, such as in sites that may pose a higher health risk, (e.g., exposure to COVID) or when a student or faculty has current health concerns, supervision may take the form of tele-supervision either throughout the semester or during portions of the semester. This may also occur when the department does not have a large enough space for supervision groups to meet at specified times. Telehealth facilitates our continuation of high-quality training in these extenuating circumstances. However, whenever possible supervision will be held in person.

Consistency with Training Aims and Outcomes

- Tele-supervision is consistent with our program's overall aims and training outcomes since it functions well as a conduit for discussions about case conceptualization, therapeutic strategies (including role playing strategies), and the application of evidence-based approaches to clients' presenting problems. Tele-supervision is also used for direct observation with the supervisor being on the video platform during a telepsychology session but without their audio or video activated. In short, tele-supervision allows our supervisors to be engaged and available to trainees, to oversee client care, and to foster trainee development, even in circumstances that preclude in person interactions. We recognize that tele-supervision does not afford either the client or the trainee the organic experience of being in the room with the client and thus the ability to note or interpret the non-verbal and affective cues that inform

therapy. Privacy and confidentiality are maintained by all tele-supervision sessions via secure Zoom sessions.

- Supervisors work with trainees to discuss the challenges and limitations inherent in this form of supervision (i.e., temptation to multitask, miscommunication, environmental distractions). Trainees will continue to receive ongoing formative feedback as well as summative feedback to ensure they are progressing appropriately within core competency areas listed in our *Counseling Psychology Program Practicum Student Evaluation and Competency* form. The off-site supervisor in tele-supervision maintains full responsibility for the clinical case and reviews and signs all electronic medical record notes.
- In the event of a clinical emergency, the student would contact their supervisor via phone, email, or text and if the supervisor is not immediately available, they are expected to contact the Director of Clinic Operations and/or the Director of Training, or any licensed psychologist in the counseling program (all phone numbers are listed in our clinic).

Trainee Participation:

- All trainees will be afforded the opportunity to have tele-supervision as an option for receiving supervision when tele-supervision is indicated or reasonable.

Supervisory Relationship

- In-person meetings between supervisor and supervisee are encouraged if safety can be reasonably assured in lieu of public health emergencies. Supervisors check in regularly on how supervisees are experiencing the tele-supervision format. Supervisors are available via phone or Microsoft Teams between supervision sessions for consultation and for informal discussions. Such availability for consultation and socialization coupled with a demonstrated interest in the learning and development of our trainees serves to foster supervisory relationships.

Professional Responsibility for Clinical Cases:

- The supervisor conducting the tele-supervision has full oversight and professional responsibility for all clinical cases discussed. On-site and counseling faculty who may be working remotely are also available to our trainees and maintain communication with the direct supervisor regarding any assistance they provide in responding to a trainee's needs or client care. Supervisor expectations regarding meeting times, settings, and other formalities covering such things as appropriate attire and privacy of the environment will be discussed with supervisees.

Privacy/Confidentiality of Clients and Trainees:

- Supervisors and supervisees will only conduct supervision that pertains to discussion of confidential client information from settings in which privacy and confidentiality can be assured, whether this be in the office or in a home-based setting. Our videoconferencing platform provides end-to-end encryption and meets HIPAA standards.

Technology Requirements and Education:

- Tele-supervision occurs via Zoom Healthcare. During their orientation weeks, trainees will receive telehealth training, specific training on utilizing Zoom Healthcare, and training on being prepared for supervision. Training is conducted by the Clinical Director to all incoming student cohorts.

Approval:

- Requests for approval for tele-supervision are discussed with the trainee's practicum supervisor who will review the case to see if it is appropriate for use of this format. Clients who live outside our county will often request telehealth services due to transportation issues and distance from our clinic.

Adherence to APA Standards and Regulations:

- The internship program adheres to the tele-supervision requirements issued by the APA Commission on Accreditation (APA CoA) through its Standards of Accreditation for Health Service Psychology [Standard II.C.3.] and corresponding Implementing Regulation [C-15 I.] Notably, this policy does not supersede, reduce, or alter supervision requirements in the internship Supervision Policy.

10. Transfer of Course Credits to Meet Program Requirements

Incoming students are not allowed to waive courses that are part of the counseling core. This includes:

- PSY 5316 - Introduction to Counseling Psychology (3)
- PSY 5334 - Theories and Techniques of Psychotherapy (3)
- PSY 5001 – Theories Lab (1)
- PSY 5306 - Seminar in Professional Ethics (3)
- PSY 5338 - Seminar in Psychopathology (3)
- PSY 5308 - Vocational Psychology (3)
- PSY 5396 - Multicultural Counseling (3)
- PSY 5345- Research Seminar in Clinical and Counseling Psychology (3)

While it is recognized that students with MA degrees may have taken similar courses, we want to ensure that you receive doctoral level instruction in these key areas. Students may still request to transfer course credit obtained at another institution toward other *department* course requirements (see the Department Handbook). Students may transfer three courses in the departmental core.

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, a copy of the syllabus from the course taken previously, and any other work relevant to the course that can help faculty determine the course's equivalency. Program faculty may determine that certain courses are not subject to transfer. If approved, the DCT 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 thesis. In order to apply for the MA degree, the student must complete a *Program for the Master's Degree* form, and a *Change Current Study Objective* form. The *Program for the Master's Degree* form will be completed by the

student and submitted to the DCT 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. Master's Thesis Requirements (PSY 6000)

All students must 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 thirty-six 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 must complete a *Change of Degree Plan* form, a *Change Level of Program* form. These forms should be forwarded to the DCT who will submit them via Enrollment Services.

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 DCT 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 1st for graduation the following December, September 15th for graduation the following May or January 15th for graduation the following August. 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* and the Chair of the committee will complete the *Presentation 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 questions and input from the thesis committee. The thesis committee will complete the *PSY 6000 Thesis Evaluation Form* and the student's advisor will complete the *Presentation 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 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 DCT 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 DCT. After the meeting, the thesis chair will submit the evaluation forms to the DCT. 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).

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 two-month time between when the thesis proposal meeting is held and the thesis defense meeting. 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.

- Students with counseling-related MA/MS degrees should complete the *Thesis Transfer* 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 student's advisor for approval.

13. *Qualifying Examination and Annual Report Portfolio*

Statement of Purpose: All students are required to complete a portfolio. The portfolio will be developed in an ongoing manner throughout your matriculation in the graduate counseling program, and is used periodically as a tool for reflection, evaluation, and feedback. Successful completion of the components of the portfolio process serves as benchmarks during graduate study. The Comprehensive Portfolio of the Counseling Psychology program portfolio is meant to be an academic/professional record of student competency in the areas of training, coursework, research, practice, teaching, examinations, and dissertation. The portfolio is designed to establish essential tasks for students to demonstrate their professional competencies in research and scientific writing, professional presentation, teaching, grant development, clinical supervision, case consultation, and professional leadership. The completed portfolio will be included in the student's official file kept by the DCT. Students are required to retain a copy as well. The required documentation is indicated in the portfolio outline (see Appendix III; online) along with the description of each task. The portfolio will also serve as students' annual reports. Students will submit the annual report portion of their portfolios to their advisors each year by April 15th. Required signatures on portions of the portfolio will be obtained from relevant faculty who are qualified to assess certain competencies. The final submission of the portfolio will count as the student's qualifying examination. Students will turn in their final and completed portfolio during their fourth year or earlier if the student came into the program with a master's degree. If all requirements are met, the student will be nominated for candidacy.

Note: For students already enrolled in the program prior to the 2024-2025 year who wish to submit a portfolio instead of the qualifying exams outlined in previous version of the handbook may do so. However, the student **MUST** follow all requirements of this handbook as written should they choose to submit a portfolio.

14. Dissertation Procedures and Guidelines

14.1 The Dissertation Proposal

Students must successfully complete the research portion of their qualifying exams before they can 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 10-15-minute presentation by the student followed by questions and input from the committee. For counseling psychology students, the proposal meeting must be conducted **no later than September 15th** 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 September 15th 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 which students are encouraged to review. Faculty will also complete the *Presentation Evaluation* form. The student must pass all seven of the fundamental elements and 80% of the relevant additional elements 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, 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 electronic file) 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 DCT. In addition, the *Oral Exam and Thesis-Dissertation Approval* form must be filled out and sent to the DCT who will submit the form via Enrollment Services.

14.2 *The Dissertation Format*

The program has adopted a dissertation format (within the bounds of Graduate School requirements) that will make it easier to develop journal versions of the dissertation research. All dissertations will have the following form and section requirements:

1. **INTRODUCTION**: The introduction to the dissertation will be of such scope and length as would normally be appropriate for the submission of that research to a professional journal. The department recognizes that the nature of the research and the journal targeted for submission may affect the length of an introductory section. What would be appropriate in each case will be decided by the student and the committee members.
2. **METHOD AND RESULTS SECTIONS**: Students should consider the appropriateness of shortening the traditionally long method and results sections to make them more appropriate for journal submission. The dissertation document should, however, contain all pertinent information, and as indicated below, there may be appendices for less than essential details of methods and results.
3. **DISCUSSION SECTION**: The discussion section is where you delve into the meaning, importance, and relevance of your results. It should focus on explaining and evaluating what you found, showing how it relates to your literature review and paper or dissertation topic, and making an argument in support of your overall conclusion. It should include interpretations, implications, limitations, and recommendations.
4. **OPTIONAL APPENDICES** (e.g., “Expanded Details of Method” and “Supplemental Findings and Results”). Students should consider using these appendices when there are details of method and supplemental, tangential, or marginal analyses or results that would not normally be appropriate for a journal manuscript, but which are essential in demonstrating a scholarly treatment of the problem.
5. **TRADITIONAL APPENDICES**: Appendices should be presented in the following order:
 - a. Expanded Methods and Results (may be needed)
 - b. Supplemental Findings (may be needed)
 - c. Other appendices as needed. These may include the traditional appendices for copies of tests, scales that were administered, task instructions, etc.
6. Each student should consult with the committee about what would be appropriate for the text and appendices. The program recognizes that there may be instances where a particular dissertation may not be suited to this scheme (e.g., a historical or philosophical treatise). In such instances, the student may submit a petition, endorsed by the dissertation chairperson, to the program director for approval to change the format.

The Graduate School will send a PDF copy of the student’s completed dissertations to the student. Students must send a copy of that PDF to their advisor and to the DCT.

14.3 *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 (i.e., Clinical, Experimental) or outside the department if the faculty member is recognized by the TTU Graduate School as being graduate faculty. For an outside member to be considered as part of the dissertation committee the student must obtain the person's CV and a letter stating their expertise in the area of the student's study. These will be forwarded to the DCT who will send the information to the Graduate School. The dissertation must be distributed to the committee at least two weeks in advance of the scheduled defense. The dissertation defense meeting is up to two hours in length to allow for sufficient time for all questions to be addressed. 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 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. Additionally, the Chair of the committee will complete the *Presentation Evaluation* form. Once the form is completed it will be given to the DCT to be uploaded to Enrollment Services. After the meeting, the thesis Chair will submit the evaluation forms to the DCT. 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 DCT who will submit the form via Enrollment Services. Following the dissertation defense, an electronic version of the final dissertation should be forwarded to the DCT. For additional information refer to [http:// catalog.ttu.edu](http://catalog.ttu.edu).

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.

15.1 *Internship Coordinator*

According to APPIC, it is expected that some students applying for internships in the future, may not secure a placement. Thus, to promote successful placement at an internship site, the counseling psychology program designates one or two faculty members to serve as Internship Coordinators.

Students are required to enroll in one credit hour in the Internship course. 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.

15.2 *Enrollment*

A total enrollment of 4 hours for PSY 5004 is required. Students should sign up for one credit hour of PSY 5004 each semester including over the summer when 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 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.

Regarding what section to register for, TTU uses 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 sites 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 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 DCT certify the student's eligibility for internship. In the typical case, the DCT 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 **September 15th** and the proposal must be signed off by the full dissertation committee by **December 1** of the fall semester preceding internship acceptance. If September 15th 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 DCT 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 DCT. Only in cases involving a potential question would faculty be advised to discuss the matter as a group to develop a consensus regarding 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 processes. Submitting a ranking that includes a non-accredited site at this stage 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 can 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), if 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 DCT. However, obtaining the

documentation needed to satisfy the APA Commission on Accreditation, licensing boards, potential employers, etc., will be the responsibility of the student.

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

Upon confirmation of internship placement, the DCT 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 DCT and/or counseling psychology faculty throughout the internship year.

15.8 Grade Assignment

The DCT will submit a grade of "P" (credit) for each internship enrollment. This will be changed to a permanent grade upon completion of the internship. If grades are assigned to students at the conclusion of their internship, the responsibility to assign grades will remain with the DCT; however, the DCT is free to consult with the counseling psychology faculty prior to assigning a grade. If it appears likely that a student might be unsuccessful in completing the student's internship requirements (and, of course, failing remedial attempts), the DCT 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 DCT 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 DCT. 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 DCT 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.

16. Completion of Degree Requirements Away from TTU Campus

On occasion, students will submit a petition to 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 has 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.

Regarding clinical training, it may be difficult to obtain an external practicum site 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 DCT 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. Regarding 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 electronic file. The student's electronic file is maintained by the DCT. 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 DCT or the student's designated agent will determine which materials are not given access to 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 contracts 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 DCT. If a student is considering being engaged in paid work hours exceeding 20 hours per week, the request must be submitted to the Executive Committee. 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 prison, 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 the student's psychological work in the non-exempt agency, including who will be supervising their work. Their supervisor must provide feedback to the DCT 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).

The counseling faculty reserves the right to generate remediation plans needed for student development which are separate from probation. Remediation plans can be generated at any time during training when substantial issues occur, which may or may not warrant probation. When a remediation plan is created, regardless of whether it co-occurs with a probationary status, the student's advisor and training director will meet with the student to discuss the remediation plan and to

communicate conditions for successfully completing the plan and benchmarks needed to remain enrolled in the doctoral program.

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. The following are criteria by a remediation with a probationary period is automatic; however, other instances not listed may also qualify. Automatically qualifying events include a student:

- Failing to meet expectations outlined in a remediation plan which did not require probation.
- Being placed on a second remediation plan during enrollment
- Being asked to leave an assistantship or practicum site due to student misconduct or unprofessional behavior.
- Failing to propose a thesis by the end of the spring semester of the third year of enrollment.
- Failing to propose a dissertation by the end of the fall semester of the sixth year of enrollment,
- Failing to meet other milestones required by the program and outlined within the department or program handbook.
- Engaging in ethical violations including but not limited to
 - Compromising test data
 - Receiving a final grade in a course of C+ or lower in either multiple courses or in the same course twice
 - Violating confidentiality
 - Engaging in any action that causes harm to a third party.
 - Failure to uphold professional duties whether in practicum settings, assistantship, coursework, or research.

Except in the most serious of circumstances, dismissal also occurs only after efforts to remediate problems that have become evident as a barrier to success academically or professionally. Primary reasons for consideration of dismissal include:

- Being on probation and having a second issue which warrants automatic probation occur (see above paragraph)
- After completing probation for a prior issue, another issue which warrants probation occurs, or
- If at any time a student engaged in an act(s) of misconduct which is prohibited by the Texas Tech Handbook of Student Conduct, state, or federal law, or by the Texas Board of Psychological Examiners, immediate dismissal may be warranted.

That said, in most instances, a student will first be subject to a probationary period with remediation plan prior to dismissal. 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 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 DCT. 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 <https://www.depts.ttu.edu/psy/counseling/documents.php> the Office of Student Conduct's policy on academic integrity <https://www.depts.ttu.edu/dos/handbook/> the APA Ethical Principles of Psychologists and Code of Conduct <http://www.apa.org/ethics/code>, and the TTU Human Research Protection Program <https://www.depts.ttu.edu/research/irb/index.php>. 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 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 faculty member will report the matter fully in writing to the DCT 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 report 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 behalf) 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 to 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* with the Office of Student Conduct which will then be reviewed by a Conduct Officer. See <https://www.depts.ttu.edu/studentconduct/> 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 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, may 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.

Students who are dismissed from a practicum experience, engage in unethical behavior, or who receive an unsatisfactory performance evaluation from their clinical supervisor (including external site supervisors and faculty members assigned to oversee a clinical experience) will undergo careful review concerning their appropriateness for the program due to difficulties meeting and maintaining professional performance expectations. At a minimum, students who fall into these areas of concern will be placed on a probationary status and a remediation plan will be developed to address the student's areas of concern. The counseling faculty will carefully monitor the student's progress and performance. Determination about continued appropriateness for the program will be made once the student has fulfilled the terms of the remediation plan. A student may be dismissed from the program for failure to demonstrate the program's minimal level of competency in clinical work depending on the seriousness and chronicity of the concern during training.

19.5. Continued Unsatisfactory Performance in Meeting Research Milestones

Students who fail to satisfactorily meet research or coursework milestones may be subject to remediation and potential dismissal from the program.

19.6 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 affects 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 faculty 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 DCT about the problem the student is having. 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 Dean of Students who can help students address issues pertaining to policies and procedures, grading issues, interpersonal disputes, and unfair treatment. Students can also contact the Title IX office to file an incident report.

20.3 Grade appeals

A student who wishes to appeal for a final course grade should first consult with the course instructor, then with the department chairperson. If the matter remains unresolved an appeal may be

filed 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>. The Title IX office can also help a student determine if he/she/they would like to file a formal complaint.

21.1 *Student Complaint Against a Faculty Member*

The Department of Psychology is committed to providing students with 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 with the Dean of Students and/or the Title IX office in accordance with those procedures.

21.2 *Complaint Process*

A complaint can only be brought by the 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, 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 thirty days (one month) from the time the infraction occurred. 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 DCT for advice and assistance in addressing the issue.
- The DCT 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 and guidelines provided by Title IX.

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 DCT 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 thirty days (one month) from the time the infraction occurred.

The DCT 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 DCT 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 DCT, the student should contact the Department Chair.)

If the student is unwilling to go directly to the person against whom a complaint is made, the DCT will go with the student to discuss the issue with the person in question. 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 DCT 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 about 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), or
- If appropriate, disciplinary action against the party

A student wishing to make a formal complaint must do so in writing within thirty days of the infraction. The complaint should be written to the attention of the DCT and Department Chair. In cases in which the complaint involved the DCT, 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 electronic file maintained by the DCT. The DCT will maintain a complaint file for the respective program. Both the student and the party(ies) 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 unresolved at the Departmental level, a formal complaint can be filed directly with the Dean of the Graduate School or the Title IX office if applicable. 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 DCT and Department Chair as soon as possible (i.e., preferably within five 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 DCT 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 what the student would like to do about the situation. One avenue would be to observe the “Informal Complaint” procedures. If the student refused to act, 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 like 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 <https://www.depts.ttu.edu/dos/handbook/>

22.3 *Membership and Participation in Professional Organizations*

Counseling psychology students are encouraged to become student affiliates with relevant professional organizations. 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 for one year, then attendance is still an encouraged activity which often proves useful to a student’s continuing professional development.

22.4 *Student Concerns About Other Students*

Students in the program often become close friends with their cohort and colleagues. Students may become aware of problems that other students are having and are concerned about their peer(s). When a concern arises about a fellow student, you can encourage the struggling student to talk to their advisor, another trusted faculty member, or the DCT. The counseling faculty want to do all

we can to help a student who may be struggling personally or professionally or in ways that may be impeding their academic progress (e.g., an ethical violation, mental health concerns, etc.)

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 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

<https://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.depts.ttu.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. The 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 to 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 members 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 like 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, DCT for the Counseling Psychology Program. Arizona State University, 1998. Human sexual behavior; hypersexuality; temptation bias; women's objectification of women, sexting.

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.

Haram Kim, Ph.D.

Assistant Professor, University of Florida, 2024. Research Interests: intersection between work and well-being, work of marginalized populations in society, systemic and structural inequalities and work, school-to-work transition, and career interventions.

Brandy Piña-Watson, Ph.D.

Associate 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.

Christine Robitschek, Ph.D.

Associate Professor. University of Minnesota-Minneapolis, 1993. Personal growth initiative: theory, measurement, and impact on mental health, illness, and functioning; Positive Psychology.

Craig Warlick, Ph.D.

Assistant Professor, University of Kansas, 2019. Research Interests: Treatment delivery strategies. Healthcare provider training. Religiosity—from fundamentalism to atheism, and its intersections with mental health, vocational psychology, and 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 people 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 with students or program faculty when necessary. It is expected that other contributors who are not adjunct faculty will maintain open communication, provide input, receive feedback, and meet with students or program faculty when necessary. Associated and Adjunct faculty also serve as role models for 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 DCT 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 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

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 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

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
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– 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

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

PSY 5306 Seminar in Professional Ethics

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

Annual Report and Portfolio (Qualifying Examination)

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
TTU Counseling Psychology Doctoral Program
Annual Review and Qualifying Exam Portfolio

Student Name

Academic Year

I am submitting this document as (check one)

My Annual Review

My Doctoral Qualifying Exam

Students will submit a completed portfolio each year using the instructions on the following pages to format their document. Each year students will build on what was submitted during the previous academic year, creating a new, cumulative training document. This portfolio will be submitted to their advisor and to the Program Director (DCT) by **April 15th** each year.

The purpose of this portfolio is to demonstrate the developmental acquisition of competence in specific areas of training relevant to professional practice. This demonstration of acquiring competence includes both course content for basic experience, as well as via non-class assignments for development of applied competencies. One would not attempt to claim adequate competency when one is first learning a skill. Faculty will likewise only be able to sign off for skills and areas of competency for which they 1) have expertise and 2) the ability to supervise your progress. If in doubt, you should discuss the areas of competency and your planned approach to demonstrating competency with your advisor.

For Annual Reviews, these documents will be reviewed by the student's advisor and summarized to the faculty during the end of long-semester meetings (Fall, Spring). The faculty will review the portfolio each year and determine whether the students have made sufficient progress for that year. This evaluation of progress will be reflected both on the signature page of the portfolio as well as in the end year evaluation form the student receives from their advisor.

The portfolio will be comprised of the following domains and sections of coverage:

Annual Review (Annual Documentation Update Required)

- Curriculum Vita.
- Section 1: Coursework completed
- Section 2: Research and statistical ability
- Section 3: Research competency, Dissemination
- Section 4: Research competency, Study administration
- Section 5: Psychological assessment
- Section 6: Clinical intervention
- Section 7: Clinical documentation
- Section 8: Individual and cultural differences
- Section 9: Ethics and professional practice

Qualifying Exam (One time Completion)

- Section 10: Communication and interpersonal skills
- Section 11: Professional values and attitudes

Annual Review

The following sections should be completed each year. These sections provide an annual formative update on training and competency in health service psychology. Not included in the recognized sections below is the requirement of your up-to-date C.V. with this document.

For your Qualifying Exam, insert your full C.V. here.

For each **annual review**, submit an abbreviated C.V. (2-page max, a common field length for abbreviated C.V.'s) inclusive of work conducted during the past academic year since submission of your previous annual review.

Section 1: Coursework

1. List your grades for each of the classes within the listed sections. These grades reflect knowledge-based advancement of APA-required domains of training for health service psychology. If you failed a course, withdrew from a course, or otherwise had to take leave for any reason, that course should stay listed to show experience, progress, and growth throughout the training experience.

APA-Required Knowledge Exposure and Training			
Class Title / PSYC XXX	Grade	Semester / Year	APA Domain (listed below)

Discipline-Specific Knowledge

- History and Systems
- Emotion and Social Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Research Methods
- Statistical Analysis
- Psychometrics (optional)

Profession-Wide Competencies

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes & Behavior
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision & Consultation

Section 2: Statistical Skills Acquired Beyond Coursework

In this section you are to indicate where you have performed the listed statistical procedure that does not include what you have done in your courses. You are to attach a copy of the work product which shows the analyses you have used. For example, include a copy of the submitted or accepted abstract as a separate page in this portfolio. Another option is to use an image of the poster presentation shrunk to a single page, or a copy of notes/presentation for oral presentations. If you are using a thesis or dissertation, please have your advisor sign off to signify you have completed the analysis(es). If you are including a manuscript that was published, including only the first page with the abstract and information on journal. Do the same if the manuscript was submitted but not published. You are required to acquire a minimum of 4 competencies. You can repeat a competency (e.g., using the same method in a poster or thesis, but you must have at least two competencies from different categories). Additionally, one competency must be where you are listed as the first author. Lastly, you cannot meet all your competencies using only your thesis. To clarify, if you choose to use your thesis project to fulfill some of these competencies, you will need a second project to fulfill at least one other statistical competency. An example is provided below for the document description needed for each statistic.

Example:

Statistical Analyses	Document
<i>Bivariate Correlation</i>	Thesis, poster presentation, manuscript
<i>ANOVA/T-test</i>	Poster presentation

Statistical Analyses	Document	Advisor Signature
<i>Bivariate Correlation</i>		
<i>ANOVA/T-test</i>		
<i>Chi Square Test</i>		
<i>Linear Regression</i>		
<i>Multiple Regression</i>		
<i>Moderation</i>		
<i>Mediation</i>		
<i>Multiple Regression</i>		
<i>ANCOVA/MANCOVA</i>		
<i>Factor Analysis (PCA, EFA, CFA)</i>		
<i>Latent Person Modeling (LCA, LPA)</i>		
<i>Longitudinal Path/SEM Modeling</i>		
<i>Effect Size (e.g., d,g,phi, r, v, etc.)</i>		
<i>Meta-Analysis</i>		
<i>Network Analysis</i>		
<i>Item Response Theory</i>		
<i>Qualitative Analysis</i>		
<i>Machine Learning</i>		

Section 3: Research Competencies in Product Creation

You are required to acquire a minimum of 4 research competencies. These can be demonstrated by submissions to conferences or submissions of manuscripts or grants. One competency must include you as first author. Your thesis and dissertation are separate from the competencies listed in the table. Additionally, you can only use one category once. That is, if you submit a poster proposal to APA you would have to choose whether to count that as a national conference submission or a poster presentation. You cannot use one submission for more than one category. These guidelines are consistent with the program's requirement for research training as a critical aspect of your training.

	Outlet	Date	Advisor Signature
<i>Conference Abstract Submission</i>			
<i>University Conference Submission</i>			
<i>Regional Conference Submission</i>			
<i>National Conference Submission</i>			
<i>Poster Presentation Submission</i>			
<i>Poster Creation/Submission (F/A)</i>			
<i>Oral Presentation Submission</i>			
<i>Manuscript Submit (any author)</i>			
<i>Manuscript Submission (F/A)</i>			
<i>Manuscript Submission (any Author)</i>			
<i>Manuscript Accept (F/A)</i>			
<i>Small Grant Submission (<\$5,000)</i>			
<i>Large Grant Submission (>\$5,000)</i>			
<i>Submit Fellowship (NSF, NIH, etc.)</i>			

Milestone Documentation

Successful Proposal of Thesis	Date
Successful Defense of Thesis	Date
Successful Proposal of Dissertation	Date
Successful Defense of Dissertation	Date

Section 4: Research Competencies in Data Collection and Study Administration

In addition to the dissemination methods described above in Section 3, you must also engage in research tasks prior to the creation of products (e.g., posters/papers/grants/etc.). This aspect of training focuses on how to collect data. You are required to complete a minimum of 5 Research Tasks from the table below. We ask you to describe the study topic to give a sense of specialization and development. It is recommended that you list 2-5 keywords, consistent with how APA keywords are generated. If in doubt of potential keywords, you should discuss the study with your advisor.

Research Tasks	Study Topic	Counseling Signature
<i>IRB Submission</i>		
<i>Qualtrics Survey Creation</i>		
<i>In Person Data-Collection</i>		
<i>Virtual Data-Collection</i>		
<i>Undergraduate RA Supervision</i>		
<i>APA Formatted Results/Tables</i>		
<i>Extracting Secondary Data</i>		
<i>Developing a Code Book</i>		
<i>Developing a Research Protocol</i>		

Section 5: Assessment Skills and Competencies Acquired Beyond Coursework

You are required to complete a minimum of one fully integrated deidentified assessment report (test battery) that employs Broadband measures, IQ measures and test validity measures. Select assessment methods that reflect the science of measurement and psychometrics and address relevant diversity characteristics in your report. Use multiple sources and methods relevant to the reason for the assessment. Include your interpretation of the assessment results. Relevant faculty will review your work product and sign off on your report if it meets the standards for an integrated assessment report.

Tests Utilized	Counseling Signature
Unstructured Interview	
Structured Interview	
<i>Comprehensive (e.g., SCID, DIVA)</i>	
<i>Symptom Specific (e.g., CAPS for PTSD)</i>	
Mental Status Interview	
Symptom Screening (e.g., PHQ, GAD)	
<i>In Assessment Case</i>	
<i>In Treatment Tracking</i>	
Broadband Measures	
<i>Normal Personality (e.g., NEO / IPIP)</i>	
<i>MMPI-2/RF/3</i>	
<i>PAI/PAI-2</i>	
<i>MCMII</i>	
<i>PAI-A or MMPI-A/RF</i>	
Stimulus Response	
<i>Rorschach (RPAS or CS)</i>	
<i>TAT</i>	
Intellectual Testing	
<i>WAIS-IV</i>	
<i>WASI-II</i>	
<i>WISC-V</i>	
Achievement Testing	
<i>Woodcock Johnson</i>	
<i>WRAT</i>	
Vocational Measures	
<i>Self-Directed Search</i>	
<i>RIASEC</i>	
<i>Strengths Inventory</i>	
Neuropsychological Assessment	
<i>D-KEFS</i>	
<i>WMS</i>	
<i>RBANS</i>	
<i>CVLT</i>	
<i>NAB</i>	
Performance of Symptom Validity	
<i>SIRS</i>	
<i>M-FAST</i>	
<i>WMT</i>	

<i>Ray FIT or FIT Delayed</i>	
<i>TOMM</i>	
<i>Victoria Symptom Inventory</i>	

Section 6: Clinical Intervention Experiences and Competencies - Theory

In this section you will complete two work products.

Task 1: The first task is to present a written advanced practicum case conceptualization. You may use a client you have seen, but the information must be de-identified consistent with APA ethical requirements and HIPAA expectations.

Task 2: The second task is to write your AAPI Theoretical Orientation Essay (500-word max)
From APPI:

“Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.”

You should describe your theory pertaining to socio-emotional issues and articulate how your theory would address the etiology of client socioemotional issues and the theory of change. You should clearly specify the important tenants of your theory as well as how your theory would approach vocational issues.

If you integrate two or more theories in your clinical work, it is important to clearly articulate how you integrate the multiple theories. A thoughtful integration addresses ways in which the theories may conflict or complement one another. You should discuss and clearly explain how potential conflicts are resolved in your approach with clients.

Examples:

- Psychodynamic approach in therapy: The role of a therapist is to help clients identify their issues and change their perspective on life.
- Psychotherapy versus cognitive behavior therapy: The benefits of cognitive therapy compared to other treatments.
- Therapeutic approaches in psychotherapy: The Humanistic-existential therapeutic style focuses on the individual's condition.

Include your essay in your portfolio under this section.

Section 7: Clinical Intervention Experiences and Competencies – Notes

You are required to demonstrate proficiency in at least 2 types of documentation. Again, examples should be part of the portfolio and de-identified completely, consistent with APA ethical requirements and HIPAA expectations.

Documentation Type	Practicum Supervisor Signature
SOAP Note	
DAP Note	
Narrative Note	
Intake Note	
EBP Template from US Gov	
Assessment Report Writing	
Termination Summary	

Section 8: Multicultural Competencies

The purpose of this section is to assess students' ability to integrate knowledge and recognition of individual and cultural differences when executing professional roles. This includes the ability to work effectively with co-workers, clients, and other professionals whose group characteristics may conflict with your own.

To assess this, students are required to do two things.

Task 1. The first is to write your APPI essay (500-word max) which states: “*Describe how multicultural and diversity variables inform your case conceptualization and clinical practice.*” Use de-identified case material to illustrate your approach.”

Your essay reflects your ability to work with clients and people from diverse backgrounds. You can speak about your own personal experiences and how these may influence your work. You should also include research and service experiences that demonstrate your ability to integrate diversity holistically. Limit your essay to 8 pages.

Task 2: The second is to write a 300–500-word essay demonstrating how your own personal culture, attitudes, values, and biases may affect how you interact with people who are different than you.

Section 9: Ethical and Legal Competency in Research and Practice

The purpose of this section is to demonstrate your knowledge and application of complex ethical and legal issues including potential conflicts that may exist between the two (e.g., ethical standards, HIPAA, mental health law, etc.). No essay is required until your Ethics course is completed (typically, Summer of first year).

1. Create a vignette (of less than 500 words) that represents an ethical dilemma and explain what decision-making process you would use to address the issues at hand. Each year, you should revisit the vignette and edit based on your education over the past year. These updated versions should be included in the subsequent portfolio (e.g., If you wrote an essay in 2025 and updated it in 2026, both should be listed in the portfolio), building a developmentally representative profile showcasing your ethical perspective taking. If you would like to write a different essay entirely, that is also acceptable and consistent with this requirement. Your advisor is charged with signing off on the essay presented each year as meeting ethical standards reflecting your current developmental level.

Program Year	Date	Advisor's Signature
1 st	n/a	n/a
2 nd		
3 rd		
4 th		
5 th		
6 th		
7 th		

Advanced Developmental Evaluation Components

The following two sections are completed only at a single time-point, consistent with a summative (qualifying) approach to evaluation of student learning and preparation. This section contains a professional identity component (APPI Personal Essay) and Interpersonal communication. Other core competencies of health service psychology (e.g., therapy, assessment, multicultural consideration, etc.) should be documented as growing and meeting qualifying expectations up to this point through the cumulative documentation produced during annual review

Section 10: Communication and Interpersonal Skills

This section will be filled out by faculty at the end of the student's 4th year of study or earlier, (given the student's point of matriculation) at the annual review meeting. The faculty will determine by a "yes" or "no" in each category whether the student has met the competency. To pass, the student must successfully complete each category.

Communication and Interpersonal Skills

	Completes assigned tasks in a timely fashion and in an acceptable format
	Appropriate interaction with peers, colleagues, staff, trainees, etc.
	Appropriate involvement in professional development activities (e.g., professional associations).
	Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings.
	Demonstrates ability to communicate effectively, in writing and orally to a range of audiences.
	Able to listen and be empathetic of others; respect for/interest in others' cultures, experiences, values, points of view, etc.
	Demonstrates awareness of impact on colleagues (faculty and students).

Section 11: Professional Values, Attitudes and Development

In this section you are required to write your APPI Autobiographical essay (500-word max, consistent with APPI requirements for length).

APPI Prompt:

“There is no correct format for this question. Answer this question as if someone had asked you “tell me something about yourself.” It is an opportunity for you to provide the internship sites with information about yourself that may not be covered in other parts of the application. It is entirely up to you to decide what information you wish to provide along with the format in which to represent it.”

This is being submitted as: (check one)

Annual Review

Qualifying Exam Results

Student Name

Student Signature

This student has successfully completed the milestones necessary to pass their annual review for the academic year.

This student has NOT successfully completed the milestones necessary to pass their annual review for the academic year.

This student has successfully completed the milestones necessary to pass the qualifying exam and may be admitted to candidacy.

This student has NOT successfully completed the milestones necessary to pass the qualifying exam and cannot be admitted to candidacy at this time.

Date

Comments:

Advisor Signature

Date

DCT Signature

Date

Appendix IV

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 PSY 5404 Intellectual Assessment PSY 5480 Exp Design	PSY 5347 Advanced Correlation PSY5334 Theories and Adv Counseling PSY 5345 Research Seminar	PSY 5306 Professional Issues (Ethics) PSY 5101 Teaching
YEAR 2	PSY 5002 Clinic Prac (3 cr) PSY 5315 Obj Personality Assessment PSY 5308 Vocational Psychology	PSY 5002 Clinic Prac (3 cr) PSY 5396 Multicultural Counseling Adv Stats (e.g., SEM or MANOVA or 1 *CORE COURSE	PSY 5002 Prac (3/1 cr or 1/3 cr) Begin Portfolio Development
YEAR 3	PSY 5002 Clinic Prac (3 cr) PSY 5315 Obj Person Assess (if not taken in year 2) PSY 5308 Vocational Psychology% *CORE COURSE or ^ELECTIVE	PSY 5002 Clinic Prac (3 cr) Adv Stats (e.g., SEM or MANOVA) <u>or</u> PSY 5350 History & Systems of Psych PSY 5385 Life Span Development *CORE COURSE or ^ELECTIVE May apply for external prac opportunities	PSY 5002 Prac (3/1 cr or 1/3cr) May participate in external practica
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) Turn In Completed Portfolio for Qualifying Exam
YEAR 5	PSY 5002 Prac (1-3 credits) PSY 8000 Dissertation Research Final *CORE COURSE or ^ELECTIVE PSY 5001 Internship Course (1 cr)	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), Lifespan (5385), Biological (5301), Social/Emotion (5327), Cog and Bio Soc/Emotion Neuro

-^See program handbook for electives.

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

-8000 hours can begin once the research qual is passed.

- Thesis projects (PSY 6000) must be completed before final submission of the portfolio.

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

-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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Association
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1-800-374-2721
<https://accreditation.apa.org/>

Last accredited 2023. Next accreditation review: 2033

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